



LEADERSHIP DEVELOPMENT PROGRAM

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

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Change Record Sheet

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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
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1 Feb 10	18	Removed reference to Basic Emergencies
1 Mar 11	55	Updated DRABCD to DRSABCD

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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. | Name: | 5. | Name: |
| | Phone: | | Phone: |
| | Position: | | Position: |
| | Relevance to participant: | | Relevance to participant: |
| | Signature: | | Signature: |
| 2. | Name: | 6. | Name: |
| | Phone: | | Phone: |
| | Position: | | Position: |
| | Relevance to participant: | | Relevance to participant: |
| | Signature: | | Signature: |
| 3. | Name: | 7. | Name: |
| | Phone: | | Phone: |
| | Position: | | Position: |
| | Relevance to participant: | | Relevance to participant: |
| | Signature: | | Signature: |
| 4. | Name: | 8. | Name: |
| | Phone: | | Phone: |
| | Position: | | Position: |
| | Relevance to participant: | | Relevance to participant: |
| | Signature: | | Signature: |

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 new Leader

This Workbook is designed to assist you through the self-paced Technical Task Skills and the In-Service Training Program, as well as prepare you for the Basic training course associated with your appointment.

The activities in this Workbook are divided into three Sections:

- Section 1 – Activities required for you to receive your Certificate of Adult Leadership (along with Section 3 Activities)
- Section 2 0 Activities for you to complete if you wish to receive a Certificate III in Leadership Support and Certificate III in Frontline Management
- Section 3 – Activities you need to complete before you can attend your Basic Common Core course.

These can be undertaken in any order, but it is expected that all Section 1 and 3 will be **completed within 3 months of your commencement**. The following **must be completed before you attend your Basic Training**:

- Knots and Lashings (Page 18)
- Basic Navigation (Page 19)
- Administration and Forms (Page 19)
- Dress, Appearance and Ceremonies (Page 20)
- Induction Training of Youth Members (Page 21)
- All Section 3 (Commencing at Page 75)

You need to bring this workbook with you to your Basic Common Core Training Course.

Many Districts hold Skills Training Days to enable Leaders to enhance their scouting skills development. Contact your District Leader Sectional or your District Leader Adult Training Support for information on when these are being conducted.

You bring to the Scout Movement your own experiences and these modules are to enhance that experience by learning relevant new skills or enable you to demonstrate your existing competencies in these areas.

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.

By now you will have discussed with your Team Leader in some detail:

- The Movement as a whole,
- the Group/District/Region
- and the Section/role that you will be undertaking.

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.

Having completed the Introduction to Scouting Seminar you will have a basic understanding of the Aims and Principles of the Movement and of the commitment required of you. You should also have started thinking about and possibly discussed, your attitude to the Promise and Law, the Association's Religious Policy, in particular the 'Duty to my God' and your responsibilities as you sign the Leader's Code of Conduct.

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.

You need to complete all the activities contained within Sections 1 and 3 in this workbook, as well as your Basic Training workbook that you will receive later. You are required to complete all the activities contained in both workbooks within 12 months of your police clearance date. Failure to complete all your basic training within this timeframe will lead to another discussion with the members of the District Personnel Committee.

This workbook also forms part of a nationally recognised award program that is linked to your training to become a Leader. By completing all sections within your Basic Training workbooks, and submitting them for assessment, you may qualify for a Certificate III of Frontline Management. As well, by undertaking First Aid training you may qualify for a Certificate III in Leadership Support.

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.

Remember, you are required to complete this training to become a Leader 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.

Message to the New Leader

From the Branch Commissioner, Adult Training & Development

Congratulations on your decision to become an Adult Leader in the Scout Movement.

Your Team Leader (District Leader, Group Leader or District/Region/Branch Commissioner) will discuss your commitment to complete your training and the responsibilities and privilege of leadership. Your District Leader – Sectional or Team Leader should tell you who your Personal Leader Adviser will be. Your Personal Leader Adviser will be your helper/mentor/guide during your training and has been selected because of their experience and knowledge of your role. Hopefully, the relationship developed with your Personal Leader Adviser will provide you with ongoing support in the Movement.

This Workbook has been prepared to assist you to better understand your role as a Leader. It lists those activities and tasks to be undertaken during your In-Service. Credits may be given for some of the skills that you already have e.g., knotting, first aid, map and compass, if your Personal Leader Adviser considers it appropriate.

The Scout Training Scheme is designed to develop your skills and knowledge so that you can provide quality Scouting to the youth members in your care and also to enjoy your involvement in Scouting. At the completion of your advanced training you are awarded the Wood Badge and become a member of the World Wide Scout Group - 1st Gilwell Park.

At the same time, Scouts Australia has provided a link to a nationally accredited training program that you can participate in. The eventual outcome of this complete program could be receiving your Diploma of Leadership. You will receive more information about this over the coming weeks and months of your involvement as a Leader increases. Remember that you must complete your Leader training through to Advanced level.

Please be assured that there are many Leaders who will help and support you. Scouting is great fun. May you gain great pleasure as a Leader in Scouting and satisfaction that you are contributing to the development of young people in your community.

With best wishes,

Yours in Scouting,



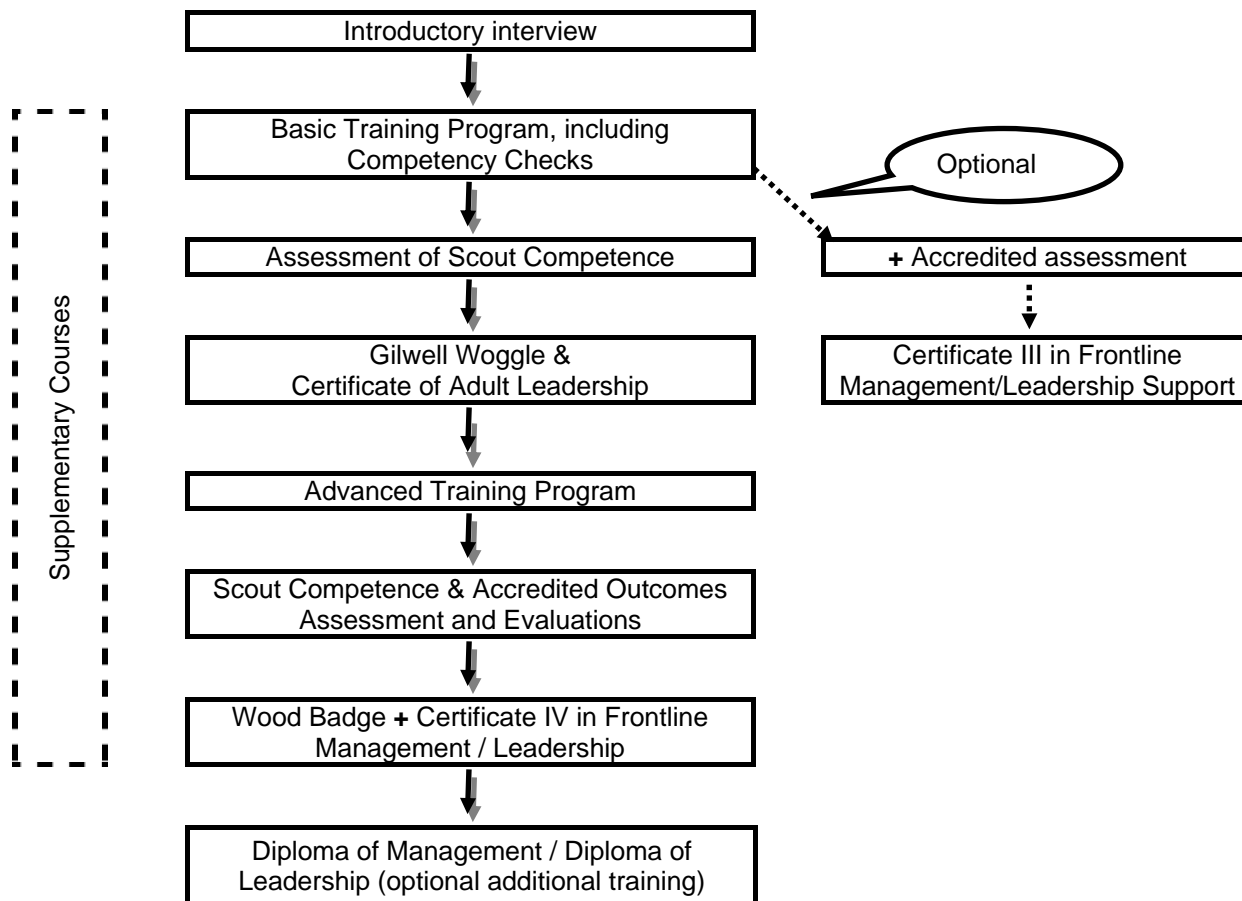
Brian Geary
BRANCH COMMISSIONER
ADULT TRAINING & DEVELOPMENT

The Path to your Woodbadge

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

As mentioned earlier, the ultimate goal for all Leaders is to achieve their Woodbadge. The program is summarised in the following table:

This can all be summarised in the following table:



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

1. **Introduction to Scouting Seminar - Basic Level Training:**
Common to all New Leaders. A course of three hours duration held on a weeknight or Saturday or Sunday. It covers the needs of young people, the fundamentals of Scouting, and the Leader's commitment. This is the only training that can be completed prior to receiving the Certificate of Adult Membership.
Introduction to Rovers Seminar - Basic Level Training:
Common to all New Rovers. A course of three hours duration held on a weeknight or Saturday or Sunday. It covers the needs of Rovers, the fundamentals of Scouting, and the Rover's commitment.
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:**
Skills in Basic Mapping and Compass work, Basic Emergencies, Section Administration, Knotting and Lashings are outlined in the Technical Training Tasks sheets and should be mastered, with the assistance of

the Personal Leader Adviser, District Leaders and/or Group Leader, and will be used during Basic Sectional Techniques training courses.

Within some Districts and Regions, Skills training days are conducted to assist with the development of these essential skills. The assessment of the attainment of the skill competency is completed by the Personal Leader Adviser.

4. **Basic Common Core Course:**

You must complete the Introduction to Scouting / Rovers Seminar and Technical Tasks **before** you can attend the Basic Common Core Course.

Basic Common Core Course is a combined course for all Leaders, regardless of appointment and Rovers and is two days duration and may be either a residential or non-residential weekend.

The course is designed to cover the fundamentals of the Movement, programming and technical skills, with emphasis on reasons why Leaders carry out their various roles.

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.

You must complete the Basic Common Core Course **before** you can attend the Basic Sectional Techniques Course.

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:**

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:**

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 Advisor.



Congratulations on your decision to become an Adult Leader in the Scout Movement.

Your Basic Training Program

Message from your Team Leader

To:

When you agreed to join us in this game of Scouting, you also agreed to prepare yourself for your role. As you may have been told already, this initial preparation requires completion of the Basic Level Training component of the program of Adult Leader training that we call Woodbadge Training.

1: Introduction to Scouting Seminar/Introduction to Rovering Seminar

Common to all New Leaders and Rovers. A course of 3 hours duration held on a weeknight or Saturday or Sunday. It covers the needs of young people and the fundamentals of Scouting, and the Leader's/Rover's commitment.

2: Technical Task Skills and In-Service Training

In-Service Training appropriate to your role within Scouting, is completed under the supervision of a Personal Leader Adviser appointed by the District/Region Sectional Leader (or for Rovers, the Region Rover Council Training Officer). This training should commence without delay. All requirements for In-Service and Technical Task Skills are included within this Workbook.

In some cases, a Skills Training day is conducted with the Introduction to Scouting Seminar to assist in developing the appropriate skills.

Skills in Basic Knots and Lashings, Basic Emergencies, Basic Navigation, Section Administration and Forms, Induction Training of Youth Members, and Uniforms and Ceremonies are outlined in the Workbook. These Skills should be mastered, with the assistance of the Personal Leader Adviser, your section Leader, District/Region Leader and/or Group Leader; and will be used during your basic training course.

3: 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 these three sections of Basic Level Training within the 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 and Technical Tasks Training 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. All of the In-Service Training may not be with your own Group/Crew. If it can be arranged, it is preferable to experience working with variations of methods and personalities.

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 – Skills and 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.

Initial Competency Check Explanation

Early during your training your Personal Leader Adviser will be completing a competency check.

This is to help your Team Leader and your Personal Leader Adviser support you in your Scouting role.

The competency check items are:

INITIAL COMPETENCY CHECK

- demonstrates basic organisational skills
- can discuss and identify youth issues (relevant to the age group)
- demonstrates empathy for and communicates with young people
- shows self confidence and maturity
- can supervise
- can manage youth behaviour in the particular age group
- demonstrates confidence in running games, activities and Section meetings
- is committed to the Fundamentals of Scouting

There is a form at the back of this workbook (Page 105) that the Personal Leader Adviser will complete and send to your Team/District Leader.

Mutual Agreement

Place a copy of your signed and completed Mutual Agreement here.

Discuss with your Personal Leader Adviser what the Mutual Agreement means to you.

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

Code of Conduct/Duty of Care

Discuss the current Code of Conduct and Duty of Care with your Personal Leader Adviser and place a photocopy of them here.

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

Participant: _____ **Date:** _____

Personal Leader Adviser: _____ **Date:** _____

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:** _____

Technical Skills

All adults appointed in the Scout Movement as a Leader are endorsed for the particular appointment. All are required to have basic technical skills in handling:

- Basic Knots and Lashings
- Section Administration and Forms
- Induction training of (new) Youth Members
- Basic Navigation
- Uniform and Ceremonies

You may already have proficiency in some or all of these required areas. If so, demonstrate these to your Personal Leader Adviser and concentrate on those areas with which you are not familiar.

Your Personal Leader Adviser will assist you to gain these skills. Practise them over the Basic training period, until both you and your Personal Leader Adviser are satisfied.

A Technical Skills Day may give you insight into, and practice of, many of the scouting skills you learn "on the job". Attendance at a Technical Skills Day is not compulsory, nor does it mean that you have automatically satisfied, or are proficient, in the basic technical skills covered.

TASK	STANDARD	SOURCE
Attachment 3.04 Basic Knots and Lashings		
a) Demonstrate the following knots/ lashings and state one use for each: Obligatory <ul style="list-style-type: none"> • reef knot • sheet bend • rolling hitch • round lashing plus any two of <ul style="list-style-type: none"> • sheepshank • round turn and two half hitches • diagonal lashing • back & eye splice • tie down a trailer or truck load • hunter's bend • Surgeons knot • clove hitch • bowline • square lashing • a whipping • figure 8 lashing • fisherman's knot • prussick knot • prussick lashing 	a) Correctly demonstrate all obligatory and chosen knots/ lashings, stating one use of each.	a) Fieldbook for Australian Scouting (1993)
b) Have used five of the above in a practical session or game. Joey Scout Leaders, while not requiring these skills for their Section, must be skilled in this area as part of being a Leader.	b) Demonstrate session or game in presence of Personal Leader Adviser.	

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

Attachment 3.05 Basic Navigation		
Demonstrate proficiency in the following		
a) the eight principal points of the compass and their equivalents in degrees	a) Draw correctly	a - f) Fieldbook for Australian Scouting (1993)
b) care of a compass	b) Demonstrate correctly.	
c) explaining the relationship between true and magnetic north	c) Explain correctly to Personal Leader Adviser.	
d) setting and following a bearing	d) Demonstrate correctly.	
e) map reading, including use of scale	e) Explain main features to Personal Leader Adviser.	e) Standard local maps
f) reading legend, symbols and contour lines	f) Demonstrate correctly.	

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

Attachment 3.06.1 Administration and Forms		
a) List the forms applicable to your Section/role, eg.: <ul style="list-style-type: none"> • Application for Membership • Mutual Agreement • Badge Application Forms • Certificates of Service • Training Course Application • Queen's Scout Award Application 	a) Discuss with Personal Leader Adviser.	a) Copies of all Branch approved forms applicable to the Section. Branch Info Book
b) State Leader's responsibilities for use of forms listed in a).	b) Discuss with Personal Leader Adviser.	b) Branch Instructions.
c) State indemnity and insurance provisions applicable to Leaders, Youth and Non uniform Workers for the Group	c) Discuss with Personal Leader Adviser.	c) Branch Info Book.
d) State briefly the content or use of the following, as applicable to your Section and/or role: <ul style="list-style-type: none"> • Leader's Handbook • Ceremonies • P&R • Section Progress Chart • Section Register and Roll Book • Youth Handbooks • Program Book • Finance Book 	d) Discuss each with Personal Leader Adviser.	d) Leader Handbooks. Youth Handbooks. Ceremonies. Section Program Book. Section Progress Chart. P&R. Section Register. Roll Books. Finance Book

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e) List six points from background literature as sources of imagination and inspiration: <ul style="list-style-type: none"> • Scouting for Boys • Wolf Cubs Hand Book • Rovering to Success • relevant Leader's Handbook 	e) List correctly.	e) Scouting for Boys WASP General Series WG1: Facets of B- P
f) Produce up-to-date Sectional records	f) Show correct records to Personal Leader Adviser.	f) Section Record Book
g) State policy regarding subscriptions.	g) State correctly.	g) Copy of Branch Information Book
h) State age range for each Section.	h) State correctly.	h) P&R and Branch Information Book
i) State maximum and minimum numbers in each Section.	i) State correctly.	i) P&R

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

Participant: _____ **Date:** _____

Verifier: _____ **Date:** _____

Attachment 3.07 & 3.08 Dress, Appearance and Ceremonies

a) State the importance of uniform both for the Leader and for the Youth Members of the Leader's Section.	a) Discuss with Personal Leader Adviser. Discussion must include reasons for having uniform	a) Section Leaders' Handbook
b) State what uniform is worn.	b) State correctly.	b) P&R
c) Demonstrate how the uniform is worn: <ul style="list-style-type: none"> • the correct positioning of badges, name tags, etc. • care and neatness of uniform • no 'extras' on uniform. 	c) Demonstrate to Personal Leader Adviser's satisfaction in accordance with P&R.	c) P&R and Branch Info Book
d) Demonstrate the following and state when used: <ul style="list-style-type: none"> • Scout Salute • Scout Sign • Left Handshake. 	d) Demonstrate correctly.	d) Ceremonies Book, Youth Handbooks, Introducing Scouting
e) Complete a list of terms and abbreviations used within the Movement, eg. CSL, ASL, DC, P&R, DTM (Wandarrah, Seeonee, Mindari).	e) List correctly.	e) P&R, Introducing Scouting
f) Discuss the importance of punctuality.	f) Correctly state three reasons.	f) Leader's Handbook

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g) Show where to find, or state Branch Policy on: • Smoking • Alcohol	g) State correctly.	g) Branch Info Book.
h) Discuss the content of Policy & Rules and its importance to all Leaders.	h) Discuss with your Personal Leader Adviser.	h) P&R
i) Demonstrate the folding and breaking of the Australian Flag.	i) Demonstrate correctly.	i) Ceremonies Book
j) Demonstrate the use of the flag on parades, as applicable to Section/role.	j) Demonstrate correctly.	j) Ceremonies Book
k) Demonstrate the appropriate opening and closing ceremonies of your section/role.	k) Demonstrate correctly.	k) Ceremonies Book
l) Have participated in Investiture and Advancement Ceremonies and know where they are found in the Ceremonies Book.	l) Identify in handbook and have participated in Section or Group Ceremonies.	l) Ceremonies Book

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

Participant: _____ **Date:** _____

Verifier: _____ **Date:** _____

Induction Training of Youth Members

a) State or list the induction Training required for a new member. • Meet with new members and parents • Plan the Induction Program • Discuss the full meaning of the Promise and Law • Discuss the Aim and Principles of the Scout Movement	a) Correctly state or list five principles of Induction Training	a) Leader Handbooks, Youth Handbooks, P&R
b) State the key features of a continuous training program from the Joey Scout Section to the Rover Section.	b) Discuss with your Personal Leader Adviser.	b) Introducing Scouting
c) State or list the Link Badge(s) of the Section(s) connected with your appointment. **	c) Correctly state or list.	c) Youth Handbook
d) State how the planning of advancement is carried out at the Group Council Meeting. **	d) Discuss with Personal Leader Adviser.	d) Introducing Scouting, Group Leader and Group Committee Handbook
e) State or list four aspects to be planned for the advancement of a youth member from one Section to the next. **	e) Discuss with Personal Leader Adviser.	e) Group Leader and Group Committee Handbook

Completed / / Initials

**** Activity Leaders are not required to complete these activities.**

Basic Core Module Section "C"

In-Service Activities

IN-SERVICE ACTIVITY N° 1

Attachment 3.10 Your Team Meeting

Scouting teams meet on a regular basis and in a Group this is called Group Council. For Rovers, this is called Crew Council. Attend your own Team Meeting and then complete the following worksheet.

- Date attended: ____ / ____ / ____
- List in the table below the names and the role of the people who attended this meeting.

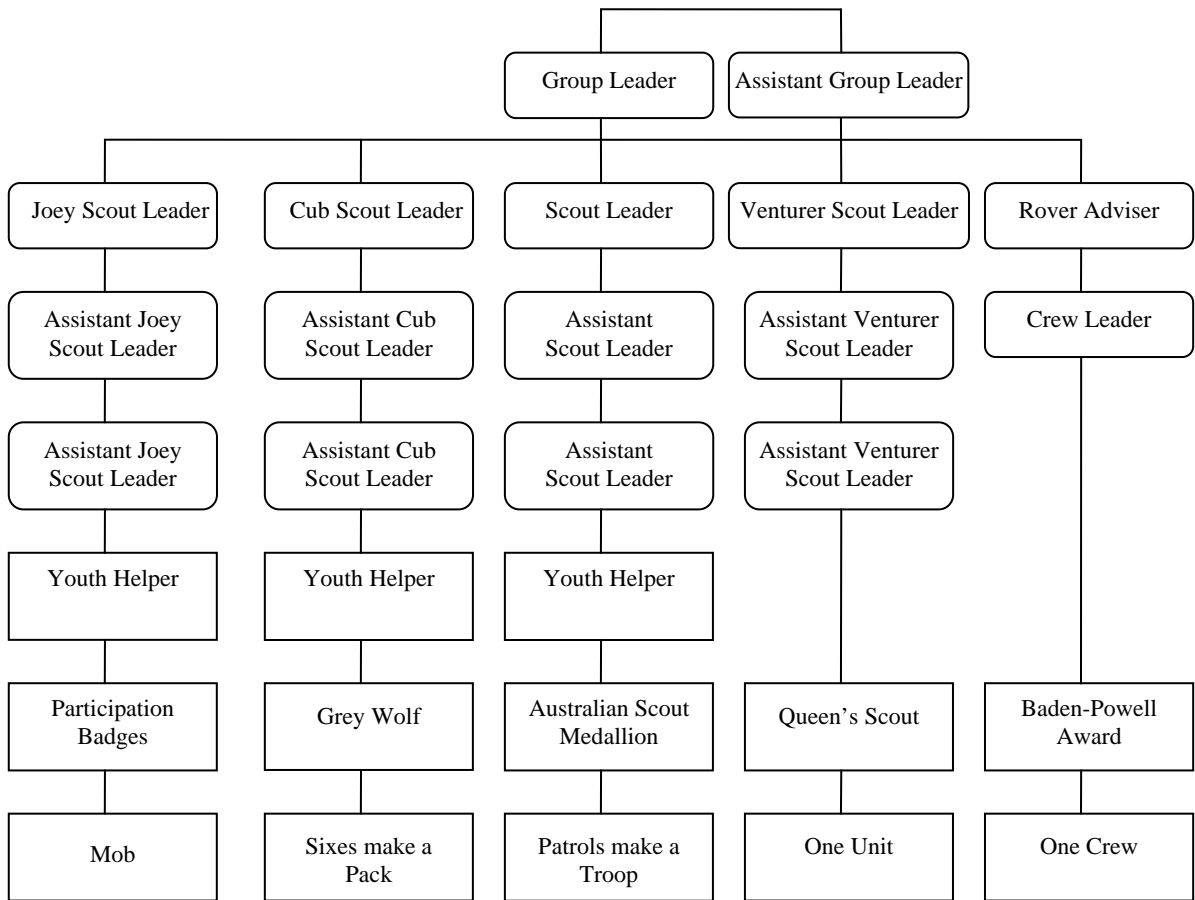
Name	Role	Appointed or Elected

- If a Group Council, were all Youth Sections represented? _____
- Why should all sections be represented? _____

- How often does your Team meet? _____
- What is the purpose of the meeting? _____

- What topics were discussed at the meeting? _____

h) Complete this Group Structure chart by filling in the names of the people in the appropriate roles. (In some Groups, there may be more than one Joey Scout Mob, Cub Scout Pack or Scout Troop. If so, perhaps write these in a second colour.) If you are a Leader of Adults or Activity Leader, amend this to reflect your structure.



JSL	Joey Scout Leader	CSL	Cub Scout Leader
SL	Scout Leader	VSL	Venturer Scout Leader
RA	Rover Advisor	GL	Group Leader

'A' prefix is for Assistant

For non-Group teams, draw a chart that represents your structure.

i) Discuss the Team Structure and meetings with your Personal Leader Adviser.

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

Attachment 3.10 ROVERS

Complete this as appropriate

	Your crew	Regional Rover Council	Branch Rover Council	National Rover Council
Where meets				Rotates within Australia
Frequency				annually
Name of Chair				
Purpose				To represent Rovers at the national level and discusses major national issues.
Reports to				National Operations Committee
Composition				Two representatives from each branch
Any comments				

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

In-Service Activity N° 2

Attachment 3.11 Group Committee/Crew/Team Visit

Your Group Leader will invite you to a Group Committee Meeting. You attend this Meeting once, for introductions. Rovers complete this Worksheet based on their participation in an activity with another Crew. Activity Leaders complete this Worksheet based on a visit to an Activity Team meeting.

Note: Attendance at a Branch Activity Team meeting is recommended but distance may prohibit this occurring as part of the In-Service activity.

a) Date attended: ____ / ____ / ____

b) List the people holding executive positions.

Chairperson: _____

Secretary: _____

Treasurer: _____

c) Who should attend these meetings?

d) Describe briefly the role of the Committee:

e) Discuss the Committee and its role with your Personal Leader Adviser.

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

Participant: _____ **Date:** _____

Verifier: _____ **Date:** _____

In-Service Activity N° 3

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.

- d) List the specific training elements covered.

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

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

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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?

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

Participant: _____ **Date:** _____

Personal Leader Adviser: _____ **Date:** _____

In-Service Activity N° 4

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° 5

Attachment 3.16 Pack / Troop / Unit / Crew Council

***** This Activity is not applicable to the Joey Scout Section or Activity Leaders *****

Attend your own Pack/Troop/Unit/Crew Council and complete the following worksheet. Leaders of Adults should attend any one of the listed meetings and complete this attachment.

- a) Date attended: ____ / ____ / ____
- b) List the names of the members holding the following positions in your section:

CUB SCOUTS	SCOUTS	VENTURER SCOUTS /ROVERS
Sixer / Second	Patrol Leader/ Assistant Patrol Leader	Unit Chairperson/Crew Leader
_____	_____	_____
_____	_____	Unit/Crew Secretary
_____	_____	_____
_____	_____	Unit/Crew Treasurer
_____	_____	_____

- c) Answer the following questions with a T for true, or F for false relating to your section.

CUB SCOUTS

- a) All members of the Pack can attend the Pack Council?
- b) Youth Helpers can attend but cannot speak or vote?

SCOUTS

- a) All members of the Troop can attend the Troop Council?
- b) Assistant Patrol Leaders can attend but cannot speak or vote?
- c) An Agenda is used and Minutes are taken at the Troop Council?

VENTURER SCOUTS

- a) All members of the Unit can attend the Unit Council?
- b) AVLs can attend, voice an opinion, but cannot vote?
- c) An Agenda is used and Minutes are taken at the Unit Council?
- d) The Unit Council is a "business like" meeting?

ROVERS

- a) All members of the Crew can attend the Crew Business Meeting?
- b) RAs can attend, voice an opinion, but cannot vote?
- c) An Agenda is used and Minutes are taken at the Business Meeting?
- d) The Crew Business Meeting is a "business like" meeting?

- d) List any aspects of the Pack/Troop/Unit/Crew Council that you found helpful as a new leader, or items you feel need improvement:

- e) Discuss the Pack/Troop/Unit/Crew Council and its role with your Personal Leader Adviser.

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

Participant: _____ **Date:** _____

Verifier: _____ **Date:** _____

In-Service Activity N° 6

Attachment 3.14 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

Completed / / Initials

Training Meeting N° 2

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

Completed / / Initials

Training Meeting N° 3

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

Completed / / Initials

Training Meeting N° 4

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

Completed / / Initials

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

Completed / / Initials

Training Meeting N° 6

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

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

Participant: _____ **Date:** _____

Verifier: _____ **Date:** _____

In-Service Activity N° 7

Program Reflection

Obtain copies of all the programs for the Mob/Pack/Troop/Unit/Crew/Meetings/Activities you attended under In-Service Activity N° 6 (Page 30) 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

INTELLECTUAL

EMOTIONAL

SOCIAL

SPIRITUAL

SERVICE

OTHER

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

Completed / / Initials

In-Service Activity N° 8

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:

MOB	PACK	TROOP	UNIT / CREW
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.

c) What was the purpose of the activity?

d) Who was the Activity Leader? _____

e) Were the necessary forms completed for the activity? _____

f) What safety precautions were taken for the activity?

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

Completed / / Initials

Induction Checklist

Attachment 3.15

This checklist is designed to help you in the process of moving into a Leadership position in the Scout Movement.

Your Group/Crew/District/Region Leader and your Personal Leader Adviser are the key people to help you with information, sources of further information and contacts in the Scout Movement, especially if you are new to Scouting.

The following items, some of which are "knowledge" and some "tasks", should be dealt with in the first weeks of your appointment. A number are directly related to Activities and Worksheets.

Mark off the items as you receive the information or accomplish the task. The order of completion does not matter.

-
- | | | |
|----|--|--------------------------|
| 1 | I have had an induction meeting with the Group/Crew/District/Region/
Activity/Team Leader | <input type="checkbox"/> |
| 2 | I can describe broadly the content of the Aim and Principles of Scouting | <input type="checkbox"/> |
| 3 | I can describe the content and use of the Scout Promise and Law | <input type="checkbox"/> |
| 4 | I can describe broadly the educational methods of Scouting as outlined in the
principle Methods | <input type="checkbox"/> |
| 5 | I can tell the story of the origins of Scouting and something of its history | <input type="checkbox"/> |
| 6 | I can describe the organisational structure of the Scout Group/Crew/
District/Region/Team | <input type="checkbox"/> |
| 7 | I can show you that I have read the Scout Association's religious policy | <input type="checkbox"/> |
| 8 | I can tell you the Scout Movement's policy in regard to political affiliations | <input type="checkbox"/> |
| 9 | I can tell you the Scout Movement's policy concerning fundraising | <input type="checkbox"/> |
| 10 | I have sighted copies of the books listed as "Reference Material" and
understand their function | <input type="checkbox"/> |
| 11 | I have read a copy of "Introducing Scouting" | <input type="checkbox"/> |
| 12 | I am broadly familiar with the Adult Training and Development Program | <input type="checkbox"/> |
| 13 | I have a copy of the Training Calendar and know how to apply for courses | <input type="checkbox"/> |
| 14 | I can describe the uniform worn by a Leader/Rover | <input type="checkbox"/> |
| 15 | I am familiar with guidelines about when and where to wear Scout Uniform | <input type="checkbox"/> |
| 16 | I can describe broadly the location, role and function of Region/
Branch Headquarters | <input type="checkbox"/> |

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- | | | |
|----|---|--------------------------|
| 17 | I can advise the location and function of the nearest Scout centre to acquire materials | <input type="checkbox"/> |
| 18 | I have been introduced to each Leader in each Section of the Group/Crew/District/Region/Team | <input type="checkbox"/> |
| 19 | I have been introduced to the Group Committee/Crew Council/District Association/Region Executive officers and members | <input type="checkbox"/> |
| 20 | I have attended and observed a meeting of each Section of a Group | <input type="checkbox"/> |
| 21 | I understand the procedures for raising and lowering the flag | <input type="checkbox"/> |
| 22 | I have been given the names, addresses and telephone numbers of all other Leaders in my Group/Crew/District/Region/Team | <input type="checkbox"/> |
| 23 | I have met my Group/Crew/Team Leader | <input type="checkbox"/> |
| 24 | I have met my District/Region Commissioner/Branch Activity Leader | <input type="checkbox"/> |
| 25 | I have been issued with a Certificate of Adult Membership (Leaders only) | <input type="checkbox"/> |
| 26 | I have signed my Mutual Agreement (Leaders only) | <input type="checkbox"/> |
| 27 | I have been invested as a Leader/Rover in the Scout Movement | <input type="checkbox"/> |
| 28 | My appointment as a Leader has been officially announced to the Group/District/Region/Team (Leaders only) | <input type="checkbox"/> |
| 29 | I have had explained and accept my responsibilities regarding Code of Conduct | <input type="checkbox"/> |
| 30 | I have had explained and accept my responsibilities regarding Duty of Care | <input type="checkbox"/> |
| 31 | I have had explained & accept my responsibilities supporting other leaders and adults (Leaders only) | <input type="checkbox"/> |

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

Participant: _____ **Date:** _____

Team Leader: _____ **Date:** _____

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.	
	CERTIFICATE OF ADULT LEADERSHIP, CERTIFICATE OF ADULT APPOINTMENT presented.	
	CERTIFICATE III presented (if requested)	
	<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.	
	WOOD BADGE AWARDED	
	CERTIFICATE IV presented	
	Electives, Seminars & Workshops attended	
	Supplementary training Attended	

Section 2 - Accredited Outcomes

The activities in the following pages are activities that you need to complete if you wish to receive your Certificate III of Leadership Support and Certificate III in Frontline Management.

Scouts Australia Institute of Training (Victorian Branch)

Date	Activity/Event	Brief Notes

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

Participant: _____ **Date:** _____

Verifier: _____ **Date:** _____

Useful Reference Materials

Attachment 3.02

		I have:	
		seen a copy	got a copy
		(please tick)	
FOR ALL LEADERS			
* Branch Info Book			
* Introducing Scouting Ceremonies Book			
Policy and Rules of TSAA.			
"Australian Scout" Magazine			
JOEY SCOUT SECTION			
* Guidelines for Joey Scout Leaders			
* Joey Scout Mob Programming			
CUB SCOUT SECTION			
* Australian Cub Scout Leader's Handbook			
Cub Scout Leader Resource Series			
Cub Scout Record Book			
The Jungle Book, by Rudyard Kipling			
SCOUT SECTION			
* Guidelines For Scout Leaders And The Scout Award Scheme			
* The Patrol System & the Troop Council			
* Troop Programming			
Scout Fieldbook			
The Patrol Leader's Handbook			
Scouts Guide to Award Scheme			
VENTURER SCOUT SECTION			
* Guidelines for the Venturer Scout Leader			
* The Venturer Scout Unit			
* The Venturer Scout Award Scheme			
Unit Programming			
ROVER SECTION			
* Guidelines for Roving			
* The Crew and its Program			
* Rover Award Scheme			
Rovering to Success			
Squire Training Handbook			
BP Award Handbook			
LEADER OF ADULTS – GROUP LEADER			
* Group Leader and Group Committee Handbook			
Leader Resource Manual			
* Supporting the Group Chairman			
* Supporting The Group Treasurer			
* Supporting The Group Secretary			
* Supporting The Group Supporter			
LEADER OF ADULTS – DISTRICT LEADER/COMMISSIONER			
* District Leader Handbook			
Leader Resource Manual			

Scouts Australia Institute of Training (Victorian Branch)

"*" denotes the handbook/s which is/are issued at the Basic Training Course.

Additional Reference Material:

Title	Tick if seen	Location
Joey Scout Section:		
Joey Scout Program & Record book		
Joey Scout Activity Book		
Joey Scout Fun Book (no 1 & no 2		
Joey Scout Leader Resource Series		
Joey Scout Leader's Activities Book		
Joey Scout Leader's Games Book		
Joey Scout Leader's Handcraft Book		
Joey Scout Register Book		
Cub Scout Section:		
Best of Cub Scout File (Book 1 & 2		
Various certificates & awards		
Wolf Cubs Handbook		
Scout Section:		
Patrol Emblem chart		
Scout Law Laminated chart		
The Australian Scout Book		
The Patrol System		
The WASP General Series		
Prayers for Scouts		
Scout Leader Resource Series		
New Scout Kit		
PL Record Book		
Scout Register Book		
Fieldbook		
Venturer Scout Section:		
Venturer Scout Handbook		
Leadership Resource Book		
Unit Treasurer's Book		
Unit Secretary's Book		
Unit Log Book		
Unit Council Record Book		
Venturer Scout Register Book		
The VIA Series		
Venturer Scout Passport		
Rover Section:		
Rover Record Book		
Rover Award Scheme		
The Crew and its Program		
General Books:		
250 Million Scouts		
Australian Scout Song book		
Facets of Baden-Powell		
Help Save the World		
International Scouting		
Let's make a Group Plan		
The Wolf that never sleeps		

Scouts Australia Institute of Training (Victorian Branch)

Title	Tick if seen	Location
Recruiting Adults		
Scouting for Boys		
Scouting: Action for the Environment		
Yarns by Baden-Powell		
Tonics & Tales		
Campfire Leader's Handbook		
The man who lived twice		
World Bureau Editions:		
Scout Badges of the World Chart		
Scouting and Peace		
Fundamental Principles		
Web addresses		
http://www.scouts.com.au		
http://users.aol.com/randywoo/bsahis/index.htm		
http://www.pinetreeweb.com/B-P.htm		
http://www.scouts.org		
http://www.scoutbase.org.uk		

MY LIST

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

Participant: _____ **Date:** _____

Verifier: _____ **Date:** _____

Emergencies

Attachment 3.09

May be completed as part of your Skills Training Day.

As part of our Duty of Care, it should be the aim of every Leader in Scouting to gain and keep current a First Aid certificate.

If you have a current First Aid certificate show this to your Personal Leader Adviser and ask how you can have this qualification recognised within Scouts Australia. If you do not hold a current First Aid certificate find out from your Personal Leader Adviser how Scouts Australia can assist you to gain this qualification.

The AIM of this task is to test your basic First Aid knowledge by completing the following worksheet.

1. Complete this statement: First Aid is the initial care of

2. True or False:

First Aid aims to promote a safe environment	T	F
First Aid aims to preserve life	T	F
First Aid aims to prevent injury or illness from becoming worse	T	F
First Aid aims to cure illness	T	F
First Aid aims to help promote recovery	T	F
First Aid aims to protect the unconscious	T	F
First Aid aims to reassure the ill or injured	T	F
First Aid aims to do nothing until the ambulance arrives	T	F

3. When you approach the scene of an accident or emergency, you should always remember the DRSABCD action plan. DRSABCD stands for:

D _ _ _ _ _

R _ _ _ _ _

S _ _ _ _ _

A _ _ _ _ _

B _ _ _ _ _

C _ _ _ _ _

D _ _ _ _ _

4. Demonstrate how to put a casualty in the recovery position.

5. Demonstrate the correct way to clean a wound.

6. List 10 essential items found in a First Aid Kit.

7. Suggest ways to increase Youth Member understanding of First Aid and Safety procedures:

--

8. What is the treatment for minor skin burns or scalds as may be sustained in a camp?

--

9. What precautions should be taken when lighting fires in the outdoors?

--

10. What precautions should be taken when drinking water from natural sources?

--

11. Using a triangular bandage, demonstrate how to:

- a) manage a fractured collarbone using a St. John sling.
- b) apply a collar and cuff sling to a fractured upper arm
- c) apply an arm sling
- d) cover a knee wound

I verify that the above activities have been completed:

Participant: _____ **Date:** _____

Verifier: _____ **Date:** _____

Scout Safe

Attachment 3.12

Using the scale provided, rate the following items on the checklist regarding safety within and around your Scout Hall, meeting place or activity area.

1.	2.	3.	4.	N/A
Needs improvement	OK	Good	Very good	Not applicable

Item	Rating
Are the exits clear and clearly marked?	
Is there a fire extinguisher readily available?	
Is it tagged as being checked within the last 12 months?	
Is there adequate ventilation?	
Are the grounds well maintained and safe for outdoor activities?	
Are the grounds well lit at night?	
Is the driveway accessible?	
Is the furniture safe to use?	
Have annual checks been made on the electrical appliances?	
Is there access to a first aid kit?	
Are the stairs/ ramps safe and sound?	
Is equipment stored appropriately?	
Are members made aware of the correct use of the gear?	
Are members aware of how to maintain the equipment?	
Is the hall clean?	

List two areas you consider need addressing and advise what you would do about these.

Area	What you would do

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

Participant: _____ **Date:** _____

Verifier: _____ **Date:** _____

Communication Samples

Attachment 3.13

Collect at least two examples of communication you have found useful to your role. This could include emails, letters, notices to parents, newsletters. **You should have been involved in working on one of these.**

Sample 1
Description:
What this is used for
Why you found it useful

Sample 2 – Your involvement
Description:
What this is used for
Why you found it useful

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

Undertake Activity Requiring Specific Skills

Attachment 3.18a

Insert details of activity completed here e.g.:

- Knotting Relay
- Orienteering
- Kim's game
- First Aid
- Blindfold Tent Pitching
- Chariot Construction

Rate your participation in this activity on a scale 1-5. The verifier also rates the level of participation in each area.

1. Poor	2. Not good	3. Fair	4. OK	5. Great
---------	-------------	---------	-------	----------

The Participant:	Participant	Verifier
participates as a member of the team		
shares ideas		
listens to others		
uses behaviour appropriately to activity		
demonstrates required skills		
applies appropriate Scouting values		
applies Principles of Scouting		
communicate appropriately		
wears uniform appropriately		

Ideas for personal improvement:

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

Evaluation of Program you participated in

Attachment 3.18b Leaders of Youth and Rovers

Section Leaders consider a youth program that you were involved with. Rovers consider a program you were involved with. Obtain a copy of the program and consider the plan and its delivery.

Consider a program that you were involved in. **Attach** a copy of the program

WEEKLY PROGRAM

List the duties you performed

Which duties did you enjoy the most and why?

How could you perform these duties better next time?

Complete the checklist, rating each of the following statements on the scale below. You may like to use a colleague to assist you.

I consider that I can	Not Known	Yes	No
design a program suitable for my role			
develop the program with others			
include participant's ideas in planning			
detail time allocations			
detail tasks and responsibilities			
check the program meets the needs of youth/ other leaders			
select suitable locations			
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			
identify equipment needs and make equipment available			
note ideas for improvement			
seek feedback			
adjust the program for future use			
keep the program for future reference			
plan for participants being safe			
plan for participants having fun			

Indicate what you did with the program report.

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

Participant: _____

Date: _____

Verifier: _____

Date: _____

Evaluation of Program you participated in

Attachment 3.18b Leaders of Adults and Activity Leaders

Group Leaders consider a youth program that you were involved with. District Leaders, Commissioners and Activity Leaders consider either a program or a formal meeting that you were involved with. Obtain a copy of the program or agenda developed for a monthly meeting) and consider the plan and its delivery.

Consider a program that you were involved in. **Attach** a copy of the program or agenda

PROGRAM or AGENDA

List the duties you performed

Which duties did you enjoy the most and why?

How could you perform these duties better next time?

Complete the checklist, rating each of the following statements on the scale below. You may like to use a colleague to assist you.

I consider that I can	Not Known	Yes	No
design a agenda/program suitable for my role			
develop the agenda/program with others			
include recipients ideas in planning			
detail time allocations to support meetings			
detail tasks and responsibilities			
check the meeting meets the needs of others			
select suitable locations			
stick to the agenda/program or have a good reason for altering this			
provide challenging topics			
provide variety and pace in meeting/program			
assist adults perform the roles allocated			
identify equipment needs and make equipment available			
note ideas for improvement			
seek feedback			
adjust the agenda/program for future use			
keep the agenda/program for future reference			
plan for participants being safe			
plan for participants having fun			

Indicate what you did with the agenda/program report.

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

Participant: _____ **Date:** _____

Verifier: _____ **Date:** _____

Prepare a Budget

Attachment 3.18c

1. Participate in an activity to obtain resources for Scouting. Describe briefly how you did this.

2. Attach a copy of a budget developed for an activity that you have discussed with your Personal Leader Adviser.

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

Participant: _____ **Date:** _____

Verifier: _____ **Date:** _____

Issues of Importance to Young People

Attachment 3.18d

Our young people are growing up in a world that is changing rapidly. The expectations of and on young people can be confusing and stressful and the support and encouragement they receive can be strong, inconsistent or lacking. Adults at every level in Scouting need to be aware of what issues are important to young people today, allow them to have a say and take their views into consideration when planning activities and development strategies.

Young Australians are very aware of issues affecting young people around the world as well as in their own country.

Identify at least three (3) issues of importance to young people today.

Complete the following – you may need to talk to other people to assist here.

ISSUE	WHY DO YOU BELIEVE THIS IS AN ISSUE?	HOW DOES SCOUTING ADDRESS THIS IN OUR PROGRAM?
1.		
2.		
3.		

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

Participant: _____ **Date:** _____

Verifier: _____ **Date:** _____

Information Samples

Attachment 3.18e

Collect at least two examples of information you have found useful to your role. This could include games, program ideas, award scheme details, member details, publications, etc. These should be attached to this sheet. Provide the following information.

Sample 1
Description:
What this is used for
Why you found it useful

Sample 2
Description:
What this is used for
Why you found it useful

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

Results Sheet – Workplace Information and Resourcing Plans

Attachment 3.18f

Work through the questions below and indicate your answers in the response column.

Question	Response
1. List at least three management or information systems an effective leader should have	
2. What is the process used to update youth membership details and when does it occur	
3. List three ways the association ensures its programs meet the needs of youth	
4. List two types of specialists who are available to assist with specialised activities or use of resources	
5. Where do you find the Branch Policy on smoking and provision of medications? List an important fact on each policy.	
6. List sources you use to access information about the operation of the Association.	
7. State two relevant trends or developments relating to the needs of young people you work with.	
8. List at least two Management Information Systems you have used or could use in Scouting	
9. List any suggestions you could make for improving the managing of information in your role.	
10. You are arranging a visit for your group to the City. You are using public transport. You require members to buy lunch. Admission to a local attraction agreed to is \$4.00. How much would you think it should cost each member?	

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

Participant: _____ **Date:** _____

Verifier: _____ **Date:** _____

Team Participation

Attachment 3.18g

(This activity also links to Attachment 3.18c)

In this exercise, you must work as a member of a team and consider the following:

Leader of Youth

“Two of your youth are ready and keen to progress to the next section.”

Rovers

“One of your Crew considers she has completed all the activities for the BP Award.”

Leader of Adults

“Your Group/District has been approached by the local after school care unit who wish to use your Den three days a week from 2.30pm to 5.00pm. They are willing to pay \$100 per week. This would solve all your Group’s fundraising problems.”

Questions you may ask yourself	Your Response
What action do I need to take?	
Can we approve?	
What documents could I refer to?	
Do I need to seek assistance when making my decisions?	
Who would I seek assistance from?	
If I cannot approve who is able to approve and why?	
Is there anything else that needs to be considered?	

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

Participant: _____ **Date:** _____

Verifier: _____ **Date:** _____

Exercise – Making Informed Decisions

Attachment 3.18h

(This activity also links to Attachment 3.18g)

Mrs Smith has sent a letter indicating that John is being harassed by other youth members. The Group Leader presents the letter at the Group Council and seeks assistance to resolve this. In small groups, you are to participate as a Leader within the Group Council.

Question	Your response
1. Briefly explain the issue	
2. Possible outcomes	
3. What would be your action?	
4. Why do you consider this to be an informed decision?	

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

Participant: _____ **Date:** _____

Verifier: _____ **Date:** _____

Section 3 – 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.

Games Worksheet

Attachment 3.17

Please give details of three games on this worksheet:

a) test game

(b) quiet game

(c) sense training game

a) test game

b) quiet game

c) sense training game

Now take one of your games and adapt it to suit the following themes:

a) Conservation

b) Emergencies

c) Exceptionally wet night with Section confined indoors

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

Participant: _____ **Date:** _____

Verifier: _____ **Date:** _____

Evaluation of Program Observed – Program Checklist 1

Attachment 3.18i Leader of Youth, Activity Leader or Rover

Consider a program that you observed as part of Attachment 3.14. 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

Attachment 3.18j Leader of Adults

LEADERS OF ADULTS

Consider a meeting you observed or participated in as part of Attachment 3.14. 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:** _____

Long Term - Annual Program Outline

Attachment 3.18k

With your group, plan an outline Annual Program. Include themes and suggested training and other activities that will suit the themes. Care should be taken to cover all Award Scheme Training. Bring this to your Basic Training Courses.

Month	School and Public Holidays	Scouting and Community Events	Special Activities and Outings	Theme	Testwork
April					
May					
June					
July					
August					
September					
October					
November					
December					
January					
February					
March					

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.

3 PRE-COURSE READING

The following pages contain vital information on:

- A) National Publications Attachment 3.03: This lists reference material intended to assist you in your work as a Leader. Please familiarise yourself with what is available (particularly for the Scout Section) and file the list for future use.
- (b) Copyright: This document outlines the copyright laws. It is important that all Leaders understand the implications of these laws. Please ensure that you understand the implications for Scouting.

COPYRIGHT AND YOU

Regardless of your role in the Scout Movement, you will find yourself exposed to a wide range of enticing informational sources and materials which you feel can be used or adapted for the Scouting program. Such items may be contained in books, magazines, newspapers, photographic or illustrated works, musical scores, stage plays, videos, films and computer disks, etc.

Beware - all materials are the legal property of someone or some organisation. Their use or modification **without written permission from the copyright owners**, can constitute a breach of the Copyright laws in Australia and other countries for which there are now severe penalties for you. Ignorance of the law is no excuse!

Such copyright owners have direct access to bodies like the Australian Copyright Council, the Copyright Tribunal, Performers Rights and collection-licensing outlets like Copyright Agency Ltd. Additionally, powerful remedies are available from the Federal Court in relation to infringement of intellectual property rights through a series of court orders like the John Doe or the Anton Pillor order.

The John Doe order - where the copyright owner is permitted to seize infringing material from an unidentified person. **The Anton Pillor order** - where the copyright owner is permitted to enter premises and search for and remove infringing material, and so on. If you think this section was added to scare you, you were right!

The Copyright laws have become increasingly important in all walks of industry as an effective means of halting what appears to be a “growth industry” of copyright infringements for those people who choose to ignore or remain ignorant of the law. Authors, artists and business companies, etc, have become far more conscious of the need to protect the results of their hard work and expensive outlay from plagiarism.

To enable you to operate in this climate and do the right thing for yourself and Scouting, a brief outline of the Copyright Act is given, along with tips to avoid the pitfalls of Copyright.

COPYRIGHT ACT OF 1968

The rules of the Copyright law are, unfortunately, very complex and often difficult for the average person to grasp without expert legal opinion and guidance. The Australian Copyright Act of 1968 and subsequent amendments, provide in Sections 31, 85 and 86, **the exclusive right of an author, artist, etc**, to do any of the following acts:

- i) to reproduce the work in a material form
- ii) to publish the work
- iii) to perform the work in public
- iv) to broadcast the work
- v) to cause the work to be transmitted to subscribers to a diffusion service
- vi) to make an adaptation of the work

While many other details apply, this explanation is sufficient for you.

THE DURATION OF COPYRIGHT

The duration of Copyright depends on the nature of the copyright material. Where the original or first owner of copyright is an actual person, copyright on a literary, dramatic, musical or artistic work, **lasts for the life of the person plus 50 years**. Where the first owner is a company, the duration is **50 years only**.

That, in essence, is the basic copyright duration. However, there are many variations which can cause the copyright to be extended for longer periods. If, for instance the original owner (person or company) transfers the copyright to another party (this can be done through a Will, Trust, etc, or can be purchased), the copyright can be extended. One example is in Scouting. Baden-Powell passed away in 1941, therefore you may think that from 1991 all his books, eg Scouting for Boys, Rovering to Success, no longer carried copyright. **WRONG!** The copyright is still in force and is held by the Scout Association. Therefore, before you can use any of the material you need approval. This is the situation in many cases.

COPYRIGHT EXPIRY

How do you know whether an item you are interested in using is covered by copyright? The answer to this is complicated by international copyright arrangements to which Australia subscribes.

One such arrangement requires a copyright notice in the form of a copyright C symbol in a circle © followed by the name of the copyright owner and the year of first publication, eg “Copyright © John Brown in 1995” to ensure that works created in Australia have full protection in other countries. **No such notice** is required to obtain copyright protection in Australia. As a result, you could be led to believe that such work without a copyright notice is in order to use without permission. This assumption may or may not be correct as an implied copyright exists until otherwise **proven by you**.

COPYRIGHT - Study, Research Purposes

Generally speaking, apart from any fair dealing for the purposes of private study, research, criticism or review as permitted under the Copyright Act, **no part of any work** may be reproduced by any process without written permission.

How much copyright work may you utilise under the term, fair dealing? The Copyright Act does not clearly define this section. It does refer to “**substantial part**” where infringements are involved and where the Courts have laid down certain rules which define “substantial part”.

In a contested article, for example, both the original work and the copy of the contested work are examined and also the economic impact of copying in determining whether a “substantial part” has been used. If it is found that a small part of the original work makes up a major part of the contested work, **the copyright has been infringed**.

If, for example, you use a small part of an original work which contains a summary of the original work and even though this part so copied is only a minor part of your article or works, **you have broken copyright laws**. Illustrations including graphs, charts and technical drawings in themselves and the copying of these items, would infringe copyright.

HOW TO AVOID THE PITFALLS OF COPYRIGHT

The purpose of this overall article is to make you aware of the thorny path you have to tread. If you play the game correctly, you are unlikely to encounter problems.

If you are foolish enough not to heed the advice, then there is a good chance you may be consulting a Solicitor and explaining your action to a judge for some author or artist's work you have purloined. Let's face it - if you wanted a car, would you go and steal one? The following examples represent copyright problem areas that are misunderstood by some Scouting people:

* **Scouting handbooks and other publications of The Scout Association of Australia are copyright of that Association.**

Apart from the purposes of review, etc, already discussed, membership of the Association does not confer the right to reproduction of materials by any means - manual, electronic or mechanical - from these publications without written permission.

However, a written application to the National Publications Officer (PO Box 325, Five Dock New South Wales 2046 designating an article or illustration, will generally result in a simple "yes" for permission to use the item in your Section, Group, District or Area magazine. Occasionally, some requests cannot be met because of a shared copyright by the Association with another publication, or a limited copyright agreement.

* **Scout publications of any of the Branches of the Association in Australia or overseas Associations**

will require written application to and permission from these respective Branches or Associations **on your behalf** by the National Publications Officer (PO Box 325, Five Dock New South Wales 2046.

* **Do publishers restrict the amount of materials you may use?**

Yes! Asking for an open option (called a blanket approval) to reproduce anything in a publication is never given! It is wise to request one or two small items initially and re-apply later. However, there are restrictions to the overall quantity from one publication.

* **What are your obligations to the use of approved copyright reproductions?**

The material may only be reproduced by you in your publication. You may not give use of the material to other people. Your article headline should show a copyright symbol © and the foot of the article should contain this indication:

Permission to reproduce this article And illustration) must be obtained from (name of publisher).

Scout courtesy demands that a copy of your publication should go to your source of permission otherwise your next request may be met with a NO!

* **Can you reproduce from any other Scout magazine or news sheet?**

NO! Unless the magazine indicates that permission is available to reproduce any material except that which is copyright ©, you must request written permission. If you do reproduce where permission is indicated, acknowledge the work, eg, "from Group Scoop" and send a copy to its editor - it is common courtesy! If not, don't use the material!

* **To avoid copyright problems, can you trace, modify or redraw illustrations?**

NO! The copyright entails the illustration and the concept it portrays and violations are generally decided by the Courts. Play safe and request permission.

- * **Can articles, illustrations and photographs voluntarily submitted by contributors to a magazine, be used for other purposes following publication?**
Copyright authorities consider the answer is a legal land mine but favours the contributors. Unless a contributor transfers copyright to the publication, there is a shared copyright for the initial reproduction in that magazine. Reproduction elsewhere or in another form would be a violation of copyright. Another magazine reproducing the article without permission could be in strife as well.

- * **Are there problems associated with producing a Scout song book?**
YES! You need copyright clearance and permission in writing for those songs still in copyright plus payment of any reproduction fees including performing rights, etc. Those songs presumed to be out of copyright will need to be legally checked and if you are thinking of adding a few parodies of popular songs, don't! You will be infringing copyright under the Act. Why not buy a Scout song book?

- * **Can a video of a Scout activity on television be used to promote local Scouting?**
Not without the written permission of the TV station management who would then provide one from their records at a fee. A VCR copy of your own would break copyright in public use.

- * **Can I program material onto my computer?**
The use of material on computers comes under the current rules of copyright. You are basically using an electronic device to reproduce material, thereby infringing copyright if you do not adhere to the rules. If you create a disk or CD for use or place material on a network, you are in effect creating multiple copies, as you have created multi-access to the material.

Also, by way of copying material from disks, CD or network information systems, as copyrights apply to the material.

- * **If you acknowledge the source of your material, is it in order to reproduce?**
NO! Reproduction of copyright materials is an infringement and in any case the onus is on you to prove it is not copyright before using. Obtain written permission for use, as verbal permission is of little value if the use of material is contested.

IN SUMMARY

It is strongly recommended that you heed the warnings outlined in this brief article and disregard the so-called helpful advice "I'm sure no one will object" or similar words. If you are tempted to borrow a small item from some advertisement or jazz up a presentation with the head of a popular cartoon figure, then you are leaving yourself open to legal proceedings settled in or out of court.

The avenues to comfortably work within the realms of copyright have been outlined and as hundreds of editors and others are able to achieve this without undue effort, so can you!

Good luck with your publications.

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.

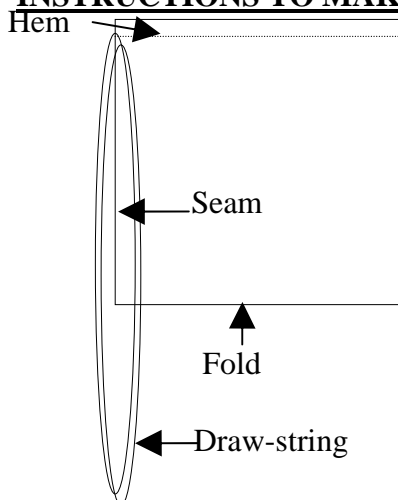
- (a) Read the information on catering and cooking methods in this handout and bring it with you to the Course.
- (b) Bring a clearly written copy of two favourite camp or hike recipes. These will be displayed so all participants get a variety of ideas for camp and hike meals.

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.

VITAMIN	PRINCIPAL SOURCES	DEFICIENCY SYMPTOMS
<u>Vitamin A</u>	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
<u>Vitamin B</u> (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.
<u>Vitamin B2</u> (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).
<u>Vitamin G</u>		
<u>Niacin</u> (Nicotinic Acid)	yeast, liver, organ meats, peanuts, wheat germ	Inflammation of the skin (dermatitis), looseness of the bowels (diarrhoea) and mental conditions.
<u>Vitamin B5</u> <u>Group</u>	yeast, liver, muscle meats, whole grain cereals, fish, vegetables, molasses	Convulsions in infants and sometimes in adults.
<u>Vitamin B12</u>	liver, most (especially beef and pork) organ meats, eggs, milk and milk products	Pernicious anaemia.
<u>Vitamin C</u> Ascorbic Acid)	citrus fruits, tomatoes, cabbages, green pepper	Scurvy (haemorrhages, loose teeth, gingivitis).
<u>Vitamin D</u>	fish liver oils, eggs, milk, butter, sunlight and radiation	Rickets and bow legs.
<u>Folic Acid</u>	green leafy vegetables, liver, kidney, yeast	Sprue (ulcerated enteritis).
<u>Pantothenic Acid</u>	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.
<u>Vitamin K</u> Activity)	intestinal bacterial synthesis and normal diet	Blood does not clot.
<u>Vitamin E</u> <u>Group</u>	vegetable oils, lettuce, eggs, cereal products	Degenerative muscular lesions are thought to occur, plus heart and circulatory disorders.

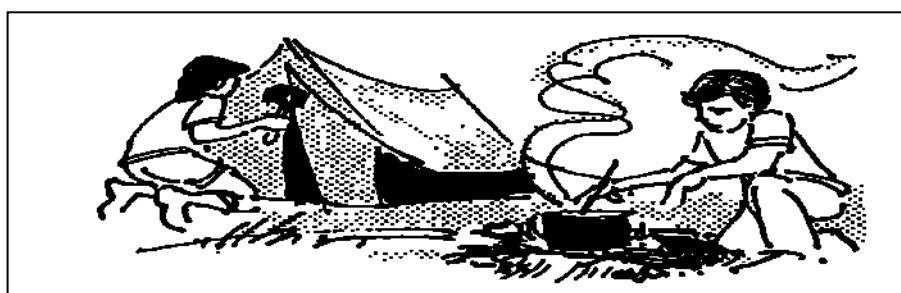


IMAGE AND PRESENTATION

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*

Certificate III Completion Activities

The following activities are required to be completed for you to attain your Certificate III. As well as these activities, you also need to complete your Basic Course Workbook and submit these two workbooks together to the Scout Service Centre for Assessment. All of these activities are contained in Section 2 – Accredited Outcomes.

Activity Completion Checklist	Completed
Leadership Record – Attachment 3.01 (Page 49)	<input type="checkbox"/>
Useful Reference Materials – Attachment 3.02 (Page 51)	<input type="checkbox"/>
Personal Training and Development Plan – Attachment 3.03 (Page 54)	<input type="checkbox"/>
Emergencies – Attachment 3.09 (Page 55)	<input type="checkbox"/>
Scout Safe – Attachment 3.12 (Page 57)	<input type="checkbox"/>
Communication Samples – Attachment 3.13 (Page 59)	<input type="checkbox"/>
Undertake Activity Requiring Specific Skills – Attachment 3.18a (Page 60)	<input type="checkbox"/>
Evaluation of Program you participated in – Attachment 3.18b (Page 61)	<input type="checkbox"/>
Prepare a Budget – Attachment 3.18c (Page 65)	<input type="checkbox"/>
Issues of Importance to Young People – Attachment 3.18d (Page 67)	<input type="checkbox"/>
Information Samples – Attachment 3.18e (Page 69)	<input type="checkbox"/>
Results Sheet – Workplace Information and Resourcing Plans – Attachment 3.18f (Page 71)	<input type="checkbox"/>
Team Participation – Attachment 3.18g (Page 73)	<input type="checkbox"/>
Exercise – Making Informed Decisions – Attachment 3.18h (Page 74)	<input type="checkbox"/>

Reviewed with Personal Leader Adviser

NAME: _____

REGISTRATION NUMBER: _____

SECTION/TEAM: _____

GROUP: _____

Leader Signature: _____

Endorsement: Personal Leader Adviser: _____ Date: _____

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

Notification of Technical Skills Completion

When you have completed the Technical Training Tasks, detach and send to your District Leader Adult Training Support or District Commissioner or Team Leader.

Note: It is essential for this to be completed before you apply for the Basic Training course.

Activity Completion Checklist

- Knots and Lashings (Page 18)
- Basic Navigation (Page 19)
- Administration and Forms (Page 19)
- Dress, Appearance and Ceremonies (Page 20)
- Induction Training of Youth Members (Page 21)

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 Technical Skills 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.

*Scouts Australia – Victorian Branch
Leadership Development Program*

Initial Competency Check

When you have completed the Initial Competency Check with your Personal Leader Adviser, detach it and send to your District Leader Adult Training Support or District Commissioner or Team Leader.

DISTRICT/TEAM LEADER (Section:)

_____ District / Team

NAME: _____

REGISTRATION NUMBER: _____

SECTION/TEAM: _____

GROUP: _____

INITIAL COMPETENCY CHECK

- demonstrates basic organisational skills.
- can discuss and identify youth issues (relevant to the age group).
- demonstrates empathy for and communicates with young people.
- shows self confidence and maturity.
- can supervise.
- can manage youth behaviour in the particular age group.
- demonstrates confidence in running games, activities and Section meetings.
- is committed to the Fundamentals of Scouting.

Endorsement: Personal Leader Adviser: _____ Date: _____

DLATS to note in District Records.

Your District Leader and Personal Leader Adviser will ensure that any items without initial competency are developed by you.