

LEADER'S TRAINING GUIDE.



Information for Section Leaders and Assistant Section
Leaders working towards their Wood Badge

Name:

Membership Number:

Group:

Role:

Provisional Appointent Date:

Getting Started Target:

Validation of Modules 1, 2 & 3

Wood Badge Target:



You can fill in relevant sections of this document using Adobe Acrobat Reader and save and print the results.

EDITOR'S NOTE

This booklet was originally designed by Greater Manchester East Scouts County using information from The Scout Association. If information in this booklet and The Adult's Personal File appears to differ, PORs and the the current version of the Adult Personal File takes presedence.

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

ABOUT THIS BOOKLET

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

You should use it in conjunction with your Adult Personal File (APF) which you will be given shortly after your appointment is confirmed. The APF is the authoritative reference.

This document is also an electronic form so you can save a tree and fill in the relevant sections using Adobe Acrobat Reader and then save the results for future reference/editing.

Other roles, such as Executive Committee members, Supporters and Managers are supported by other tools.

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

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

HELP FOR YOU

The Local Training Manager (LTM) and Training Adviser's (TA) roles are to support you through the training process, to help you identify your learning needs and validate the modules you complete. It may be that you have been allocated a Training Adviser already. They will support you throughout the training process.

If a Training Adviser has not been allocated, you should contact the Local Training Manager who will provide you with the necessary information.

Although there is plenty of help available, you are responsible for setting the pace of your training and booking the courses you need. Your line manager or section leader can help you with this.

A TRAINING SCHEME TO SUPPORT YOU

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

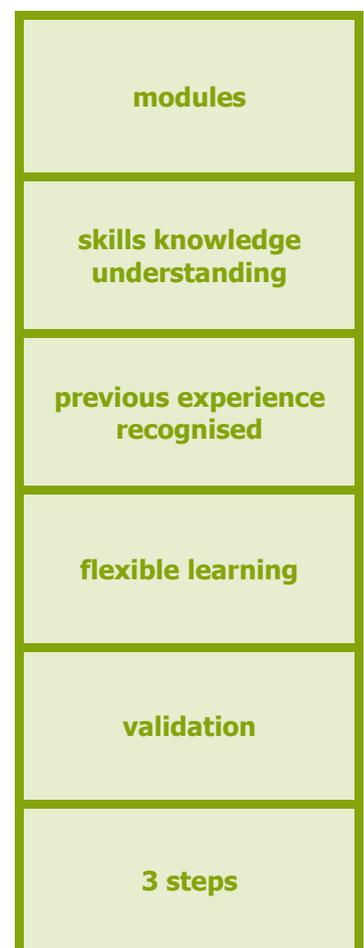
Modules available help you develop the skills, knowledge and understanding to be a successful leader in Scouting.

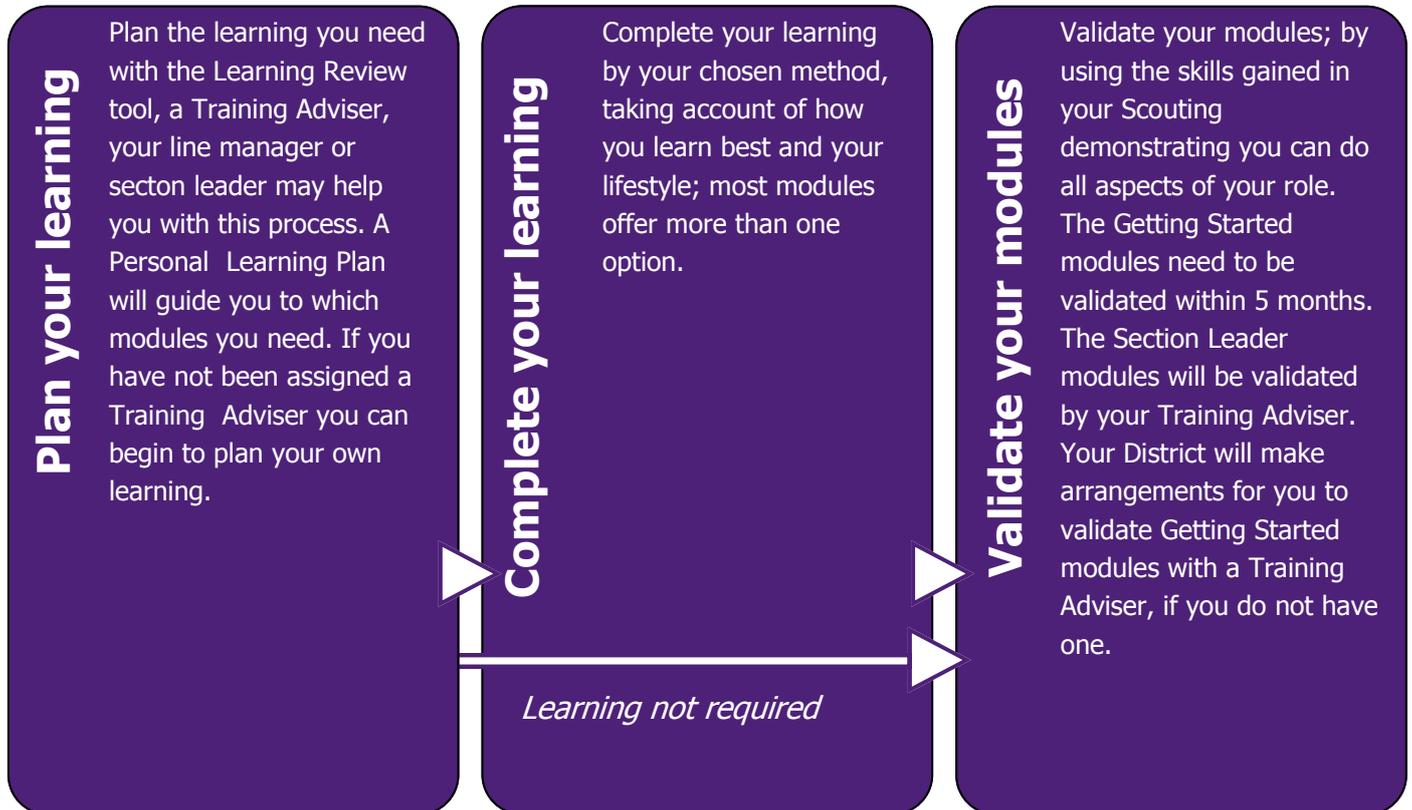
The Scout Association's adult training scheme allows you to recognise your previous experience from within and outside of Scouting when planning your learning.

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

Validation activities formally demonstrate that you can successfully apply what you have learned, to your role within Scouting.

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





STEP ONE: PLANNING YOUR LEARNING

You will need to complete the modules on the Section Leader's Personal Learning Plan. (A Personal Learning Plan to match your role is included at the end of this booklet). They include modules 1-3 and 5-19. Details of all the required modules are included in the second part of this guide.

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

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

"Which modules do you need?"

"Do you require learning?"

Module	Module content	What experience do you already have?	Not Confident	Confident
GETTING STARTED MODULES				
<p>1</p> <p>Essential Information</p>	<p>Do you know what we do, why we do it and how we do it?</p> <p>Do you understand our Child Protection Policy, have a 'yellow card' and know how to use it? How do we deal with bullying?</p> <p>Do you know the Key Policies of the Association?</p> <p>Do you have experience of Safety and Risk Assessment?</p> <p>Do you know Scouting's Structures and the support available to you?</p> <p>Do you know what POR is and how to use it?</p> <p>Do you know who to inform if someone is</p>		1 2 3 4 5	
<p>3</p> <p>Tools for the Role (Section Leaders)</p>	<p>Can you identify the main features of the Section you work with? Can you identify the main features of the other Sections within Scouting?</p> <p>Do you know how your section leadership team works and your role within it? Do you know who Young Leaders are and how they form part of the leadership team?</p> <p>Do you know where to get programme ideas and can you run games and activities? Why are they important?</p> <p>Can you explain about Youth Shaped Scouting?</p> <p>Can you describe the main causes of challenging behaviour and how to promote positive behaviour?</p>		1 2 3 4 5	
OTHER SECTIONAL MODULES				
<p>5</p> <p>Fundamental Values of Scouting</p>	<p>Do you know the Values and Method of Scouting and how to put them into practice?</p> <p>Do you know how to support the spiritual development of young people?</p> <p>Do you know about Scouting's Religious Policy and your role in incorporating faiths and beliefs into the programme?</p>		1 2 3 4 5	
<p>6</p> <p>Changes in Scouting</p>	<p>Do you know about the history of Scouting and how Scouting has changed to meet the changing needs of society?</p> <p>Can you describe the historic growth of Scouting in the UK and internationally?</p>		1 2 3 4 5	
<p>7</p> <p>Scouting for All</p>	<p>Do you know what sorts of things might influence your assumptions about people?</p> <p>Do you understand The Scout Association's Equal Opportunities and Religious policies?</p> <p>Do you know the cultural, social and religious diversity in your local community?</p> <p>How can you ensure that Scouting is inclusive for all young people?</p>		1 2 3 4 5	

<p>8</p> <p>Skills of Leadership</p>	<p>Do you know how to systematically plan an activity and are you aware of the Action Centred Leadership model?</p> <p>Do you know about leadership styles and understand how different styles are suitable in different situations?</p> <p>Do you know how to develop the leadership skills of other adults or young people?</p>		<p>1 2 3 4 5</p>
<p>9</p> <p>Working with Adults</p>	<p>Do you find it easy to settle into working with a team of adults? How do you communicate effectively with others?</p> <p>Can you explain how you choose to use different communication methods and the benefits and drawbacks of each?</p> <p>Can you represent others views?</p> <p>Do you know your role in the decision making structures and communication channels of The Scout Association?</p>		<p>1 2 3 4 5</p>
<p>10</p> <p>First Aid</p>	<p>Do you hold an in date qualification in First Aid equivalent or in excess to the requirements of First Response? See http://members.scouts.org.uk/fs120052 for more details.</p>	<p>Qualification:</p> <p>Date of award:</p>	<p>1 2 3 4 5</p>
<p>11</p> <p>Administration</p>	<p>Do you know about necessary administrative tasks and record keeping?</p> <p>Do you know about member record management, how information can be recorded and stored and what your responsibilities are around data protection?</p> <p>Do you know about your financial responsibilities and financial best practice?</p> <p>Do you know about Scout insurance cover?</p>		<p>1 2 3 4 5</p>
<p>12A</p> <p>Delivering a Quality Programme</p>	<p>Do you know about the key elements and themes that make up the programme?</p> <p>Do you know about the badges and awards for your Section?</p> <p>Do you know what a quality programme looks like? Do you know how to review your programme and what a quality checker is?</p> <p>Do you understand about the Young Leader Scheme, how to support YLs with their training and how to involve them in the leadership team?</p> <p>Do you know about Youth-Shaped Scouting methods, how to involve young people and the value it brings?</p>		<p>1 2 3 4 5</p>
<p>12B</p> <p>Programme Planning</p>	<p>Do you know how to create an exciting programme?</p> <p>How can you generate programme ideas?</p> <p>Do you know what to look for when reviewing a programme, how to use a quality programme checker and how to adapt a programme to ensure its quality?</p>		<p>1 2 3 4 5</p>

<p>13</p> <p>Growing the Section</p>	<p>Do you know why growth is important and how to encourage transfer between sections?</p> <p>Do you know about the recruitment, support and retention of young people and adults?</p> <p>Do you know your role in development planning for the group or section?</p>		<p>1 2 3 4 5</p>
<p>14</p> <p>Supporting Young People</p>	<p>Do you understand the typical characteristics of young people and ways in which they develop as they move through Scouting?</p> <p>Do you know about external influences on young people at different ages?</p> <p>How do you create a supportive environment for young people and</p>		<p>1 2 3 4 5</p>
<p>15</p> <p>Promoting Positive Behaviour</p>	<p>Do you understand what is meant by challenging behaviour?</p> <p>Do you know how to plan for positive behaviour, identify the principles involved and develop strategies, including Codes of Conduct?</p> <p>Where can you seek help and support for challenging behaviour? As a last resort, do you understand the policy on dismissal</p>		<p>1 2 3 4 5</p>
<p>16</p> <p>Introduction to Residential Experiences</p>	<p>Do you understand the importance of residential experiences in Scouting?</p> <p>Do you know your role in preparing for residential experiences in the balanced programme and how to build a team?</p> <p>Do you know the organisational and administrative requirements for running a residential experience?</p> <p>Do you understand about the Nights Away Permit Scheme and Event Passports?</p>		<p>1 2 3 4 5</p>
<p>17</p> <p>Running Safe Activities</p>	<p>Do you know the importance of activities, particularly outdoor activities?</p> <p>Do you know the rules and guidance about activities and where to find them (including externally led activities)?</p> <p>Do you know how to assess and review the level of risk in an activity?</p> <p>Do you know the importance of having a leader in charge and how to manage groups when undertaking activities?</p> <p>Do you know about the In Touch system and who to inform if someone is hurt during a Scouting activity?</p>		<p>1 2 3 4 5</p>
<p>18</p> <p>Practical Skills</p>	<p>Do you know a range of practical Scouting skills that would be appropriate to use with your Section?</p> <p>Are you able to teach these safely and effectively to others?</p>		<p>1 2 3 4 5</p>
<p>19</p> <p>International</p>	<p>Do you know about Scouting worldwide?</p> <p>Do you know about the range of different International Events and Activities?</p> <p>Can you build international ideas and activities into your programme?</p>		<p>1 2 3 4 5</p>

STEP TWO: COMPLETE LEARNING

Within Hampshire, we have a number of different ways to access learning. County courses are detailed in the Country Training Diary and you are encouraged to attend the residential courses if you can. Online Learning and workbooks are options for some training.

To attend country training you need to book the course, the training is free to the attendee, however, if you do not attend and have not let the country training team know, the cost will be passed to your Group

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

If you intend to go on a residential weekend you should book as early as possible as places fill up fast.

Hampshire Country Training Diary	https://goo.gl/7ECq5r
Petersfield District Adult Training	https://goo.gl/d6MFh4
E-Learning	https://goo.gl/9HM5ob

GETTING STARTED

This is the key information needed when starting off in a role within Scouting and should be completed within 5 months. This section also includes a Personal Learning Plan that will identify the learning you require. It should be completed before the rest of the Wood Badge. Personal Learning Plans to match your role are available from your Training Adviser, or at the back of this booklet. Modules in **GETTING STARTED** include: Essential Information (1), Personal Learning Plan (2), Tools for the Role (3).

OTHER SECTIONAL MODULES

Modules 5 to 19 will provide you with information and ideas to assist you with indoor and outdoor aspects of our programme, offer advice on various aspects of working with young people and adults, help you develop in your role and support you in providing quality Scouting for young people. These modules are: Fundamental Values of Scouting (5), Changes in Scouting (6), Scouting for All (7), Skills of Leadership (8), Working with Adults (9), First Aid (10), Administration (11), Delivering a Quality Programme (12A), Programme Planning (12B), Growing the Section (13), Supporting Young People (14), Promoting Positive Behaviour (15), Introduction to Residential Experiences (16), Running Safe Activities (17), Practical Skills (18) and International (19).

This may appear daunting; however, you have already completed 3 modules and if you attend both County residential weekends, that is another 12, leaving you only 3 modules to complete.

Gathering the evidence to validate the modules should be part of your normal role as a leader and your TA will not be looking for you to undertake additional work. In fact the TA is looking for evidence that you have actually undertaken the task rather than just studied the course and undertaken a theoretical exercise.

LEARNER'S PLAN AND COMMENTS

- write in your plan,
- use the [Country Training Diary](#) to help you & book your learning opportunities
- Please bring a copy of this page to your Module 1, 2 & 3 validation meeting

Month		Month	
1st <i>Insert your starting month</i>	<i>Hold your provisional appointment</i>	13th	
2nd		14th	
3rd		15th	
4th		16th	
5th	<i>You must have completed any learning and the validation for Getting Started (Modules 1, 2 & 3)</i>	17th	
6th		18th	<i>Any learning should be completed by now.</i>
7th		19th	
8th		20th	<i>Complete final validations.</i>
9th		21st	
10th		22nd	<i>All modules validated. Ensure your Training Adviser sends the completed Personal Learning Plan to your ADC (Adult Training), so s/he can recommend the award of your Wood Badge.</i>
11th		23rd	
12th	<i>Recommend you have completed any learning and validated 50% of your modules.</i>	24th	
Training Adviser remarks			

STEP THREE: VALIDATING MODULES

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

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

An electronic version of this Personal Learning Plan can be downloaded from

<https://goo.gl/qtzLHy>

BEING AWARDED YOUR WOOD BADGE

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

In order to receive the Wood Badge you need to ensure that your fully completed Personal Learning Plan is sent to your LTM by your Training Adviser. The Personal Learning Plan will be checked and the LTM will recommend the award of your Wood Badge. Headquarters send a certificate and your wood beads to your District Commissioner who will arrange to present them at an appropriate time.

ONGOING LEARNING

Even though you have completed your Wood Badge, there will still be opportunities to learn new skills through on-going learning. Leaders are expected to complete a minimum of 5 hours of on-going learning each year, as well as undertaking formal training, this may include going to county conferences. You should update your ongoing learning hour in Compass when ever you complete any time.

You are required to undertake Safeguarding and Safety Training every 5 years and First Aid Training every 3 years.

On-going learning for the first year should be agreed with the Training Adviser before confirming completion of the Wood Badge.

CHANGING YOUR ROLE

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

Changing to a Manager or Supporter role would require some additional re-validation and some new modules.

HOW TO USE THIS BOOKLET

Details of each module are outlined, from page 9 onwards. You should familiarise yourself with the module content. With your Training Adviser, you should then use each module checklist to determine whether or not you will need to undertake some learning - there is a 'What learning do you require?' box on each page to record what you agree. The planning sheet on page 7 can also be used to help you with this. Whether or not you take part in some learning, you will then need to validate each module. Again, you should agree the validation methods to be used with your Training Adviser and enter them in the 'How are you going to validate?' box. The possible validation criteria are listed on each page.



Getting Started

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

Learning opportunities

module session | DVD | e learning

MODULE 1: ESSENTIAL INFORMATION

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

- understanding the purpose, values and method of The Scout Association
- understanding The Scout Association's Child Protection Policy and your role in protecting young people from harm
- understanding the importance of the Safety Policy and your role in keeping Scouting safe
- identifying the support available to help you in your Scouting role
- getting support from other people
- working within the Policy, Organisation and Rules (POR) of The Scout Association.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Discuss your responses to the questions on the Checklist and reflect on the fundamentals and key policies of Scouting with a Training Adviser, to demonstrate your understanding and confidence to act in accordance with each core area.

And complete two of the following:

- Carry out a risk assessment of a meeting place
- Create and deliver an activity to explain the Promise and the Law and how they relate to the Fundamentals of The Scout Association to young people or adults new to Scouting
- Work with young people to create and implement an Anti-Bullying code, and explain how it may help to prevent bullying within the section
- Any other ideas subject to agreement with your Training Adviser.

The method of evaluation can be agreed with your Training Adviser. In addition to looking at the evidence you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

Checklist:

- Can you explain the purpose, values and method of Scouting?
- Do you know what Policy, Organisation and Rules (POR) is and where to find it?
- Do you understand the Association's Child Protection Policy (the 'yellow card')?
- Do you know what to do if you think a child has been abused or if someone tells you that this might be happening?
- Do you know how to identify, address and prevent bullying?
- Do you know the Equal Opportunities Policy and Safety Policy?
- Can you describe The Scout Association's approach to risk assessment and where to find relevant rules and guidance about activities?
- Do you know who to inform if someone is hurt during a Scouting activity?
- Do you know who to go to for help or support and do you understand the structure of Scouting?
- Do you know what the Scout Information Centre does and how to contact it?
- Do you understand Charity Commission regulations for registered Charities?

What learning do you require?

How are you going to validate?



Getting Started

Learning opportunities
with a Training Adviser | this workbook

MODULE 2: PERSONAL LEARNING PLAN

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

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

Checklist:

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



TO VALIDATE THIS MODULE YOU WILL NEED TO:

Create and agree a Personal Learning Plan with your Training Adviser to allow you to complete the training requirement for your role, taking into account existing knowledge and skills.

There is a copy at the end of this booklet and also at <https://goo.gl/qtzLHy>

How are you going to make your plan?

Who is going to help you and agree it?

Getting Started

MODULE 3: TOOLS FOR THE ROLE

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

- recognising the main features of your section and how it fits into Scouting
- the roles and responsibilities of different people within your section
- using a variety of programme ideas, through different types of activities
- Youth Shaped Scouting
- Promoting Positive Behaviour in your section.

Checklist

- Can you identify the main features of the Section you work with and of the other Sections within Scouting?
- Do you know how your section leadership team works and your role within it?
- Do you know who Young Leaders are and how they form part of the leadership team?
- Do you know where to get programme ideas and can you run games and activities? Why are they important?
- Can you explain about Youth Shaped Scouting?
- Can you describe the main causes of challenging behaviour and how to promote positive behaviour?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete one of the following:

1. Plan and run, or assist in running, a section meeting; and reflect on this discussion with your Training Adviser.
You should include one activity or game appropriate to the section and one ceremony appropriate to the section.
Remember to consider:
 - ◆ How the section leadership team will work together to deliver the meeting
 - ◆ The key ceremonies for the section
 - ◆ The key features of the section
 - ◆ Why different games and activities are an important part of the programme
 - ◆ Important considerations for activities and games in Scouting
 - ◆ Sources of relevant programme ideas
 - ◆ How to include young people’s thought and ideas
 - ◆ Ways to promote good behaviour throughout the meeting.
2. Any other ideas subject to agreement with your Training Adviser

What learning do you require?

How are you going to validate?





MODULE 5: FUNDAMENTAL VALUES OF SCOUTING

The relationship between the Fundamentals of Scouting, the Balanced Programme and badges and awards that young people experience.

- understanding the role of faith and beliefs in Scouting
- understanding the Fundamentals of Scouting and how these are expressed in your work with young people
- including the values of Scouting in a balanced programme
- demonstrating Scouting values in your behaviour.

What learning do you require?

Checklist

- Do you know the Values and how they can be incorporated into the programme and your work with other adults?
- What is the Method of Scouting and how can you put it into practice?
- Do you know how to support the spiritual development of young people?
- Do you know about Scouting's Religious Policy and your role in incorporating faiths and beliefs into the programme?
- Do you understand how the four capacities of Curriculum for Excellence fit with the purpose of Scouting, as outlined in the Fundamental Values of Scouting?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete two of the following:

- 1) Show how the Values, Purpose and Method of Scouting have been incorporated into the programme to meet the needs of youth members of all sections.
- 2) Deliver an activity to demonstrate the integration of spiritual development of young people within the programme. Provide practical examples of how faiths, beliefs and attitudes were explored.
- 3) Create a presentation or activity to explain the Religious Policy to either adults new to Scouting or to young people.
- 4) Deliver a Scouting event (e.g. camp, Scout's Own) accessible to people representing different faiths and beliefs.
- 5) Produce an action plan detailing how you would support or have supported another adult in implementing the Values of Scouting in their role.
- 6) Any other ideas subject to agreement with your Training Adviser



How are you going to validate?



MODULE 6: CHANGES IN SCOUTING

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

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

Checklist

- Do you know how Scouting started?
- Do you know what the major milestones in Scouting are?
- Can you describe the historic and current growth of Scouting, locally, in the UK and internationally?
- Can you explain how Scouting has changed to meet the needs of young people and society?



What learning do you require?

How are you going to validate?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete two of the following:

- 1) Complete the Changes in Scouting questionnaire (overleaf) and discuss the answers with a Training Adviser
- 2) Create and deliver a presentation on the history of Scouting to adults or young people new to Scouting
- 3) Create and deliver a game or activity on the history of Scouting to adults or young people new to Scouting
- 4) Any other ideas subject to agreement with your training Adviser

MODULE 6: CHANGES IN SCOUTING

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



MODULE 7: SCOUTING FOR ALL

Helping to promote Scouting as an inclusive organisation and ensuring it is available to all.

- Knowing how your own thoughts and beliefs can affect Scouting.
- Identifying The Scout Association's policies that promote diversity and inclusion.
- Considering how you in your role can help to make Scouting accessible to all.
- Valuing cultural, social and religious diversity.

Checklist

- Do you know The Scout Association's Equal Opportunities and Religious policies?
- Do you know what sorts of things might influence your thoughts and assumptions about other people?
- Do you know the cultural, social and religious diversity in your local community?
- How can you ensure that Scouting is available to all young people? Watch this video to help you: <http://tiny.cc/mod7tsa>
- Can you explain the benefits of having a diverse organisation?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete one of the following:

1. Outline the Equal Opportunities Policy and explain how you are making Scouting a diverse and inclusive organisation by completing one of the following tasks:

Show evidence of how you are making Scouting accessible to one or more of the following:

 - a. Those with additional needs
 - b. Girls and young women
 - c. Those of minority ethnic communities
 - d. Those of a variety of religious backgrounds
 - e. Those of a variety of socio-economic backgrounds
2. Any other ideas, subject to agreement with a Training Adviser.

What learning do you require?

How are you going to validate?





MODULE 8: SKILLS OF LEADERSHIP

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

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

What learning do you require?

Checklist

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

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete two of the following:

- 1) Use a systematic planning tool to complete a task, provide evidence of your use of the tool and discuss your experience with your Training Adviser
- 2) Explain the Action Centred Leadership model and apply it to an activity which you have run recently
- 3) Using a questionnaire, or similar tool, identify your preferred leadership style, and how it impacts on your role in Scouting. Reflect on the four different leadership styles and consider how they inform your working in your Section or Group Leadership Team
- 4) Produce evidence showing how you have led an event or activity during which your leadership style changed a number of times
- 5) Run a game or activity to develop leadership skills in young people or adults
- 6) Any other ideas subject to agreement with your Training Adviser

How are you going to validate?





MODULE 9: WORKING WITH ADULTS

Working effectively as a member of an adult team.

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

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete two of the following:

- 1) Represent others at a Scout meeting and report back on the decisions made and reasons for them
- 2) Demonstrate how you have helped someone make decisions (without breaking confidentiality), including describing the techniques of effective listening and how these were applied
- 3) Demonstrate your ability to understand different aspects of verbal and non-verbal communication and implement appropriate responses.
- 4) Any other ideas subject to agreement with your Training Adviser.

Checklist

- Can you communicate effectively with others?
- Can you describe some non-verbal forms of communication?
- Can you explain the value of good listening skills?
- Do you know how to help other adults solve their own problems?
- Can you explain how decisions are made locally?
- Can you outline things that you should do when representing the views of others at meetings?

What learning do you require?

How are you going to validate?





MODULE 10: FIRST AID

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

- being prepared to provide first aid in any situation.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

- 1) Hold a current first aid certificate that meets or exceeds the minimum standard of First Response.
- 2) If a first aid certificate that does not cover the minimum criteria of First Response is held e.g. you should complete the short online course and screen shot the completion certificate.
<https://hampshire-scouts.thinkific.com/>
- 3) Professions which have an element of first aid e.g. Nurses, Midwives, Police Officers, Medical Practitioners, Members of HM Armed Forces, Ambulance Care – Assistants/Paramedics/ Technician, may provide a letter from their employer stating that the criteria for 1st Response have been met.

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

How are you going to validate?

Produce your First Aid Certificate and additional e-learning screenshot (if appropriate) to your TA. No further validation is required.
You can scan./photograph your certificate and send to the LTM

Checklist

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

Do you hold a first aid qualification already?

Course details:

Expiry date (usually 3 years after the course):

Trainer's name:



MODULE 11: ADMINISTRATION

Managing administrative tasks in Scouting .

- administrative tasks and record keeping
- understanding Member record management and the Data Protection Act
- understanding financial responsibilities and financial best practice
- understanding insurance arrangements.

What learning do you require?

Checklist

- Do you know why effective record keeping is important?
- Do you know what administrative tasks need to be completed in your Section, Group, District or Region?
- Do you know how information on adults and young people can be recorded, stored and maintained?
- Do you know how records kept are affected by the Data Protection Act?
- Do you know what financial records need to be kept by a Section, Group, District or Region?
- Are you aware of best practice in relation to financial record keeping?
- Do you know about the various adult application forms that exist and who needs to complete them?
- Do you know who is covered by The Scout Association's Public liability insurance policy?
- If your Group/District/Region is a recognised charity, do you understand your additional responsibilities with regard to administration and accounts?



TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete one of the following:

- 1) Demonstrate accurate and appropriate maintenance of administrative and financial records relevant to your role, in accordance with Policy, Organisation and Rules and the Data Protection Act.
- 2) Any other ideas, subject to agreement with a Training Adviser.

How are you going to validate?



MODULE 12A: DELIVERING A QUALITY PROGRAMME

How we deliver Scouting to young people and how we ensure it meets their needs:

- key elements of the programme for each section
- badges and awards
- reviewing the programme
- the Young Leaders' Scheme
- Youth Shaped Scouting.

What learning do you require?

Checklist

- Can you identify the key elements that make up the programme?
- Do you know the six areas which are key to the development of young people?
- Can you identify the three key themes and the underlying themes of the programme?
- Do you know what a quality programme looks like?
- Do you know about the badges and awards for your Section and where to find more information about them?
- Do you know what to look for when reviewing your programme, what a quality checker is and what its purpose is?
- Do you know how to adapt a programme to ensure its quality?
- Do you understand the aims of the Young Leaders' Scheme, how to support YLs with their training and how to involve them in the leadership team? Where can you get further information?
- Do you know about Youth-Shaped Scouting methods, how to involve young people and the value it brings? Can you identify the seven levels of Youth Involvement and where your section sits? Where can you get further information?
- Do you understand how Curriculum for Excellence applies to the young people with whom you work and how you complement the learning that schools/colleges provide?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Discuss your responses to the questions in the above Checklist, with your Training Adviser.

(There are additional validation criteria for Managers and Supporters)

How are you going to validate?



MODULE 12B: PROGRAMME PLANNING

- How to create an exciting and relevant programme
- How to generate programme ideas
- How to review a programme to enhance it

What learning do you require?

Checklist

- Do you know how to create an exciting programme?
 - Termly/monthly/weekly
 - Key principles that should be included in all programmes
 - Challenge and adventure; safe, rewarding and varied
 - Shaped by young people, in partnership with adults to learn, develop and share ideas
 - Give young people a better understanding of their community, the world around them and the opportunity to gain life skills, confidence, self-esteem and to understand relationships.
- Do you know how to generate programme ideas?
- Do you know what to look for when reviewing a programme?
- Do you know how to use a quality programme checker?
- Do you know how to adapt a programme to ensure its quality?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Discuss your responses to the questions in the above Checklist, with your Training Adviser

And complete two of the following:

1. Produce a Programme Plan (minimum one month). You should take into consideration:
 - the key themes of the programme
 - the underlying themes of the programme
 - incorporating a range of programme methods
 - how young people are involved in the programme planning process
 - whether activities relate to badges and awards.
2. Review your programme and produce evidence for how your review has improved the quality of future programmes and the programme planning process.
3. Any other ideas subject to agreement with your Training Adviser

How are you going to validate?



MODULE 13: GROWING THE SECTION

Valuing the importance of growth in Scouting

- knowing effective ways to recruit and retain young people
- knowing effective ways to recruit and retain adults
- identifying the tools and support to help sections grow
- development planning
- identifying the tools and support to help sections grow

Checklist

- Do you know why growth is important?
- Besides recruitment, what other ways are there to grow your section?
- In what ways can young people be recruited into your section?
- Can you suggest ways in which young people in your Section and Group can be retained?
- What role do Moving On Awards have in progression through the Movement?
- In what ways can adults be recruited to your section or Group?
- In what ways can adults be supported and retained?
- How can we ensure that Scouting continues to grow in your Section and Group?
- What is a Group/Section development plan and what should it include?

TO VALIDATE THIS MODULE YOU WILL NEED TO

Explain the role that you play in the recruitment and retention of Young People and adults and explain why growing Scouting is important; giving examples of new members (adults or young people) who have joined Scouting as a direct result of action you have undertaken, and the steps that you took to enable this to happen.

And complete two of the following:

- 1) Work with others to produce and implement a developmental plan for your Section or Group
- 2) Run or take part in a recruitment event to help grow your section or Group
- 3) Give examples of how you are being flexible and meeting the needs, wants and time commitments of adults, when recruiting them
- 4) Demonstrate how you have effectively used the transfer methods between sections - your role in Moving On, Membership Awards and age range flexibility, giving examples of young people who you have recently helped to move between sections and reviewing anything you think could be done better in the future
- 5) Any other ideas, subject to agreement with a Training Adviser.

What learning do you require?

How are you going to validate?



MODULE 14: SUPPORTING YOUNG PEOPLE

Understanding and being able to meet the needs of young people in the section.

- understanding the characteristics and development of young people in your section
- being aware of the external influences on young people in your section
- knowing how to create a supportive environment for young people

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete one of the following:

1. Outline how your section provides a supportive environment for young people.
2. Create an action plan to develop a supportive environment in your section.
3. Show evidence of communicating appropriately with young people, as part of your role.

And complete one of the following:

4. Show evidence of responding effectively to issues affecting young people in your section.
5. Plan and deliver an activity, raising awareness of some issues experienced by young people.

Checklist

- Can you describe some typical characteristics of young people in your section, some ways young people develop as they move through Scouting and how Scouting responds to these changing characteristics and development?
- How might your behaviour influence a young person in your section and what standards do you need to follow?
- Can you identify factors outside Scouting that may influence a young person, including technology and social media?
- Can you describe how Scouting can support young people's mental health and emotional wellbeing and how you can create a supportive environment for them?
- Can you describe good practice in communication with young people in your section?
- What sort of issues could be experienced by young people you support?

What learning do you require?

How are you going to validate?





MODULE 15: PROMOTING POSITIVE BEHAVIOUR

Proactively promoting positive behaviour and appropriately managing challenging behaviour in your section.

- What we mean by challenging behaviour
- Planning for positive behaviour and understanding the principles and strategies involved
- Responding to challenging behaviour
- Additional help and support for challenging behaviour



Checklist

- Can you identify some of the challenging behaviours young people in your section might present?
- What sort of approach is important in managing behaviour in your section, and why?
- Can you identify some of the principles of promoting positive behaviour, in your section?
- Do you understand who is responsible for setting and implementing acceptable behaviour and who should follow the Code of Conduct?
- Do you know what a good Code of Conduct should look like, where it should be kept and how it should be used?
- Do you understand the causes of challenging behaviour, what your focus should be when managing a situation involving challenging behaviour and what language you should use around challenging behaviour?
- Do you know what you should do after an incident of challenging behaviour?
- Do you know who can provide further support with managing behaviour in your section?

What learning do you require?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete one of the following:

- 1) Work in partnership with young people to develop or review a Code of Conduct for your Section.
- 2) Outline strategies used to promote positive behaviour in your section.
- 3) Plan and run a game or activity that explores acceptable and unacceptable behaviour, with the young people of your section.

And also complete one of the following:

- 4) Show evidence of appropriately de-escalating an incident of challenging behaviour.
- 5) Show evidence of responding effectively, following an incident of challenging behaviour, reflecting and reviewing with the adult leadership team, the young person and,

How are you going to validate?



MODULE 16: INTRODUCTION TO RESIDENTIAL EXPERIENCES

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

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

Completion of this module does not mean you will gain a Nights Away Permit.

Checklist

- Do you understand the importance of residential experiences in the development of young people in Scouting?
- Do you know the key tasks that need to be completed in planning and organising a residential experience?
- Can you identify how to build a team for residential experiences, ensuring a mixture of skills?
- Do you understand the purpose, rules and policies in relation to the Nights Away Permit Scheme and Event Passports?
- Can you identify where rules and policies around residential experiences can be found?
- Do you know where to find information about running international residential experiences?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete the Residential Experiences Quiz (overleaf) with your Training Adviser

And complete one of the following:

- Assist with planning and supporting a residential experience and describe or show evidence of how the role that you played in planning and supporting this event addressed two of the following areas:
 - the main aspects of organisation and administration
 - selecting a team and the roles undertaken by the team
 - appropriate adult to young person ratios
 - identifying and dealing with potential issues (logistics, behaviour and budget)
 - where additional support and information can be gathered
- Show evidence of how you are promoting and providing opportunities for young people in the section to take part in residential experiences, and describe how these opportunities are benefiting the young people in the section
- Any other ideas subject to agreement with your Training Adviser

Alternatively you can validate this module by gaining a Nights Away Permit.

Learn the skills for residential experiences in Module 38.

If you are planning on gaining a Nights Away Permit, you should consider attending a Module 38 course run by the Country. Check the Country Diary for dates

What learning do you require?

How are you going to validate?

(If you hold a Nights Away Permit, you can automatically validate this module)

MODULE 16: RESIDENTIAL EXPERIENCES QUIZ

- 1) Why do we have a Nights Away Permit Scheme?
- 2) What are the four types of Nights Away Permit available to adults in Scouting?
 - a.
 - b.
 - c.
 - d.
- 3) True or False?
 - a. The type of permit available is based on the section an adult volunteers with?
 - b. A Section Leader can lead an event for another Section if they hold the correct permit
- 4) What is the maximum possible term for each type of permit?
- 5) Is a Nights Away Permit needed for each Country in which you camp?
- 6) Family camps are a good way to enthuse parents. Which sections can attend family camps?
- 7) What are the specific rules for Beaver Scouts attending a Family camp? Where can you find this information?
- 8) True or False?
 - a. Parents don't need to have DBS checks to attend a family camp?
 - b. Parents or supporters will need to have extra insurance to cover them on a family camp
- 9) How may international residential experiences can be organised?
- 10) Where can you find more information about international residential experiences?
- 11) What are Nights Away Event Passports and who are they for?
- 12) True or False?
 - a. Any Permit holder can grant a Nights Away Event Passport
 - b. The Permit Holder who grants the Nights Away Event Passport must attend the event
 - c. The Nights Away Event Passport can only be used by under 18's but they can be used for multiple events.

MODULE 17: RUNNING SAFE ACTIVITIES

Planning and running exciting, safe and developmental activities for young people.

- The processes that need to be followed to carry out any indoor or outdoor activities in Scouting
- Managing groups during the activity, including the leader in charge principle
- Planning suitable activities, with appropriate risk assessment and communication
- InTouch system, activity rules, parental permission, and procedures in event of an accident or incident

Checklist

- Can you identify why activities are important, particularly outdoor activities?
- Can you identify which activities members are not allowed to take part in according to Policy, Organisation and Rules?
- Can you identify the process/steps for undertaking any Scout-led activity?
- Can you identify the process/steps for undertaking any externally-led activity?
- Do you know which activities require activity permits and where you can find more information about how to apply for one?
- Can you outline the role and responsibilities of the leader in charge?
- Can you outline why it is important to ensure that every Scouting event or activity has a designated leader in charge?
- What is a risk assessment and why is it important?
- How can you promote a culture of safety, and support communications locally?
- Can you identify what the InTouch system is, and why is it important to have an effective InTouch system in place for all activities?
- Can you list the processes that are in place in case of an accident, incident or near miss when running an activity and who it should be reported to?
- Do you know where support and guidance for running activities can be found?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete two of the following:

1. Plan an activity taking into account:
 - the age, experience, fitness and additional needs of the group
 - the rules related to the activity (including adult to young person ratios; any activity rules; gaining approval from the relevant Commissioner etc.)
 - any clothing, footwear, personal and group equipment needed for the activity and anticipated weather conditions
 - the need for a risk assessment to be carried out and communicated effectively
 - the need for an InTouch system to be in place.
2. Act as the leader in charge for an activity, taking into account the need to:
 - oversee the activity (ensuring that registers, headcounts etc. are in place)
 - co-ordinate the adults involved in the activity, allocating roles to specific adults and ensuring that they are clear on what they need to do
 - communicate relevant instructions, guidance and rules to young people involved in the activity
 - carry out dynamic risk assessment.
3. Any other ideas subject to agreement with your Training Adviser

What learning do you require?

How are you going to validate?



MODULE 18: PRACTICAL SKILLS

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

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

Checklist

- Do you know at least two practical skills that can be used in a Scouting programme?
- Can you explain how to ensure that these skills are appropriate for the Section you work with?
- Can you identify the safety and risk assessment procedures involved in training others in practical skills?
- Do you know how to effectively teach practical skills to young people?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete two of the following:

1. Learn or develop a practical skill which can be used in Scouting
2. Instruct a young person in carrying out two practical skills ensuring that
 - the skill is appropriate for the section the young person belongs to
 - the young person is aware of, and follows, safety and risk assessment procedures.
3. Demonstrate two practical skills, at least one of these skills is one that you have learnt or developed in your role in Scouting ensuring that
 - the skill is appropriate for the section the young person belongs to
 - safety and risk assessment procedures are followed appropriately.
4. Any other ideas subject to agreement with your Training Adviser.

What learning do you require?

How are you going to validate?





MODULE 19: INTERNATIONAL

Providing an international focus appropriate to your section and appreciating the global nature of Scouting.

- The nature of world Scouting
- International events
- International aspects of the balanced programme
- Benefits of international activities to young people.

Checklist

- Can I identify some of the things worldwide Scouting shares?
- Can I identify the world membership badge and describe what it symbolises?
- Can I identify opportunities for young people in the section I support to take part in international activities and events?
- Can I explain why international activities are part of the balanced programme?
- Can I explain the key areas of the global programme zone?
- Can I identify methods for including international activities in the section programme?
- Can I name sources of support for incorporating international activities into the programme of the section I support?
- Can I outline the benefits of international activities to young people in the section I support?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Review the programme for the section you support and make adjustments to ensure it incorporates international activities

And complete two of the following:

- 1) Plan and run an international themed event or activity for young people exploring either;
 - the global nature of Scouting
 - the role of the world membership badge
 - international events in Scouting
- 2) Be involved in the planning and running of an international trip, including producing an event plan
- 3) Support young people taking part in an international experience
- 4) Establish or actively maintain a link, and exchange information, with a Scout Group outside of the UK
- 5) Any other ideas subject to agreement with your Training Adviser

What learning do you require?

How are you going to validate?



Personal Learning Plan – for Section Leader / Sectional Supporter

Name: _____ Date of Birth: _____ Membership No: _____

District: _____ Group: _____ Appointment: _____ Prov App Ends: _____

Training Adviser: _____ Initial Plan Date: _____ Review Dates: _____

Module		Learning			Validation				TA signature
Num	Title	Req'd Y/N	Delivery Method	Date completed	Num	Method	Details	Date completed	
1	Essential Information				M				
3	Tools for the Role (Section Leaders)								
5	The Fundamentals of Scouting								
6	Changes in Scouting								
7	Scouting for All								
8	Skills of Leadership								

WOOD BADGE OBLIGATORY ROLES – SL & SS (Grp 4)

Module		Learning			Validation				TA signature
Num	Title	Req'd Y/N	Method/ Action	Date completed	Num	Method	Details	Date completed	
9	Working with Adults								
10	First Aid								
11	Administration								
12 A	Delivering a Quality Programme				M				
12 B	Programme Planning				M				
13	Growing the Section				M				
14	Young People Today								
15	Promoting Positive Behaviour								

ONGOING LEARNING

Once you have completed your Wood Badge, you must participate in ongoing learning amounting to at least five hours per year, calculated over the length of your appointment (5 years). Therefore if you go on a week-long residential course, for example, this could be counted as the ongoing learning for the whole period of the appointment. You should record your ongoing learning hours in Compass.

You should agree your first year's ongoing learning with your Training Adviser, before you can be awarded your Wood Badge. Ongoing learning can be any number of things. In essence any training, learning or development that you complete and can then use in your Scouting role is appropriate to count as ongoing learning. For example:

- The maintenance of a current adult first aid qualification/ first response certificate.
- Spending time with another leader, learning how to use Programmes Online, then using it to plan programmes.
- training towards an activity permit, gaining a food hygiene certificate or learning a new skill that you can use in your Section's programme.
- Any of the supplementary modules, for example Module 36, *Special Needs* or Module 38 *Skills for Residential Experiences*.



Your Training Adviser will be able to give you more support and advice on things which may count as ongoing learning. More information is included in the factsheet *Ongoing Learning* (FS500006).

MANDATORY ONGOING LEARNING

In particular, there is a requirement for us to ensure that we keep our knowledge of First Aid up to date. Ideally, this should be done every three years but, at the very least, adult volunteers must hold a valid First Response certificate (or equivalent) at the time of each five-yearly appointment review.

It is also a requirement for all adults in Scouting to have undertaken approved Safeguarding Awareness



Training during the period since his or her last appointment review. Thus all adults should receive appropriate training at least every five years. This training obligation may be met through two routes - participating in a Safeguarding Awareness Training session, run by the County, or participating in the online alternative.

Similarly, ongoing Safety Training needs to be completed at least every five years, again to be monitored at the point of the five-yearly appointment review. As with Safeguarding Awareness, this can take the form of a training session run by

the County, or it can be covered by undertaking online learning.

First Aid, Safeguarding and Safety Training certificates must be sent to the LTM to update your record in Compass.

USEFUL CONTACTS:**Your Training Adviser**

Name:

Email:

Tel:

District - Your Local Training Manager

Name:

Email:

Tel:

County - Your Deputy Country Training Manager (SE Hants)

Name:

Email:

Tel:

County - Your Country Training Manager

Name:

Email:

Tel:

OTHER RESOURCES:**E-learning, online video and workbook resources:**<https://www.scouts.org.uk/learnersresources>**Electronic Personal Learning Plan:**<https://goo.gl/qtzLHy>**Headquarters website:**<https://members.scouts.org.uk/supportresources/>*- you will find POR there.***Your electronic training record in Compass**<https://compass.scouts.org.uk/login/User/Login>