



# LEADERSHIP DEVELOPMENT PROGRAM

## Basic Training In-Service Workbook for Transferring Leaders

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 Basic Training for Adults in Leadership positions**  
**Part of Certificate III in Leadership Support & Certificate III in Frontline Management**  
*Skills and In-Service Workbook*

Published by  
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## Change Record Sheet

Change Date	Pages Affected	Change Details
1 Aug 05	2, 7 & 8, 19 – 24,	New Note added, some references removed, some signature requirements removed
14 Jan 07	Cover	Cover changed
27 Jul 07	1 22, 27, 40-42, 49, 55, 57, 59	Verification Table added CPR Reference updated, DRABC updated, tables updated, table modified reference updated, table modified to remove verifier table modified to remove verifier
1 Feb 08	21 27  93 All	Add extra information in to Attachment 3.07 for GLs Remove Attachment 3.10 Attachments 3.28/3.67 moved to pre-course section Paragraphing corrected General tidy up and reordering
1 Jan 09	3 6 26 27 41 42 77 81	Introduction updated Added The Path to your Woodbadge Attachment 3.10 title updated Attachment 3.11 title updated New Attachment 3.31 Attachment 3.26 updated Attachment 3.51 updated and second page removed Attachment 3.02 updated to reflect new training program
1 Jan 10	All	Whole workbook re-ordered and realigned into two sections



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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

### To the transferring Leader

This Workbook is designed to assist you through the In-Service Training Program, as well as prepare you for the Basic training course associated with your new appointment.

The activities in this Workbook are divided into two Sections:

- Section 1 – Activities required for you to receive your Certificate of Adult Appointment for your new role (along with Section 2 Activities)
- Section 2 – Activities you need to complete before you can attend your Basic Sectional Techniques course.

These can be undertaken in any order, but it is expected that all Section 1 and 2 will be **completed within 3 months of your commencement**. Knots and Lashings (Page 18)

You need to bring this workbook with you to your Basic Sectional Techniques Training Course.

You will have a Personal Leader Adviser as your guide, mentor and friend during this learning period. Many of the skills will be learned with, or demonstrated to your Personal Leader Adviser, who will also assist you attend the relevant meetings and apply for the Basic training courses.

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

You need to complete all the activities contained within this workbook, as well as your Basic Training. You are required to complete all the activities within 12 months of your transfer date. Failure to complete all your basic training within this timeframe will lead to another discussion with the members of the District Personnel Committee.

Remember, you are required to complete this training to transfer your role and continue on your journey to complete your advanced training.

### **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.

# The Path to your New Woodbadge

All you wanted to know, but didn't know what to ask.

The following provides more in-depth information on the components of the Woodbadge Training Program:

- 1. Introduction to Scouting Seminar - Basic Level Training: (Previously completed, so no requirement to redo.)**
- 2. In-Service - Basic Level Training:**

For Leaders of Youth, eight weeks In-Service Training with the appropriate Section within a Scout Group, under the supervision of a Personal Leader Adviser appointed by the District Leader – Sectional in conjunction with the District Leader Adult Training Support. This training should commence without delay. All requirements for In-Service and Technical Training Tasks are in the Skills and In-Service Workbook.

For Leaders of Adults and Activity Leaders, an In-Service program of eight weeks is completed with the guidance of the Personal Leader Adviser.

For Rovers, an In-Service program is completed with the Crew.
- 3. Technical Training Tasks - Basic Level Training: (Previously completed, so no requirement to redo.)**
- 4. Basic Common Core Course: (Previously completed, so no requirement to redo.)**
- 5. Basic Sectional Techniques Training for Leaders of Youth and Rovers:**

Basic Sectional Techniques courses for Joey Scout, Cub Scout, Scout, Venturer Scout Leaders, Rovers and Rover Advisers are two and a half days duration and will generally be a residential weekend.

The course is designed to develop a continuous improvement in the skills of training and working with young people, with emphasis on reasons why Leaders carry out their various roles.

Activity Leaders will complete basic Sectional techniques training covering Specialised Activities and Adventurous Activities, as well as the Training of Trainers - Training Methods (or equivalent) program. (The Basic Specialist Course can be completed by youth members 14.5 years of age and older and Leaders to receive a Participant Qualification)
- 6. Leader of Adult Basic Common Techniques Course: (May have previously been completed, if so no requirement to redo.)**

Leader of Adult Basic Common Techniques Course for Group Leaders, District Leaders and Commissioners is one day duration and is generally non-residential.

You must complete the Introduction to Scouting / Rovers Seminar and Technical Tasks as well as the Basic Common Core Course **before** you attend the Leader of Adults Basic Common Techniques Course.

The course is designed to cover the fundamentals of the Movement and technical skills, with emphasis on reasons why Leaders carry out their various roles and the support requirements that Leaders of Adults provide.
- 7. Basic Sectional Techniques Training for Leaders of Adults:**

Basic Sectional Techniques courses for Group Leaders, District Leaders and Commissioners is one day duration and is generally non-residential.

You must complete the Leader of Adults Basic Common Techniques course **before** you attend the Basic Sectional Techniques Course.

The Basic Sectional Techniques course for Leader of Adults is designed to build on the management skills required by the Leader of Adults.
- 8. Assessment Activities - Basic Level Training:**

As an integral part of your Basic training, you are required to complete a range of assessment activities which are recorded in your Workbooks that are issued at various points throughout the training program. You will receive a Certificate of Adult Leadership and Certificate of Adult Appointment at the completion of your Basic training. If you are undertaking Activity Guide training you are required to complete all sections of the workbooks and submit them for assessment. All other Leaders and Rovers are encouraged to submit their Workbooks for assessment through the Personal Leader Adviser, to the Scout Service Centre. Once assessed, you may receive a Certificate III in Frontline Management and a Certificate III in Leadership Support if you hold a current Level 2 First Aid qualification.



- 9. Leader of Youth Advanced Common Core Training: (May have previously been completed, if so no requirement to redo.)**  
It is essential that you have a minimum of six months post-Basic course experience, before applying for the Leader of Youth Advanced Common Core Course.  
Leader of Youth Advanced Common Core Course is a combined course for Joey Scout, Cub Scout, Scout, Venturer Scout, Rovers and Rover Advisers and Activity Leaders and is two days duration and may be either a residential or non-residential weekend.  
This course concentrates on aspects of youth development and fundamentals of the Movement.
- 10. Leader of Youth Advanced Outdoor Activities Training:**  
This section based two and a half day course will concentrate on practical outdoor activities for youth members. It may be undertaken any time after you have completed Basic Training, providing you have a Certificate of Adult Appointment.  
Pack Holiday and Camping under Canvas content is included in the Cub Scout Outdoor Activities Advanced courses. This is a requirement for any Cub Scout Leader wishing to lead a Pack Holiday.  
Rovers, Rover Advisors and Activity Leaders do not complete an Outdoor Activities course.
- 11. Leader of Youth Advanced Sectional Techniques Training:**  
It is essential that you have completed the Leader of Youth Advanced Common Core training before attending the Leader of Youth Advanced Sectional Techniques Course.  
The Advanced Sectional Techniques courses for Joey Scout, Cub Scout, Scout, Venturer Scout and Activity Leaders are two and a half days duration and will generally be a residential weekend. For Rovers and Rover Advisors the course is four and a half days duration, generally residential over two weekends.  
This course concentrates on aspects of youth development, related leadership skills, and advanced programming.
- 12. Leader of Adults Advanced Sectional Techniques Training:**  
The Advanced training is common to all Leaders of Adults. This consists of a four and a half day residential or non-residential program, that can be completed a minimum of six months post-Basic course experience.  
This course concentrates on aspects of youth and adult development, related leadership skills, and improved management skills.
- 13. District Evaluation: Application and Evaluation:**  
Over a minimum period of four months following completion of all Advanced training, your progress and application of Advanced training are observed and evaluated by yourself and the District/Region Commissioner/Team Leader or his/her nominee. The Branch Commissioner for Adult Training and Development verifies Rover evaluations in consultation with the Assistant Region Commissioner – Rovers.  
This evaluation can commence at any time after the Advanced training is completed.
- 14. Assessment Activities - Advanced Level Training:**  
All Leaders, as an integral part of their Advanced training, are required to complete a range of assessment activities which are recorded in Workbooks that are issued at various points throughout the training program. To receive a Certificate of Advanced Adult Leadership you must complete your Advanced Pre-Course workbook, the Advanced Course Workbook and your Advanced Post Course Workbooks. Once completed these are submitted, through your Personal Leader Adviser, to Branch Headquarters for assessment. The exception to this is when you have completed Advanced Training previously with continuous service you do not have to resubmit your workbooks for assessment. Other exceptions are in operation, but these will be decided on a case-by-case basis with the Personal Leader Adviser.



Congratulations on your decision to transfer to another Adult Leader role in the Scout Movement.

# Your Basic Training Program

## Message from your Team Leader

To: .....

With your transfer you need to complete a range of training activities to prepare yourself for your new role. This initial preparation requires completion of the Basic Level Training component of the Woodbadge Training.

**1: In-Service Training**

In-Service Training appropriate to your new role within Scouting, under the supervision of a Personal Leader Adviser appointed by the District/Region Leader - Sectional. This training should commence without delay. All requirements for In-Service are included within this Workbook.

**2: Basic Level Training**

Includes relating to and working with young people, basic methods used in your role, programming skills, conduct of Outdoor and Indoor Meetings and activities, application of the Aims and Principles of Scouting, Promise and Laws, Theme and basic knowledge and skills relative to Scouting.

You should complete the Basic Level Training within the 3 to 6 month probationary period that you are required to serve. During this time you will be working in the appropriate role, with your Team Leader and your Personal Leader Adviser to support you.

Your In-Service will be supervised by me, as Team Leader, or by a member of our District/Region, who will be your mentor, guide, sponsor and friend during this period.

During this period you will participate fully in the youth programs, learn about Section and Group administration and the progression of youth members in Scouting from one Section to the next.

**Your Personal Leader Adviser will be:**

Name: ..... Telephone: .....

Address: .....

Signed: .....

Team Leader

Date: ..... Telephone: .....

## **Section 1 – In-Service**

**The activities in the following pages are activities that you need to complete to receive your Certificate of Adult Leadership and Certificate of Adult Appointment.**



## ***Duty Statement***

(Place a copy of your Duty Statement here)

**My Team Leader and I have discussed my Duty Statement:**

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

**Team Leader:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## ***Duty Statement***

### **Leaders of Adults only**

In the space provided list, in priority order, the major tasks you have to undertake as Leader of Adults.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

Read the following list carefully. Place a tick  next to the grading you believe to be appropriate to your role as Group Leader, District Leader or Commissioner, Region or Branch Commissioner.

Your Role: \_\_\_\_\_

		Always	Sometimes	Never
1	Hold regular and frequent Team meetings			
2	Attend outdoor Section Activities to ensure they are well organised			
3	Invest youth members if you happen to be at a Section Meeting when Investiture is due			
4	Organise the Advancement Ceremonies			
5	Interview all new youth members and their families			
6	Recruit Leaders for Youth Sections			
7	Attend District/Region/Branch/Team meetings			
8	Sign completed Application for Membership			
9	Appoint a Committee prior to Annual Meetings			
10	Find Resource Personnel for each Section			
11	Plan when Pack, Troop or Unit should hold Pack Holidays/Camps			
12	Approve outdoor activities			
13	Process Youth Enrolment Forms			
14	Run youth section programs in the absence of Leaders			
15	Organise maintenance of grounds and buildings			

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

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

**Personal Leader Adviser:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## *Basic Core Module Section "C"*

### In-Service Activities

## **In-Service Activity N° 1**

### **District Training Meeting**

**(Wandarrah / Seonee / Mindari / Zone Council / Region Rover Council)**

\*\*\*\* Rover Advisers should attend a Region Rover Council meeting as an equivalent \*\*\*\*

\*\*\*\* Activity Leaders should attend a local District Training meeting as an equivalent \*\*\*\*

**Note:** While some activity Leaders may operate in a Region or Branch Activity Team, attendance at a local District Training meeting will allow you to introduce yourself to the local Scouting community as well as seeing how a District functions.

Attend a Training Meeting in your District/Region/Branch and complete the following worksheet.

- a) Date attended: \_\_\_\_ / \_\_\_\_ / \_\_\_\_
- b) List the names of people holding positions on the Team and Adults you met from other Groups/Teams.

DC _____	OTHERS _____
DL ATS) _____	_____
DL (JS) _____	_____
DL (CS) _____	_____
DL (S) _____	_____
Z/DL (VS) _____	_____
DRA _____	_____

- c) Describe the general purpose of this training meeting.

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- d) List the specific training elements covered.

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- e) Discuss what you found most useful with your Personal Leader Adviser.

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**NOTE:** You should endeavour to attend all Training Meetings held in your District/Region/Team as a means of furthering your overall training.

Is your Group or District involved with a Scout Fellowship or BP Guild? Yes/No

(Ask your Group Leader, District Commissioner or Personal Leader Adviser to detail roles if you are not sure.)

How can these Groups assist Scouting?

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

## ***In-Service Activity N° 2***

### **Networking with your Team**

It is important you meet regularly with members of your team to assist in planning, networking and reviewing the activities you have conducted. Activity Leaders should attend a District/Region/Branch Activity meeting, as appropriate to appointment.

Complete the following:

1. Who are members of your team?

2. List three items that you and your team discuss at your meetings

3. What did you find useful?

4. Discuss this with your Personal Leader Adviser

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

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

**Personal Leader Adviser:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## In-Service Activity N<sup>o</sup> 3

### Section/Team Meetings

- Attend and take part in Section/Team Meetings to perform tasks related to the basic skills required. These Meetings should be in an eight-week period.
- Your Personal Leader Adviser will assist you in arranging the visits to another Mob/Pack/Troop/ Unit/ Crew.
- For each of the meetings, you have a special task to carry out, as well as general participation and observation of the youth members and the program.
- **Record your thoughts and feelings for each Training Meeting on the following pages.**

Please attend and take an active part in the meetings, i.e. be involved and participate – don't stand back and just observe. "LEARNING BY DOING" was the technique Baden-Powell believed was most successful. Attendance and participation will give you an appreciation of how each Section/ Team operates.

It is suggested that with the help of your Personal Leader Adviser and/or your Team Leader, you spread these visits over a number of Groups. This helps to give you wider exposure to a greater variety of leadership styles, techniques and skills. The attendance at these meetings should be organised in consultation with your Personal Leader Adviser or Team Leader. It can be any combination of own section and other sections but should not be your own Mob, Pack, Troop, etc unless distance is an impediment.

Some examples are:

#### Joey Scout Section

Requirements: New Joey Scout Section Leaders are required to participate in:

- Three meetings with own Mob
- two meetings with another Mob
- one meeting with a Cub Scout Pack

First Training Meeting	Organise and run games incorporating the skills appropriate to the Joey Scout Section.
Second Training Meeting	Organise and run an activity other than a game.
Third Training Meeting	Organise and run a game incorporating the Promise, Law and Theme of the Joey Scout Section.
Fourth Training Meeting	Tell a story or give a yarn.
Fifth Training Meeting	Demonstrate the suggested opening and closing ceremonies.
Sixth Training Meeting	Plan and assume complete control for a full meeting.
Section Visit	Attend a Cub Scout Pack meeting.

#### Cub Scout Section

Requirements: New Cub Scout Section Leaders are required to participate in:

- two meetings with their own Cub Scout Pack.
- two meetings, where possible, with another Pack
- one meeting with a Joey Scout Mob
- one meeting with a Scout Troop

First Training Meeting	Organise and run games incorporating the Technical skills and subsequently practised with the Personal Leader Adviser.
Second Training Meeting	Organise and run an activity other than a game. (based on Technical skills).
Third Training Meeting	Deal with test passing or instruction as appropriate

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Fourth Training Meeting	Tell a story or give a yarn talk as appropriate. (This could be done as part of the visit to a Joey Scout Mob)
Fifth Training Meeting	Demonstrate the opening and closing ceremonies.
Sixth Training Meeting	Plan and assume complete control for a full meeting including opening and closing ceremonies.
Section Visit	Attend a Joey Scout Mob meeting
Section Visit	Attend a Scout Troop meeting

### Scout Section

Requirements: New Scout Section Leaders are required to participate in at least two meetings with another Troop that provides an acceptable model of the Patrol System in action. A visit to a Cub Scout Pack and a Venturer Scout Unit is also to be included.

First Training Meeting	Organise and run games incorporating the Technical skills and subsequently practised with the Personal Leader Adviser.
Second Training Meeting	Organise and run an activity other than a game (based on Technical skills).
Third Training Meeting	Deal with test passing or instruction as appropriate
Fourth Training Meeting	Tell a story or give a yarn talk as appropriate.
Fifth Training Meeting	With your Personal Leader Adviser, demonstrate a practical concept of the Patrol System.
Sixth Training Meeting	Plan and assume complete control for a full meeting including opening and closing ceremonies. NB: This is done with the Troop Council.
Section Visit	Attend a Cub Scout Pack meeting
Section Visit	Attend a Venturer Scout Unit meeting.

### Venturer Scout Section

Requirements: Leaders in the Venturer Scout Section should attend as large a range of outdoor activities as possible during this period. A visit to a Scout Troop and a Rover Crew is also to be included.

First Training Meeting	Organise and control games/stunts incorporating Technical skills and subsequently practised with the Personal Leader Adviser.
Second Training Meeting	Visit a range of Venturer Scout Activity Meetings.
Third Training Meeting	Plan and run an activity with the Venturer Scout Leader.
Fourth Training Meeting	With a Venturer Scout and the Venturer Scout Leader, discuss with an Examiner the Award Scheme and standards. Set an achievement level for the Venturer Scout in an activity.
Fifth Training Meeting	Plan a complete meeting with the Leader and Unit Chairman and accept responsibility for the meeting.
Sixth Training Meeting	Give a yarn to a Venturer Scout Unit related to the objectives of the Venturer Scout Section.
Section Visit	Attend a Scout Troop meeting
Section Visit	Attend a Rover Crew meeting.

### Rover Section

Requirements: The tasks to be undertaken at Crew Meetings during the six weeks are to be set by the Branch Commissioner Rovers, usually through the Assistant Region Commissioner Rovers. Where possible the following activities should be included:

First Activity	Attend a Region Rover Council
Second Activity	Attend a Region Rover Adviser Meeting
Third Activity	Attend a Branch Rover Council

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Fourth Activity	Attend at least four meetings with another Crew. One of these can be used for Attachment 3.17. One meeting must be a formal business meeting
Fifth Activity	Prepare and run at least one activity for the crew during this time
Sixth Training Meeting	Give a yarn to a Venturer Scout Unit related to the objectives of the Venturer Scout Section.
Section Visit	Attend a Venturer Scout Unit meeting

### Activity Leaders

Attend an activity training session for youth members	Assist Instructor/Guide as directed (tasks could include issue and collection of equipment, loading stores, observe training methods used.)
Attend an activity training session for adult members	Assist Instructor/Guide as directed (tasks could include issue and collection of equipment, loading stores, observe training methods used.)
Attend a weekend activity course (Topic 9 – Specialist Unit).	Assist Instructor/Guide as directed (tasks could include issue and collection of equipment, loading stores, observe training methods used.)
Attend a Scout section meeting	Observe the operation of the section and discuss the program with your Personal Leader Adviser.
Attend a Venturer Scout section meeting	Observe the operation of the section and discuss the program with your Personal Leader Adviser.

### Group Leaders

Requirements:            New Group Leaders are required to:

First Activity	Attend two Group Councils at Groups other than your own
Second Activity	Conduct two Group Councils at your own Group
Third Activity	Attend a Group Committee meeting at a different Group
Fourth Activity	Participate in two Group Committee meetings at your own Group
Fifth Activity	Attend a District Executive meeting in your District
Sixth Activity	Attend a District Group Leaders meeting in your District
Seventh Activity	Attend a sectional District Training meeting in your District
Section Visit	Visit each section of your Group and conduct a different activity at each one

### District Leaders

Requirements:            New District Leaders are required to:

First Activity	Attend two District Training meetings at Districts other than your own
Second Activity	Conduct two District Training meetings in your District
Third Activity	Attend two District Team meetings in your District
Fourth Activity	Attend a District Executive meeting in your District
Fifth Activity	Prepare/obtain a listing of all leaders within your section in your District
Sixth Activity	Participate in the Region section Council
Section Visit	Visit two sections within your District and conduct a different activity at each one
Section Visit	Plan your visit to other sections in your District

**NOTE:** Non-sectional District Leaders should substitute appropriate meetings relevant to their appointment.

## **Commissioners**

Requirements:           New Commissioners are required to:

First Activity	Attend a District/Region Team meeting outside your District/Region
Second Activity	Conduct two District/Region Team meetings in your District/Region
Third Activity	Attend a District Association/Region Council meeting outside your District/Region
Fourth Activity	Attend a District Association/Region Council meeting in your District/Region
Fifth Activity	Attend a Branch/Region meeting appropriate to your appointment
Visit – District Commissioners	Visit two sections within your District and participate in their activities
Visit – District Commissioners	Attend two Group Council meetings at different Groups in your District
Visit – District Commissioners	Attend two Group Committee meetings at different Groups in your District
Visit – Region/Assistant Region Commissioners	Attend two District Team/Council/Training meetings within your Region appropriate to your appointment

**Training Meeting N° 1**

Date attended: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

a) Summarise your special task/s for the meeting:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) Name of Scout Group: \_\_\_\_\_

Name of the Section attended: \_\_\_\_\_

c) Describe briefly the theme of the meeting:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d) Did all youth members participate in the entire program? \_\_\_\_\_

e) What did they seem to enjoy the most? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

f) How were the Aims and Principles of the Scout movement put into practice in the program?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

g) What were your thoughts and feelings about the task/s completed?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

h) Any additional notes/follow up regarding the meeting

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\_\_\_\_\_  
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Completed ..... / ..... / .....      Initials .....
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**Training Meeting N° 2**

Date attended: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

a) Summarise your special task/s for the meeting:

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b) Name of Scout Group: \_\_\_\_\_

Name of the Section attended: \_\_\_\_\_

c) Describe briefly the theme of the meeting:

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d) Did all youth members participate in the entire program? \_\_\_\_\_

e) What did they seem to enjoy the most? \_\_\_\_\_

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f) How were the Aims and Principles of the Scout movement put into practice in the program?

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g) What were your thoughts and feelings about the task/s completed?

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h) Any additional notes/follow up regarding the meeting

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Completed ..... / ..... / ..... Initials .....

**Training Meeting N° 3**

Date attended: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

a) Summarise your special task/s for the meeting:

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b) Name of Scout Group: \_\_\_\_\_

Name of the Section attended: \_\_\_\_\_

c) Describe briefly the theme of the meeting:

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d) Did all youth members participate in the entire program? \_\_\_\_\_

e) What did they seem to enjoy the most? \_\_\_\_\_

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f) How were the Aims and Principles of the Scout movement put into practice in the program?

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g) What were your thoughts and feelings about the task/s completed?

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h) Any additional notes/follow up regarding the meeting

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Completed ..... / ..... / .....      Initials .....

**Training Meeting N° 4**

Date attended: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

a) Summarise your special task/s for the meeting:

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b) Name of Scout Group: \_\_\_\_\_

Name of the Section attended: \_\_\_\_\_

c) Describe briefly the theme of the meeting:

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d) Did all youth members participate in the entire program? \_\_\_\_\_

e) What did they seem to enjoy the most? \_\_\_\_\_

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f) How were the Aims and Principles of the Scout movement put into practice in the program?

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g) What were your thoughts and feelings about the task/s completed?

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h) Any additional notes/follow up regarding the meeting

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Completed ..... / ..... / .....    Initials .....
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**Training Meeting N° 5**

Date attended: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

a) Summarise your special task/s for the meeting:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) Name of Scout Group: \_\_\_\_\_

Name of the Section attended: \_\_\_\_\_

c) Describe briefly the theme of the meeting:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d) Did all youth members participate in the entire program? \_\_\_\_\_

e) What did they seem to enjoy the most? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

f) How were the Aims and Principles of the Scout movement put into practice in the program?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

g) What were your thoughts and feelings about the task/s completed?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

h) Any additional notes/follow up regarding the meeting

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Completed ..... / ..... / .....    Initials .....
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**Training Meeting N° 6**

Date attended: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

a) Summarise your special task/s for the meeting:

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\_\_\_\_\_  
\_\_\_\_\_

b) Name of Scout Group: \_\_\_\_\_

Name of the Section attended: \_\_\_\_\_

c) Describe briefly the theme of the meeting:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d) Did all youth members participate in the entire program? \_\_\_\_\_

e) What did they seem to enjoy the most? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

f) How were the Aims and Principles of the Scout movement put into practice in the program?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

g) What were your thoughts and feelings about the task/s completed?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

h) Any additional notes/follow up regarding the meeting

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

## ***In-Service Activity N° 4***

### **Program Reflection**

Obtain copies of all the programs for the Mob/Pack/Troop/Unit/Crew/Meetings/Activities you attended under In-Service Activity N° 3 (Page 14) where appropriate.

Bearing in mind the Aim of the Scout Association as expressed in the Association's Policy and Rules are to produce useful citizens by the use of a program covering physical, intellectual, emotional, social and spiritual development, complete the following worksheet.

List the activities from all the programs under the following headings:

#### **PHYSICAL**

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#### **INTELLECTUAL**

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#### **EMOTIONAL**

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**SOCIAL**

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**SPIRITUAL**

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**SERVICE**

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**OTHER**

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Discuss the balance of these programs with your Personal Leader Adviser.

Completed ..... / ..... / .....    Initials .....
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# In-Service Activity N° 5

## Outings / Outdoor Activities

Take part in an Outing / Outdoor Activity with your Mob/Pack/Troop/Unit/Crew/Team. For Leaders of Adults, answer the questions considering what you would need to do to approve the activity? Such an activity might be:

<b>MOB</b>	<b>PACK</b>	<b>TROOP</b>	<b>UNIT / CREW</b>
Day Walk	Day Hike	Hiking	Hiking
Excursion	Excursion	Camping	Caving
Visit	Field Day	Community Service	Water Activity
	Trail	Cooking	Air Activity
	Wide Game	Water Activity	Abseiling
		Community Service	

Complete the worksheet.

a) Date attended: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

b) Describe briefly the nature of the activity.

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c) What was the purpose of the activity?

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d) Who was the Activity Leader? \_\_\_\_\_

e) Were the necessary forms completed for the activity? \_\_\_\_\_

f) What safety precautions were taken for the activity?

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g) Discuss the Outdoor Activity and the Duty of Care responsibilities required with your Personal Leader Adviser.

Completed ..... / ..... / .....      Initials .....
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## Personal Record of Training

		DATE
1.	Completed and signed "Mutual Agreement" (Leaders only).	
2.	Completed and signed "Leader Application Form" and "Code of Conduct" (Leaders only).	
3.	Attended an Introduction to Scouting/Introduction to Rovering Seminar.	
4.	Given copy of the publication "Introducing Scouting".	
5.	Issued with Technical Tasks & In-Service Workbook	
6.	Introduced to Personal Leader Adviser.	
7.	Presented with a signed Certificate of Adult Membership (Leaders only).	
8.	Completed In-Service Activities.	
9.	Completed Technical Task requirements.	
10.	Attended Basic Common Core Training Course.	
11.	Attended Basic Sectional Techniques Training Course.	
12.	Application for Certificate of Adult Leadership completed, endorsed by Group Leader and forwarded to District/Region Commissioner for processing.	
	<b>CERTIFICATE OF ADULT LEADERSHIP, CERTIFICATE OF ADULT APPOINTMENT presented.</b>	
	<b>CERTIFICATE III presented (if requested)</b>	
	<i>The remainder of this list will be completed after submission of Basic Workbooks.</i>	
13	Completed Advanced Course pre-Course activities.	
14.	Attended Advanced Common Core Training Course.	
15	Attended Advanced Outdoor Activities Course.	
16	Attended Advanced Sectional Techniques Training Course.	
17	Wood Badge evaluation by District Commissioner/Region Rover Council or his/her nominee completed.	
	<b>WOOD BADGE AWARDED</b>	
	<b>CERTIFICATE IV presented</b>	
	Electives, Seminars & Workshops attended	
	Supplementary training Attended	

## **Section 2 – Pre-Course & Bridging Activities**

**The activities listed in the following pages are activities that you need to complete before your Basic Training. These are also required to receive your Certificate of Adult Leadership and your Certificate of Adult Appointment.**



## Evaluation of Program Observed – Program Checklist 1

Leader of Youth, Activity Leader or Rover

Consider a program that you have observed. Attach a copy of this program.

1. Complete the checklist Part A using the scale below prior to attendance at your Basic training course, rating each of the following statements on the scale provided. Get another Leader in your team to rate you using the same scale.
2. Complete the checklist Part B as for Part A after attendance of your Basic course

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

I consider that I can	Self (A)	Peer (A)	Self (B)	Peer (B)
design/select a program suitable for my role				
ensure a copy is filed				
develop the program with others				
detail areas of responsibility for different people in the plan				
detail time allocations in the program				
detail tasks and responsibilities				
check the program meets the identified needs of youth/ other Leaders				
incorporate element areas into the program				
select suitable locations to run this				
stick to the plan or have a good reason for altering this				
provide challenging activities				
provide variety in activities				
assist adults perform the roles allocated				
give early notice advice to participants where necessary (e.g. camp in six weeks)				
identify any specific equipment needs				
note any ideas for improvement				
seek feedback from participants				
adjust the program for future use				
keep the program for future reference				
program for participants being safe				
program for participants having fun				

List three aspects that worked well


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

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

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



# Evaluation of Meeting Observed - Program Checklist 1

## Leader of Adults

### LEADERS OF ADULTS

Consider a meeting you observed or participated in. Now consider your skills as a Leader in designing, delivering and reviewing a meeting. Attach a copy of the agenda or meeting you attended

1. Complete the checklist Part A using the scale below prior to attendance at your Basic Training Course, rating each of the following statements on the scale provided. Get another Leader in your team to rate you using the same scale.
2. Complete the checklist Part B as for Part A after attendance at your Basic Training Course.

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

I consider that I can:	Self (A)	Peer (A)	Self (B)	Peer (B)
design an agenda suitable for their role				
ensure a copy is filed				
develop the agenda with others				
include others ideas in developing agenda				
detail areas of responsibility for different people agenda				
detail time allocations in the agenda				
detail tasks and responsibilities				
check the agenda meets the identified needs of others				
select suitable venue				
stick to the agenda or have a good reason for altering this				
provide challenging activities in the agenda				
provide variety				
assist adults perform the roles allocated				
give early notice advice to participants where necessary(e.g. camp in six weeks)				
identify any specific equipment needs				
do my best to obtain equipment needed				
note any ideas for improvement				
seek feedback from participants				
seek feedback from others involved				
adjust the agenda for future use				
keep the agenda for future reference				
plan for participants being safe				
plan for participants having an enjoyable time				
thank participants for their participation				

List three aspects that worked well


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

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

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



## **BRIDGING ACTIVITIES**

There are four activities to be completed and handed to the Course Leader later in the course. These activities are a compulsory part of your Basic Level Training and will reinforce learning.

Your Personal Leader Adviser and District Staff can assist you in these tasks.

### **ACTIVITY ONE**

Plan a 90 minute outdoor program on the following theme

Emphasis should be on fun activities incorporating Award Scheme work so Cub Scouts can learn to pass tests.

### **ACTIVITY TWO**

Start a personal games file or book, subdivided or cross-referenced into classifications and categories. This games file/book will initially include a minimum of twelve games of various types, showing categories and sufficient information to allow later recall.

Handouts and Session Aids from the Basic Core Module session on Games will assist you in this task.

Hand your games file/book to the Course Leader at the beginning of your Basic Sectional Techniques Course. Games files/books will be discussed during the Course and yours will be returned to you.

### **ACTIVITY THREE**

Conduct a Pack Meeting Review. Bring your results with you.

### **ACTIVITY FOUR**

Bring details of one practical activity based on the Promise and/or Law. This may be a game, handcraft, challenge, song, etc. All activities will be displayed during your Basic Sectional Techniques Course.

## **PRE-COURSE TASKS**

To assist your learning and Session timing you are asked to complete the following tasks before coming on the Course.

### **PROGRAMMING**

During the programming sessions you will be asked to plan two consecutive meetings for your Troop, with particular emphasis on planning for Patrols.

You will need to bring with you details of your Troop's long and medium-term plans. You will be asked to choose a specific time (eg in one or two months' time) and prepare an outline program plan to be used in the Troop.

Information you will need:

- A) A copy of your Troop's long and medium-term programs.
- (b) Details of the Patrols and their Target and Patrol Activity Badge choices.
- (c) Details of any recent Troop Council decisions that might affect your programs.

### **BRIDGING ACTIVITY**

As a Bridging Activity from your Basic Core Module Training, you are asked to complete the following task before attending the Programming Topic of the Basic Sectional Techniques Module.

Plan a night or outdoor program on a given theme. This is to be shown to the Course Leader during the Programming Topic of your Basic Sectional Techniques Module training. Emphasis should be on fun activities incorporating the Award Scheme work through which Scouts can learn to pass tests.

## ***PRE-COURSE AND BRIDGING ACTIVITIES***

### **1 PERSONAL GAMES FILE**

Start a personal games file in a ring binder, card file, scrap book, or similar. Your file should

- A) contain at least twelve games of various types
- (b) show categories
- (c) give sufficient detail of each game to allow later recall.

Your games file will be discussed during Session 5 of Basic Sectional Techniques Topic 7 'Sectional Techniques'.

### **2 PROMISE AND LAW ACTIVITY**

- A) Develop or find a practical activity based on the Promise and/or Law. This may be a game, handcraft, challenge, song, etc. This activity may be done in conjunction with your In-Service Training activities, ie an idea used in In-Service may be chosen. Discuss this with your Personal Leader Adviser.
- (b) Bring details of the activity to your Basic Sectional Techniques course for display.

## PRE-COURSE TASKS

To assist your learning and Session timing you are asked to complete the following tasks before coming on the Course.

### 1 THE PATROL SYSTEM

Please read the Leaders handbook on The Patrol System, published by The Scout Association of Australia.

### 2 CATERING AND COOKING

Food is very important, especially to young people on a camp or hike. Please complete these three tasks before coming on the Course.

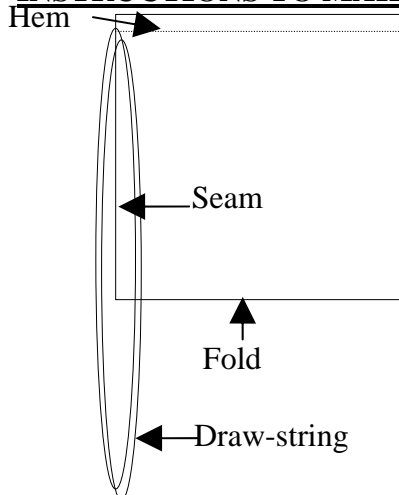
- (a) Read the information on catering and cooking methods in this handout and bring it with you to the Course.
- (b) Bring a clearly written copy of two favourite camp or hike recipes. These will be displayed so all participants get a variety of ideas for camp and hike meals.

### 3 PRE-WEEKEND PREPARATION

To increase your comfort on the camping weekend, and assist you when you attend camps with your Troop, you will need to prepare and bring the following:

- |  |                                       |
|--|---------------------------------------|
| (a) a sleeping bag                     | (f) cooking gear as decided           |
| (b) groundsheet                        | (g) torch and spare batteries         |
| (c) air bed (if desired)               | (h) change(s) of clothing, shoes      |
| (d) personal toiletries                | (i) rain gear/parka                   |
| (e) a drawstring plate bag, containing | (j) protective clothing and sunscreen |
- 1 flat unbreakable plate
  - 1 unbreakable bowl
  - 1 unbreakable cup
  - cutlery: knife, fork, spoon, teaspoon.
  - 1 tea-towel.

### 4 INSTRUCTIONS TO MAKE YOUR OWN PLATE-BAG:



**Requirements:** 1 piece of cotton fabric 38 cm. x 76 cm.

**Instructions:** Fold in halves and run seams up sides. Stitch hem around top, and thread a length of cord through hem.

(The cord should be long enough to enable the plate bag to be hung up when not in use.)

## **COOKING AND CATERING**

Reference: Lannoy, L: The Australian Outdoor Cookbook, Horwitz, 1991.

### **CATERING PRINCIPLES**

- (a) Camp cooking is not really any different from cooking at home except that some improvisation is needed. The important thing is to have varied and healthy meals within the capabilities of the Scouts.
- (b) It is important that menus should be balanced. In camp the body usually burns up more energy than usual (through hiking, swimming, games, etc) therefore enough of the right food must be eaten to supply essential nutrients and kilojoules.
- (c) It is important that all food is kept, prepared and served under hygienic conditions. Much of this lies in correct and careful training and example.

### **BASIC FIVE FOOD GROUPS**

A variety of foods from the 'Basic Five' is needed every day.

The following paragraphs list the foods that should be eaten daily for health as they contain balanced amounts of energy and vitamins, minerals and protein. In some instances the *basic* amount is also given.

**Bread-cereals** - provide energy, roughage, protein and some vitamins and minerals. At least four servings of bread (white or wholemeal), ready-to-eat or cooked cereal, rice, or spaghetti (not tinned). Select whole grain or high-fibre for preference.

**Vegetables and Fruit** - provide vitamins and minerals - the body regulators. Choose a combination every day.

- One or more servings dark green, yellow or orange.
- One or more servings from citrus, tropical or berry.
- Two or more servings of any other vegetables or fruits.

**Meat group** - to provide protein for body-building, especially muscles and blood. At least one serving beef, veal, lamb (75 g), poultry (90 g), eggs (2), fish (150 g), dried peas and beans, lentils ( $\frac{3}{4}$  cup), nuts (30 g) or peanut butter (1  $\frac{1}{2}$  tablespoons).

**Milk and Milk Products** Approx 600 ml) - provide protein, some vitamins and minerals for bone and tooth structure.

**Butter or table margarine** - provide vitamin A and energy.



**Water** is *essential* to meet the needs of cells, for efficient kidney function and for satisfactory bowel movement. Water can be included as soup, fruit juice, cordial, tea, coffee, etc.

### POINTS FOR CONSIDERATION

- Cost
- Availability of foods
- Capability of the cook
- Menus should be planned after the program is set
- Time available for preparation
- Cooking facilities
- Scouts' eating habits

### PREPARING MENUS

When preparing menus the following should be taken into account:

- (a) **Variety**. It is important that meals do not become monotonous as the success of the camp may depend on the condition of the Scouts' stomachs.
- (b) **Nutritional value**. This is not vital over a short camp such as a weekend.
- (c) **Planning** is essential to **costing** the camp.
- (d) Meals should be **simple** rather than exotic, with a plentiful supply of soup, bread butter and jam, etc.
- (e) Have a good stock of **additives** to provide flavour.
- (f) Cheap meats save money but *take longer to prepare and cook*.
- (g) Allow adequate **time** to prepare meals, and *estimate preparation and cooking time* as each meal is planned.
- (h) If no **storage** is available plan for regular delivery of fresh food.
- (i) Write **basic instructions** for the preparation of each menu, ensuring that items included are available in the camp area.
- (j) Cater for three basic meals plus **snacks** in between.



## COOKING TECHNIQUES



**Grilling:** Sear meat by thrusting into flames to seal in juices, then cook slowly over bright fire of hardwoods. If a pan is used, it should be very hot before meat is put in. Turn frequently. Add salt later.

**Frying:** The tendency to fry everything is bad for the digestion. Oil should be hot before meat is immersed as this seals in juices and meat is not quite as greasy.

**Pot Roast:** Place bones or scrubbed stones in bottom of dixie for the joint to rest on, with a good supply of oil. Add the joint when oil boils. Brown on one side, then turn it over and brown on the other to seal in juices. After this, boiling water must be added to a depth of 5 cm. This should be done very carefully to prevent oil from splattering. Cook steadily, turning and basting, allowing 10 minutes for each kilo, plus an additional 20 minutes. Two small joints will cook more quickly than one large one.

**Greens:** Remove coarse leaves, wash thoroughly, cut up and place in boiling water (not too much) and boil for about 15 - 20 minutes or until just tender. Do not over cook. The alternative method, cooking in a very small quantity of water with the lid on the pot, is certainly better. However it necessitates constant attention to prevent drying out and consequent burning of the food and damage to the dixie.

**To Avoid Burning:** Stand cooking pot inside a larger vessel containing small quantity of water. This is especially useful for porridge, custard, cocoa, etc.

**Haybox Cooking:** Line a tea chest with many thicknesses of newspaper for insulation, then cover the bottom with tightly packed hay to a depth of at least 15 cm.

Place the cooking pot in it and pack round tightly with hay, then withdraw pot. Have extra hay and newspaper available. The haybox is now ready for use.



Bring cooking pot to boil and place it in the box while it is still boiling. Pack hay tightly around it, cover with newspaper and replace the lid of the box with a weight to compress it.

This is especially useful for foods that may require slow cooking, like porridge, stew, etc.

**Stewing:** Dust the meat with flour and fry first to sear, using a little oil. Add cold water a little at a time and stir. Bring to the boil, then add other ingredients. Replace the lid and simmer for a long as possible, remembering that *a stew boiled is a stew spoiled*.

**Roasting:** (With direct heat using spit and reflector.) Use a hardwood fire against back logs with the meat suspended on a cord in front. Bacon fat on top can be used for basting. Catch the fat in a pan.

Alternatively, roast under an inverted bowl or drum oven. When using a bowl, build a hot fire to heat the ground first; then scrape away the hot coals and put the meat in (placed on a plate with a bowl inverted over it). Rebuild the fire above the bowl. A drum oven should have a false bottom to keep the meat from direct contact with the drum.

**Baking:** Use a bowl, Dutch oven, biscuit tin or drum oven. To use a Dutch oven, prepare a bundle of mixed quick and slow burning woods, build a shell of clay over it (leaving the front open) and set fire to the bundle.

**Foil Cooking:** Excellent results can be obtained from foil cooking. Some Scouts prepare their pressure packs before leaving on their hike and, after they have cooked their dinner, open out the foil and use it as a dinner plate. This is done by making an envelope of oil, sealing this with a double fold down three sides. Cut the meat, vegetables, etc into cubes and place in the envelope with required seasoning plus a teaspoonful of water or oil. (This is essential.) Seal the top of the envelope and place in the ashes away from the flames.

Potatoes, apples and bread can be cooked by the same method. Don't try to cook too quickly if using aluminium foil.

**Backwoods and Individual Cooking:** Backwoods cooking has a strong appeal for young people and is an excellent Patrol activity. Young people can work in pairs. It need not be wasteful if done properly, but it is generally a slow procedure, requiring more time to prepare a meal than orthodox methods. No more than one meal should be attempted by this method in any one day. Firing is of greatest importance. Young people should be trained to differentiate between woods for fires.

**NEW IDEAS:**

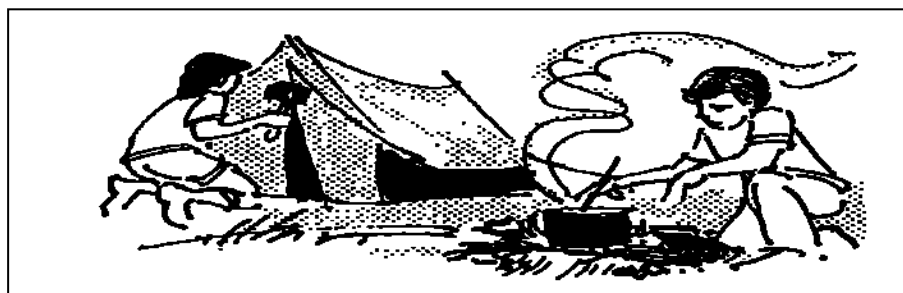
Read The Australian Outdoor Cookbook and similar books, for new ideas to bring to share with others!

**VITAMINS AND THEIR SOURCES**

Most people realise the need for the inclusion of vitamins in the diet, but few people are able to indicate which foods contain which vitamins. The following chart will guide you with general information on the main sources of the principal vitamins, and deficiency symptoms that can result from insufficient intake.

<b>VITAMIN</b>	<b>PRINCIPAL SOURCES</b>	<b>DEFICIENCY SYMPTOMS</b>
<b><u>Vitamin A</u></b>	fish liver oils, liver, eggs, milk, butter, leafy green and yellow vegetables	Skin becomes dry and/or cracked and victim is susceptible to infection.  Night vision becomes impaired (night blindness). If the deficiency continues infections may occur.

VITAMIN	PRINCIPAL SOURCES	DEFICIENCY SYMPTOMS
<b><u>Vitamin B</u></b> (Thiamine)	yeast, whole grains, meat (especially pork), liver, nuts, egg yolk, legumes, potatoes, most vegetables	Beriberi. The nervous system is affected, leading to neuritis, fatigues, nervousness and, sometimes, digestive disturbances. It also leads to progressive heart failure.
<b><u>Vitamin B2</u></b> (Riboflavin)	milk, cheese, liver, organ meats, beef muscle, egg white	Cracks and fissures at the corner of the mouth and a peculiar inflammation of the tongue (glossitis).
<b><u>Vitamin G</u></b>		
<b><u>Niacin</u></b> (Nicotinic Acid)	yeast, liver, organ meats, peanuts, wheat germ	Inflammation of the skin (dermatitis), looseness of the bowels (diarrhoea) and mental conditions.
<b><u>Vitamin B5</u></b> <b><u>Group</u></b>	yeast, liver, muscle meats, whole grain cereals, fish, vegetables, molasses	Convulsions in infants and sometimes in adults.
<b><u>Vitamin B12</u></b>	liver, most (especially beef and pork) organ meats, eggs, milk and milk products	Pernicious anaemia.
<b><u>Vitamin C</u></b> Ascorbic Acid)	citrus fruits, tomatoes, cabbages, green pepper	Scurvy (haemorrhages, loose teeth, gingivitis).
<b><u>Vitamin D</u></b>	fish liver oils, eggs, milk, butter, sunlight and radiation	Rickets and bow legs.
<b><u>Folic Acid</u></b>	green leafy vegetables, liver, kidney, yeast	Sprue (ulcerated enteritis).
<b><u>Pantothenic Acid</u></b>	yeast, liver, kidneys, royal jelly (jelly fed to queen bees), egg yolk, vegetables	Thought to contribute to the reduction in the nervous system and adrenal cortex.
<b><u>Vitamin K</u></b> Activity)	intestinal bacterial synthesis and normal diet	Blood does not clot.
<b><u>Vitamin E</u></b> <b><u>Group</u></b>	vegetable oils, lettuce, eggs, cereal products	Degenerative muscular lesions are thought to occur, plus heart and circulatory disorders.





## ***IMAGE AND PRESENTATION***

### **Matters Currently Being Addressed**

At the Leader of Adults Basic course you will be discussing matters that are of current importance to Scouting. That is, issues that the Association is promoting at the moment or intends to promote in the near future. These may differ from local to Branch levels.

Your assignment is to:

- a) Research the last three months editions of;
  - Australian Scout Magazine
  - Branch Publications
  - District/Region publications
- b) Identify issues that Scouting, at the various levels, needs or wishes to promote.
- c) Identify why these are seen to be important to the Movement
- d) Indicate in some way how these relate to your specific job role.

Your reporting does not need to be extensive but should allow you to readily access your findings on course.

This assignment is part of the assessment criteria for the topic.



**Scouts Australia – Victorian Branch  
Leadership Development Program**

**Notification of In-Service Program Completion**

Once you complete the In-service requirements, please complete this form, detach and send to your District Leader Adult Training Support or District Commissioner or Team Leader.

**Activity Completion Checklist**

- Duty Statement (Page 9)
- Duty Statement – Leader of Adults (Page 10)
- In-service Activity 1– District Training Meeting (Page 11)
- In-service Activity 2 – Networking with your Team (Page 13)
- In-service Activity 3 – Section/Team Meetings (Page 14)
- Six Meeting Review (Page 18 - 23)
- In-service Activity 4 – Program Reflection (Page 24)
- In-service Activity 5– Outings / Outdoor Activities (Page 26)
- In-service Activity 6– Other Section Visits (Page 27)

**PLA Signature & Date Completed**


**District Leader Adult Training Support / District Commissioner / Team Leader**

\_\_\_\_\_ District / Team

NAME: \_\_\_\_\_

REGISTRATION NUMBER: \_\_\_\_\_

SECTION/TEAM: \_\_\_\_\_

GROUP: \_\_\_\_\_

I have now completed the In-Service Program of my Basic Training.

Leader Signature: \_\_\_\_\_

Endorsement: Personal Leader Adviser: \_\_\_\_\_ Date: \_\_\_\_\_

*DLATS to forward this form to Scout Service Centre after noting in District Records.*