



adult leader

introduction to adult leadership (stage 1 training)

learner manual

be prepared



SCOUTS
South Africa

name: _____

course no: _____

A Hearty Welcome

There are many reasons why people volunteer to join this organisation. Some of us become involved after having been Scouts (or Guides), while others have a strong family history of Scout membership. Perhaps you are a newcomer, attracted by the interest of your children, or, you heard of Scouting and have joined to expand your involvement in your community.

Whatever your motivation, you are now on an exciting journey that will, make you part of a team that is dedicated to sharing the personal growth opportunities offered by Scouting with as many people as possible. Scouting has many faces across the world, but it is universally acknowledged to be the only youth programme that develops young people through a programme of activities designed to help prepare them to cope with the world as responsible citizens and balanced human beings.

The various roles of adult volunteers are specifically structured to facilitate this process. Some of the roles involve running and organising events for the various Branches of the youth programme, while others involve assessing and evaluating levels of youth development. Then there are management in SSA itself, these can be roles helping to manage adults or youth.

The primary responsibility of an Adult Leader is to fulfil the requirements of the role that you undertake. In terms of the roles linked to the youth, this will mean the active facilitation and management of the development programme. The youth have not joined Scouting to become better citizens, they have joined for the excitement, challenge and thrill associated with being involved in Scouting activities.

Scouting calls for many different talents and adult leaders are offered many development opportunities. Whatever your role, it is always important to remember that the prime focus of SSA will always be the youth for whom Scouting was invented and whose adult lives we are shaping through the richness that we add to their process of development to adulthood. Irrespective of which role you choose in Scouting, the more fun and adventure you provide the more successful you will be in achieving the Aims and the Principles of Scouting and the more eager the youth will be to do their best and achieve the goals they set themselves.

I trust that you will have an enriching and enjoyable experience as a volunteer leader in SSA. It is good to have you training with us!!

Yours in Scouting



Cameron Belling
Chair: National Adult Leader Training

Preface

While we have tried to eliminate any typing errors in this document, you will inevitably find some.

You may also have comments on the content as well as suggestions for updates or additional information.

Please use the comments facility in Adobe pdf on any points where you have corrections or suggestions and send them to adultraining@scouts.org.za

Your help would be appreciated.

Contents

| | |
|---|------------|
| Preface | ii |
| Abbreviations..... | vii |
| Glossary of Terms | x |
| Module 1: Orientation | 1 |
| Modules for the Course..... | 3 |
| Learner Material and Personal Notes | 11 |
| Tips on Using Graphic Organizers..... | 13 |
| Participation and Group Work | 14 |
| Module 2A: The Organisation of the Scout Movement..... | 16 |
| SSA Governing Board | 23 |
| SSA Administration and the National Office | 23 |
| SSA Operational Management | 24 |
| District and Regional matters | 29 |
| The Scout Group | 29 |
| Module 2B: The Organisation of the Scout Movement..... | 33 |
| Outcomes..... | 33 |
| Module 3: What are we trying to do?..... | 35 |
| Aim and Principles of Scouting | 35 |
| Our impact | 35 |
| Scout Method..... | 36 |
| Methods in the Meerkat Den..... | 38 |
| Methods in the Cub Pack | 39 |
| Methods in the Rover Crew | 39 |
| Differences between the Den, Pack, Troop and the Crew | 40 |
| Module 4A: Using the Promise and Law in the Den, Pack or Troop | 45 |
| Meerkats | 46 |
| Cubs..... | 46 |
| Scouts | 46 |
| Understanding the Promise | 48 |
| Module 4B: Using the Promise and Law in the Den, Pack or Troop | 56 |
| Discipline and Behaviour Problems in Meerkats and Cubs | 56 |
| Discipline in the Scout Troop | 58 |
| Module 5A: Responsibilities, Accountability and Safety..... | 61 |
| The Main Policies of SSA..... | 61 |
| The Accountability of Adult Leaders regarding Policies | 61 |
| The Adult Leader's Responsibility towards Safety | 62 |
| General Safety | 66 |

| | |
|--|------------|
| Module 5B: Responsibilities, Accountability and Safety | 70 |
| Module 6: Communication and Home Visits | 71 |
| Methods of Communication | 71 |
| Communication with Parents | 71 |
| Purpose of Home Visits..... | 72 |
| Module 7: Support and Resources for Adult Leaders | 75 |
| Support for New Adult Leaders | 75 |
| Information resources | 77 |
| Starter Kits for New Units | 77 |
| Introduction to Personal Development Reviews (PDR)..... | 78 |
| Module 8: The Purpose and Importance of Games..... | 81 |
| Purpose of Games | 81 |
| How to Run Games | 87 |
| Types of Games | 88 |
| Module 9A: Roles and Functions of Adult Leaders | 101 |
| Introduction..... | 101 |
| Appointments and Warrants..... | 101 |
| Regional and District Commissioners | 102 |
| Scout Group Leader (SGL) | 109 |
| Uniformed Adult Leaders in the Meerkat Den | 114 |
| Uniformed Adult Leaders in the Cub Pack..... | 118 |
| Uniformed Adult Leaders in the Scout Troop..... | 122 |
| Uniformed Adult Leaders in the Rover Crew..... | 132 |
| Administrative Adult Leaders..... | 136 |
| The Group Committee in a community..... | 136 |
| The Group Committee: School or Church sponsored Groups | 137 |
| Module 9B: Roles of Scouters in a Group | 139 |
| Structure of a Group | 139 |
| Starting a New Unit | 142 |
| Main Duties of Unit Scouters | 142 |
| Module 10: Ceremonies | 145 |
| Ceremonies | 145 |
| Inspections at Pack Meetings..... | 149 |
| Inspections at Troop meetings..... | 150 |
| Wearing Uniform | 150 |
| Module 11: The Small Group Method: Burrows, Sixes and Patrols | 157 |
| Outcomes..... | 157 |
| Introduction to the Small Group Method | 157 |
| Module 11M: Working with Small Groups: Burrows..... | 159 |

| | |
|--|------------|
| Small Groups in the Meerkat Den..... | 159 |
| Module 11 C: Working with Small Groups: Sixes | 161 |
| Small Groups in the Cub Pack – the Six | 161 |
| Module 11 S: Working with Small Groups: The Patrol System | 163 |
| Small Groups in the Scout Troop..... | 163 |
| Module 12M: Running Den Meetings..... | 177 |
| Module 12 C: Running Pack Meetings | 181 |
| Module 12 S: Running Troop Meetings | 187 |
| Troop Meetings | 187 |
| Module 13: The Training Programme..... | 195 |
| Outcomes..... | 195 |
| Module 13M: The Meerkat Advancement Scheme | 197 |
| Meerkat Training Programme | 197 |
| Module 13 C: The Cub Advancement Scheme | 201 |
| Cub Training Programme | 201 |
| Module 13S: The Scout Advancement Scheme..... | 207 |
| Scout Training Programme..... | 207 |
| Module 13 R: The Rover Advancement Scheme | 213 |
| Rover Training Programme | 213 |
| Module 14: Skills | 215 |
| Outcomes..... | 215 |
| Introduction..... | 215 |
| The Principles of how to give Instruction | 215 |
| Module 14M: Meerkat Skills..... | 223 |
| Module 14 C: Cub Skills | 224 |
| Introduction to the Play-way Method | 224 |
| Play-way Training Activities..... | 225 |
| Module 14S: Scout Skills | 227 |
| Instruction techniques..... | 227 |
| Module 15 C: Welcome to the Jungle..... | 229 |
| How Cubs Started..... | 229 |
| The Jungle Book | 231 |
| Modules 16: For Scout Group Leaders | 233 |
| Module 17: Preparing for Stage 2 Training | 235 |
| Outcomes..... | 235 |
| Stage 2 Warrant Training..... | 235 |
| Communication | 236 |
| Reference material | 236 |
| Module 18A: Way Forward | 237 |

Learner Manual

| | |
|--|------------|
| Skills Development and Growth as an Adult Leader | 237 |
| Progressive Development for Adult Leaders | 238 |
| Being a Successful Leader..... | 239 |
| Module 18B: Way Forward | 241 |
| Skills Development and Growth as an Adult Leader | 241 |
| Your Personal Development Plan..... | 242 |

Abbreviations

| | | |
|-------|---|-------------------------------------|
| AAM | : | Application for Adult Membership |
| ADS | : | Assistant Den Scouter |
| AGM | : | Annual General Meeting |
| ALT | : | Adult Leader Training |
| ALT | : | Assistant Leader Trainer |
| APL | : | Assistant Patrol Leader |
| APM | : | Annual Planning Meeting |
| APS | : | Assistant Pack Scouter |
| AR | : | Adult Resources |
| ARS | : | Assistant Rover Scouter |
| ATL | : | Assistant Troop Leader |
| ATS | : | Assistant Troop Scouter |
| B-P | : | Baden-Powell (Lord Robert) |
| BSA | : | Boy Scouts of America |
| CBO | : | Community-Based Organisation |
| CC | : | Chief Commissioner |
| CD | : | Course Director |
| CEO | : | Chief Executive Officer |
| CI | : | Cub Instructor |
| CoH | : | Court of Honour |
| CS | : | Chief Scout |
| DC | : | District Commissioner |
| DH | : | Den Helper |
| DRC | : | Deputy Regional Commissioner |
| DS | : | Den Scouter |
| DSC | : | District Scouters Council |
| EXCO | : | Executive Committee(now MANCO) |
| GC | : | Group Committee |
| HQ | : | Headquarters |
| IAL | : | Introduction to Adult Leadership |
| ISP | : | Internet Service Provider |
| JATS | : | Junior Assistant Troop Scouter |
| J-i-J | : | Join in Jamboree |
| LT | : | Leader Trainer |
| MANCO | : | Management committee |
| MI | : | Meerkat Instructor |
| NAC | : | National Awards Committee |
| NALTT | : | National Adult Leader Training Team |
| NGO | : | Non-Governmental Organisation |

| | | |
|---------|---|---|
| NRAC | : | National Rover Advisory Council |
| NRPT | : | National Rover Programme Team |
| NRTA | : | National Road Traffic Act (Act 93 of 1996) |
| NSO | : | National Scout Organisation |
| NSPT | : | National Scout Programme Team |
| NSRI | : | National Sea Rescue Institute |
| OR | : | Organisational Rules (of SCOUTS South Africa) |
| PAM | : | Personal Assignment Module |
| PDP | : | Personal Development Plan |
| PDPA | : | Preparation, Demonstration, Practice, Assessment |
| PDR | : | Personal Development Review |
| PERT | : | Programme, Evaluation and Review Technique |
| PGA | : | Personal Growth Agreement |
| PH | : | Pack Helper |
| PiC | : | Patrol in Council |
| PL | : | Patrol Leader |
| PLTC | : | Patrol Leader Training Course |
| PLTU | : | Patrol Leader Training Unit |
| PR | : | Public Relations |
| PRO | : | Public Relations Officer |
| PrDP | : | Professional Driving Permit |
| PS | : | Pack Scouter |
| PSA | : | Parent Support Association |
| Q&A | : | Question and Answer |
| QM | : | Quartermaster |
| RAC | : | Rover Advisory Council (Regional) |
| RALA | : | Record of Adult Leader Appointment |
| RC | : | Regional Commissioner |
| RPL | : | Recognition of Prior Learning |
| RS | : | Rover Scouter |
| RST | : | Regional Support Team |
| RTC | : | Regional Team Coordinator |
| SABS | : | South African Bureau of Standards |
| SAHQ | : | South African Headquarters |
| SANJAMB | : | South African National Jamboree |
| SASA | : | South African Scout Association (see SSA) |
| SGL | : | Scout Group Leader |
| SI | : | Scout Instructor |
| SPA | : | Social Partnership Agreement |
| SPCA | : | Society for the Prevention of Cruelty to Animals |
| SSA | : | SCOUTS South Africa (formerly SA Scout Association) |

| | | |
|-------|---|--|
| TiSfA | : | This is Scouting for Adults |
| TL | : | Troop Leader |
| TS | : | Troop Scouter |
| WOSM | : | World Organisation of the Scout Movement |
| YATAG | : | Year at a Glance |

Glossary of Terms

| | |
|--------------------------------|---|
| Adult Members | All adults in SSA who have become members by completing an AAM form and making the Scout Promise. This includes operational and administrative members. |
| Assistant Leader Trainer (ALT) | Warranted Assistant Leader Trainer. Member of the National Adult Leader Training Team (NALTT). |
| Assistant Patrol Leader (APL) | Who assists the Patrol Leader in running the Patrol. |
| Assistant Troop Leader (ATL) | A senior Scout who has been a Patrol Leader (PL) and who assists the Troop Leader (TL) and has a specific job within the Troop. |
| Board | The Scout Governing Board, as defined in SSA Constitution. |
| Branch | Signifies one of the constituent parts of SCOUTS South Africa, i.e. Meerkats, Cubs, Scouts, and Rovers. |
| Burrow | A group of at least three and up to four meerkats, who work together in the Den. One of the group may be appointed as a 'Lookout' |
| Charge Licence | Certification of competence for various specialised Scouting activities. |
| Cub | Youth (boy or girl) member aged between seven and ten years of age. |
| Cub Pack | The unit in a Group representing the Cub Branch. |
| Cub Programme | The structured and incremental programme of activities defined for the Cub members of SSA, as defined in the Cub Trail. |
| Den, Pack, Troop, Crew | For brevity, these words are used in the place of the Meerkat Den, Cub Pack, Scout Troop and Rover Crew, respectively. |
| District Commissioner (DC) | The Scouter responsible for coordinating the support for a number of Groups assigned to them. |
| District Team | Comprise the District Commissioner (DC) and the Scout Group Leaders (SGLs) of the District. |
| Group | A Scout Group is composed of one or more Units (Meerkat Den, Cub Pack, Scout Troop, Rover Crew). The term 'Group' applies even if there is only one Unit. |
| Group SCOUTER(S) | A term including the Scout Group Leader (SGL) and all Scouters in all Units of the Group. |
| Interest Badges | Meerkat, Cub and Scout Interest Badges. |

| | |
|--|---|
| Introduction to Adult Leadership (IAL) | The Stage One training for Scouters, which must be completed by all before they can receive a Limited Warrant. |
| Leader Trainer (LT) | Warranted Leader Trainer. Member of the National Adult Support Team (NAST). |
| Limited Warrant | The document issued to a Scouter after completing the Stage 1: (IAL) Training. It gives them limited responsibility for working with Meerkats, Cubs and Scouts. |
| Meerkat | Youth (boy or girl) member aged between five and six years of age. |
| Meerkat Den | The unit in a Group representing the Meerkat Branch. |
| Meerkat Programme | The structured and incremental programme of activities defined for the Meerkat members of SSA, as defined in the Meerkat Trail. |
| National Office | SSA Head Office. |
| National Rover Advisory Council (NRAC) | The body responsible for coordinating and managing Rover affairs nationally, including the Rover Programme and advising on SSA matters that affect Rovers. |
| Organisational Rules (OR) of SCOUTS South Africa | The rules which, together with the Constitution and Policies, govern how SSA operates. |
| Pack Scouter (PS) | The warranted Scouter responsible for running a Cub Pack. They are normally assisted by Assistant Pack Scouters (APSSs). |
| Parent Support Association (PSA) | The Parent Support Association comprises the parents or legal guardians of all the Cubs, Scouts and Rovers in a Group. |
| Patrol | A group of at least three and up to eight Scouts who work together in all Troop activities. |
| Patrol Leader (PL) | The Scout responsible for leading the Patrol. |
| Recruit (Rover) | A young adult not less than 17½ years of age and not older than 30 years of age, wishing to become a Rover. |
| Regional Team | The Regional Leadership Team under the Leadership of the Regional Commissioner (RC). |
| Rover | Adult member (man or woman) aged from eighteen to thirty-four years of age who has been invested as a Rover. |
| Rover Advisory Council (RAC) | A group of Rovers, elected for a specified period, by Rovers, to assist and promote Rovering. Generally |

| | |
|--------------------------|---|
| | appointed per Region and represented on the National Rover Advisory Council (NRAC). |
| Rover Crew | A group of not less than three Rovers who make up the unit in a Group representing the Rover Branch. |
| Rover Crew Council | An annually appointed leadership team in a Rover Crew. It consists of at least a Chairman, Secretary and Treasurer who represent the Crew, with the Rover Scouter (RS), if the Crew has one. |
| Rover Programme | The structured and incremental programme of activities defined for the Rover members of SSA, as defined in the Rover Trail. |
| Rover Scouter (RS) | An adult over 30 years of age, acceptable to the Rover Crew who has a Warrant as the RS, as the Leader of the Rover Crew. They may be assisted by an Assistant Rover Scouter. |
| Rover Squire | An adult, who having, successfully applied for adult membership and been invested into the Movement, is now undergoing training to become a Rover with the assistance of one or two Sponsors. |
| Scout | Youth (boy or girl) member aged from eleven to seventeen years of age. |
| SCOUT | (Capital letters) includes Meerkats, Cubs, Scouts and Rovers, both male and female. |
| SCOUTER | (Capital letters). Any person who holds a Warrant. |
| Scout Board | The Scout Governing Board, as defined in SSA Constitution. |
| Scout Group Leader (SGL) | The SGL is the warranted Scouter responsible for leading the Group. In the absence of a person holding a Warrant as SGL, the role is filled by a SCOUTER in the Group, approved by the DC. |
| Scout Programme | The structured and incremental programme of activities defined for the Scout members of SSA, as defined in the Scout Trail. |
| Scout Troop | The unit in a Group representing the Scout Branch. |
| Senior SCOUTER | Refers to the Unit Leaders in each Group that will be part of the Group Committee. |
| Six | A group of at least three and up to six cubs, who work together in the Pack. |
| Sixer | A Sixer is a Cub appointed by the PS to lead a Six of Cubs. |

| | |
|------------------------------------|--|
| Social Partnership Agreement (SPA) | Agreement between SSA and the Scout Group, Religious Organisation, School or Non-Governmental Organization (NGO). |
| SSA | SCOUTS South Africa (formerly the South African Scout Association). |
| Troop Leader (TL) | A senior Scout who has been a PL and is responsible for the coordination of all the Patrols in the Troop under direction of the Troop Scouter (TS). |
| Troop Scouter (TS) | The warranted Scouter responsible for running a Scout Troop. They are normally assisted by Assistant Troop Scouters (ATSSs). |
| Tutor | A Warranted Tutor who acts in a support role for Adult or Youth training. |
| Unit | One of the constituent units of a Scout Group, namely a Meerkat Den, Cub Pack, Scout Troop or Rover Crew. |
| Warrant | The document issued to a Scouter, which designates the role they have accepted. |
| Wood Badge | The Wood Badge is an internationally recognised symbol, comprising two wooden beads on a leather thong, that a Scouter has completed their Stage Three training. |
| Youth Member | Refers to a boy or girl from seven to seventeen years of age, who is a member of SSA. |
| Youth Programmes | The structured and incremental youth programmes of activities defined for the youth members of SSA as defined in the Meerkat, Cub and Scout Trails |

MODULE 1: Orientation

Overall Aim of Stage One Training

To equip adult leaders with the relevant knowledge and skills necessary to run basic Den, Pack or Troop Meetings, or accept the role of Scout Group Leader

Overall Objectives of Stage One Training

To equip the new Scouter with an understanding of:

- 1) The Scout organisation and what it is trying to achieve;
- 2) The importance and use of the Promise and Law;
- 3) Their responsibilities for the safety of youth;
- 4) How to run a Den, Pack or Troop and get the support of parents;
- 5) Where to get more knowledge and information, and
- 6) How to help Meerkats, Cubs and Scouts advance.

Structure of this training course

The course is structured into Modules with two types of content. The content of Part A is specifically for new members. The content of Part B is relevant to all participants. There are four types of modules. Some modules have content for:

- Part A only: primarily for new members
- Part A and Part B
- Part B only
- Part B only and are specific to one Branch: Meerkats, Cubs, Scouts, Rovers

In some Regions this Introduction to Adult Leadership training is a two part process:

You are expected to go through Part A of several of the modules before you attend the formal training course. This will prepare you to participate fully in the course. On the course some of Part A will be discussed to provide some extra insight into the topic, while most of the training will focus on Part B. For Scouters who belong to a well-run Den, Pack or Troop and already have a good background in many of the aspects of belonging to the Scout Movement this second option will provide the optimum learning experience.

For other Regions the training includes everything in each module, so the training will cover Part A and Part B.

You can prepare yourself for the course by:

- Self-learning

- One on one discussion
- Small group discussions

Find out what options are available to you where you live, contact the Course Director(CD) for your IAL training, your Scout Group Leader, mentor or any other experienced Scouter who is helping you get started in Scouting.

Study of the Part A information gives a Scouter enough information about:

- The Aims and Principles of Scouting and SCOUTS South Africa (SSA), including the Promise and Law
- The policies, methods and programmes of SSA
- The organisation of SSA at National, Regional, District and Group Level
- The roles of various Adult Leaders

so that they can actively participate in the Part B Training of the Introduction to Adult Leadership (IAL).

Leaders should write down their answers to the Part A questions and submit them to the Course Director or their Tutor for their IAL course.

Part B is always covered by formal training. It gives the new Scouter some basic skills; practise in running ceremonies; meetings; and more.

Structure of this manual

This manual is structured to be useable by participants who are either:

New to Scouting and who need to understand and become familiar with all the basic information about Scouts.

Or

Have a good understanding of the basics of Scouting through prior membership of the movement either as a youth member or an adult member.

At the end of each part of most Modules there are revision questions to be completed. The answers to the Part A questions are to be sent to the Course Director or Tutor for their IAL course.

There is also a **Test yourself** section. This section is a Table of Outcomes that lists what you are expected to know after going over the material. Complete the table as follows:

- Tick Y(es) when you are confident that you have fully mastered the outcome.
- Tick P(artly) when you feel that you have partially mastered the outcome, but still have one or two queries.
- Tick N(eed help) when you feel that you need a lot more help with this outcome

By ticking the boxes, you can then use your record to get the help you need. When you are on the course you can ask your Tutor; If you still have queries after the course, you can ask your Mentor or other experienced Scouters in your Group.

Some of the material presented in this manual was covered in the This is Scouting for Adults which you should have gone through with your SGL or other experienced Scouter before you signed the AAM form. It is repeated here for completeness and in many cases is covered in more detail.

Modules for the Course

By the end of each Module, the Learner will be able to meet all the outcomes for that module.

Module 1A: Orientation

- Outcome1: Explain the steps to be completed before attending the Stage 1: IAL Training
- Outcome 2: Identify Scouters who can help by providing training for these outcomes

Module 1B: Orientation

- Outcome 1: List the modules of the Introduction to Adult Leadership Training
- Outcome 2: Explain how to integrate learner material and personal notes
- Outcome 3: Explain course routine and the concept of learning in small groups
- Outcome 4: Identify group members, as well as methods for positive interaction

Module 2A: The Organisation of the Scout Movement

- Outcome 1: Find out about the operation and makeup of the World Organisation of the Scout Movement (WOSM)
- Outcome 2: Find out about the organisation of SCOUTS South Africa (SSA)

Module 2B: The Organisation of the Scout Movement

- Outcome 1: Discuss the resources available from the World Organisation of Scout Movements (WOSM)
- Outcome 2: Explain the organisation of SCOUTS South Africa (SSA) from District to National level
- Outcome 3: Explain who is responsible for guiding you and who should help you in your role

Module 3: What are we trying to do?

- Outcome 1: Explain the Scout Method and its importance in what we are trying to do
- Outcome 2: Describe the principles of the youth training and the methods used in each of the four branches

Module 4A: Using the Promise and Law in the Den Pack or Troop

- Outcome 1: Have read the examples of what the Promise and Law may mean to a Meerkat, Cub, a new Scout and an older Scout

Module 4B: Using the Promise and Law in the Den Pack or Troop

- Outcome 1: Be able to explain the Promise and Law to Meerkats, Cubs or Scouts
- Outcome 2: Discuss how to incorporate the Promise and Law into activities and programmes
- Outcome 3: Use the Promise and Law in a Den, Pack or Troop activity
- Outcome 4: Explain how to develop and maintain discipline

Module 5A: Responsibilities, Accountability and Safety

- Outcome 1: Find out about the main policies of SSA
- Outcome 2: Name the four policies that affect all Adult Leaders
- Outcome 3: Find out about the accountability of Adult Leaders regarding policies
- Outcome 4: Find out about the role of Adult Leaders with regard to safety

Module 5B: Responsibilities, Accountability and Safety

- Outcome 1: Participate in group discussions and role-plays on the main policies of SSA
- Outcome 2: Explain the accountability of Adult Leaders regarding policies
- Outcome 3: Discuss the role and responsibilities of Adult Leaders with regard to safety
- Outcome 4: Explain the purposes of the Limited Warrant and the 5 year Warrant
- Outcome 5: Describe how warrants are applied for and issued in your Region

Module 6: Communication and Home Visits

- Outcome 1: Explain the purpose of having good communication with parents or guardians, and how the information gathered can be used in helping to run the Den, Pack or Troop
- Outcome 2: Discuss how communication with parents can be improved and sustained
- Outcome 3: Discuss methods of communication, including home visits

Module 7: Support and Resources for Adult Leaders

- Outcome 1: State the resources available to Adult Leaders and where to find them
- Outcome 2: Explain how support can be obtained
- Outcome 3: Explain what a Personal Development Review is

Module 8: The Purpose and Importance of Games

- Outcome 1: Discuss the purpose and benefits of games
- Outcome 2: List the types of games
- Outcome 3: Participate in different types of games
- Outcome 4: Explain how to choose an appropriate game

Module 9A: Roles and Functions of Adult leaders

- Outcome 1: Find out about the roles and functions of Scouters at Regional and District levels
- Outcome 2: Find out about the main duties of the Scout Group Leader(SGL)
- Outcome 3: Find out about the main duties of Den Scouters
- Outcome 4: Find out about the main duties of Pack Scouters
- Outcome 5: Find out about the main duties of Troop Scouters
- Outcome 6: Find out about the role of Scouters in the Rover Crew
- Outcome 7: Find out about the functions of Adult Leaders in Administration
- Outcome 8: Find out about the Group Committee

Module 9B: Roles of Scouters in a Group

- Outcome 1: Explain the structure of a Group
- Outcome 2: Describe the main duties of a Scout Group Leader (SGL)
- Outcome 3: Describe the main duties of a Unit Scouter
- Outcome 4: Describe the main duties of an Assistant Unit Scouter
- Outcome 5: Describe the main duties of a Den, Pack or Troop Helper

Module 10: Ceremonies

- Outcome 1: Demonstrate ceremonies for opening, closing, investiture and presentation of badges in the Den, Pack or Troop
- Outcome 2: Conducting inspections at meetings
- Outcome 3: Explain the importance of properly conducted ceremonies
- Outcome 4: Explain the options for uniform, its purpose and the need for smartness in Scouting

Meerkat Specific Modules:

Module 11 M: Working with Small Groups: Burrows

Part A:

- Outcome 1: Find out about the role of the Lookout in the Meerkat Den
- Outcome 2: Find out about what a Lookout can do

Part B:

- Outcome 1: Define the role of a Lookout in a Meerkat Den
- Outcome 2: List the tasks that a Lookout can do

Module 12 M: Running Den Meetings

- Outcome 1: Have participated in a Programme on a Plate
- Outcome 2: List the elements that need to be included in a programme
- Outcome 3: Explain how to find and use Programmes on a Plate
- Outcome 4: Explain the practical preparations for Den Meetings
- Outcome 5: Evaluate a Den Meeting

Module 13 M: The Training Programme - The Meerkat Advancement Scheme

Part A:

- Outcome 1: Find out about the Meerkat Advancement Scheme
- Outcome 2: Find out about why new recruits should be trained by the Den Scouter
- Outcome 3: Find out about the main areas of development of a child

Part B:

- Outcome 1: Explain the Meerkat Advancement Scheme and how Meerkats progress
- Outcome 2: Explain how to integrate a new friend into the Den
- Outcome 3: Explain why new recruits should be trained by the Den Scouter
- Outcome 4: List the crucial Early Childhood Development skills
- Outcome 5: Describe some activities that use gross motor and fine motor skills

Module 14 M: Meerkat Skills

Part A:

- Outcome 1: Find out about the principles of how to give instructions
- Outcome 2: Learn the Membership requirements and four selected skills for Bronze Star Advancement Badge

Part B:

- Outcome 1: Explain the importance of giving clear and specific instructions
- Outcome 2: Demonstrate selected skills for Membership and Bronze Star Challenge Badges

Cub specific modules:

Module 11 C: Working with Small Groups: Sixes

Part A:

- Outcome 1: Find out about the role of Sixers in a Cub Pack
- Outcome 2: Find out about the importance and functions of a Sixer

Part B:

- Outcome 1: Define the role of Sixers in a Cub Pack
- Outcome 2: List the functions of a Sixer

Module 12 C: Running Pack Meetings

- Outcome 1: Participate in a Programme on a Plate
- Outcome 2: List the elements that need to be included in a programme
- Outcome 3: Explain how to find and use Programmes on a Plate
- Outcome 4: Explain the practical preparations for Pack Meetings
- Outcome 5: Evaluate a Pack Meeting

Module 13 C: The Training Programme -The Cub Advancement Scheme

Part A:

- Outcome 1: Find out about the Cub Advancement Scheme
- Outcome 2: Find out about the overall purpose of Interest Badges
- Outcome 3: Find out about why new recruits should be trained by the Pack Scouter

Part B:

- Outcome 1: Explain the Cub Advancement Scheme and how Cubs progress
- Outcome 2: Explain the similarity between Mowgli's entry into the Wolf Pack and the entry of a new Chum into the Cub Pack
- Outcome 3: Explain why new recruits should be trained by the Pack Scouter

Module 14 C: Cub Skills

Part A:

- Outcome 1: Find out about the principles of how to give instructions
- Outcome 2: Learn the Membership requirements and four selected skills for Silver Wolf Advancement Badges

Part B:

- Outcome 1: Explain the principles of giving instruction and the importance of using correct techniques for instructing skills
- Outcome 2: Demonstrate selected skills for Membership and 4 selected Silver Wolf Challenge Badges
- Outcome 3: Explain what the Play-way Method of Training means

Module 15 C: Welcome to the Jungle

Part A:

- Outcome 1: Find out why Cubbing is based on the Jungle Book
- Outcome 2: Read the first story from the Jungle Book – Mowgli's Brothers

Part B:

- Outcome 1: Explain why Cubbing is based on the Jungle Book
- Outcome 2: Summarise the first story from the Jungle Book (Mowgli's Brothers), highlighting the key points

Scout specific modules:

Module 11 S: Working with Small Groups: The Patrol System

Part A:

- Outcome 1: Have read the Patrol Leader's (PL's) handbook or Troop Scouter's Working Kit on the Patrol System
- Outcome 2: Find out about what a Patrol is (what it does and how it is formed)
- Outcome 3: Find out about the functions of a Patrol Leader
- Outcome 4: Find out about the Patrol in Council, Patrol activities and Patrol Meetings
- Outcome 5: Find out about the functions and duties of the Court of Honour (CoH) and its officers
- Outcome 6: Find out about how a Patrol Leader is selected and appointed

Part B:

- Outcome 1: Explain what a Patrol is (what it does and how it is formed)
- Outcome 2: List the functions of a Patrol Leader
- Outcome 3: Demonstrate the Patrol in Action (Patrol in Council, Patrol activities, Patrol Meetings)
- Outcome 4: Explain the functions and duties of the Court of Honour (CoH) and its officers
- Outcome 5: Explain how a Patrol Leader (PL) is selected and appointed

Module 12 S: Running Troop Meetings

- Outcome 1: Participate in a Programme on a Plate
- Outcome 2: List the elements that need to be included in a programme
- Outcome 3: Explain how to find and use programmes on a Plate
- Outcome 4: Explain how to prepare for Troop Meetings
- Outcome 5: Evaluate a Troop Meeting

Module 13 S: The Training Programme - The Scout Advancement Programme

Part A:

- Outcome 1: Find out about the Scout Advancement Scheme
- Outcome 2: Find out about the purpose of the different parts of the training programme
- Outcome 3: Find out about how "direct entry" is catered for in the Advancement Scheme
- Outcome 4: Find out about why new recruits should be trained by the Troop Scouter

Part B:

- Outcome 1: Explain the Scout Advancement Scheme and how Scouts progress
- Outcome 2: Discuss the purpose of the different parts of the training programme

- Outcome 3: Discuss how “direct entry” is catered for in the Advancement Scheme
Outcome 4: Explain why new recruits should be trained by the Troop Scouter

Module 14 S: Scout Skills

Part A:

- Outcome 1: Find out about the principles of how to give instructions
Outcome 2: Learn the skills for Scout Membership and for the first Advancement level(Traveller)

Part B:

- Outcome 1: Explain the principles of giving instruction and the importance of using correct technique for instructing skills
Outcome 2: Demonstrate skills for Membership and selected skills for the Traveller Badge

Module 13 R: The Rover Advancement Scheme

Part A:

- Outcome 1: Find out about the Rover Advancement Scheme

Part B:

- Outcome 1: Explain the Rover Advancement Scheme and how Rovers progress

Introduction to Scout Group Leadership

Module 16.1: Overview of the SGL’s Job

- Outcome 1: Explain the role of a Scout Group Leader (SGL)
Outcome 2: List the main functions of an SGL

Module 16.2: Relevant Policies

- Outcome 1: List the Policies that are important for managing a Group

Module 16.3: Providing Support

- Outcome 1: List the support that Unit Scouters may require
Outcome 2: List the formal training courses that Unit Scouters need to do their jobs
Outcome 3: Explain how to enrol Scouters for training in your Region

Module 16.4: Visiting Meetings (Dens, Packs, Troops, Crews)

- Outcome 1: Explain the importance of management visits
Outcome 2: Demonstrate how to evaluate effective Unit meetings

Module 16.5: Recruiting New Leaders

- Outcome 1: Discuss ways of identifying potential new Adult Leaders and supporters
Outcome 2: Explain how to introduce a new member to Scouting

Outcome 3: Describe the process for appointing new members

Outcome 4: Explain the importance and uses of the AAM form

Module 16.6: Personal Development Reviews

Outcome 1: Discuss how to use the Promise and Law in managing and developing Scouters

Outcome 2: List what opportunities are available for assessing a Scouter's performance

Outcome 3: Identify key functions for either a Pack Scouter or a Troop Scouter

Outcome 4: List the information you would need to conduct a Personal Development Review

Outcome 5: Describe the key principles for conducting a Personal Development Review

Module 16.7: Administrative Procedures

Outcome 1: Explain how to keep the membership database up to date

Outcome 2: Demonstrate how to complete selected forms applicable to your role

Outcome 3: Explain the importance of keeping Group records up to date for the census

All participants:

Module 17: Preparing for Stage 2 Training

Outcome 1: Obtain all the Self Study Material for the Stage 2 Training

Outcome 2: Identify the training they will need to complete prior to attending the Warrant Training weekends and assessment

Outcome 3: Find out when the next Stage 2 Warrant Training will be held

Outcome 4: Plan when to study the pre-course material

Outcome 5: Study the material and discuss any questions with your mentor, SGL, or DC.

Outcome 6: Complete the training, including the skills required to attend the Warrant Course

Outcome 7: Complete the worksheets before the training event and take them with you to the course

Outcome 8: Find out about the channels of communication in SSA

Module 18: Way Forward

Part A:

Outcome 1: Complete the questions for Part A of this manual; discuss it with your SGL, DC or Mentor

Outcome 2: Find out when the next IAL Part B Training Course will be held

Outcome 3: Apply to attend the IAL Part B Training Course and take the answers with you

Outcome 4: Hand the IAL Part A Answers to the IAL Course Director or your tutor when you attend the IAL Part B Training

Part B:

- Outcome 1: Explain the adult skills development process
- Outcome 2: Identify their personal training needs
- Outcome 3: Compile a Personal Development Plan with actions to address these needs
- Outcome 4: Evaluate the training activity just completed

Learner Material and Personal Notes

Material covering all the topics dealt with during training is made available to you.

Depending on the trainers or format of training involved, support material may be distributed before, during, or after a course or training session. You should, irrespective of when you receive the material, take some time to read through each of the topics fully as this will definitely add valuable information or even refresh your memory. You may wish to take pictures of flip charts or white boards for future reference.

Trainers may distribute additional information during training and this should be filed with the relevant topic as soon as possible to ensure confusion does not occur later.

The question often arises:

- “Where does the taking of notes come in, and
 - Why should I make notes?”
1. Trainers may make additional points / give new information that is not included in the material (although every effort is made to keep material as up to date as possible).
 2. There are numerous training sessions that, since they involve either practical activity or discussion, cannot be completely covered through printed handouts. You should, therefore, make notes on:
 - The main points that arise from discussion groups
 - The details of the policy that are explained during training
 - Information that is new to you and which is not contained in the circulated material
 - The details of projects that your group / other groups complete during training
 - Points that arise from assessments done on project presentations
 - The description of unclear issues for future reference.
 3. Whenever possible use sketches and diagrams or take photos of relevant charts to make or expand your notes.
 4. Remember that your notes are your personal record of your training; you will often want to refer back to them.

5. Notes are exactly that; do not try to write an essay. Use a shortened point / reference style of writing, but do not overdo this to the extent that you will later fail to understand your own cryptic notes.
6. If a training aid is used, you will often find that noting those main points is not only sufficient but helps you to concentrate on the subject. The same applies to written summaries in discussion groups.
7. Making your own notes will help you to remember the key points. Personal notes are often a much better memory jogger than notes from any other source

To ensure the best learning of the content of the training, when you get home, take a fresh look at your notes and take some time to re-think about the training experience you have just completed and what you have just learnt.

The indent system of notetaking enables you to note points in a way which:

- Makes the main points stand out, and
- Assists in preventing notetaking from becoming a stumbling block.

Here is an example of how notes could be taken during a learning event:

| Description / title / topic of training event (session / base) | Trainer / Facilitator: |
|--|------------------------|
| <p>Main Point</p> <p>Details: <i>Running AGM's</i></p> <p>Example: <i>Start by inviting all people</i> <i>Look for food</i> <i>Find someone to be Chairman ...</i></p> <p>Main Point</p> <p>Details: <i>Presenting a Badge</i></p> <p>Example: <i>Cub interest badges</i> <i>Invite the parents and the family</i> <i>Talk about what was required</i></p> <p>Summary <i>Keep ceremonies short and simple</i></p> | <p><i>James</i></p> |

You will note that each main point is at the left-hand side of the sheet and so stands out. Each set of details is indented from the left-hand side of the sheet and so is slightly

less prominent. Minor details such as examples are further indented. Perpendicular lines could be ruled on the sheet in faint pencil to facilitate the above scheme.

Each page of notes is headed with a description of the training event, as well as the name of the trainer (this assists greatly with identifying who to approach later should you not feel clear on certain issues). Finally, a summary is made of the training event. Since this is important, you move back to the left-hand of the sheet as indicated above.

Whatever notes you decide to take, do not let the process bog you down. Below are some other ideas on capturing your ideas.

Tips on Using Graphic Organizers

A picture is worth 1000 words. When students are juggling new concepts, a graphic organizer can be an excellent teaching aid.

Why do they work?

Random facts are quickly lost; however, the brain's ability to store pictures is unlimited. Since the brain likes to chunk information, the graphic organizer complements the way the brain naturally works.

When do they work?

Graphic organizers will be beneficial to students whenever they are given new information. They can be used to sequence, brainstorm and organize. During reading and listening students should be encouraged to graphically organize new information.

How do they work?

The graphic organizers provided here are mostly plain in appearance. Allow students to create their own look to these organizers whenever possible. The brain remembers more when personal creativity has been invested in a project.

Graphic organizers are a great way to help simplify material. However, if they are too complicated, they can detract from the concepts you are trying to teach. Here are a few tips that should help you get the most out of using graphic organizers.

Keep the structure simple and try to make the directions immediately understood. Allow students to add the details and creativity. The more creative investment they put into the organization of information, the more they will remember.

Design with a goal in mind. Decide in advance how students will organize the information. There are many categories and types of graphic organizers including: cause and effect, sequencing, compare and contrast, hierarchy (main idea and details), eliciting prior knowledge, and decision making. Ask yourself what you want students to accomplish by using this organizer.

Use pictures to help initiate interaction with the worksheet. If possible, structure the organizer to look like something, as in this [fishbone](#), or as in this [tree shape](#), this [eye shape](#), or this [sequencing organizer](#).

Encourage students to add their own illustrations to the forms. For those who enjoy drawing, it helps them remember the concepts and makes using graphic organizers fun. It is also helpful to students who feel more comfortable communicating with drawings than in writing.

Use the same graphic organizer throughout the unit. Instead of having students use the organizer only one day, keep adding ideas to it throughout the unit. Students will benefit from the investment and familiarity, and the concepts being taught will be reinforced and expanded over time.

Ack: www.Freeology.com (Free School Stuff)

Participation and Group Work

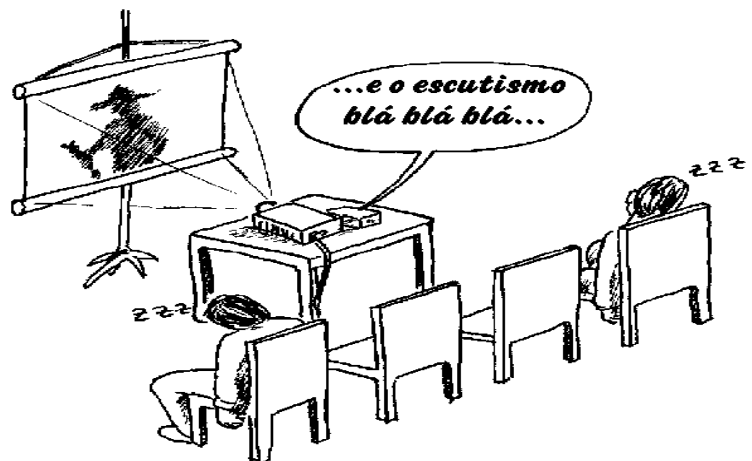
The fundamental principle of learning in SSA is "Learning by Doing". This training programme is no different and is thus of an interactive nature. If you are part of a large group, you will have noticed that you have been divided into smaller groups. This allows for maximum learning through individual participation in a group context.

Some trainers require group work with formal report back sessions, whilst others may not. Some, again, will use practical scenarios.

At various stages during training, groups take part in discussions, group tasks and projects which may result in a group presentation. This requires that a chairperson (leader), spokesperson (presenter) and scribe (secretary) be appointed within the group to assist with these processes.

The functions of the three roles can be broadly defined as follows:

- The Chairperson leads and controls the discussion, task or work
- The spokesperson presents the findings of the group during the report back period;
- The scribe makes brief notes of the discussions for use by the presenter during the presentation. Each member of the group is responsible for making their own notes as the discussion and training progresses.



These positions will be changed each time the group meets for discussion until all members of the group have had an opportunity to serve in each position.

Your group will be allocated a Tutor for the duration of the training event. Your Tutor is an experienced Adult Leader (Scouter) and has been specifically picked to assist you in your learning and development regarding the concepts dealt with by this training programme.

Tutors **are not apprentice trainers** – some are even further experienced and qualified than the trainers presenting the sessions, bases or modules. The important thing to note here is that your Tutor is there to assist you in your learning – please take the opportunity to ask questions and to partake fully in the group learning technique.

Should you have any problems or uncertainty, please approach your Tutor who will endeavour to assist you in solving whatever issue you may have.

Revision Questions

1. List the main areas to be covered by this training course
2. List the areas of the training course that will introduce you to the work of the branch that you are joining
3. List the names and contact details of the people in your group on this course:

| Name | Group | Cell | email |
|------|-------|------|-------|
| | | | |
| | | | |
| | | | |
| | | | |

Module 2A: The Organisation of the Scout Movement

Part A

Outcomes

- Outcome 1: Find out about the operation and makeup of the World Organisation of the Scout Movement (WOSM)
- Outcome 2: Find out about the organisation of SCOUTS South Africa (SSA)

World Organisation of the Scout Movement (WOSM)

Scouting is a growing, worldwide Youth Movement. There are more than 30 million members in 216 countries and territories worldwide. It is estimated that at least 300 million young people have worn the Scout uniform since the Movement was started in 1907.

WOSM is an international, non-governmental organization composed of recognized National Scout Organisations (NSOs). Its governing body is the World Conference, which meets every three years, and its executive is the World Committee, composed of elected volunteers. Some 7 million members in WOSM are adult volunteers who support local activities. WOSM is composed of three principle parts - the World Scout Conference, the World Scout Committee and the World Scout Bureau.



The World Scout Conference

The Conference is the "general assembly" of Scouting. It is the governing body of the World Organization and it is composed of all national members (164 countries as of August 2013).



Only one NSO can be recognised per country. (When there is more than one Scout Association in a country, a Federation must be formed for world membership).

The basis for an organisation's recognition and membership includes adherence to the purpose and principles of World Scouting, operation as an independent, no-political and voluntary organisation.

The Conference meets every three years. The next meeting will be held in 2024.

Recent World Conferences have been held in:

| Country | Conference | Year |
|------------|------------------|------|
| Greece | 36 th | 2002 |
| Tunisia | 37 th | 2005 |
| Korea | 38 th | 2008 |
| Brazil | 39 th | 2011 |
| Slovenia | 40 th | 2014 |
| Azerbaijan | 41 st | 2017 |

World Scout Committee

The World Scout Committee is the executive body of WOSM. It is responsible for the implementation of the resolutions of the World Scout Conference and for acting on its behalf between its meetings.

The Committee is composed of 14 members - twelve, each from a different country, are elected for six-year terms by the World Scout Conference. The members do not represent their country, but the interests of the Movement as a whole.

The Secretary General and the Treasurer of WOSM are ex-officio members of the Committee. The Chairman of the Regional Scout Committees participate in the World Scout Committee meetings in a consultative capacity.

The Committee meets twice a year, usually in Geneva, Switzerland and its Steering Committee, consisting of the Chairman, two Vice-Chairmen, and the Secretary General, meet as needed.

Nkwenkwe Nkomo elected to World Scout Committee

Our former Chief Scout, Nkwenkwe Nkomo, was elected to serve on the World Scout Committee. He was elected at the 37th World Scout Conference, for a 6-year term, along with 5 other members from a field of 15 candidates from around the world.

Nkwenkwe is the second South African to be elected to the World Scout Committee. Previously, Garnet de la Hunt was a member from 1996-2002, he also held the post of Chairman of the Committee.



World Scout Bureau

The World Scout Bureau is the secretariat of the Movement. It serves NSOs from its headquarters (HQ) in Geneva and its Regional Offices in Geneva and Brussels; Cairo; Manila; Nairobi, Dakar and Cape Town; Santiago de Chile; and Yalta-Gurzuf and Moscow.

The Bureau helps Scout Associations improve and increase their Scouting by conducting training courses, community development seminars and workshops, preparing publications and advising on organisation, financing, communications, etc., and by visits and correspondence. The Bureau also helps arrange global events such as the World Jamboree, held every 4 years, and acts as liaison between WOSM and other bodies.



Financing

Bureau operations are financed partly by an annual registration fee from Scout organisations, based upon their membership. Other support comes from foundations, corporations, development agencies and individuals. Several national and international funds enable more affluent Scout organisations to assist their brother Scouts in less developed countries.

Support also comes from the World Scout Foundation, which is building a capital (endowment) fund. Contributions to the Foundation are invested permanently to produce regular income for the benefit of WOSM. The foundation also receives non-capital donations for international Scouting. The Honorary president is H M Carl XVI Gustaf, King of Sweden.

Scouts South Africa – A Brief History (formerly The SA Scout Association)

The Scout Movement in South Africa began as spontaneously as it did in Britain and other parts of the world. Young people read *Scouting for Boys* and Patrols and Troops were started. Scout Troops were formed as early as 1909 and there are a few Groups in South Africa that can claim an unbroken record from those early days.

It soon became necessary to provide some form of local coordination. Between 1912 and 1916, *Provincial Councils* of the Boy Scouts Association were formed in South Africa. These Councils were directly responsible to Scout HQ in London and had no direct contact with one another.

In 1922, the first *Union Scout Council* was formed to provide for common national control on an advisory basis. Six years later, the Union Scout Council adopted a constitution that gave it power to perform the functions of Imperial Scout HQ.

In 1929, a separate *Pathfinder Council* was formed for African Scouts under the control of the South African Scout Council.

Independent Scout Movement

During the following year, the London-based Imperial HQ affirmed the complete independence of the Scout Movement in South Africa, and work was commenced on yet another constitution, which was finalised in 1936 at Bloemfontein during the visit of Lord Baden-Powell (B-P) to this country.

During 1937, the *Boy Scouts Association of South Africa* became a member of the International Scout Conference (now called the World Scout Conference) and was registered with the International Bureau (now called the World Scout Bureau) on 1 December 1937. South Africa was the first of the Commonwealth countries to implement an independent Scout Movement.

During the years 1930 to 1936, negotiations took place between the Voortrekker Movement and the Boy Scout Movement, but although both Movements had a common desire to promote the interest of the South African youth, the points of divergence were such that amalgamation was not possible. Cordial relations were, however, established and have been maintained between the two Movements at national level.



The 1936, Constitution made provision for four parallel Movements in South Africa:

- The Boy Scouts Association;
- The African Boy Scouts Association;
- The Coloured Boy Scouts Association, and
- The Indian Boy Scouts Association.

In 1953, this was altered by appointment of an executive Chief Scout with the African, Coloured and Indian Associations, each having a Chief Scout Commissioner as its executive head under the Chief Scout. From 1960 onwards, various amendments were made to the constitutions of the four parallel Associations. The effects of these were to:

- Strengthen central control by the establishment of the Chief Scout-in-Council in 1960 - a body which served to coordinate the policy of all sections of the Scout Movement in South Africa;

- Build up a national team by the appointment of departmental heads for Training, Development, International Affairs, Publications, Supplies and Public Relations.

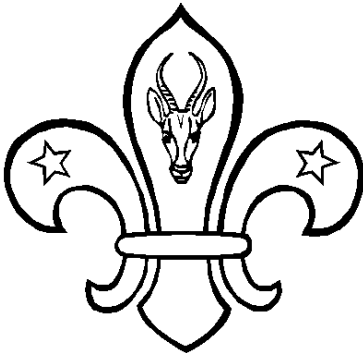
These Commissioners served all the Associations, as did the South African HQ (SAHQ) secretarial staff. This development greatly increased the effectiveness of the support provided by SAHQ to Scouting as a whole, and

- Increase the cooperation between the four parallel Associations - because the Chief Scout-in-Council and SAHQ were concerned with all the Associations; the latter

were drawn together and worked in cooperation to an increasing extent, especially regarding adult leader training.

Even with these developments, finance and a certain amount of administrative function remained in the hands of the separate Scout Councils.

On 2 July 1979, the four Associations adopted a single constitution. The most important change brought about by the new constitution was that the four Associations were replaced by a single Association – *Scouts of South Africa*.



Membership was open to all boys and adults who were willing to accept the Aim, Method and Principles of Scouting.

Due to Scouting allowing mixed membership, problems were experienced at venues where mixed socialising and meeting was prohibited in terms of the laws of the country (e.g. at Government school venues).

In 1989, Scouting adopted a new youth training programme based on seven areas of personal growth (spiritual awareness, social awareness, life skills, living with nature, Scoutcraft skills, service and physical and intellectual development).

Changes in tune with the times

The name of the *Boy Scouts of South Africa* was changed in 1995 to the **South African Scout Association** and a new constitution was adopted for the Movement in South Africa.

In 2012 at the name "SCOUTS South" adopted and replaced Scout Association.



National Scout Council, the Africa" was unanimously the name South African

The Movement in South Africa when the first President, Mr Nelson patron.



received an exceptional honour Mandela, agreed to serve as its

The international Scout movement is a world leader in youth education and has particular relevance to the needs of youth in Africa and the emerging democracies around the globe.

"I am pleased with the progress of Scouting in South Africa, and in the steps which are now being taken to make the programme accessible to more young people. The importance of a high moral code, which is at the foundation of the Scout movement, cannot be stressed too highly."



Nelson R. Mandela

Patron of the South African Scout Association

Paradigm change

South African Scouting underwent a paradigm change from 2000 – girls were allowed into the Movement as Scouts and Cubs for the first time (until then, only male youth membership was possible), and in 2003, saw the Association adopted its first Volunteer Code of Conduct(now member Code of conduct) and Child Protection Policy as formal appointment criteria for its Adult Leaders.

In tandem with these changes, the Association started aligning with the new nine provinces – and take on the provincial boundaries and to allow for clearer administration of Scouting throughout the country.

Currently, SSA has 10 Regions: Eastern Cape North, Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, North West, Northern Cape and Western Cape

In 2004, South African Scouting also had the distinction of seeing André Bredenkamp, the then Chief Scout's Commissioner; plant the SASA flag on the peak of Mount Everest.

This was followed up by an ascent on the opposite face in May 2007.

Since then, André has climbed the highest peaks on each of the five continents – one of a small group of select individuals in the world.



In August 2008, Brian February was appointed as Chief Scout's Commissioner.

In June 2011, the Reverend Vukile Mehana was appointed as Chief Scout for further period.

In December 2013, Sibusiso Vilane was appointed as Chief Scout for SSA.

In October 2017, Dr Brendon Hausberger was inaugurated during the Legkotla as Chief Scout for SSA.



In February 2022, Khonzaphi Mdaka was appointed as Chief Scout to further develop Scouting in South Africa.

Lekgotla

In October 2017 SSA held the first Legkotla in Kimberley. This workshop is attended by representatives of the groups in SA. It gives ordinary members the chance to interact, to discuss any changes to the Constitution and Policy framework, to review the affairs of Scouts South Africa.

Youth Programmes

All youth programmes are reviewed every five years (involving either minor or major changes as the need arises). Any member can propose a change to one of the Youth Programmes by submitting a proposal, together with the rationale to their RTC for the relevant programme

A new Cub programme was introduced in 2010, whilst a new Rover Programme was finalised and implemented in 2012. The Scout Programme was introduced in 2019. In 2019 a Meerkat program was introduced for the first time.

Adult Leader Training (ALT) is reviewed in line with youth programme changes, the evolving needs of Adults and new knowledge on how to train adults effectively. It is also updated annually where legislation and or changes in our society require material to be updated.

The latest changes in training have been the alignment towards credit bearing courses and the updating the material in line with Scout Policy changes.

An interesting fact

Baden-Powell's Scouting for Boys is estimated to have sold between 100 and 150 million copies since 1908, making it one of the top 10 bestselling books of the 20th century. Since then, over half a billion men and women have taken the Scout Promise. Scouting is currently active in 216 countries and territories, with a global membership of over 50 million, youth and adults, male and female. A number of famous people

were scouts e.g. Ban ki Moon, Barak Obama, Jacques Chirac, David Attenborough, Bear Grylls, Buzz Aldrin.

Scouts South Africa Today

During 2012/13, the whole structure, and operation of SSA, was reviewed as part of the ReVit process, which identified a range of changes, to help the National structure, become more responsive to the needs of members on the ground. Implementation of the changes began in 2013 when the last National Scout Council was held, which ratified the changes.

Since then a new branch has been added the Meerkats for the 5 and 6 year old children

SSA Governing Board

The Chief Scout of South Africa is appointed by the SSA Board, which is the highest body in the SSA. The SSA Board has 6 elected members:

- Two members are elected by Manco

- Two members are elected by groups in good standing

- Two members are elected by the SSA Alumni

The Chairman is elected by these members. The Chief Scout and the CEO also serve on the board.

The Chief Scout is assisted by the Deputy Chief Scout. Administrative matters are managed by the CEO under the direction of the Chief Scout. Operational affairs of SSA are managed by the Chief Commissioner under the direction of the Chief Scout.

SSA Administration and the National Office

The Chief Executive Officer (CEO) is employed by the SSA to handle the day-to-day administration of SSA including the retail arm. The administrative portfolios of SSA are Finance, Property, Marketing, IT and any other as required from time to time. The CEO is also in charge of the National office, which is in Cape Town.

The National Office of Scouts South Africa is in Cape Town at 124 Belvedere Road, Claremont.

P.O. Box 2434

Clareinch

7740

Tel: 021 685 8420 / 0860 726 887

Fax: 021 685 9050

info@scouts.org.za

www.scouts.org.za

Scout Shops

At the National Office and at some Regional Offices there are Scout Shops where uniforms, badges and a range of other items can be bought. Many of these items are also available from the online Scout Shop. www.scouts.org.za

SSA Operational Management

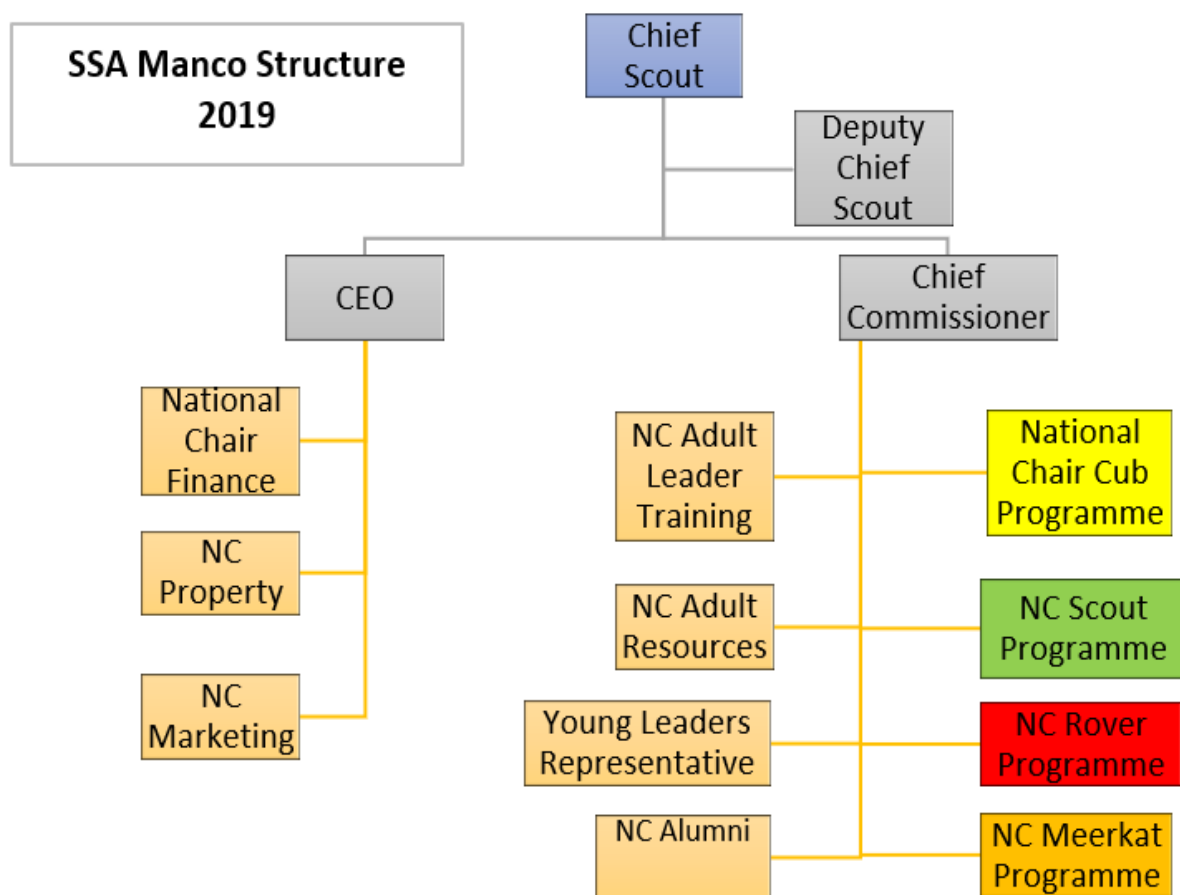
The SSA Management Committee (Manco) is responsible for all the affairs of SSA. Manco is chaired by the Chief Scout and consists of:

- Chief Scout
- Deputy Chief Scout
- Chief Commissioner,
- Chief Executive Officer
- Young Leaders Representative
- the Chairs of the National Portfolios - Operation:
 - Meerkat programme
 - Cub programme
 - Scout programme
 - Rover programme
 - Adult Leader Training
 - Adult Resources
- the Chairs of the National Portfolios - Administration:
 - Finance
 - Property
 - Marketing

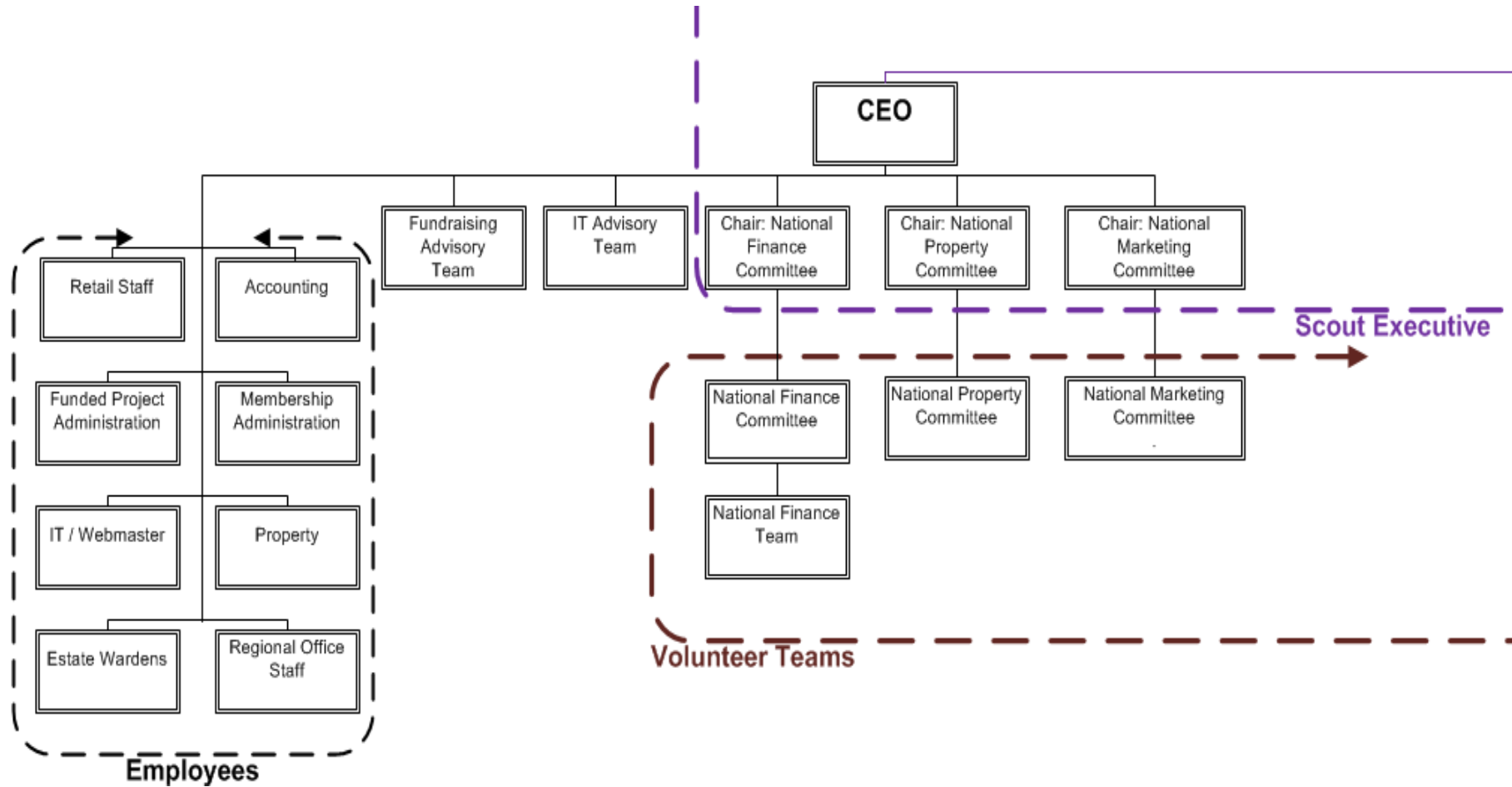
The Operational Chairs deal with issues and policies that impact on, or are relevant to, the presentation and running of the programmes aimed at developing the youth and young adult members of SSA.

The Administrative Chairs set the policies for and coordinate the activities of the Finance, Property and Marketing portfolios of SSA at National and Regional level.

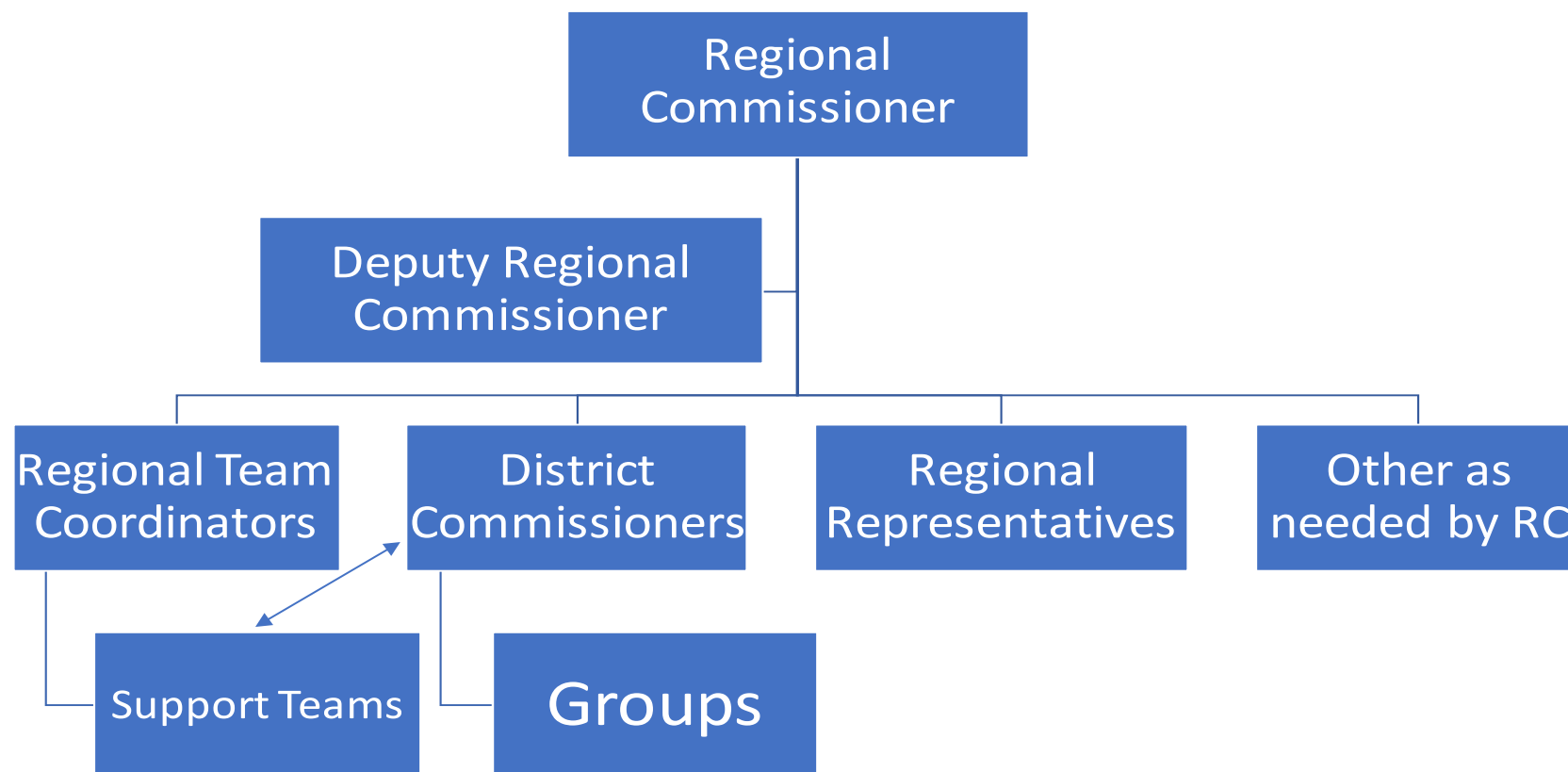
How Scouts SA fits together: The Management Committee

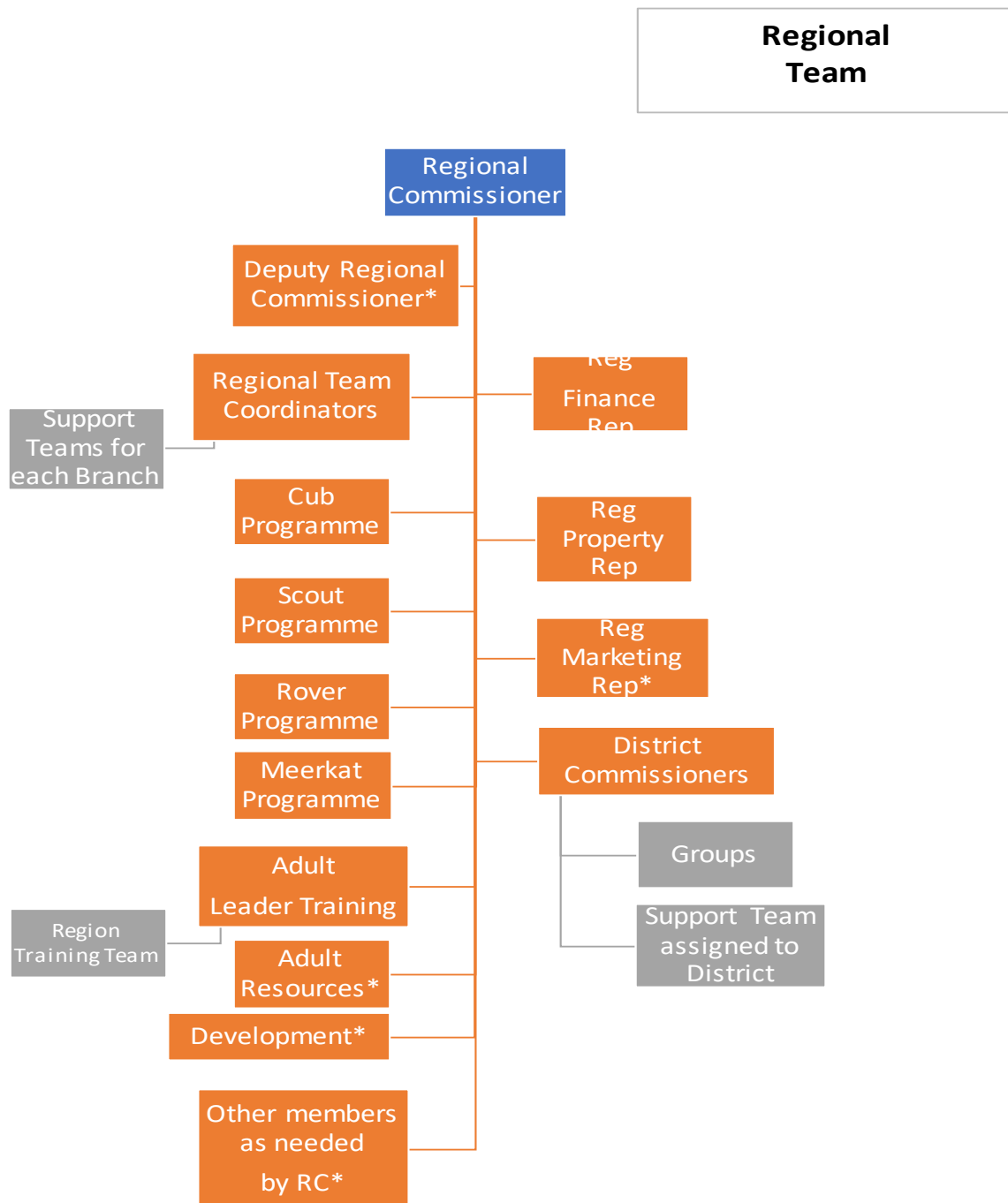


The Administrative Structure



The Regional Structure





***Optional positions**

District and Regional matters

SSA is organised into Region, District and Group levels. These levels have specific roles within both the organisational makeup of SSA, as well as at the programme implementation level.

District

Scout Groups, usually close to one-another, are combined into Districts. The collection of Groups is done primarily for administrative and interactive purposes – so some Districts cover greater geographical areas than others

A District is managed and controlled by a District Commissioner (DC) who is supported by specialists in the Meerkat Programme, Cub Programme, Scout Programme and Adult Leader Training matters.

Various activities take place at District level – these being anything from sporting or Scouting competitions to combined camps and hikes and badge training and evaluation activities.

Region

Similarly, Districts are combined into Regions on a geographical basis (as with Groups in a District) – once again for administrative and interactive purposes – and as with Districts, some Regions cover greater geographical areas than others. A Region is managed and controlled by a Regional Commissioner who can be assisted by a Deputy Regional Commissioner.

Similar activities take place at Regional level – now of a larger nature as greater numbers of possible Scouts are involved – and, once again, a parent and non-uniformed structure also exists at Regional level.

The Regional Management Team has defined tasks and functions aimed at assisting the RC in running the Region.

The Scout Group (Meerkats, Cubs, Scouts and Rovers)

This section provides a brief introduction to the Scout Group, more detail about the personnel and their jobs is covered in the Module on Roles of Scouters in a Group



SSA is divided into four branches:

Meerkats: age 5 & 6 years

Cubs: age 7 to 10 years

Scouts: age 11 to 17 years

Rovers: age 18 to 30 years

The Branches are run according to age (and therefore educational learning potential) and programme content (based on what knowledge, skills and attitudes can be developed at the different ages).

The Scout Group

A Scout Group may consist of any combination or number of Units of the four branches. The most common composition of a Group is one Cub Pack and one Scout Troop, that is two Units. A Group is managed and controlled by the Scout Group Leader (SGL). Where a Group consists of one Unit, the Senior Scouter in the Unit will represent the Group and serve as SGL.

To assist the SGL in their task, Group Committee members are elected annually, consisting of parents and other willing non-uniformed volunteers. These members are elected at the Annual General Meeting (AGM) by parents of all the youth members in the Group.

In addition, a Scouter from each Unit (Meerkat Den, Cub Pack, Scout Troop or Rover Crew) is a member of the Group Committee.



A Group Committee has specific roles and functions, and a separate training course is offered to help adults run the non-uniformed side of Scouting.

The Meerkat Den (ages 5 – 6 years)

Girls and boys of pre-Cub age become members of a Meerkat Den. Programmes introduce 5 and 6 year old girls and boys to the ethos of Scouting through activities that embrace ECD (Early Childhood Development) principles and incorporate simplified Scouting advancement concepts.

A Meerkat Den has a Den Scouter who runs the Den and they are helped by Assistant Den Scouters, Den helpers, who are parents or guardians and Meerkat Instructors (who are Scouts, Guides or Rovers).

The small groups are identified by colours and are called Burrows. To run a Den one adult for every 4 children is required, so it is recommended that the maximum number of children in a Den is 16.

The Cub Pack (ages 7 – 10 years)

Cubs are grouped into small groups / teams called "Sixes" (maximum of six Cubs – hence, "Sixes") within each Pack. Each Six is led by a Sixer and assisted by a Second. The Pack Scouter (PS) - known as Akela - heads the Pack and is assisted by Assistant Pack Scouters (APSs), Pack Helpers (PHs) and Cub Instructors (who are Scouts, Guides or Rovers). The Sixer's Council is an informal body composed of Scouters of the Pack and the Sixers.

The Scout Troop (ages 11 – 17 years)

The majority of Scout Troops can be described as Land Scout Troops. Troops that focus on water activities and have special water activities included in their programmes are called Sea Scout Troops. Troops that focus on aircraft and flying are called Air Scout Troops.

Scouts within a Troop are grouped into Patrols - each of about six to eight members. The Patrol Leader (PL) is in charge of each Patrol and is assisted by the Patrol Second or Assistant Patrol Leader (APL). A formal meeting of the Patrol is known as a Patrol-in-Council, whilst other activities are known as Patrol Meetings. In certain cases, a Troop Leader (TL) – who is younger than 18 years, is appointed.



A Troop Scouter (TS) is responsible for the running of the Troop and is supported by Assistant Troop Scouters (ATs). Troop Helpers can be recruited to help with tasks such as equipment care (the Quartermaster (QM) or keeping the Troops' records up to date.

The Court of Honour (CoH) is the decision-making body of the Troop. The Members of the CoH are the PLs, the TL (if there is one) and the TS.

The Rover Crew (ages 18 – 30years)

Rovers belong to a Crew, with a Rover Scouter (RS) or Rover Chairman in charge. The organisation of the Crew is not as rigid as in the Troop or the Pack.

Part A: Revision questions

1. What is WOSM?
2. Who started / founded Scouting?
3. Why did he start Scouting?
4. How did Scouting start in Britain?
5. Who might you meet in Scouting who is not in your own Den/Pack/Troop?
6. How is a Scout Group made up (what are the components / elements of a Scout Group) and highlight where YOU fit into this?
7. Who is helping or guiding you on your Scouting journey? Also, what is their role (job) in SSA?
8. At what age:
 - a. Can a child join Meerkats?
 - b. Can a child join Cubs?
 - c. Must a Cub leave the Cub Pack?
 - d. Must a Scout leave the Scout Troop?
9. How many Units are there in your Group?
10. Which District do you belong to?
11. How many Groups are there in your District?

Part A: Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|---|------------|---------------|-------------------|
| the operation and makeup of the World Organisation of the Scout Movement (WOSM) | | | |
| | | | |
| The organisation of SCOUTS South Africa (SSA) at National level Regional level District level Group level Unit level | | | |

Module 2B: The Organisation of the Scout Movement

Part B

Outcomes

- Outcome 1: Discuss the resources available from the World Organisation of Scout Movements (WOSM)
- Outcome 2: Explain the organisation of SCOUTS South Africa (SSA) from District to National level
- Outcome 3: Explain who is responsible for guiding you and who should help you in your role

Part B Revision questions

To be completed after training

1. What type of resources are available from WOSM?
2. SSA has several Chairs of National portfolios. How many of the portfolios can you name?
3. Who is the head of the Administrative side of Scouts SA?
4. Who is the head of a Region?
5. Can you name the person who runs your Region?
6. What is an RTC?
7. What do RTCs do?
8. Can you name any RTCs?
9. What is a DC?
10. Can you name any DCs?
11. What District do you belong to?
12. What is the name of your Group?
13. What type of Group do you belong to: Community; School; Church; NGO?
14. How many units are there in your Group?
15. Who in your Group and your District can support you?

Part B: Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|---|-----|--------|------------|
| The resources that can be provided by WOSM? | | | |
| The structure of a District? | | | |
| The structure of a Group? | | | |
| The structure of a Scout Troop? | | | |
| The structure of a Cub Pack? | | | |

Module 3: What are we trying to do?

Outcomes

Part B

- Outcome 1: Explain the Scout Method and its importance in what we are trying to do
- Outcome 2: Describe the principles of the youth training and methods used in each of the four branches

Aim and Principles of Scouting

The Aim and Principles of Scouting were introduced in This is Scouting for Adults In summary, our Aim for the youth is to:

- Develop their character;
- Train them in citizenship, and
- Develop their spiritual, social, mental and physical qualities so that they can achieve their full potential.

And the principles of Scouting are:

- Duty to God
- Duty Others
- Duty to Self

Our impact

The impact of Scouting as a leading youth organisation in the World has been recognised by the United Nations with whom we have a partnership. The Aim of WOSM is "

"Creating a better World"

By introducing youth to Scouting this is what we are achieving. WOSM's Messengers of Peace Programme already has recorded more than a million hours of community service contributed by Scouts throughout the World. Through the various scouting programmes, the youth gain life skills and become:

- Self-confident
- Better educated and able to go on to tertiary education
- Independent
- Responsible
- People who are honest and have integrity
- Respectful



- Able to plan projects, write reports and present them
- Manage budgets
- Leaders and able to work in teams
- Able to live healthy lives
- Able to resist peer pressure and stay away from smoking, drink and drugs
- Willing to work for and contribute to uplifting their communities

For more information on how Scouting impacts young lives check the news stories on the SSA web site and read testimonials from young people who have achieved much.

Scout Method

It follows that we must have a very clear idea how the Aim is to be accomplished. The Scout Method is a system of progressive self-education to be reached as a result of a combination of elements which are outlined below.

Before dealing with these elements, the key concept in the definition of the Scout method should be underlined. This concept is that the method is a **system of progressive self-education**. The fact that it is a **system** implies that it has to be conceived as an interdependent group of elements forming a unified and integrated whole. That is why the word 'method' is used in the singular, not in the plural. While each of the elements can be considered as a method in its own right, we can only speak of the Scout Method when all these elements are combined within an integrated educational system.

1. A Promise and Law

The first element of the Scout Method is the **Promise and Law**. It has already been seen that the Promise and Law are the basic foundations of the Scout Movement. We are not concerned with the ethical principles contained in the Promise and Law, but more with its role as an educational method.

Through the Promise and Law, a young person makes, of their own free will, a personal commitment to a given code of behaviour and they accept before a group of peers, the responsibility to be faithful to the given word. The permanent identification with these ethical values and the sustained effort to live up to those ideals to the best of their ability ("I will do my best") are therefore a most powerful instrument in the development of young people.

2. Learning by doing

Another basic element of the Scout Method is active education, or more simply **learning by doing**. The concept appears throughout the writings of the founder, who has systematically emphasised that "*a youngster is always ready to do, rather than to digest*". The Playway method of training used in Cubs is also active education at work.

3. Membership of small groups

Another basic element of the Scout Method is the membership of small groups (for example the Patrol System).

The advantage of small groups as agents of socialisation, i.e. facilitating the integration of young people in social life has much credibility.

The small number of people, the lasting character of the relationship, the identification of all the members of the group with the goal (or task), the thorough knowledge of other persons in the group, the mutual appreciation within the group, together with the feeling of freedom and spontaneity and the fact that social control takes place informally - all this provides an ideal atmosphere for youth and young adults to undergo the process of transformation into the adult stage.

The small group provides opportunities for young people to progressively discover and accept the idea of responsibility. This facilitates the development of young people's character and enables them to develop competence, self-reliance, dependability and capacities both to co-operate and to lead.

In the above process, the role of adults is one of guidance. It consists in helping youth and young adults to discover their potential to assume responsibility in social life. The role of adults should not be conceived as one of control, since young people can only develop fully in a climate of respect and appreciation of their personality. When truly applied, this relationship between young people and adults fulfils an essential need of modern society, since it provides a platform for dialogue and co-operation between generations.



4. Progressive and stimulating programmes

The three elements of the Scout Method mentioned above are expressed within the Meerkat, Cub, Scout and Rover programme. The programme is designed to form an integrated whole and is not a collection of miscellaneous and unrelated activities. The basic characteristics of the programme constitute the fourth element of the Scout Method.

The Meerkat, Cub, Scout and Rover programme must thus be conceived in a **progressive** way in order to satisfy the need for gradual and harmonious development of youth and young adults. One tool that achieves this progression is the Advancement and Interest Badge System.

To achieve its outcomes, the programme is a **stimulating**, balanced combination of **activities** that are **based on the interests** of the youth and young adults. A combination of **varied activities, games, useful skills** and **service to the community** ensures that the programme achieves its educational outcomes.

Since the inception of Scouting, **nature and life in the outdoors** have been considered as the ideal framework for Scouting activities. The Founder attached great importance to nature. Indeed, he subtitled "*Scouting for Boys*" - 'A

handbook for instruction in good citizenship through woodcraft' and he defined woodcraft as being the "*knowledge of animals and nature*".

The importance attached by B-P to nature was not only due to the obvious benefits of life in the outdoors for the physical development of youth and young adults, but also from the point of view of intellectual development. The numerous challenges that nature presents, stimulates the creative capacities of young people. Furthermore, from the point of view of social development, the common sharing of risks and challenges, and the collective struggle for the satisfaction of vital needs, creates a powerful link between members of the group.

Finally, nature plays a fundamental role in the spiritual development of young people. In the Founder's own words: "*The atheists maintain that a religion that has to be learnt from books written by men cannot be a true one. But they don't seem to see that, besides printed books, God has given us as one step the great Book of Nature to read; and they cannot say there is untruth there - the facts stand before them. I do not suggest Nature Study as a form of worship or substitute for religion, but I advocate the understanding of Nature as a step, in certain cases, towards gaining religion.*"

Whenever possible, Scouting activities take place in an outdoor setting, in contact with nature, since nature provides the ideal environment in which a harmonious and integrated development of the young person can take place.

The key concept of the Scout method is thus a system of **progressive self-education**. The fact that it is a system implies that it has to be conceived as an interdependent group of elements, forming a unified whole. That is why the word Method is used in the singular, and not in the plural. While each of the elements comprising it, can be considered as a method in its own right, (and are considered so by other movements) we can only speak of the Scout Method when all these elements are combined within an educational system.

Methods in the Meerkat Den

Whilst the Scout Method does apply to Meerkats, the approach to the 5 to 6 years age group is different. Belonging to a Meerkat Den introduces the younger age group to the Scouting Way, it encourages independence and self-growth.

The youngest group, the Meerkats, are below school going age. These young children need to be catered for according to their ability at this age. The Scout Method of training is the same, but the expectations cater for this age group. These children are not Cubs. Meerkats follow the Scouting Aims and Principles adapted to suit young children. Meerkat programmes are drawn up to introduce children to the Scouting way, encourage self-growth and independence and awareness of the world around them. Activities are of short duration and varied.

Meerkat programmes focus on holism and inclusion and therefore incorporate essential skills for Early Childhood Development. Fun-filled programmes, varied games and activities and the opportunity to earn badges, all appeal to boys and girls of Meerkat age. The number of children in a Meerkat Den is restricted to ensure that each child can benefit from the programme. Meerkats wear their badges on their hats.

Parents are included in Meerkat meetings to help make sure that there are enough adults. Parents help with activities or can be asked to run an activity. Meerkats can only go on outings if their parents go too. An adult only has two hands so can only hold 2 children's hands.

Discipline is not usually a problem provided the children are kept busy. Some children get over excited and a calming hand on their shoulder can be enough to ground them. Others may need a quiet corner where they can sit alone and work on something, building or doing a jigsaw for example.

Methods in the Cub Pack

Whilst the Scout Method is equally applicable to the Cub Pack, the approach to the 7 to 11 years age group differs in certain aspects.

The Cub Pack caters for those who are too young to be Scouts. It is not, however, junior Scouts. It embodies the principles of Scouting, but has its own methods, the Playway method and its own background, the Jungle background.

The Cub programme is based on a world of adventure, make-believe, storytelling, playacting and above all, games.

Cub activities are undertaken against the adventurous background of Rudyard Kipling's "Jungle Book".

A summary of methods in the Cub Pack:

- Adventurous background
- Wide variety of things to do
- Activities in the open air
- Individual attention to the development of each Cub.



Methods in the Rover Crew

Rovering was described by Baden-Powell as "*a Brotherhood of the Open Air and of Service*", which well describes this branch; designed for the young adult over eighteen. A person can remain a Rover until their 35th birthday, however a new recruit must be less than 30 years old.

As for all branches of Scouting, the fundamental basis of Rovering is the Promise and the Law as a way of life. Before a new member is invested, they go through a period of probation during which they are known as a "Rover Squire". As a Squire, they are required, with the help of two sponsors, to prepare themselves for serious commitment to the fundamental principles of Scouting. Before investiture, they subject themselves to self-examination as final preparation for this solemn undertaking.

Rover Service is based along three lines:

- Service to themselves:
 - a. Getting ready for the responsibilities of adult life.
 - b. Giving them skills or knowledge to help meet the needs of their family.
- Service to the Scout Movement:
 - c. Offering themselves to assist in the running of Units for the younger people.
- Service to the community in other ways.

The Rover training programme has these three elements – each Rover can choose how to complete the requirements from each element. Full information can be found in the Rover Trail and by attending the Rover Leadership Training Course.

Differences between the Den, Pack, Troop and the Crew

Scout training is of a progressive nature and is applied through the three branches of the Movement which are themselves adapted to the changing psychology of the youth.

Meerkats Young children are admitted to the Meerkat Den at the age of not less than 5 years. They go up to the Cub Pack by their seventh birthday.

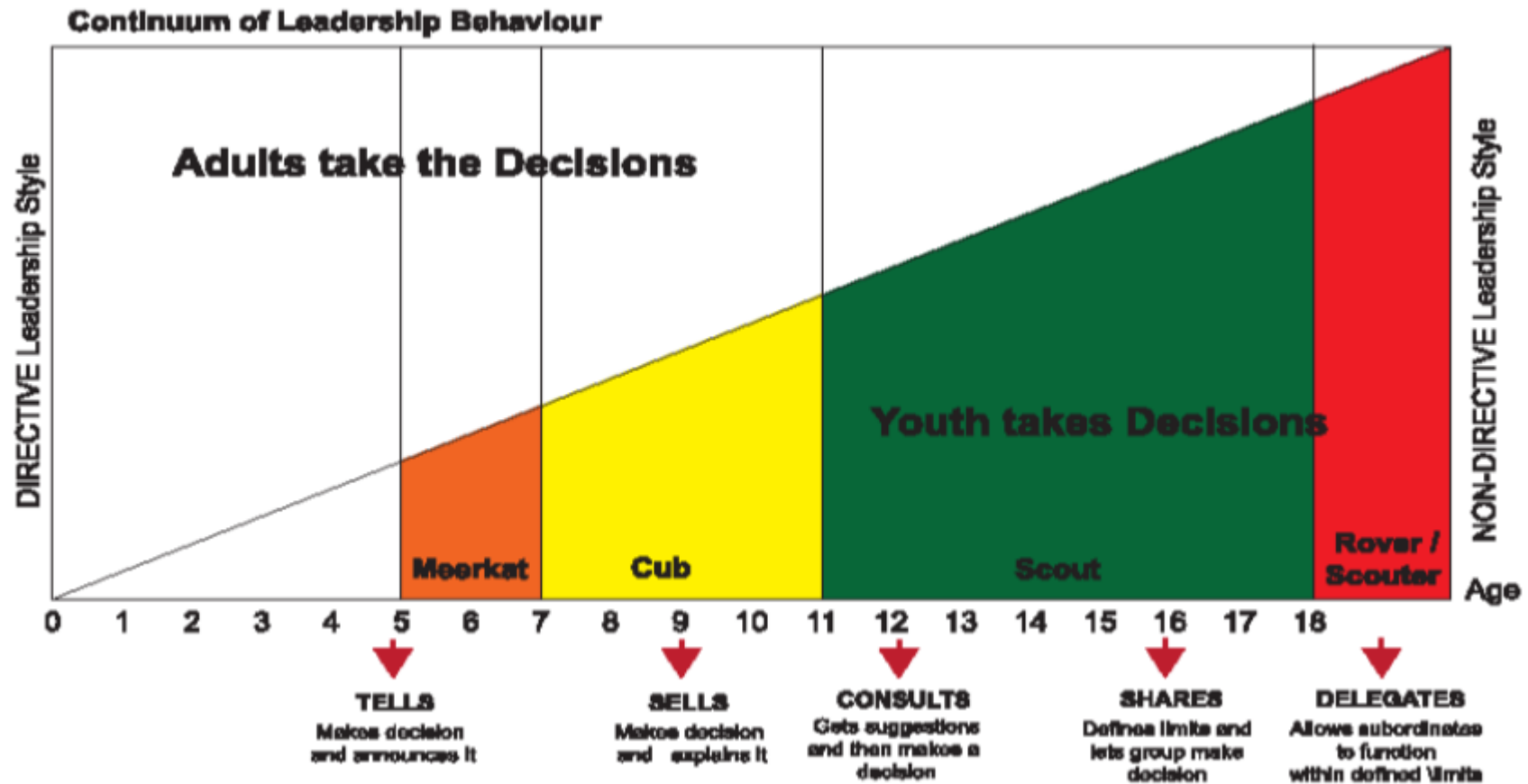
Cubs Young children are admitted to the Cub Pack from seven years old. They go up to the Troop between the age of ten years and six months and eleven years. They may NOT remain in the Pack after their eleventh birthday.

Scouts Young people may be admitted to the Scout Troop after their eleventh birthday, or in the case of a Cub, at the age of ten years and six months. They may NOT remain in the Troop after their eighteenth birthday, except as a Scouter.

Rovers Young adults may be admitted to the Rover Crew at the age of eighteen and not be older than thirty years and may remain in the Crew until their thirty-fifth birthday.

Different age ranges demand different methods of training and management of our youth. Since young people move progressively towards independent decision-making, the Scout programme is designed to help this process toward adulthood.

The chart below shows that a new-born baby has all the decisions taken for it by adults; and as the child grows, the child's decision-making increases; while the adult decisions made for the child, decrease.



The following table shows the difference in approach to the youth in the Den, Pack, Troop and Crew.

| The Meerkat Den | The Cub Pack | The Scout Troop | The Rover Crew |
|---|---|--|---|
| <p>Control and planning are done by adult leaders who form the Den Scouters leadership group.</p> <p>It is Meerkats policy that a parent, older sibling, guardian, grandparent or bone fide adult accompanies their child where possible at each Den, outing and activity.</p> <p>There are four (4) Meerkats in a burrow. There is a maximum of 16 Meerkats in a Den. The "Lookout" is a senior Meerkat who is due to go up to Cubs. The "Lookout" needs to watch and help fellow Meerkats. The "Lookout" may be given a Group Scarf or some form of visible token to be worn at meetings.</p> | <p>Control and planning are done by adult leaders who form the Pack Scouters' (PS) meeting.</p> <p>The Pack is divided into sixes for administrative purposes. Sixes are given only very minor responsibilities and enjoy what might be called apprenticeship in leadership.</p> <p>The Sixer leads games and competitions and is a member of the Sixer Council. This is a completely informal body that makes suggestions but has no powers of decision.</p> | <p>The Patrol System is the whole basis on which the Troop is run.</p> <p>The Patrol Leaders (PLs) lead their Patrol and the Scouts of the younger age group who have their first lessons in management through the Patrol-In-Council, which decides on the Patrol programme.</p> <p>The Patrol is the unit for games and for competitions.</p> <p>The PL (usually from the older age group) instructs the members of the Patrol and in some measure, tests them up to First Class level.</p> <p>The PL is a member of the Court of Honour (CoH), which assists in planning the Troop programmes and deals with its discipline.</p> <p>None of this just happens. In the background are the Troop Scouters (TSs) feeding in ideas through the Chairperson of the CoH and giving the end result its final polish.</p> <p>The PL(s) thus gains experience of more advanced leadership. For this they need special training and it must not be forgotten that their badge advancement must be considered.</p> | <p>The Committee of the Rover Crew are responsible for guiding the Crew. Members of the Crew work in <i>ad hoc</i> groups with a leader on specific projects.</p> <p>The Rover Scouter (RS), or if there is no RS, the Chairman and Committee ensures that the Rovers undergoing training decide on the bulk of the Crew activities. This is to ensure that the young adults in the Crew determine the Crew activities.</p> <p>The progression from training stage through to the senior stage and the election of Rover Mates, allows for opportunities for leadership.</p> <p>The essence of Rovering is self-development and service to the Movement and others.</p> |

Links between the Meerkat Den, the Cub Pack, the Scout Troop and the Rover Crew

The Scout Group is the main unit of the Scout Movement. It usually consists of a Meerkat Den, Cub Pack and Scout Troop – however, it sometimes may have a Rover Crew.

The purpose of the Group is to ensure steady advancement and progression in the Scout training programme from the child of eight to the youngster of eighteen and to encourage self-training after that.

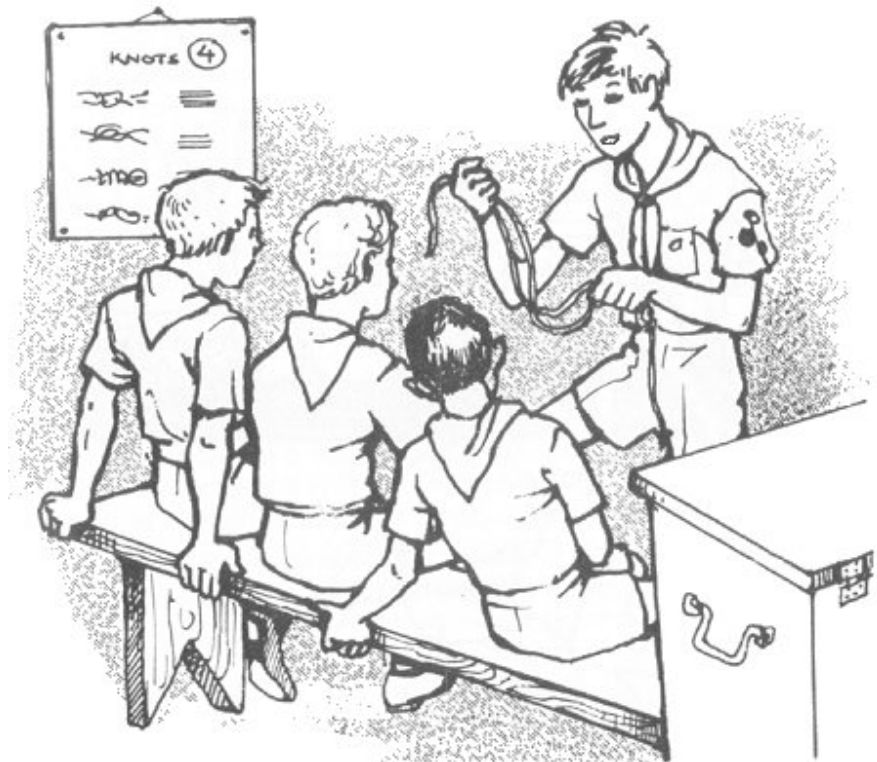
The SGL is the head of the Group and is responsible for coordinating the programmes of the Units, giving personal and practical support to the Scouters of the Branches.

The Scout Group Leader (SGL) is the vital link between the Units and serves to strengthen the spirit of friendship between the Scouters of the Group who are all equal members. Cooperation between the Den, the Pack, the Troop the Crew and parents illustrates the family unity of the Scout Movement. It helps to prevent the loss of members at the transition stage and fosters closer contact between the Den, Pack and Troop.

The Burrowing Up Badge allows for the Meerkats to visit a Cub Pack and learn the Cub Law and Promise.

Older Scouts or Guides over the age of 13 years can serve as Meerkat Instructors.

The Link Badge provides opportunities for the Cubs to meet the Scouts and the Troop Scouter, but there are many more opportunities for Cubs and Scouts to interact with one another.



Older Scouts can serve as Cub Instructors in the Pack, help on Pack Outings, help with special activities and train Cubs in preparation for their going-up to the Troop.

The Rover Crew can assist the Troop with specialist training, help with hikes and camps, and provide financial support. The Crew can also be a source of potential leaders for the Pack and Troop.

As they near their 18th birthday, Scouts can meet the Rover Crew and tackle the Rover Network Badge, in preparation for becoming a Rover.

In the Founders words: "here, then, lies the most important aim in the Boy Scouts training – to educate: not to instruct, mind you, but to educate, that is, to draw the boy to learn for himself, of his own desire, the things that tend to build up character in him" - (Aids to *Scoutmastership* – R. Baden-Powell, London, 1919.)

Part B: Revision questions

1. What are the Aims of Scouting(3 points)
2. What are the Principles of Scouting?
3. Describe the Scout Method
4. Describe the main differences between the four branches

Part B: Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|---|-----|--------|------------|
| Explain the Scout Method and its importance in what we are trying to do | | | |
| Describe the principles of the youth training and methods used in each of the four branches | | | |

Module 4A: Using the Promise and Law in the Den, Pack or Troop

Outcomes

Part A:

Outcome 1: Have read the examples of what the Promise and Law may mean to a Meerkat, Cub, a new Scout and an older Scout

Introduction

New Adult Leaders should be aware of what happens in other branches of Scouting. When you study this module, concentrate on the part that applies to your role. Go over the parts that apply to other roles so that you appreciate the similarities and recognise the differences.

The Promise is the most important factor in Scouting, since it is the one absolute requirement.

Without taking it, one cannot be a Scout, Meerkat, Cub, Rover or Adult member, but having taken it and assuming that a real effort is made to keep it, one remains a Scout regardless of any other factor.

The Scout Promise and the Scout Law apply to Scouts, Rovers and all Adult Leaders (Scouters). For the Meerkats and Cubs, the Promise and Law are set out in simpler terms aligned to the age group, but they cover the same set of principles.

The Meerkat Promise and Law is very basic and is appropriate to that ages child's understanding. It encourages the Meerkats to respect others and themselves.

An important feature of the Scout and Cub Promise is the phrase "*do my best*". Baden-Powell (B-P) did not set an ideal so high as to be beyond the reach of the youngster (or the Adult Leader(s)). B-P realised at the start, one's best might not be 'very good'.

It is essential for the Scouter to realize that training in this respect must be as progressive as it is in other respects. With the build-up of good example and tradition behind them, we expect a better "best" as the youngster grows older. We expect a higher standard from the Scout than from the Cub, a higher standard still, from the holder of the Springbok Scout than from one who holds the Pathfinder Badge, *etc.* - to the high standard expected from the Adult Leader. The Adult Leader is also held accountable for their actions through SSA's Members Code of Conduct.



Provision is made in the advancement requirements for the youth to show that their understanding of the Meerkat / Cub / Scout Promise and Law has progressed in accordance with their age. The Promise must, therefore, become an activity in its own right and be part of each and every activity.

Meerkats

Meerkat Promise

I will love my God, be kind and stand tall.

Meerkats are encouraged to respect others and themselves (I Will be kind and Stand Tall).

Meerkat Law:

A Meerkat always stands tall.

Cubs

The Cub Promise

I promise to:

Do my best:

To do my duty to God and my country;

To keep the Law of the Wolf Cub Pack, and

To do a good turn to somebody every day.

The Cub Law

The Cub gives in to the Old Wolf, and

The Cub does not give in to himself.



The Cub Motto

Do your best.

It is important to note that there is no “funny business” around the reference to a Wolf in both the Cub Promise and Law. The Cub Programme has elements of the Jungle Story inter-woven into it, similarly, so does the Cub Promise and Law. The respect for both laws around us and laws governing our behaviour are what form part of the reference to the Wolf and Wolf Cub Pack.

Scouts

The Scout Promise

On my honour I promise that I will do my best -

To do my duty to God and my Country;
To help other people at all times;
To obey the Scout Law.

A fair amount of debate exists around the use of the Scout Promise (and the various derivatives that exist in other countries). The above version is the only version that is used in South Africa.

It has been decided (after lengthy debate within the SSA) that the reference to "God" in the Scout Promise covers all beliefs (religions) adequately.

The Scout Law

1. A Scout's honour is to be trusted.
2. A Scout is loyal.
3. A Scout's duty is to be useful and to help others.
4. A Scout is a friend to all and a brother to every other Scout.
5. A Scout is courteous.
6. A Scout is a friend to animals.
7. A Scout obeys orders.
8. A Scout smiles and whistles under all difficulties.
9. A Scout is thrifty.
10. A Scout is clean in thought, word and deed.



The Scout Motto

Be Prepared.

The Scout Slogan

A Scout tries their best to do at least one Good Turn to somebody every day.

Adult Leaders

Let's look at what an Adult Leader voluntarily binds themselves to when applying for membership of SSA. There are very definite rules and there is no side tracking for Adult Leaders – especially regarding the Promise and Law, as detailed in the following pages.

If you do not keep these rules, you cannot belong to the SSA.

Membership of the SSA is open to all youth and adults who voluntarily accept the Aim and Methods of the Movement and who make the Scout or Cub Promise. See SSA OR – Rule 2.1 - Membership.

The Scout Promise and Law are applicable to all Adult Leaders (DSs, PSs, TSs, RS Leaders, SGLs and Commissioners). Pack and Den Scouters, as adults, take the Scout Promise and do their best to obey it and obey the Scout Law.

It is the personal example of the Adult Leader that acts as the gel for the youth when it comes to living the Promise as a real part of their lives, however:

- If we concentrate only on principles - we will not keep the youth, and
- If we concentrate only on practices - we will not achieve our Aim.

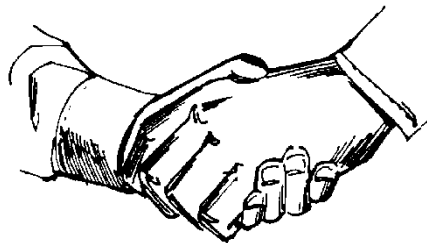
Therefore, the Promise must become an activity in its own right and be part of every activity. An Adult makes the same Promise as a Scout. We will now look at each part of the Promise from the Adult point of view – *i.e.* how you as an Adult are expected to interpret and implement the Promise.

Understanding the Promise

The Promise begins:

"On my honour"

This phrase refers to one's person of good morals, A person who tries to be a



personal integrity, being a having a good reputation. good and upright citizen

"I promise that –

"I will do my best

It is important to remember that it is a promise that *"I will do my best"*. The Promise is a marriage between the principles and the practices of the Movement and is to be actively practised as much as any other Scouting activity – and it is this marriage that makes Scouting.

"To do my duty to God

Every invested member of the SSA shall be encouraged to:

- Make every effort to progress, in keeping with their age and experience, in their understanding of the promise: *"To do my duty to God"*
- Belong to some religious body
- Abide by Article IV of the SSA Constitution:



- a) SCOUTS South Africa expects every member to adhere to spiritual principles, to be loyal to the religion that expresses them and to accept the resulting duties.
- b) Every member of SCOUTS South Africa must show tolerance and respect for the religious convictions of others.

It is important that Adult Leaders realise what is meant by "Duty to God", as most of the difficulties experienced are not due to atheism, but rather to ignorance and in some cases, laziness and indifference. There is a very strong inclination towards ignoring the importance of religion in modern society – especially through the euphoria of newfound freedoms and the perception of everyone being more important than ever before.

A Scouter(s) must have a religion:

- 1) out of respect for the Creator;
- 2) for their own sake, and
- 3) for the sake of the youth in their care.

Out of respect for the Creator

We are all created, guided, loved and redeemed by a Divine Being (Creator, God, Allah, Great Spirit). Our **first** duty, then, is to the Creator (as determined by our own unique faith and beliefs).

Secondly, we need to accept all other humans as our "brothers and sisters" and to treat every other person as we would like to be treated ourselves.

We speak of Basic Human Rights, of our own rights, but let us never forget the Rights of the Creator come first, for without them, we would have none. This is "Duty to God". We cannot honour this at certain times only and then not at other times. B-P Sunday is not the only time we think of the Creator – we must live the example of this each day of our lives.

For the sake of the Scouter

Life is a religious experience. All our problems, in the ultimate, are religious problems. If this life is a preparation and training ground for a higher life to come, it cannot be lived without the help afforded by religion.

For the sake of the youth

Youngsters cannot be left to sort religion out for themselves. Many youngsters receive little or no training in religious principles at home or at school. Far too few attend their family religion places of worship. The Scouter(s) can help a great deal if they:

- i) Adhere to a religion / faith and where appropriate, attend services / meetings / functions;

- ii) By personal example, shows they are sincere and are adhering to "Duty to God", and
- iii) Are adequately informed, tolerant and willing to help a young person.

Young people have a natural desire for guidance in spiritual matters. This is often hidden due to shyness, and in the rush and excitement of a youngster's life, can tend to be relegated to rather a minor place in their thoughts unless they find a guide to assist them - someone they can trust, someone whom they realise can help them.

If a Scout Group is permeated with the spirit and practice of the Scout Law and Promise, and each Scouter's personal example is good; then it is possible for a clear lead to be given to Cubs and Scouts in this matter, as well as in the essential activities of Scouting.

The personal religious life of each Scouter determines the degree of success in leading young people to an understanding of "Duty to God".

In the Pack, Troop and Crew, as well as at Group Committee meetings, prayers should be used. These need not be long prayers, but they should be sincere and suitable to the occasion.

What are known as 'Scouts' Owns' (or Cubs' Owns) are held in the Pack, Troop and Crew. The Scouts' Own service is not to be regarded as a substitute for worship - it is an additional act of worship (normally when away from home) and attendance is voluntary.

Duty to my Country



Scouting is entirely non-political and, therefore, should be acceptable to anyone who accepts constitutional rule.

This does not mean that when called upon, the Scout Movement does not play its part to assist all citizens of the country – whatever they may require in their hour of need.

"Duty to Country" is largely fulfilled by the ordinary person doing what is expected of them in an active but law-abiding manner.

To help other people at all times

The ideal of being of service to others was to our Founder, and still is to us today, one of the main foundations of Scouting. The Founder's emphasis is demonstrated by the constant repetition of this idea of helping others, in the Promise and Law and again in the motto of each branch of the Movement, until the programme in the Rover branch is crystallised in one word: "Service".

For the Cub, this ideal of service is simplified as a good turn to somebody every day. It is a specific demand on the young person. In the case of the older youth, the idea is less specific and broader until, once again, in the Rovers we reach the conception of service as a habit of mind, constantly in operation.



To obey the Scout Law

Study the Scout Law with the following three ideas in mind:

- Becoming 'word' perfect;
- Thoroughly understanding what is meant, and
- Being able to put it over to the youth, bearing in mind the need for progressive understanding as the youth grows older.

Understanding the Scout Law

You must appreciate that the Scout Law is a POSITIVE code and that it, like everything else in Scouting, calls for ACTION. The Founder once wrote: "A Scout is active in doing good, not passive in being good".

A wise man has written: "Remember the wise difference between **trying to set an example** and living so as **to be an example**". Living according to the Scout Law is a large part of **being an example**.

1. A Scout's honour is to be trusted

This applies not only to the Scouter's relationship with the Movement, but also to the Scouter's business or profession and personal life. In relationships with the youth, this part of the Law cuts two ways. Not only must the youth be able to trust the Scouter, but the Scouter must also be able to trust the youth and the young people must know that they are trusted.

2. A Scout is loyal

Here again, there must be a two-way loyalty between the youth and Scouter, but that is not all. There must be loyalty between Units in a Scout Group, loyalty to the Movement and loyalty to all who are members of it.

This loyalty demands acceptance of rules but does not preclude trying to have them altered in the proper manner. It demands that criticism of others shall be open, a discussion WITH the person concerned, NOT behind their backs.

3. A Scout's duty is to be useful and to help others

It is doubtful if we have very fully implemented this either for ourselves or for our Cubs and Scouts. To devote one's time to Scouting, is in itself being useful, but if the Scouter is to be a balanced person, they must spread their activities beyond the confines of the Movement.

4. A Scout is a friend to all and a brother to every other Scout

This calls for positive action, not merely lip service. It is a part of loyalty - the loyalty to fellow members of the Movement, male and female; do not be confused by the use of the word "brother". It finds its expression in such things as welcoming new Scouters to meetings and courses, rather than allowing them to find their own feet.

In South Africa, we have a real responsibility to develop among our members true brother and sisterhood and concern for each other regardless of race, creed or gender.

Scouters are encouraged to create opportunities for Cubs and Scouts of different races to interact with each other and to get to know and understand one another.



5. A Scout is courteous

Being courteous or polite is something more active than saluting one another and raising one's hat or bowing graciously. What about letters or calls that never get replied to, or returns that are rendered late or not at all? It is about being considerate towards other people, as well as having good manners.

What about the cruelly disparaging remarks we often make about each other? What about a letter of thanks to those who have done you a service or assisted in any way?

6. A Scout is a friend to animals

This implies caring for our environment, not just animals. Positive action is necessary to protect all our natural resources, including wild and domestic animals, birds, fish and insect; also, the plants, soil, air and water – everything in the natural environment.

7. A Scout obeys orders

There are few 'orders' issued in Scouting. Scouting does not expect blind obedience, but it does expect the willingness to cooperate that characterises team spirit. If the "orders" are clearly unreasonable or in contradiction of the Promise and Law or policies of SSA, you do have the right to say 'no'.

Cooperating with what is expected of you by District, Region, MANCO and National Office, is essential.

8. A Scout smiles and whistles under all difficulties

Scouting is not an easy job for the Adult Leader. Indeed, it is the difficulties that make it attractive. If there were no difficulties, there probably would be no Scouting.

The Adult Leader who is not prepared to face these difficulties cheerfully, has no business in the Movement. After all, challenges are difficulties looked at in the right light !!

This does not mean that you should hide events; there will be occasions when you and your Scouts will suffer personal difficulties, such as loss of family members, when displaying and sharing grief are natural and expected reactions.

9. A Scout is thrifty

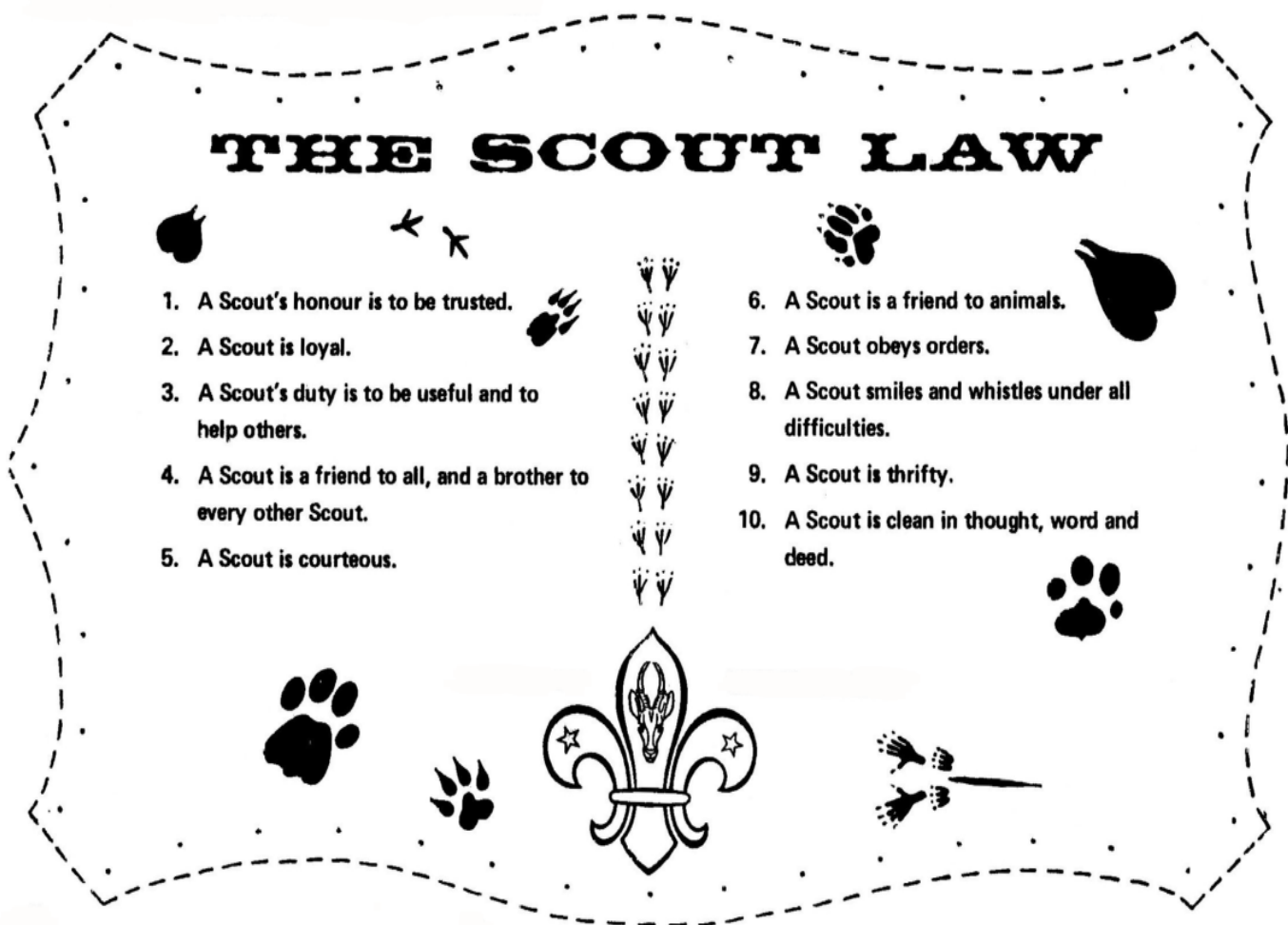
Being "Thrifty" means that one does not waste anything. Most people think of thrift as meaning saving money by putting it in the bank. Although that is important, it is not the whole story. Scouts can be thrifty by looking after their clothes and their uniform, by caring for their bicycles and Troop and Patrol equipment, saving electricity and water, etc.

They can be thrifty by not wasting time and getting on with the job at hand, as well as not fooling around during meetings and activities. Do they watch tv when they could help their parents at home?

10. A Scout is clean in thought, word and deed

This is perhaps the most important part of all because as somebody once said, it is the strong, but flexible cord that binds the other nine parts together. This part means that:

- Scouts keep their bodies clean by regular bathing, and their clothing and uniforms clean, neat and in good repair;
- Scouts keep the inside of their bodies clean by the regular cleaning of teeth, breathing of fresh air, and eating healthy foods;
- Scouts keep their minds clean by not listening to, nor repeating dirty talk; by not using foul language; by not reading doubtful books, nor even thinking about these things. This is perhaps the bit that most young people find difficult, because other youths tell them they are 'sissies';
- Actually, is the other way around, because they have no will power - nobody has ever heard of a successful individual (business- or sport-related) without willpower! and
- When natural bodily changes take place (his voice breaks or her period starts) they go to a parent or Scouter for advice, and not to their friends for the half-baked stories they may tell.
- Scouts respect others so they do not bully, hit or hurt others in any way.
- Scouts try to think and speak well of other people.



Naturally, your view on the Scout Promise and Law and understanding of them will broaden as you have more experience of Scouting.

Adding the Promise and Law to activities and programmes

It is important that the Promise and Law are central to all Scouting activities and are included in programmes. Since the Promise and Law represent a code of conduct, they can be used to encourage good behaviour such as sharing amongst the younger children, fair play in games for all ages, politeness and respect for all ages, no bad language and so on.

Observance of Duty to God is there in the form of the opening and closing prayer at each meeting and other ceremonies. The children should be encouraged to give their own prayers as often as possible; the formal Meerkat, Cub and Scout prayer can be either at the start or the end of the meeting. It is possible to build whole programmes around the Promise and Law too.

Part A: Revision questions

1. What does the Scout Promise mean to you?

2. Explain how a Meerkat or a Cub or a young Scout may interpret the Promise
3. Explain how a Meerkat or Cub may interpret the Meerkat or Cub Law
4. Which Law do you think a Scout would find very hard to keep and Why?

Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|---|-----|--------|------------|
| What the Promise and Law may mean to Meerkats, Cubs or Scouts | | | |

Module 4B: Using the Promise and Law in the Den, Pack or Troop

Part B

- Outcome 1: Be able to explain the Promise and Law to Meerkats, Cubs or Scouts
Outcome 2: Use the Promise and Law in a Den, Pack or Troop activity
Outcome 3: Explain how to develop and maintain discipline

Discipline and Behaviour Problems in Meerkats and Cubs

A child joins the Den or Pack chiefly for the fun they will get out of it. They expect fun and excitement, but they also expect discipline. They will accept it for they will know that there is not much fun without it. A bit of discipline is needed for the Opening and Closing ceremonies. And games encourage sharing and fair play.

In Meerkats providing plenty of action through well planned and run programmes stops most issues of discipline. Emphasis on being kind to other children and expecting this from each child also helps. Learning to take part in Opening and Closing ceremonies helps a Meerkat develop a sense of self-discipline. Providing games that encourage fair play and sharing also help.

The following signs could be used in the Den:

Hands in the air: Silence and stop moving.

In Cubbing, we set out not only to give the child the fun they seek, but also to help them to discipline themselves and to give them a sense of values: to show them that consideration for others, fair play and self-control are worth the discipline involved in cultivation these qualities.

Discipline in the Pack is achieved in several ways:

1. The Den / Pack calls and signals
2. Cub and Meerkat ceremonies
3. Flag ceremony
4. Inspection
5. Tradition
6. Uniform

The Pack Calls

The calls "PACK" and "PACK-PACK-PACK" are described in the book Cub and Scout Ceremonies, which should be read in conjunction with this handout.

In addition, one may effectively use the call "PACK" with the PS standing with arms stretched forward and parallel to the ground and to each other to get the Pack to fall in 'relay' formation (Sixes in lines and facing the Scouter).

Cubs should also know the meaning of "Alert" and "Easy".

"Alert" means standing at the position of attention with the heels together and the feet at an angle of 16 degrees to each other - Hands by the sides and the head steadily facing the front. This position is unnatural for Cubs and should not be maintained for too long.

"Easy" means standing with the feet comfortably apart, with the hands lying comfortably crossed behind the back. The head may be moved freely, but the feet must remain in position.

The following signs could be used in the Pack:

Hands in the air: Silence and stop moving.

Arms making a circle: Form a circle.

Arms stretched out in front: Line up in Sixes in rows.

Arms crossed in front: Sit down silently in front of me.

Arms stretched out on either side: Form up in a straight line.

Ignore the behaviour

This is useful when a Cub does something out of sheer curiosity to find out what will happen next time or tries something to be noticed. The technique of ignoring depends on the situation. It can be used only when we can afford to ignore what is happening.

Anticipate problems

Remove objects that may be attractive or distracting. Define limits of movement. Choose the place for the activity carefully. Organise sufficient supervision whether during a game or a hike.

Change the pace

Swing into another activity or quietly ask the Cub who is misbehaving to:

- a) Help run the game
- b) Help Baloo get ready for the next activity
- c) See if a Scouter needs help
- d) Get a pencil and paper from the Scouters' table
- e) Whatever else you can think of that is appropriate.

Don't give too many orders at once

The most effective hint of all is to keep your Cubs busy, interested and stimulated. Excite their imagination by using themes, plenty of laughter and lots of fun.

Cub behaviour you can do without (and what to do about it)

a. Loss of interest:

Give the Cub immediate attention. Talk to the Cub(s) and their parents. Consider putting them in another Six. Get an intelligent Sixer to befriend them and renew their interest. Look at your programmes. Look at their age.

b. Cruelty:

It is not unusual for Cub age children to go through a stage of cruelty to animals or smaller children. Usually, the stage does not last long. Occasionally a child may show a continuing tendency to bully. Antidotes are strenuous games in which good sportsmanship is noted and praised. Acting and yarns are another means you can use.

c. Older Cubs acting up:

This may be because they are ready for life in the Troop. By the time they are nearly eleven years of age, Pack activities may be too tame. However, look at your programme, as well as their ages.

d. Irregular attendance:

Talk to the Cub(s), then visit the home and talk to the parents. Emphasize the value of regular attendance. Make the meetings so attractive that the Cub does not want to miss one.

e. Restlessness:

Check if ceremonies, games and activities go on for too long. Restless behaviour is usually due to a Cub's excess energy seeking release. Have a proper balance of active and quiet activities.

Discipline in the Scout Troop

A certain level of discipline is necessary to ensure that progress in achieving our aims is made. So, discipline is one of the tools Scouters can use to make sure that good training is offered to the scouts. It is important that you, the Scouter, set an example of self-discipline in your day to day life.

Discipline in the Scout Troop is achieved through working closely with well-trained Patrol Leaders (PLs) who take responsibility for the behaviour of the scouts in their Patrol. Serious discipline issues will be referred by a PL or a Scouter to the Court of Honour where all the Patrol Leaders will discuss the issue and decide on what disciplinary action to take. The CoH is responsible for upholding the honour of the Troop and maintaining the Troop's good reputation.

There are some specific examples given in the module on running Troop meetings on how to handle some situations.

Some areas that need attention when it comes to discipline are:

- Observing the fundamental principles of Scouting: The Promise and Law; the Scout Method
- Using positive reinforcement
- Deal with problems quickly before they grow
- Always maintain acceptable standards of behaviour
- Use inspection in a positive way to achieve standards: reward what is right
- etc

Part B: Revision questions

1. How would YOU explain the Cub / Scout Law to a Cub / Scout / Rover?
2. How would YOU live up to the commitment of keeping the Scout Promise and Law?
3. Describe 2 activities for a Den or Pack, or Troop meeting that involves using the Promise and Law
4. Give some examples of how the Promise and Law can help maintain discipline in either the Cub Pack or the Scout Troop

Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|--|-----|--------|------------|
| Be able to explain the Promise and Law to Meerkats, Cubs or Scouts | | | |
| Use the Promise and Law in a Den, Pack or Troop activity | | | |
| Explain how to develop and maintain discipline | | | |

Module 5A: Responsibilities, Accountability and Safety

Outcomes

Part A

- Outcome 1: Find out about the main policies of SSA
- Outcome 2: Name the four policies that affect all Adult Leaders
- Outcome 3: Find out about the accountability of Adult Leaders regarding policies
- Outcome 4: Find out about the role of Adult Leaders with regard to safety

The Main Policies of SSA

SSA has several main Policies and rules which, in addition to the Constitution, govern its activities. The policies listed below will be discussed in more detail during the formal training, however, when filling in your Application for Adult Membership (AAM form) you have, or will acknowledge, that you have read and understood these policies. These are all listed in SSA "Organisational Rules" (OR) and you should know where you can consult a copy of the complete document if you need to. The four main policies are available from your SGL, District Commissioner (DC) or online at www.scouts.org.za

While you need to know broadly what all the policies cover, the Policies with which you need to be familiar before being issued with a Limited Warrant are:

- The Member Code of Conduct
- The Child Protection Policies
- Safe Scouting Policy
- Protection of Personal Information (POPI)

You should obtain and read a copy of these, if you do not have them already.

Other policies that you may need to refer to are:

- Organisational Rules(OR)
- Adult Support Policy
- Marketing and branding policy
- Uniform Policy

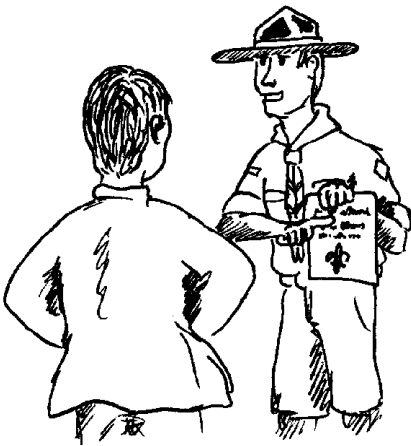
The Accountability of Adult Leaders regarding Policies

All Adult Leaders are accountable to SSA for ensuring that the policies of SSA are adhered to by its members. You need to clearly understand your personal responsibilities in terms of the Member Code of Conduct, the Child Protection Policy,

and Safe Scouting Policy, and know what requirements the other policies place on you and your Unit or Group. Your DC or SGL are the best people to guide you on this.

Protection of Personal Information

The Protection of Personal Information policy details what and how personal information must be collected and stored. The key point is that any personal records kept by any Scouter must be protected. This means that paper-based records must be kept locked up and electronically stored records must be on a device that is password protected, whether the device is a phone, tablet, computer or any other electronic device.



The Adult Leader's Responsibility towards Safety

Introduction

This section deals with the Adults' responsibility for the personal safety and well-being of the youth in our care.

The Scouters' duties and responsibilities regarding providing effective and lively programmes and

maintaining records for the Pack, Troop or Crew are covered in the other modules.

Scouting requires responsible and mature men and women to take charge of the youth in our Groups. Mature in this sense does not mean mature in years but refers to the type of behaviour expected of a Scouter. A Scouter(s) of twenty years old can be more mature in their behaviour and actions than a Scouter(s) in their forties! This requirement is in no way unreasonable if we remember that we are looking after other people's children.

Parents entrust their children into our care in the belief that they will be well cared for and in no circumstances exposed to unnecessary dangers. So, a great deal of responsibility rests upon our shoulders as Scouters to ensure that this trust is not broken.

As a new Scouter joining the Movement, it is vital that you always have a clear understanding of your duty to act responsibly and to abide by SSA rules and policies. It is important that you read SSA's Safe Scouting Policy and the conditions that apply to certain activities.

Authorisation

No adult(s) may take charge of Meerkats, Cubs or Scouts unless they have been issued with a Warrant by SSA. A Warrant is the evidence of the holder's authority to perform the functions of their rank, and their understanding of their responsibilities, it shows that they are qualified. There are two types of Warrant, the Limited Warrant and the Five year Warrant. The Warrant is effectively a license to fulfil the role to which a person is appointed.

All Adult leaders who work with youth must be vetted to ensure that they are suitable and are properly qualified. SSA is under no obligation to issue any person who applies to be an Adult Leader, with the authority to act as a Scouter. In view of the responsibility to parents and the dangers which have been found to exist, SSA will take every precaution to ensure that no-one will be admitted into, or allowed to remain in the Movement, whose moral character is in any way open to suspicion, or who behaves in an irresponsible manner when taking charge of children.

Limited Warrants

A Limited Warrant can be awarded after completing the Stage 1 training and is valid for up to 18 months. It allows the holder to run meetings at the unit's regular meeting place. You will still need more training to earn a Five year Warrant.

Five year Warrants

Additional training, the Stage 2 Warrant training, must be completed before any Scouter can be awarded a Five year Warrant. The additional training covers a lot more detail on how to run Units effectively and builds on the knowledge gained in Stage 1 training. Completing Stage 2 training ensures that the Scouter is competent to effectively perform all the functions of the role as set out by SSA.

Alcohol

The use of alcoholic beverages of ANY kind during Scouting activities attended by Meerkats, Cubs and Scouts, is forbidden and totally against the Principles of Scouting. Refer to The Member Code of Conduct and Disciplinary Procedure. That means, **never** drink intoxicating liquor while in the presence of children, even when in camp and they have gone to bed. The responsible Scouter accepts that intoxicating liquor and Scouting activities do not go together.

Money

It will most likely happen that at some stage, members will hand over money to you for camp fees, membership fees or fund-raising contributions. Always issue a receipt for any money received and hand it over to the Group Committee Treasurer immediately – **never** pay it into your personal banking account.

Never spend money on behalf of your Group without first obtaining the permission of your SGL.

Motor vehicles

This has been a topic of discussion for some time. The National Road Traffic Act (NRTA), Act 93 of 1996, is the relevant legal framework that applies to use of the road, as well as driver and vehicle requirements. What does that all mean?

1. Using the road

- **Behaviour:** Reckless and negligent driving: the driver is held responsible (through being prosecuted) for driving in any unsafe manner which can be attributed to either being reckless or (unintentionally) not following the rules of the road;
- **Driving under the influence of intoxicating substances:** this generally refers to alcohol but also means drugs and medication;
- **Roadworthiness:** Driving a vehicle that is un-roadworthy: this is a very wide aspect and requires more than just tyres in good condition; and
- **Driver competency:** this covers eyesight (are you wearing glasses if your licence states such requirement), do you hold a PrDP for the vehicle being driven, is your licence valid for the class of vehicle being driven, does your licence allow for towing of a trailer and is your licence valid (not expired).

2. Driving Licences and PrDPs

A Professional Driving Permit (PrDP) comes in three categories:

| | |
|----------|--|
| PrDP (P) | Passengers |
| PrDP (G) | Goods |
| PrDP (D) | Dangerous Goods (not used in Scouting) |

Transporting passengers to events

The driver is required to hold a PrDP (P) in the following circumstances:

- minibus - vehicle designed or adapted solely or principally for the conveyance of **more than 09** (so 10 persons), but not more than 16 persons, including the driver;
- vehicle used for the conveyance of persons **for reward** or is operated in terms of an operating licence issued in accordance with the provisions of the NLTTA;
- any vehicle conveying **12 or more** persons including the driver.

Note: the number of passengers a vehicle is licenced to carry, is shown on the licence disc. It should be the same as the number of seats with seat belts that are fitted.

If vehicles are driven by individuals and these vehicles meet any one of the criteria above – then a PrDP (P) must be held by the driver.

A PrDP (P) is required when carrying 10 or more people **irrespective of whether or not the other 9 persons have paid** for the transport.

It is advised that Scouts only use vehicles that are designed or adapted to carry less than 10 persons. I.e. they have a maximum number of seats with seat belts for not more than nine people, including the driver

Meerkats should be transported in their parents vehicle.

For Reward (payment): this is in terms of the NLTA (specifically) and refers to the payment for the provision of transport (in the main) – thus taxis, minibuses, large busses and tour busses per example. (It would also be required for someone who transports persons in a vehicle that seats LESS than 12 persons should the person offer a **paid** transport service).

Transporting equipment to events

The driver is required to hold a PrDP (G) in the following circumstances:

- the gross vehicle mass (GVM) exceeds 3 500 kg.

How does this affect Scouters transporting Meerkats, Cubs, Scouts, Rovers or adults to a bona fide Scout event?

Some FAQ's regarding Scouting and PrDP's

Question: Do I need to hold a PrDP(P) or (G) when transporting Members of SSA and / or equipment to a Scout event in a vehicle lighter than 3 500kg or in a vehicle that only seats 9 people (including the driver)?

Answer: No.

Question: Do I need to hold a PrDP(P) or (G) when transporting Members of the SSA and / or equipment to a Scout event in a vehicle lighter than 3 500kg or in a vehicle that only seats 11 people (including the driver) and I am towing a trailer of 750kg or less?

Answer: No.

Question: Can I drive a vehicle transporting 12 or more people (including myself as the driver) using a PrDP (G)?

Answer: No.

Question: Can I drive a vehicle 3 500kg and larger transporting equipment (goods) using a PrDP (P)?

Answer: No.

Question: Can I drive a vehicle and tow a trailer if I do not have a (E) classification for the class of vehicle (e.g. EB, EC1, EC)?

Answer: No.

3. Vehicle equipment requirements

It is important to note that compulsory equipment is required for vehicles. This equipment can be as simple as "standard" items (e.g. safety belts, brakes, lights,

indicators, *etc.*) or could be of a specific nature (*e.g.* contour marking, over-run brakes, warning triangles, *etc.*).

Contour marking (the reflective yellow tape) is required on all trailers – irrespective of size (length, width and carrying capacity) or date of registration, as well as any other motor vehicle that requires the driver to hold a PrDP (note the reflective tape on trucks, mini-bus taxis, larger buses and any other “commercial” operated vehicle).

As of 1 July 2004 – the driver of any motor vehicle (irrespective of class or use) is personally responsible for ensuring that all occupants use safety belt devices (seat belts or child restraints). The driver of the vehicle will be prosecuted for non-adherence by other occupants of the vehicle. Thus, you cannot carry more people than there are seats with seatbelts.

4. Insurance

Before transporting youth in your motor vehicle, enquire whether your vehicle insurance includes passenger liability – or whether your claim (or a third-party claim) could be rejected based on your actions.

When hiring vehicles – check on the operator’s insurance and adherence to the law.

5. Transporting passengers in load areas

It is commonplace for persons to be transported in the load areas (open or closed) of pick-up vans (bakkies), trucks and trailers. This practice is unsafe (as research and experience has proven the vulnerability of passengers in crashes) – however, the Act makes specific reference to the requirements for transporting persons in load areas.

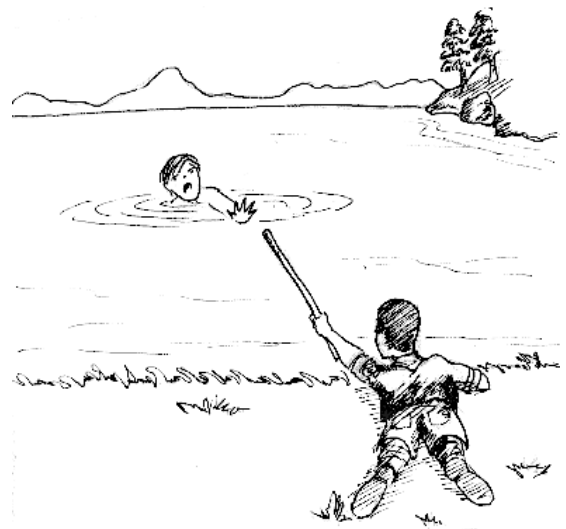
Although this is legally acceptable (at present – but there are moves to legislate against this), it would be both prudent and sensible not to encourage the practice of transporting people on the back of open vehicles.

General Safety

There is no doubt that what a young person wants from Scouting is FUN and excitement and Scouters must provide these ingredients, but if they lead to injury or damage to property, everybody is affected to some extent. Always consider the following questions:

- What is the probable risk?
- What can go wrong?

In legal terms, negligence is defined in terms of “What would a reasonable person have done in these circumstances?”



Accidents can never be completely ruled out, as long as we are providing the challenge and adventure which is a vital part of Scouting. However, it is important that forethought and adequate supervision is provided. It is here that a Scouter has a real responsibility. This responsibility must be acted upon to reduce the possibility of Scouting accidents.

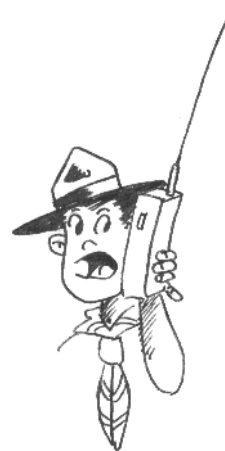
Accidents can have far reaching consequences:

- Public confidence in Scouting can be severely eroded;
- There can be inconvenience and expense to parents and the Group, and
- There can be a great deal of guilt for having not taken the necessary precautions in order to prevent the accident.

Should an accident happen then an Incident report must be filed and the relevant consent form and Activity Permit(if applicable), must be retained for upto 3yrs after the youth involved has turned 18yrs old.

A large proportion of accidents happen in or near the Group's HQ during normal meetings and not necessarily during hazardous activities where adequate precautions have been taken. Good leadership, thorough training and well-maintained equipment will minimise the occurrence of accidents. When young people are entrusted to your care, your greatest responsibility is to protect their lives and property.

Safety does not mean putting a brake on enthusiastic Scouting activities. Safety should be accepted as a sensible discipline that is instilled into every member of our Movement. A positive attitude towards safety will keep one constantly on the lookout for unsafe practices. There is an old adage that says that all accidents can be prevented. As Scouters, let us make this our ideal.



Here are some points that you can consider concerning safety at your Group HQ, whilst on camp, or hikes and during any other activity:

a) Group Headquarters

- Is all electrical equipment (plugs, cords) in good condition?
- Have all broken windowpanes been fixed?
- Are there any dangerous objects (glass bottles, tins, wire, etc.) lying around?
- Is there any material which could be a potential fire hazard (newspaper, flammable liquids, and gas cylinders) stored in the meeting place?
- Is equipment such as ropes and spars checked regularly and taken out of service if found to be worn or defective?
- Is a comprehensive First Aid kit available?
- When playing games, do you take the size of the youth into consideration to avoid younger Cubs or Scouts being hurt by the older ones?
- Are contact details for the emergency services displayed?

6. Expeditions, Camping, Hiking and Pack holidays

- Have you obtained the necessary Activity Permit from your SGL or DC?
- Have you received a completed, signed parent consent form from every Meerkat / Cub / Scout / Rover?
- Is camp hygiene always up to standard?
- Are saws and axes kept sharp and stored in a safe place?
- Are aerial runways built and used in accordance with the Aerial Runway Code?
- Are Scouts permitted to wear sheath knives?
- Are the correct procedures followed when lighting fires, gas equipment, paraffin stoves and lamps? This is very important when there is a high risk of fire during a declared fire season when outdoor fires are banned
- When hiking, do the Cubs / Scouts / Rovers have the correct equipment, clothing and drink for all weather conditions?
- Do the Cubs / Scouts / Rovers know what procedures to follow if lost, in the case of an accident and / or in inclement weather, while hiking?

7. Swimming and water activities

- Does the leader in charge have the correct Charge Certificate for the activity?
- Do you enforce the Buddy System for all Meerkat / Cub / Scout / Rover swimming?
- Are sufficient life jackets available for all boating activities?
- Are the life jackets fit for this purpose, and in good condition?
- Are the life jackets the right size?
- Do you discourage horseplay during swimming sessions?
- Have you checked the suitability of the swimming area? Are there any underwater hazards?
- Is there a rescue picket on hand and ready?

Remember:

In most cases, plain common sense and a positive attitude to safety are all that is required. Do not take unnecessary chances!!

Part A Revision questions

1. In the event of a minor incident where a scout gets injured, what actions must you take?
2. Where can you find the policies of SSA?
3. Why are policies important?
4. List the policies that are important for the role you expect to fulfil.
5. What is your Role in SSA? And what is your accountability for that Role?
6. What steps can you take to ensure the safety of all the members in your care?
7. Does your Group have a policy library? If so, who is responsible for keeping it up to date?

8. What is an Activity Permit?

Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|---|-----|--------|------------|
| The main policies of SSA | | | |
| List the four most important policies for an Adult Leader to know about | | | |
| The accountability of Adult Leaders for SSA policies | | | |
| What an Adult Leader can do to ensure the safety of youth in their care | | | |
| | | | |

Module 5B: Responsibilities, Accountability and Safety

Part B

- Outcome 1: Participate in Group discussions and role-plays on the main policies of SSA
- Outcome 2: Explain the accountability of Adult Leaders regarding policies
- Outcome 3: Discuss the role and responsibilities of Adult Leaders with regard to safety
- Outcome 4: Explain the purposes of the Limited Warrant and the 5 year Warrant
- Outcome 5: Describe how warrants are applied for and issued in your Region

Revision questions

1. List three or four situations that you have heard about where SSA policies have been applied and which policies were applied.
2. List the main points about the accountability of Adult Leaders
3. During what types of activities may safety issues be a concern?
4. List some frequent risks to safety
5. What is an Activity Permit?
6. Can a limited warrant holder apply for an Activity Permit?
7. What are the differences between a Limited Warrant and a Five-year Warrant?
8. Who will apply for a warrant for yourself?

Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|--|-----|--------|------------|
| Participate in Group discussions and role-plays on the main policies of SSA | | | |
| Explain the accountability of Adult Leaders regarding policies | | | |
| Discuss the role and responsibilities of Adult Leaders with regard to safety | | | |
| Explain the purpose of a Limited Warrant and the five year Warrant | | | |
| Describe how Warrants are applied for and issued in your Region | | | |

Module 6: Communication and Home Visits

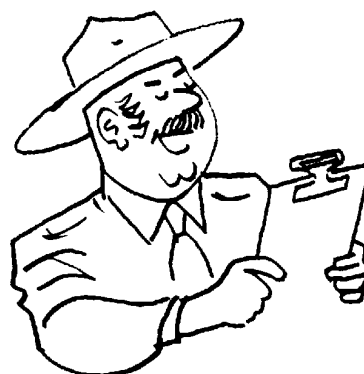
Part B

Outcomes

- Outcome 1: Explain the purpose of having good communication with parents or guardians and how the information gathered can be used in helping to run the Den, Pack or Troop
- Outcome 2: Discuss how communication with parents can be improved and sustained
- Outcome 3: Discuss methods of communication, including home visits

Methods of Communication

There must be an effective method of communication at all levels of the SSA – whether through a regular newsletter or announcements at meetings, through an SMS linked approach or through social media. Further to this, there must be communication with the community and broader public via the media or through structures within the community (schools, churches, clubs, Non-Governmental Organisations - NGOs, Community-based Organisations - CBO's and whatever other avenue is open to Scouting).



In some cases, a dedicated person is appointed as a Public Relations Officer (PRO) or Information Officer (Region or District level).

If you are to fill such a post, it is important to remember that the communication medium / method you choose should remain effective, efficient, concise and acceptable to all.

Communication with Parents

Not all parents or guardians will be members of your Group Committee, but they are automatically members of the Parent Support Association for the Group. The interest and support of every parent and guardian is required if their children are to benefit from Scouting.

Parents of Meerkats are expected to be present and help at Den meetings. Parents can be given an activity to run and to help with other activities. They must be encouraged to participate in Group activities.

It is obvious that you and your Scouters cannot possibly have the same influence on a young person as their home. What you need is the support of the home influence (the parents/guardians). Therefore, treat all parents as Group Members and train them.

The SGL or Senior Scouter must ensure that some form of parent education happens and that it is planned and continuous. In addition to functions to which parents are invited, a roster of home visits should be in operation and you, as the main parent contact person, should play a leading part in this.

When a recruit joins the Group, the SGL and the Den /Pack / Troop / Rover Scouter concerned, should visit the home and ensure that the parents, too, have the correct introduction to Scouting. The obligations of both youth and parents resulting from Group membership should be explained.

You should keep a personal record of all parents' professions / occupations and hobbies / interests as this will prove of great value when specialist instruction or assistance is required with the wide range of activities which Scouting embraces. Remember the requirements of the POPI Act.

Regular communication is needed; it can take the form of a Group newsletter either written, a Face Book page or other electronic medium. The frequency, monthly or quarterly, must meet the needs of the Group. Communication from the individual units in a Group can take place in addition to a regular newsletter and will be necessary for planning special events. In addition to written communication, getting together with all the parents about twice a year should be part of the Group's year plan. A special effort to include new parents in these events should be made.

Purpose of Home Visits

Ideally, when a child joins the Meerkat Den or Cub Pack, the Den Scouter or the Akela should go with the SGL to visit to that child's home to meet the parents and to introduce the parents to the Aims and Principles of the Movement. Similarly, when a child goes straight into Scouts the Troop Scouter and the SGL should visit the child's home.

Apart from this special visit, it is recommended that regular parent contact be maintained in addition to the general contact that occurs at Group functions. Each Scouter in the Den, Pack or Troop should take a share in home visiting to ensure that each home is visited at least once every year.

Without parent support, our success as Scouters, will be less than it should be. A lively Group Committee will programme for parent contact outside of parent evenings and Group Committee Meetings.

Revision questions

1. How often should there be communication between parents or guardians and the Unit Scouter?
2. Give 3 reasons why contact with parents is important
3. What information can be obtained from a visit to a parent or guardian that may benefit the Group?
4. What methods of communication are used by your Group and do they all work?
5. List 3 or 4 ideas that you have to improve communication in your Group?
6. Why is a home visit important when a child first joins a Den, Pack or Troop?

Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|---|------------|---------------|-------------------|
| Explain the importance of having good communication with parents or guardians | | | |

| | | | |
|--|--|--|--|
| Describing how communication with parents can be improved. | | | |
| Explain the uses of different methods of communication | | | |
| | | | |

Module 7: Support and Resources for Adult Leaders

Part B

Outcomes

- Outcome 1: State the resources available to Adult Leaders and where to find them
- Outcome 2: Explain how support can be obtained
- Outcome 3: Explain what a Personal Development Review is

Support for New Adult Leaders

No matter where you may join the Scout Movement, you will be part of a Group, District or Region. Part of the function of each of these levels is supporting Scouters. There are several ways in which new adult leaders are supported.

Your Mentor

One of the processes to ensure your growth and development as an adult leader includes the appointment of a mentor to guide and assist you.

You may already have been contacted by your mentor, but should this not have happened - please raise this with your SGL, DC, the Course Director or the Regional Team Coordinator: Adult Leader Training (RTC: ALT) as soon as possible.

Your Mentor will help you be more effective in your role. They will guide you and help you to gain more satisfaction and personal pleasure from your involvement in Scouting. Generally, your mentor will help you in the following ways:

- Answering questions about the methods used in Scouting
- Explaining how SSA operates
- Providing information on where to access resources
- Arranging contact with other Scouters and participation in activities
- Assisting with questions around programme implementation
- Giving examples of how to implement activities



Fellow Adult Leaders:

Scouters in the Group

If you are part of an established Group, your fellow Scouters will offer assistance and support as they will have had experience in many of the matters you will be faced with.

Scouters in nearby Groups

If your Group is newly established, or has no experienced Scouters, fellow Scouters at the closest Group to you will be able to offer assistance and support. Details of these Groups are available from your District Commissioner (DC) and the Regional Manager.

District and Regional Staff

There are Scouters in your Region (RTCs and their Team members) who are specifically appointed to help you implement the youth development programme, as well as to develop adult leadership. They are appointed to offer support and guidance to Unit Scouters. These members of the Regional Team, can visit your Unit meetings and offer guidance, help with planning and running outings and provide feedback on the quality of meetings and outings.



At District level the DC holds regular meetings with Unit Scouters to help Scouters with their role of providing the correct environment for the youth members.

Group Committees

Many parents who are involved in non-uniformed functions within SSA can be approached for assistance (and are generally involved in providing support functions related to badge examining, administration, fundraising, development, public relations and recruitment).

In the Meerkat branch it is essential that a parent or guardian accompanies the Meerkat to the meeting and collects them from the meeting. Parents can be invited to stay and can then be involved in helping run some of the activities or games. This may lead to a permanent commitment.

Community

Scouting is generally highly respected in most communities – so the goodwill, advice, moral, and financial support available from the local community should be sought and cultivated. This will greatly assist you in fulfilling your role, as well as ensuring that your profile remains high within the community.

The role of the community will be more pronounced in the case of a sponsored Group.

Attending training

The Region will ensure that adequate opportunities will exist for skills development and growth – by facilitating various training activities within the Region or District, or through an external training organisation with programmes relevant to Adult Leader needs.

Exposing yourself to training allows better understanding of the philosophy and purpose underlying Scouting, as well as techniques and ideas on the best method to achieve this.

Every time you attend a training event of some kind, your network of support and friends will grow, and you will have the opportunity to discuss ideas and find solutions to challenges.

Information resources

To fulfil your role properly (and depending on your appointment), you will need to own (or have access to) the following:

Meerkats

The Meerkat Trail
The Meerkat Badge Book
Programmes on a Plate
The Den Scouter's Working Kit

Cubs

The Cub Trail
The Cub Badge Book
Programmes on a Plate
The Pack Scouter's Working kit

Scouts

The Scout Trail
My Scout Journey
The Scout Badge Book
The Patrol Leader's Handbook
The Troop Scouter's Working Kit
Counselling and Personal Growth Agreement
Veld Lore books

Rovers

The Rover Handbook

Scout Group Leader

SGL Working kit (being developed)

Commissioners

Working Kit for Commissioners
(being developed)

General

SSA Organisational Rules (OR)
SSA Policies
The Scout Prayer Book
Ceremonies book
Scouting for Boys
SSA Website www.scouts.org.za
SSA Wikipedia
Email: info@scouts.org.za

Starter Kits for New Units

When first getting started a Unit may not have access to much equipment. This equipment list has been prepared to guide Units who are just getting started.

- Meerkat, Cub or Scout Trail;
- Meerkat Book, Cub Workbook, My Scout Journey
- Meerkat, Cub or Scout Badge Book
- Den, Pack or Troop Scouters Working kit
- A selection of Proplan charts to help with practical activities;

- Bandages or lengths of fabric scraps and plastic bags to cover hands to practise First Aid;
- Rope to practise knots and pioneering;
- Hard cover exercise book to keep records, attendance, names and addresses etc.;
- A soccer ball and tennis balls for games and sporting activities, and
- Crayons, pencils, scissors, glue etc. to use for arts and crafts.

For keeping records Scouts Digital is very helpful and automates many of the Record keeping tasks. Ask your SGL or DC how to get started with it.

Introduction to Personal Development Reviews (PDR)

Annual Reviews

Each year, a review needs to be held with every Adult Leader. The purpose of this review is to discuss each area of performance and to:

- Identify all the successes and compliment the person for their achievement.
- Identify shortcomings and discuss how these can be turned into successes.
- Identify difficulties and discuss how extra support can be given to overcome these.
- Discuss targets for the coming year for each area of performance.

At the end of the review, the Scouter should be able to answer the following questions:

- How am I doing?
- Where am I going?
- What can I do to improve?

Key Functions

include the functions described on the Job Description; additional space will be included to add additional tasks that are unique to a Scouter's situation. During the transition, draft forms will be available from the Chair: National Adult Resources.

For every position in Scouting, there are key functions. A Key Function is a cluster of tasks relating to one aspect of the job that an individual needs to do, and it is based on the Job Description, e.g. for an APS a key function is to support Group activities. Within this heading, there are several key tasks, e.g.:

- Share in the planning and preparation of Pack meetings
- Support Group, District and Regional events and projects, and
- Participate in the outdoor programme of the Pack and taking responsibility for organising the whole or part of any camp, hike or outing as requested.

From these individual tasks, key tasks are chosen to focus on during the coming year and targets set. These targets must be measurable, e.g.:

- Plan and run all games for the first term meetings
- Plan and run all Silver Wolf Training for the second term meetings
- Plan two outings in the third term

For more information about PDRs, talk to your mentor.

Conducting Personal Development Reviews

An Annual PDR is a very important meeting; good preparation by the Unit Scouter and SGL is essential. It needs to be tackled in a similar fashion to a Personal Growth Agreement (PGA), using good counselling techniques and non-directive questions.

Before your meeting, you need to:

- Familiarise yourself with how the meeting will be conducted:

When it will be;

Where it will be;

How long it will be, and

What information to take to the meeting.

- Re-read your job description.
- Look at last year's PDR form.
- Find out as much as possible about your Unit's plan for next year.
- Prepare some questions to ask.

During the meeting you need to:

- Be open and honest;
- Be prepared to ask questions;
- Listen carefully;
- Make sure you are comfortable with any suggestions for targets, and
- Agree to go for some more training, either formal or self-study.

Revision questions

1. Do you have a mentor and what support can a mentor give?
2. Who else can support you in your new job?
3. What support can be obtained from your Region?
4. What are the main resources that you need to run your unit?
5. Where else can you find information to help run your unit well?
6. What help do you need to improve the way you run your unit?

Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|---|-----|--------|------------|
| Where can you find useful resources to help you do your job | | | |
| What support can you obtain? | | | |
| Describing the purpose of a Personal Development Review | | | |

Module 8: The Purpose and Importance of Games

Part B

Outcomes

- Outcome 1: Discuss the purpose and benefits of games
- Outcome 2: List the types of games
- Outcome 3: Participate in different types of games
- Outcome 4: Explain how to choose an appropriate game

Purpose of Games

"One of the objects of Scouting is to supply team games and activities which can promote the boy's health and strengthen and help develop his character. These games have to be made attractive and competitive and it is through them that we can inculcate the elements of pluck, obedience to rules, discipline, self-control, keenness, fortitude, leadership and unselfish team play."

("Aids to Scouting" by Baden-Powell)

Games are the most flexible tool in a Scouter's kit. You can modify or adapt them to fit most circumstances and with a little imagination, nearly any particular theme. Above all else, they are FUN and promote a great deal of enjoyment.

When youngsters are enjoying themselves, they are easier to control and when the game is over, they are more willing to work. Games play a large part in the youth programme. Never underestimate their value in our training system.

Every game you run should have a purpose and that purpose should be clear in your mind - no matter whether the purpose be any one of a number of things, including:

- training
- testing
- building Six, Patrol or team spirit
- energy release
- just plain fun

During any one programme, the games should be causing youth to run, jump, leap, smile, concentrate and lots of other activities like that, but more importantly - to laugh, to enjoy. If good, honest enjoyment is missing, it might be that your programmes are a bit too serious. Really look at the youth as they take part in their activities and ask yourself:

- are they learning something towards their Advancement Badge?
- are they learning to give and take?
- are they learning about rules for living?
- are they learning about success and defeat?
- are they learning about fair and unfair?

- are they accepting the games that do not appeal, as well as the games which do appeal to them personally?
- are they enjoying themselves?

Games should develop:

- Sportsmanship
- Skills
- Initiative
- Discipline
- Unselfishness
- Character, courage and perseverance
- Fair play and respect for the rights of others
- Leadership
- Sense of belonging
- Training
- Good nature
- The mind, as well as physical development of the body
- Mental and physical coordination

Games are used to:

- Learn
- Test or revise training
- Support training
- Impose and develop control
- Promote health
- Stimulate a sense of humour
- Express feelings
- Break the ice
- Release pent-up energy
- Vary the tempo of the programme
- Boost morale
- Express moral values
- Provide fun and entertainment

When playing games, remember:

1. Games should be chosen to suit the age group.
2. Games should be properly disciplined. Games should always have a clear start and finish. Once the game is finished restore calm and formality, before moving on.
3. Games should be played properly and in good sportsmanship
4. Retain control - be fair and firm in your decisions.

5. Instructions should be given clearly and concisely and in proper sequence. Only if you have it clear, can you make it clear to the youth members. Ensure that all youth clearly understand how to play before starting the game.
6. Plan all games well before playing them. If the game is going wrong, stop it, explain again how to play it and start it over. Have a practice run - to make sure the rules have been correctly understood
7. Youth, in their excitement, tend to cheat or bend the rules, to breaking point. Deal with cheating firmly. "Cheating" is often due to a different interpretation of the Rules, or a misunderstanding. Do you need to make the rules more specific?
8. Give the smallest, slowest and youngest children a chance - ensure that teams are evenly matched. Always think of the harm that can be done if any individual is constantly placed in a position where they are seen as a failure by fellow youth and see themselves as not achieving.
9. Games should have a purpose. When planning the Unit meeting, consider games and choose those which tie in with the rest of the meeting. Include games both for fun and for training.
10. Allocate points for games in relation to the training value rather than just for speed or physical strength.
11. Use simple and safe equipment and do not let youth walk or run! into hard objects when blindfolded.

Games and the individual

Youth enjoy games because they can become immersed in the game and enjoy the physical exhilaration of running, jumping, chasing, competing, stalking, seeking and generally having a good time.

In this way, the youth can release energy which might otherwise be released by fighting or be bottled up by sulking or just being unhappy.

Watch as your youth are playing, and you will come to understand the differences in the individuals.

For example, some youth:

- are natural leaders;
- must win at any cost;
- are not 'good' at games and tend to hang back;
- bully or dominate;
- really consider others;
- are impatient with the not-so agile, the slow or those who lack understanding of the game;
- lack co-ordination;
- show definite interest in certain types of games;

- show off, and/or
- need subtle encouragement or help
- Need to feel included

You will find that your youth will be more receptive to learning when there is fun involved. Each learning experience in the youth programme can and should be reinforced with games. This way you are offering opportunities to practise new skills in an enjoyable way, while the learning is fresh in their minds. Revision activities should always include games as well.

Health and hygiene

1. Most games involve considerable physical effort. Youth that are prohibited from physical activity by a doctor must not be allowed to take part. But should have another activity given to them.
2. Ensure that no youth can overstrain themselves.
3. Appropriate clothing should be worn for games. Loose items such as caps and scarves should be removed.
4. Keep the First Aid kit available.

Imagination

With a bit of experience, you will find that it is not too difficult to alter games to fit themes, to suit the age or ability of the youth, and even to align with your programme. You will find that the younger youth enjoy a story being built into their games. Use your imagination to stimulate theirs. Thus, the following:

- An ice-cream container can be anything from a lake to a moon base;
- A ball can be a missile, a jet plane, or a planet, and
- A rope can be a snake, a rainbow, a river, or a tail

Equipment

All equipment used in Meerkat, Cub and Scout games should be:

- simple to use and understand;
- in good condition and strong enough;
- safe (e.g. no sharp edges) and age appropriate;
- adaptable to various uses, e.g. tins can be used for rolling, throwing balls at, steppingstones, markers, shakers, throwing things into, noise makers;
- kept in a games box or bag and tidily stored;
- readily accessible;
- not junk (and not to be confused with 'odds and ends' which can be useful craft or games material), and
- suitable to the activity.

Games box

It is useful to have a suitably large box or section of a store, in which to keep game equipment. Games that require little or no equipment are usually best. Keep an inventory list for your box and update it when any new equipment is acquired.

Ideas for your games box

Here are some ideas of easily obtainable items that could make up your games box. The numbers given are just indicative.

They can be used for over 100 games.

| | |
|--|------|
| Balloons | 10 |
| Balls: | |
| -Tennis balls | 4 |
| -Basket (or Soccer) ball | 1 |
| -Ping Pong balls | 8 |
| -small hard-balls (Cricket, softball) | 2 |
| -Small rubber | 4 |
| -Light plastic (10 cm) | 1 |
| -Light plastic (5 cm) | 1 |
| -Super balls | 2 |
| -Old golf balls | 4 |
| Bandages (triangular) | |
| Batons (30 cm – 40 cm) | 4 |
| Bats (wooden - 30 cm) | 2 |
| Beanbags | 4 |
| Blocks (wooden) | 24 |
| Blindfolds | 4 |
| Bottles (plastic: detergent, cool drink, milk) | 4 |
| Boards (100 mm x 225 mm x 5 mm hardboard) | 4 |
| Buckets or bowls | 4 |
| Chalk (assorted pieces) | box |
| Counters (plastic or similar) | 100 |
| Dice (large) | 4 |
| Gauze bandages (25 mm) | 4 |
| Ice-cream containers | 4 |
| Kitchen Utensils (ladles, bowls, spoons etc.) | |
| Lima beans (Life material) | 1 kg |
| Money (play-type assorted) | |
| Newspapers (Rolled up, taped together) | 8 |
| Pencils (assorted small) | 30 |
| Pistol (water) | 4 |
| Polystyrene cups | 12 |
| Pucks (5 mm x 150 mm) | 2 |
| Pump (bicycle-type and adaptor) | 1 |
| Quoits (Ring toss) | 4 |

| | | |
|------------------------------|---------------------------|----|
| Rope: - | Cotton (knotting lengths) | 8 |
| | Sisal (6 mm x 4 m) | 8 |
| Sacks (hessian) | | 4 |
| Staves | | 30 |
| Sticks (about 1 m long) | | 10 |
| Streamers (assorted colours) | | 6 |
| Tins | | 8 |
| Whistle (pea-type) | | 1 |

Children that do not or cannot play

You may get a youth in your Unit who is reluctant to join in games for several reasons. They may be:

- shy;
- seeking attention;
- self-conscious;
- small physically;
- scared of being bullied or picked on during the game
- tired;
- lacking confidence, and/or
- physically unable to take part.

Should you have youth like this it is important to try and overcome the cause and encourage them to participate. If they cannot participate because of an injury or disability, then give them something to do which is part of the game; keeping score, holding equipment, blowing the whistle, being a boundary umpire, announcing the winners, etc. Then try to ensure your programme includes one or two games in which they will take part.

Scoring for games

Games should not emphasise winners and losers all the time. Youth can get quite enough of this elsewhere. However, in team building games the points become very important and it must be clear at the start, how they will be awarded. Keep a good record of the score if you are not using beans, discs or some other token for points

If you do play games with points, it is a good thing to make sure that each team gets some points. You can give points for first, second, third and fourth, participation, co-operation, first ready to start, etc. Always be ready to encourage.

Safety

Every Scouter should be aware of their responsibility for the safety of the Youth, the Scout Movement, and themselves. As adults, we are vested with the responsibility and accountability of ensuring that each youth member in our care is not exposed to unnecessary dangers, that the Scout Movement is not placed into an embarrassing position because of irresponsible Adult Leaders, and that you are not being compromised by your actions. It is essential that you keep a mental note of the Scout Movement's policies on various matters of responsibility and safety.

The responsibility of organizing the Meerkat Den, Cub Pack, the Scout Troop or the Rover Crew into an effective, flexible, fun and adventurous Unit, falls on the shoulders of the respective Unit Scouter. The programme should be varied and mainly run outdoors. Some activities could have an element of danger attached to them even if approached responsibly and risks identified.

It is important that you keep safety factors in mind when running a game:

- Make sure the equipment is safe – that it is not sharp, made from unsuitable material or likely to splinter, that ropes are not frayed, and poles are sound
- Try to match the children in size.
- Have a Scouter keep a sharp eye on any child who gets aggressive if bumped, battered, etc.
- Do not allow children to strain themselves - as in carrying another child or pulling heavy objects.

Everyone feeling included

If a team is short-handed, make up the numbers by adding a Scouter or two, borrowing from another Six, patrol (not usually a good idea) or team or letting one or two youth run twice. This is far preferable to making anyone one sit out.

Encourage the children to enjoy themselves. Let them cheer on their team or partner. Encourage Sixers/PLs to give their Six/Patrol a good word when they have done well or tried hard - whether winners or not. Downplay the not so successful or awkward. Concentrate on the effort and attitude. Praise the participants whenever you can.

General hints on games

- Watch for any signs of bullying - children are not to be wrapped in cotton wool, but bullying cannot be tolerated and is not in keeping with the Promise and Law.
- Give encouragement - children like a sincere word of praise or encouragement and will strive even harder as a result, perhaps to attempt something they would not normally consider doing.
- Involve other Scouters - Scouters and parent helpers should not be left standing on the side-line while you try to control the whole game. There is always the need for judges, scorers, etc.
- Watch the time – do not let a game run too long. Try to ensure each participant has a turn. Always terminate a game at the height of enjoyment. Do not let a game exceed 5-10 minutes.
- For Meerkats especially keep games short and fun, do not let the children get tired

How to Run Games

When preparing to play games, the Scouter should:

- Select a variety of games for a meeting.

- Adapt games (if necessary) to suit the age and experience of the youth, the numbers at the meeting and the theme of the meeting. Some games are unsuitable for the youngest children.
- Have all the necessary equipment for the games ready at hand.
- Explain the game clearly and with enthusiasm.
- Create a spirit of cooperation.
- Capture attention with the first game and this will help to establish the pace, tone and atmosphere of the whole meeting.
- Be alert to capitalize on unexpected happenings: laugh with your youth and do not show annoyance.
- Move the youth to where you want to play the game before giving the instructions.
- In the Troop, instructions should normally be given only to the Patrol Leaders, while the rest of the Troop are busy with the previous activity, they should not be kept standing waiting!
- Demonstrate the game or have trial run, if necessary.
- Speak so that you can be heard, but do not shout.
- Expect the youth to listen.
- Watch the game with interest.

Types of Games

1. Den/Pack/Troop or Active games

(Also called Steam Release Games)

These games are suitable for the beginning of the meeting, and many can be played while the youngsters are still arriving. They need little equipment and may be played in or out of doors. The games are intended to satisfy the youth for strenuous physical action leading on naturally to periods of mental activity.

2. Team games

This type of game would be used for Cub age upwards because Cubs in particular, are only just emerging from the fiercely individualist and selfish stage – “Akela choose me”, “Can I be next?” is a natural reaction. While for Troop Scouters, team games are very important for developing teamwork and the Patrol spirit. Team games introduce them to the idea of striving for a group and not just for their own good, umpiring from the PS. As with Relay games, a trial run or demonstration is advisable to ensure that the rules are fully understood. Some points to remember:

- One of the primary purposes is to build team spirit.
- Games for two teams. Do not always adhere to Sixes or Patrols. It is sometimes better to mix up and get balanced teams. But the six or patrol cannot get points
- They combine physical and mental alertness.
- Use frequently some of the “outdoor” type.
- Should be used often

3. Relay games

Again, these types of games are not appropriate for the young children in a Meerkat Den. Here we have the competitive element in Cubbing and Scouting. Youngsters enjoy relays and will compete fiercely for their Six or Patrol. At Cub age, the urge to compete and win is very strong, even primitive! To say they will play by fair means or foul would perhaps be too strong, but unless under firm control, foul means soon creep in! The problem is not often conscious cheating, but the will to win can cause infringements of the rules if this is not checked. Self-discipline is in the early stages with Cubs of this age and relay games help to develop this. In Scouts too, there is a strong desire to win and here they will look for every loophole and try to bend the rules to their advantages. There are a few ways in which the Scouter can help:

- A disciplined start and finish to all relays is essential – the Sixes or Patrols in straight lines for the start and at the alert at the finish.
- A trial run or demonstration by Sixes or Patrols means that all know what to do, thus avoiding arguments and ill-feelings.
- Easy way of revising requirements for Advancement Badges.
- Have undoubted value, but do not overdo them.
- Do not allow Sixes or Patrols to become too competitive.
- The difficulty of unequal numbers in Sixes or Patrols may arise:
 - in simple relays, some members of the Six or Patrol run twice to even up numbers, and
 - make the Sixes or Patrols even by moving a youngster from one of the other Sixes or Patrols.

4. Sense training games

Sense Training was one of the fundamentals of the Founder's policy and its value remains true today. The games in this section train the youth in the senses of hearing, touch, smell and observation – sense of taste is usually sufficiently well developed in the youth, but do not leave it out. Our senses were originally given to us for our protection and even in this sophisticated world we live in now, a quick response to a message through our senses can alert us to danger, and if the senses are keen, life is infinitely more interesting and enjoyable. Points to remember:

- Variety infinite - have one in many meetings.
- Remember all the senses - sight, touch, smell, sound, taste (with caution) and common sense.

5. Quiet games

The meetings need to have some contrast and after a noisy game or activity, the youth are quite happy to play something quieter, usually demanding some mental effort. For some children who do not particularly enjoy the more boisterous games they are a welcome change. Quiet games demand self-discipline from the children and the Scouter should insist on quiet so that the game can be played properly. They are good games to play just before any occasion when they are required to be attentive. Points to remember:

- It is good, sometimes, to play a game without too much noise.
- Do not overdo the "quiz".

6. Test games

These are designed to help and test the youth with their Advancement activities and should be introduced wherever possible after some training activity. Passive listening is a very dull way of learning. Small children have short memories and the games can be used not only for learning, but also as revision for everyone.

Note: It is possible to pass some tests while playing a game.

7. Wide games

Wide Games – a Scouting term for the type of imaginative story game involving hunting, chasing and stalking.

When playing a Wide Game, it is important to have a well-defined area, as an enthusiastic youth can chase on go into an area with unknown dangers or get lost in their excitement. A Wide Game may consist of one of these following elements or it may include all three:

- Tasks to be performed;
- Trails or clues to be followed, and
- Stalking.

It should suit the terrain, the time of day, and the help available to organise. Field Games include some well-known versions of Cricket and Rounders. They are fast moving games and are ideal for keeping warm in the cold weather.

Expedition Games should give the children an opportunity to chase over a big field, a wonderful experience for a child living in a flat in a large city. Use a scavenger hunt for natural objects; make these games exciting and different.

POINTS TO REMEMBER:

- Even though these games are “wide”, boundaries are needed. Define these clearly.
- If everyone, or different teams, are to start at once in different places, have a starting signal or given time (synchronise watches first!)
- Have a time limit, “Everyone to be back here at” Are they all wearing watches? Alternatively, have a finishing signal. Check that everyone is back, especially in the dark.
- Play in Sixes, Patrols or pairs or threes, with Younger members avoid games where youth are working on their own, especially when in rough country.
- Youth should be suitably dressed for the activity to be undertaken. Uniform is unsuitable for stalking!
- Make sure all instructions are clearly understood before they start to play.
- Check the game thoroughly beforehand.
 - Is the trail fairly fool proof? (There is always a fool!)
 - Are the answers to all the clues where they should be?
 - Do your fellow scouts and helpers understand what they have to do and where they have to be?

Do involve outside helpers, to give an element of reality and/or surprise. They can be trailed, eccentric member of the public to be assisted, and ambulance drivers/rescue teams, etc. who arrive when summoned.

Wide games are adventure.

You do not play them in the Group Headquarters (HQ) or just outside. They are played in the open air, preferably well away from the Group HQ and hopefully in bush areas. City Packs or Troops who cannot get away to the bush often, must try to find places suitable around their District. School or municipal land will quite often do, as long as the area is large and offers some hiding places - such as bush, trees or buildings. Wide games need atmosphere from the start. Do not tell the youth they are going to play a wide game. Rather something just set the scene or challenge; make it as real as possible, and safe. E.g.: 'We have been trusted with a mission'. Or 'A strange thing has happened. Do you know that'. And play out the part yourself - be in it right from the word go. Practise, explaining the rules and story so that they sound exciting.

Remember that these games offer the excitement and challenge of the outdoors, which often is the reason boys and girls join the Movement. You may have to put more preparation into organising a wide game but the pay-off is far higher.

Finally, do adapt these or any other ideas to your own and your children's needs and situations. Make it exciting; use a story, have messages in code or invisible ink, use passwords; and make it FUN!

8. Circle games

These games are mostly energetic but manage to keep the children in some sort of formation and thus circumvent their natural inclination to climb on chairs, tables or up the wall! These games are the family type of games - everyone playing together. Circle games are particularly well suited for Meerkats because of the focused group.

- Play a part in warming up and settling down - good for discipline.
- Every child gets a chance - this is important.

A few clues for success

- Make sure all Scouters understand the rules.
- Boundaries must be clearly marked or understood.
- Make sure you have all the equipment ready.
- Have simple rules in place.
- A story line that the children can understand.
- Make it sound very exciting.
- Have penalties rather than knockouts.
- Make sure everyone knows the starting and finishing signals.
- Count heads at the end of the game.

Be enthusiastic about explaining the game and so get everyone involved and wanting to play. Do not keep the children waiting too long to start as that will dampen enthusiasm.

Ideas for Games

The Scouter's Working Kits contain lots of ideas for games. These are available from SSA.

Training with games

Games, as a method of getting the point across to the youth, should never be ignored. There are numerous types of games and all can be employed at various times. A crossword or a paper quiz is invaluable for keeping a small number of children quiet and busy without complete supervision.

Every game should have a purpose

The types of games and the most important or likely purposes can serve are listed.

| Den Pack or Troop Games | Individual Games | Acting/ Role Play |
|--|---|---|
| All in together | Playing for himself | Help overcome self-consciousness |
| Get things moving | Self-discipline | Help self-expression |
| Not necessarily a winner | Competitive or non-competitive | Good for encouragement Good for confidence Instruction |
| | Good for youth to assess themselves | Easy way of learning |
| | | Concentration |
| | | Free atmosphere |
| | | No stress |
| | | Different approach |
| | | Make life easier for the Scouters |
| | | |
| Inter-Six/Patrol Games | Testing | Just plain fun |
| Teamwork | Actual testing | Fun for all |
| Leadership | Teamwork or individual Non-competitive | Relieves tension |
| Helping others | | Freedom of expression |
| Competitive or revision | Different approach | Free but disciplined |
| Tolerance | Fun for Cubs | Surprise element |
| Team spirit | Confidence booster | |
| Sportsmanship | Can relive testing stress | |
| | | |
| Team Games | Sense training | Wide |
| Not necessarily Sixes/Patrol | Concentration | Adventure |
| Different groups learning to work together | Awareness | Concerted effort |
| Tolerance | Alertness | Perseverance |
| Patience | Confidence | Freedom |
| Competitive or non-competitive | Safety | Challenging |

| Den Pack or Troop Games | Individual Games | Acting/ Role Play |
|-------------------------|-------------------|-------------------|
| Teamwork | Knowledge of self | |
| Leadership | | |

Classifying games

Games can be classified in several ways by:

- The way in which they are played - quiet, noisy, physical, mental, circle.
- The way in which players participate - individual, pairs, teams, relays.
- Their location - indoors, outdoors, at tables, open spaces.
- Their purpose - teaching, test, sense-training, acting, wide.

Other classifications can be:

- **Interest Badge** - a game to tempt or reinforce thinking on badge work.
- **Acting** - mimes, characters to help self-expression.
- **Advancement Badge** - for instruction, revision, back-up, information or testing.
- **Circle** - individual or team effort played in circle formation.
- **Drawing** - helping observation, following instructions, self-confidence.
- **Energy** rating -
HIGH - for early in the programme when children want to be energetic and need to get rid of excess energy;
MEDIUM - for middle of programme or hot weather, and
LOW - for quiet times, such as end of programme, before a Cub's Own.
- **Individual** - playing for self only.
- **Inter-Six or Patrol** - competitive or non-competitive.
- **Jungle** - using the Jungle Stories as a basis.
- **Outdoor** - requiring space to move, cover of some sort.
- **Den/Pack/Troop** - played by the Den, Pack or Troop as a unit, easily cross-referenced with individual classification.
- **Relay** - teams in relay formation, not necessarily Sixes or Patrols.
- **Sense training** - encouraging use of all senses.
- **Steam-release** - energetic activity for early in a programme or when Cub energy peaks.
- **Team** - two or more teams.
- **Wide** - outdoors for a time of not less than 20 minutes and up to all afternoon, individual or team game.

Most games will cross-classify. For example, a wide game could also be a team, jungle, inter-Six, Pack and even a testing game. When you write a game into your personal record file, have a good look at it and classify it under as many headings as you can. You will find this very useful and time saving later on.

Hints for running games:

- Youth need to be:
 - themselves;
 - stimulated;
 - spontaneous;
 - noisy, and
 - included.
- To get excited;
- Variety;
- To use their imagination;
- To feel satisfied, and
- To have opportunities to work as part of a team, as well as individually.

You as a Scouter needs:

- To be clearly seen by all the youth at the same time. It is important.
- That every child can:
 - SEE your face as you explain a game;
 - heard by all the youth at the same time, and
 - be consistent.

- To give:

instructions clearly, and
give everyone a go, if possible.

- To use:
 - simple instructions;
 - simple equipment, and
 - clear signals.
- To ensure:
 - no cheating, and
 - that everyone understands the rules before you start.
- To know the rules.
- To stop any game causing confusion or contention.
- To avoid games played at school.
- To take part yourself whenever possible and suitable, BUT to act as an adult.

Sources of games:

- Den, Pack or Troop Scouters' Working Kit.
- Games books available from Scout Shops.
- Games books available from book shops, second-hand sales, libraries, etc.
- Games used at District events and other training activities.
- Magazines, newspapers, etc.
- Your own imagination (those you invent yourself).

- Adaptations of other games.
- Online resources from other Scout organisations

Games tied into stories

A game can follow a story you have told and relate directly to the story, making it part of your overall activity.

An example would be if you were having an Australian or bush theme. You could tell a story about how the Silvereye got from Australia to New Zealand.

Story

"HOW THE SILVER-EYE LEFT AUSTRALIA"

One day a friendly little fantail was hunting insects in a Puriri tree in New Zealand. Suddenly, the sun went behind a cloud. The fantail ceased searching for insects, hunched his feathers and looked sad. 'Why do you look so sad when my friend the sun goes under a cloud for a few minutes?' the wind asked the fantail.

'Because I like the warm sun to shine,' said the fantail. 'I can catch more insects then.'

'You are a very hard-working little bird,' said the wind.

You are the very first bird to get up in the morning, and last to go to roost. Why don't you take things easy?'

'Oh, dear me! I could not do that,' replied the fantail. 'The forest is full of harmful insects, and they must be caught.'

'I go everywhere and see everything that goes on in the land,' said the wind, 'and while there are such good insect-hunters as the grey warbler and others, there is no need for you to work so hard.'

'That may be so,' chirped the friendly fantail, 'but I would very much like some more help.'

The wind shook the tree and said, 'I am strong, and I will bring you a bird from a far country. I will carry it with me across the sea and you will know it when you see it, for it has white around its eyes. It is a great insect hunter and will be a great help to you.'

Strange to relate, a great wind rose up in the year 1856 and took the silvereye to New Zealand.

When the Maori people saw it, they called it Tau-hou, which means 'stranger.'

The fantail is not disappointed with the bird that the wind promised to bring over the sea, for the silvereye is a very industrious bird and seeks insects all day like the fantail himself.

Game

You will need:

- An outline sketch or picture of a silveryeye for each team, Six or Patrol. These should be pasted on card and cut into five pieces.
- Lots of insect pictures (these can be outline sketches photocopied several times).

Hide the insects all around the Group HQ and outside as well if you can. The jigsaw pieces are put in a jumble in the centre of the room. Sixes or teams are in relay lines in different corners. On a signal, the Second runs and collects a piece from the jumble and brings it back to the Sixer or PL who places it on the floor. Next team member takes off and brings back another piece to the Sixer or PL – and so on until the Six or Patrol have a complete bird. Only then can they all go and collect insects, one at a time, and bring them to the bird.

Your personal games record

This is a record you keep for your own use and information. It does take a bit of effort to get it started and then to keep it up to date. However, you will find it an invaluable aid.

You can use it to

- Plan your part of the weekly programme;
- Quickly swap a new game for one you had planned, but is not suitable for some reason, e.g. children too energetic, lack of light;
- Quickly run another game if there is time to fill in, or if a Scouter is late or otherwise engaged;
- Make sure your games are varied, and
- Save you time.

Information you will need to record

- Name of game;
- Rules;
- Equipment;
- Date played;
- Comments - any comments relative to the success of the game, e.g. went well, need more scorers, larger area needed, etc.;
- Type of game - it can fit a number of classifications, and
- Index listing games by name and classification.

What you can use

The best choice is something that can be easily carried to meetings, is a reasonable size to allow for details and easy to keep tidy.

You may like to choose one of these:

- An exercise book;
- An index book - about 10 cm x 15 cm;
- A ring binder - easy to add to, and
- A card index system.

| Sample | games | record | page |
|--------|-------|--------|------|
|--------|-------|--------|------|

ICE-CREAM CONTAINER

Kim's game

Equipment

10 ice-cream containers

10 small objects - to

Fit under the containers

Type of game:

* Advancement Badge

* Individual

* Relay

* Sense Training

* Six

Children form up in Sixes or Patrols at one end of room. The ten objects are lined up at the other end. Children are allowed a couple of minutes to view the objects before they are covered with the ice-cream containers. The Scouter then calls out the name of an object and first member of each Six or Patrol races to that object. Game is repeated in a relay fashion. After a number of runs, the objects can be moved about to challenge the children further.

Example:

| Date | Theme | Comments |
|----------|-----------|--|
| 31/03/14 | First Aid | Second game in programme. Went well. |
| | | Red + marked on containers. |
| 29/09/14 | Safety | Fourth game – played by O's and X's x 2. |
| 06/08/15 | Knots | Used in Advancement instruction time. |

The basic game can be modified to fit a particular theme.

Here are four examples:

| | First Aid | Handcraft | Hygiene | Knots |
|-----|------------------|------------------|----------------|--------------------|
| 1. | Cotton wool | Saw | Soap | Reef |
| 2. | Band-aids | Hammer | Towel | Sheet |
| 3. | Scissors | Nails | Toothbrush | Bowline |
| 4. | Tweezers | Glue | Toothpaste | Clove hitch |
| 5. | Sunburn cream | Scissors | Comb | Small parcel |
| 6. | Dettol | Sandpaper | Baby powder | Rope |
| 7. | Safety pins | Screwdriver | Face washer | String |
| 8. | Bandage | Screws | Hairbrush | Shoe with lace |
| 9. | First Aid book | Wood | Toilet paper | Gauze bandage |
| 10. | Soap | String | Insect spray | Triangular bandage |

Variations:

- For a Halloween theme, the ice-cream containers can be changed to witches' hats.
- Set nine objects in noughts and crosses square.
- Two teams take it in turns to locate items. If correct, they stand in that square, if not correct, the other team gets a chance.
- Items are set out and numbered. Each child has a list of items. They write the number against each item.
- Items are numbered and Scouter calls out an item. The children write down correct numbers, one after the other. Swap answer sheets for checking as Scouter calls out right answers.

Note: Be careful of activities where children have a lot of writing. This can be very difficult for some. If you do want them to write down answers, make sure they know that writing and spelling do not count.

Do not hesitate to use plenty of imagination, as you will soon learn (if you have not already done so) that children of Cub age have plenty themselves and like to use it.

Games nights

Occasionally, have a games night. You can still theme your night but apply it totally to games. You still run the rowdy, active games in the early part of the programme, and the quiet, less active ones towards the end. Sixers or Patrols can run games, as long as they have been rehearsed and you know what they plan to do. The night can be a dress-up or not. It depends on your theme.

Imagination

With a bit of experience, you will find that it is not too difficult to alter games to fit themes. Alter them to suit the age of children, even to make them up to suit the programme or a special purpose. You will find that children enjoy a story being built into their games. Use your imagination to stimulate theirs.

Thus:

- An ice-cream container can be anything from a lake to a moon base.
- A ball can be a missile, a jet plane, a planet.
- A bean can be a piece of meat for jungle game, bag of gems, and the goose that laid the golden egg.
- A rope can be a snake, a rainbow, a river, a tail.
- Blocks can be a robber's hoard, buildings, and groceries.

Revision questions

1. List at least four benefits of games
2. What can children learn from taking part in games?
3. What preparations do you need to make before you run a game?
4. What should you do if the game becomes unsafe for some of the youth?
5. List the main types of games
6. What is a good type of game to start a meeting? And why is it a good choice?
7. Why do we include several games in our meeting programmes?

Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|-----------------------------------|-----|--------|------------|
| The purpose and benefits of games | | | |
| The types of games | | | |
| Take part in different games | | | |
| Choose an appropriate game | | | |

Module 9A: Roles and Functions of Adult Leaders

Part A

Outcomes

- Outcome 1: Find out about the roles and functions of Scouters at Regional and District levels
- Outcome 2: Find out about the main duties of the Scout Group Leader(SGL)
- Outcome 3: Find out about the main duties of Den Scouters
- Outcome 4: Find out about the main duties of Pack Scouters
- Outcome 5: Find out about the main duties of Troop Scouters
- Outcome 6: Find out about the role of Scouters in the Rover Crew
- Outcome 7: Find out about the functions of Adult Leaders in Administration
- Outcome 8: Find out about the Group Committee

Introduction

New Adult Leaders should be aware of the various roles in Scouting which are described in this Module. This Module is presented in two parts. This part A covers the duties of the Scouters in a Group and the role of the Commissioners in a lot of detail.



When studying this part of the Module concentrate on the part that applies to you, e.g. if you are entering a Pack, study what the Pack Scouter and Assistant Pack Scouters (APSSs) do.

Briefly look at the roles in the other Units and the roles of Commissioners so that you are familiar with the titles and have some idea of what they do.

The second part of this Module contains information about the Group, how groups got started and what the structure of the Group is. This second part summarises the main duties of the Scouters in the Group.

Appointments and Warrants

All adult leaders in SSA have either a letter of appointment for non-uniformed positions or a Warrant for uniformed positions. A Warrant is effectively a license to fulfil the role to which you are appointed. As the majority of our uniformed leaders are working directly with children it is important that they are properly qualified and vetted to fulfil that role.

Scouting Names

Scouters usually take special Scouting names. This avoids the formality of addressing the Scouter as Mr/Mrs etc. It encourages respect without the informality of using a person's first name.

In a Den the Scouters can take their names from Matt the African Meerkat by Norma McDonald such as Nushka The Den Scouter is Rafiki. They can also choose to use the names of S African birds or small mammals

In a Pack the names are taken from the Jungle Book: the PS is Akela, the APSs are Baloo, Bagheera, Kite etc.

In a Troop it is customary for the CoH to propose a Scouters name. Different troops have different traditions. For example the names have a theme such as Birds of Prey such as Hawk, Eagle etc or animals such as Rhino, Bull etc or they may have a name that fits the person a little person may be called Skylark and so on.

Regional and District Commissioners

Commissioners are personally appointed by the Chief Commissioner (CC) at Regional and District levels to:

- To accept responsibility for the implementation and management of Scouting within a geographical area, appointed as a Regional or District Commissioners
- To provide support to other Adult Leaders (both operational and administrative).

These Commissioners are **personally responsible** to the Chief Commissioner for ensuring that the members of SSA under their control fulfil the requirements of the posts they voluntarily accepted when they joined SSA. They also ensure that all activities and events that are undertaken in the name of Scouting adhere to the requirements and regulations as set by SSA (as laid out in the OR and relevant policies).

They are primarily responsible for the organizational management of the Adult Leaders, the evaluation and monitoring of the Aims and Principles of SSA and for the constant monitoring of the youth development that has been devolved to the Adult Leaders at Unit level.

At the National and Regional level Scouters are appointed and tasked with providing support to Adult Leaders. These are:

- **National:** Chief Commissioner (CC) and the Chair: National Adult Leader Training(C:NALT), Adult Resources (C: NAR), Cub Programme(C: NCP), Scout Programme(C:NSP) and Rover Programme(C: NRP), Meerkat Programme (C:NMP), Young Leaders Representative
- **Region:** Regional Commissioner (RC) and Regional Team Coordinator (RTC) for Adult Leader Training (RTC:ALT), Adult Resources(RTC:AR), Cub Programme (RTC: CP), Scout Programme (RTC: SP), Rover Programme (RTC:RP), Meerkat Programme, Young Leaders Representative, plus other positions as needed by the RC, such as Finance, Property, etc.

- **District:** District Commissioner (DC).

In addition to these positions, Regions will have Support Team Members. These are experienced Scouters who belong to a Region's Programme Team. The Teams are:

- Meerkat Programme (MP)
- Cub Programme (CP)
- Scout Programme (SP)
- Rover Programme (RP)
- Adult Leader Training (ALT) (the Region Training Team)

These are the Scouters who have the expertise to support you in your role. If you need help, ask your SGL or DC to link you up with one of these Scouters.

Support Team members are accountable to the Regional Commissioner responsible for a geographical area for ensuring that the Adult Leaders of SSA within their geographical area of responsibility receive all the support they need to ensure that they can effectively and efficiently present the training programme within the various Units.

Details of the support they must provide, as well as the functions of specific posts, is covered by job descriptions (functions and duties) and by OR and relevant Policies – this manual will provide a general overview of responsibilities and what demands may be made on the various Scouters.

A large part of the role of Commissioners is being in constant contact with adults who seek guidance, support and advice. This can either be fuelled by your past performance in Scouting (a well-known individual) or due to the adult leaders all being very green / new / cautious and just looking for "official approval" each step of the way. Generally, Commissioners have had several years of experience as Unit Leaders (TS / PS / DS) or have had other relevant exposure (non-uniformed side or have had experience in non-Scouting adventure activities and organizations).

When appointed to any management role, one of the first tasks is securing Assistants to perform the roles required at these levels. This means either identifying suitable Adult Leaders currently serving in various roles or it means identifying new Leaders and arranging for their training so that they will be able to perform the roles they have accepted.

It is important to note that it is very difficult to obtain assistance, especially when you cannot tell the person **what is required** of them, **what the job entails**, and **what support** you will provide to assist and equip them to be successful.

In the Region, the Regional Commissioner invites applications, interviews and appoints RTCs, Regional Representatives and DCs, as well as Development Officers and may have paid staff.

When appointing anyone in any role in SSA, the golden rule remains: clearly explain to people what is required of them (functions) and what support they will receive.

The Regional Commissioner is given specific responsibilities within SSA, so they will have far more contact with the Units (both adult and youth members) than the Chief Commissioner and National Chairs will have. It is obvious that effective communication is vital if we are to succeed and ensure the right message is carried throughout SSA.

We will now loosely describe the general functions of Commissioners.

Functions of Commissioners and RTCs

1. Primary Task

As with all uniformed Adults, the principle aim will be to develop better citizens through full implementation of the youth training programmes. To be effective in this, it is vital that you clearly understand the function and duties of each Warrant that you issue and continually remind each Adult Leader of their responsibility through performance monitoring.

2. Contact with DCs and Unit Scouters

Contact with your DCs and the Unit Scouters should be such that it will enable you to accurately assess the effectiveness of each one. The avenues open to you are:

3. Meetings chaired by RTCs:

RTCs chair a Team meeting on a frequent basis and are generally timed to slot in with other meetings held in a predefined cycle.

RTCs are also responsible for specific functions and run teams, such as ALT / Patrol Leader Training Unit (PLTU) / Programme Support.

4. Other meetings:

As an RTC, your appointment might require you to attend certain meetings in addition to those that you chair.

RTCs are expected to attend the Regional Team Meetings and certain related sub-committees (finance / property / awards / development). The RTC also represents the Region at the National Team Meeting. An RTC may also attend any meeting of a Region, District or Group and may delegate this to one of their team.

RTCs serve on the Regional Team and National Teams. Thus, the RTC: Cub Programme represents the Region at the National Cub Programme Team meeting.

DCs serve on the Regional Team Meeting.

As a Scouter you will be invited to attend *ad hoc* meetings (such as resolving issues at various levels), Annual General Meetings (AGMs) (Regional or Group), as well as

planning meetings for various events. AGMs generally occur within the same time period each year and it is highly desirable that you attend as many as is feasibly possible. Each AGM must have representation from each level – so Scouters should divide the events amongst themselves to ensure attendance at each AGM.

Generally, there is a chance for the District / Region / Group to address any meeting. This is often seen as an onerous task, but it is, in fact, a golden opportunity to change attitudes, garner support and inspire flagging wills.

Whether you like it or not, parents, Scouters and non-uniformed Leaders look up to you and will listen to what you have to say, and if you have carried out your responsibilities diligently, you will see the dividends of your efforts.

5. Contact with the District / Region / Group

Your appointment will determine the amount of contact you will have with the District / Region / Group. Generally, Leaders who perform a Regional role, have less contact with Scouters and youth members in Groups than what a DC will have. This does not mean that Scouters at Regional level cannot get involved at Group level – assistance and support are always welcome.

It is important to remember that your appearance / attendance at Group events / activities should be on invitation and with a clear objective. Once you have established a relationship based on these rules, you will soon find open doors and smiling faces where-ever you “pop up”.

There should also be a healthy interaction between Regional and District Commissioners – attend events and functions organized by each level to ensure good working relations and communication.

DCs will work closely with all leaders in the Groups of the District. DCs should always attend the AGMs of the various Groups and be prepared to address the AGM.

This indicates that Scouting (as represented by the District and Region) is fully aware of what is going on in the Group and is playing an active role in supporting Scouting at that specific Group. This will ensure an attitude of participation and satisfaction prevails in the District as a whole.

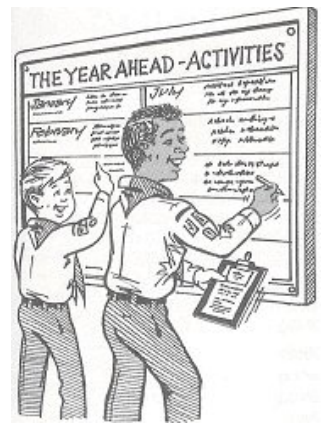
The DC is involved in assessing Scouters for various aspects of training undergone, as well as for evaluating Scouters in their performance regarding the requirements of their posts and the awarding of the Wood Badge and various forms of recognition.

The RTC responsible for Den, Cub, Scout and Rover Programmes will assist the DC in assessing programmes and activities, as well as providing support to raise the standard of the activities offered. They will also monitor the standards of the various branches regarding the functions required of each Adult Leader and monitor the content of the programme being offered at the various Groups.

6. Coordination

The RTCs, Regional Commissioner and DC have several ways to assess and improve standards. These are:

- Ensuring that their Team members are all properly trained and motivated to perform their respective functions correctly. As they are in contact with Scouters in the Groups, their liaison and coordination skills must be of a high standard.
- Ensuring that Regional / District events held regularly are of a high standard and provide an opportunity for the youth to experience the wider brotherhood of Scouting or provide an opportunity to assess and compare their skills and abilities in an open, friendly competitive arena. These events should include Founder's / B-P Day, Join-in-Jamborees, Cub and Scout Field Days, PLTU, Gilwell Reunion, specialist badge training and/or evaluations, Cub Camporee, Scout Camps and any other event aimed at joint participation.
- Allowing for the various levels to actively participate in the discussion and decision on what level joint activities should take place, as well as the frequency thereof. In many instances, one of the Team members will take responsibility for arranging Regional events. While arranging the District events, is shared amongst Groups in the District.
- Monitoring specific and general advancement of the youth through the training programme. Specific advancement revolves around ensuring processes are in place to assist and support Scouts in attaining the Springbok Scout Badge (the Regional interview panel), whilst general advancement involves monitoring the actual programme themes covered, as well as the general level of skills shown by youth members (through competitions, combined activities and records of badges attained).
- Providing support for the Interest Badge part of the advancement programme regarding training and evaluation. This generally entails the sourcing and appointment of qualified badge instructors and examiners – an extra leg of this would be ensuring that Scouters receive advanced / specialist training in skills related to the higher Advancement Badges.
- Ensuring that Scouters receive personal support (training and assistance related). This involves both informal contact sessions to provide encouragement and motivation, as well as more formalized training sessions to refresh or improve skills. It also involves appointing mentors to assist new Scouters, as well as a support system for experienced Scouters;



The level of personal interest and support provided by SSA to each individual Scouter remains critical to the level of confidence, enthusiasm and efficiency of Scouters. It is only through such a support system that informed assessments on the suitability and performance of Scouters can be made.

7. Communication

There must be an effective method of communication at all levels of SSA – whether through a regular newsletter or through a social media approach. Further to this, there must be communication with the community and broader public via the media or through structures within the community (schools, churches, clubs, Non-Governmental Organisations (NGOs), Community-based Organisations (CBOs) and whatever other avenue is open to Scouting).



In some cases, a dedicated person is appointed as a Public Relations Officer (PRO) or Information Officer.

If you are to fill such a post, it is important to remember that the communication medium / method you choose should remain effective, efficient, concise and acceptable to all.

Every Scouter should join the National mailing list to ensure that they receive the latest information on changes to Scouting in South Africa and their Region. Ask your mentor how to do this.



8. Planning

The sound and proper planning of events, programmes and youth related activities is a priority aspect of any Scouter related function. In many instances, Scouters will be approached for contribution in the formulation of plans, advice on short- and medium-term plans for Groups (both building development and improvement strategies regarding membership), as well as looking at policy and strategic direction for SSA as a whole.

Planning is usually done at executive meetings (where all non-uniformed and uniformed leaders attend), but the input for this planning must be obtained from Groups and youth members.

An essential part of the planning cycle involves annual and seasonal programmes – these affect the individual members of Groups more than is realized. If a Regional competition is planned, who takes part in the competition? Obviously, it would involve Scouts / Cubs / Meerkats / Rovers. When planning courses or camping events, who is the target market? New Adult Leaders or members of Groups – all of whom must know about the events well in advance and who have to tell you what their needs are.

It is thus of vital importance that planning for the year is done well in advance – Groups (Pack, Troop and Crew) need the District and Regional Annual Programmes (YATAG - Year at a Glance) to plan their years. The annual programme for all levels above Group should be available in the October of the preceding year.

9. Developing Scouting

SSA needs to grow (in numbers) and expand (into new areas). Scouters are appointed with the sole function of development which entails starting new Groups and ensuring existing Groups are adequately staffed and supported. Also new units can be added to existing groups.

At present, development is driven by Development Officers and Scouters in a two-pronged approach:

- Realigning Scouting to meet the needs of the broader communities (concentrating on getting the programme going rather than acquiring property), and
- Making local communities aware of the benefits of Scouting.

If you are taking up a development responsibility, close cooperation with the RTC is of vital importance to ensure no cross-communication of strategies occurs. The RTC (ALT) must also be involved to provide the Adult training that will be required.

10. Personal Development of Commissioners

All RTCs and commissioners need to develop themselves as well as making sure that the Scouters in their Region or District are developed. Much of the work Commissioners need to know about is covered in the DC Warrant training and the SGL/DC Wood Badge. All commissioners are urged to get to such training when it is offered as the contact with their peers and sharing of knowledge is very useful.

Once you hold a Wood Badge, you will be involved in the Stage 1 Training: Introduction to Adult Leadership, of new Adult Leaders – and you will need to ensure that you stay up to date with changes in Scouting and probably attend refresher

courses that deal with the changes.

The Stage 3: Wood Badge Training goes into greater detail with this aspect of a Scouter's tasks and in the interim you will be able to call on Regional trainers to assist you.

In addition to your leadership, Scouters will be looking to you

for advice and assistance at other times. You will have to be well informed about their jobs, responsibilities and functions to guide them and some will expect you to be more competent than they are in technical skills.

You should know when help is required and be able to provide it by sourcing training, organising, and giving support and/or advice). Again, while not necessarily being involved in the detail of programme planning for the Pack, Troop or Crew, you must stay informed as to why the programmes have been developed as they are and how they will be carried out. Keeping an eye on progress, development and general status will be your responsibility.

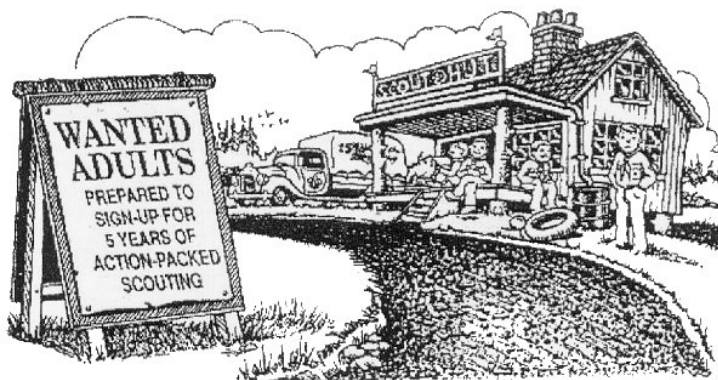
Your constant "finger on the pulse" is vital to guiding Scouters and, therefore, you will occasionally attend the greater part of a Pack, Troop and Crew meetings. You must continually encourage your Scouters to greater levels of achievement.

11. The non-uniformed or Administrative side

A Committee comprising both uniformed and non-uniformed Adult Leaders runs SSA at National, Regional and Group level. These structures deal with issues that are either not part of the ambit or function of uniformed members or are solely aimed at supporting the uniformed side in attaining the Aim of Scouting.

Generally, these issues are:

- Finance and fundraising
- Property and insurance



- Membership interview panels (warrants)
- Badge examiners
- Communication and Public Relations

Commissioners play a vital role in ensuring that there is effective and meaningful participation by non-uniformed members.

12. Contingency time

You will be pushed for time (you are a senior leader in the Movement) and will be constantly asked to give of your time. Much of your time will be spent motivating and encouraging leaders – but there will be many times when others will expect you to pull irons out of the fire (they will want you to solve a difficult situation or provide a solution to their problems).

Learn to say “NO” now!! You need to make a firm commitment in terms of how much time you are prepared to spend. This is time away from your family, away from work and away from your own leisure / relaxation time.

If need be, diarise the allocated time formally and when asked for assistance / a meeting / discussion time look at what time is available and make an appointment / allocate time. Try not to accept tasks at the last minute – you will end up burdening yourself and creating stress for yourself.

Request all you are involved with to respect your time and to be thrifty regarding the use of their time as well.

Keep in mind that all Adult Leaders (uniformed and non-uniformed) are volunteers and you will need to learn the art of being firm whilst being diplomatic. In the same breath, you must also be prepared to make the RIGHT decision (take the right course of action) even though it might not be the popular or easy route to follow.

Filling the role of a Scouter in SSA is an exacting, but vital, role. It will easily spin out of control unless you coordinate and communicate effectively. You will also need to appoint assistants (if appropriate) that you can trust and who clearly understand what your vision and plan of action is.



Scout Group Leader (SGL)

In this role, you will truly be one of the key people in Scouting – manager of a Scout Group comprising Cubs, Scouts, Rovers, Scouters and parents who will look to you for guidance and encouragement.

You will have overall responsibility for your Scout Group – thus, the minimum age required to be appointed in this role is 25 (preferably 30), which will ensure that you have reached maturity and will probably be settled in your lifestyle.

This age recommendation is to help ensure that you have the maturity to meet and deal, on equal footing, with those people with whom your job is mostly concerned – adult leaders (both uniformed and non-uniformed) and parents.

In a nutshell, your job is to ensure that in your Scout Group, the FULL Scouting programme is offered from Cubs through to Rovers in such a way that the young people who finish the 'Course in Citizenship' which you offer, will indeed be ready to take their place in Society as well balanced, industrious citizens who accept the Code of the Scout Promise and Law as their own personal code of conduct. Your Scout Group, under your direction, should be able to help each INDIVIDUAL young person to become the best citizen they, with their own particular traits, talents and backgrounds, are capable of becoming.

Yours is a many faceted job and you cannot do it alone. You need a team of able Scouters and adults on your Group Committee to help you. Your leadership of these people will be the deciding factor as to the success or failure of your Group.

You may have an Assistant SGL and will probably need one when your Group grows beyond the normal two or three Units, (when a second Pack or Troop or a Crew is established within your Scout Group).

You will find your job has some routine meetings, but you will, to a large degree, be able to regulate your time. The following job items relate to your rank:

1. Liaison with District Commissioner

Your DC will be looking to you to ensure that your Group is healthy. You will be the principal communications person between Group and District and will generally deal directly with the DC.



To coordinate the District, the DC will regularly communicate with Scouters, as well as ensure refresher skills training or new skills training sessions take place.

All Scouters need to be involved when the District gets together as many ideas are shared and many solutions to problems are found.

There will often be regular meetings between the DC and SGLs – many of them on an informal basis when the DC attends your Group events.

Your attendance at District meetings is vital if you are to remain fully informed and want to keep your Group in the loop of things.

The District still has one objective:

- To help you train the youth members in your Group to become better citizens.

2. Group Committee

The most important **monthly** meeting which Unit Leaders in your Scout Group and elected members of the parent body should attend, is your own Group Committee. This is formal to the extent

that proper records (minutes) of the proceedings and decisions are kept, but as Chairman, you should aim at a relaxed informal atmosphere.

This meeting deals with ALL matters affecting YOUR Group. It will include reports from your Scouters (Den, Pack, Troop and Crew), from the Group Treasurer and yourself (on District and Parent matters) and keeps the critical Group staff - your Scouters - fully informed and interested in TOTAL Group activity.

This meeting is the key to a successful Group family spirit and once this is achieved, the success of Scouting in your Group is virtually assured. The critical factor will be your own preparation for and the way in which you conduct these meetings.

You are truly the key person in the whole Group!

3. Parent Members

You will be expected to represent Units from time to time and report on their activities. This again points to your position as a key person - the link between the non-uniformed and uniformed sides of your Group.

Not all parents will be members of your Group Committee, but they are automatically members of the Group, and the interest and support of all parents is required if their children are to benefit from Scouting.

It is obvious that you and your Scouters cannot possibly have the same influence on a young person as their home. What you, therefore, need is the support of the home influence (the parents). This entails regarding all parents as Group Members and training them.

You, as an SGL, must ensure that some form of parent education operates and that it is planned and continuous. In addition to functions to which parents are invited, a roster of home visits should be in operation and you, as the main parent contact person, should play a leading part in this.

When a recruit joins the Group, you and the DS / PS / TS / RS concerned, should visit the home and ensure that the parents, too, have the correct introduction to Scouting. Offer the parents a copy of "This is Scouting for Adults" (TiSfA), which explain how Scouting works, who are Cubs, who are Scouts, and who runs the different Units. The obligations of both youth and parents resulting from Group membership should be explained.

You should keep a personal record of all parents' professions / occupations and hobbies / interests as this will prove of great value when specialist instruction or assistance is required with the wide range of activities which Scouting embraces.

4. Your Scouters

In addition to your leadership at Group Committee, your Scouters will be looking to you for advice and assistance at other times. You will have to be well informed on their job tasks / functions / descriptions in order to guide them.

They will not expect you to be more competent than they are in technical skills, but as far as method and organisation is concerned, you should know when help is required

and be able to provide it (sourcing training for the proper application of the Play-Way Method in the Pack, or the Patrol System in the Troop).

While not necessarily being involved in the detail of programme planning for the Den, Pack, Troop or Crew, you need to know why the programmes have been developed as they are and how they will be carried out.

You should also encourage your Scouters to involve their Unit in events and activities organised by the Group, District or Region.



You are responsible for seeing that the Den, Pack, Troop and Crew progress: are the youth earning badges regularly; are there new recruits; are the records up to date; and so on. These are all matters that you need to monitor.

Your constant "finger on the pulse" is vital to guiding your staff and, therefore, you will occasionally (say every six weeks) attend the greater part of a Den, Pack / Troop and Crew meeting. You must continually encourage your Scouters to greater levels of achievement.



Finally, once you hold a Wood Badge, you will be involved in the first stage

(Introduction to Adult Leadership training) of training for new Adult Leaders – and you will need to ensure that you too stay up- to-date with changes in SSA and attend refresher courses that deal with Adult Leader admittance and training.

The Wood Badge Stage of training goes into greater deal with this aspect of a SGL's tasks and in the interim you will be able to call on the Regional staff to help you.

5. The Youth

As you will be discussing the youth with parents on many occasions, you will want first-hand knowledge of the topic of discussion. It is necessary, therefore, that you get to know the youth well and vice versa.

The best way to go about this is to become involved in Scouting activities to a greater extent than merely performing the link job at Going-Up ceremonies or presenting the Group scarf at an investiture.

6. Training

In order to equip yourself properly to carry out your duties, you will want to take advantage of the various training courses that are offered. Your RTC: AS or your DC will help you to take the first steps.

After completing this Stage 1 IAL training programme, you will be required to complete the Stage 2 Warrant Course, before being presented with a Warrant. Thereafter, you will be afforded the opportunity to complete the Stage 3 Wood Badge Course.

In addition, there are many specialist courses that you would find of benefit and, if you can manage it, try and attend some courses directed at your Unit Scouters. This

will give you detailed knowledge of the Den / Pack / Troop / Crew and put you in a better position than you otherwise would be to support the Scouters.

7. Public Relations

Whilst not taking the detail on your own shoulders, you should ensure that your Group has a newsletter – or some form of regular communication with the local community, and that your Group premises are well maintained, that good relations are maintained with the neighbours, etc.

It is often a good idea to have the Group Committee to publish a short newsletter, with the Den, Pack, Troop and Crew having turns in providing information.

The use of hard copy and electronic communications, including E mail, web sites and social media should be considered and used, where appropriate.

8. Group Events

In order to maintain a healthy spirit of cordial cooperation and unity, approximately twice a year, your Scout Group should hold a function at which the Den, Pack, Troop, Crew and parents are present. Many Groups have family social events – such as a themed evening or an end of the year Carols-by-Campfire.

As the leader of the Group, you will be involved in the planning of, and be prominent at such functions.

9. Advancement

Should you be proficient in some of the basic skill requirements, your Scouters may need your help, and this should be readily forthcoming.

Assistance with Scout / Cub /Meerkat requirement assessing will be particularly welcomed.

Your DC is responsible for providing a list of Interest Badge examiners (for both the Den, Pack and Troop) and, if you are proficient in any of the categories, you may be called on to assist the District in this way.

10. District / Regional Events

To enable your Scouters to devote their time and energies to their respective responsibilities, you personally should be prepared to be of assistance to your District and / or Region when functions being staged by these bodies, are arranged.

It is necessary that the Meerkats, Cubs, Scouts and Rovers in your Group get a wider view of Scouting and you should play your part in ensuring that this is successfully achieved.

Your group will be expected to attend such functions as District events, B-P Sunday, Regional Competition, etc.

11. Record-keeping

The running of a Group entails the keeping of the necessary records and ensuring that the Unit Scouters also keep good records. The National Data Base Scout's Digital is a great help for keeping good records.

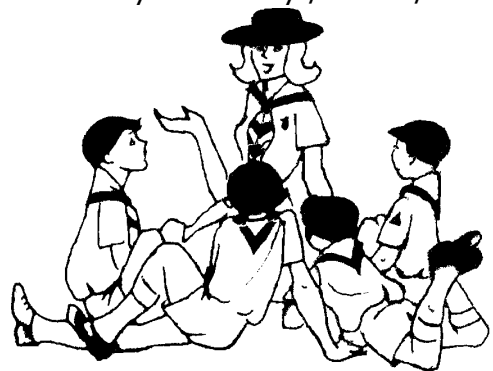
Frequency - as and when required, but this should not take more than one evening per month of your time.

The keeping of adequate records is vital, for some records a willing member of the Group committee can be asked to take charge of some records, the Group Treasurer looks after financial records, the Group Secretary looks after records of meetings, agendas etc. Records of all your Scouters must be kept, and this information is subject to the POPI policy.

12. General

Apart from certain meetings mentioned above, you will find that your Scouting portfolio is less regulated than that of the Pack, Troop and Crew Scouters. You will, therefore, be able to order your life according to the needs of your family / work / Group.

If you perform your basic communications task correctly, you will avoid the last minute 'hassles; which can detract from a job that can be extremely interesting, worthwhile, and vital in the total context of youth citizenship training.



Uniformed Adult Leaders in the Meerkat Den

It is customary for Uniformed Scouters to take special Scouting names. In a Pack the names are taken from the Jungle Book. Den Scouters can take names out of the book the African Meerkat. This helps the Meerkats to be respectful. They are not being very informal and using the Scouter's first name nor are they being very formal by having to address the Scouter as Mr or Mrs etc.

Den Scouters (PS) and Assistant Den Scouters (APS)

The DS is responsible to the SGL for implementing and running the Meerkat programme in the Den.

The primary function of the ADS is to assist the DS, in all respects in presenting wholesome, interesting, active, enjoyable programmes to the children in the age group of 5 and 6 year olds. These activities are to be based on the Meerkat Advancement Programme, often with some theme or story which will fire the imagination of younger children, and which will have underlying educational focus and development.

Adults in the Meerkat Den aim to:

- Retain the interest of the Meerkats up to the time when they turn 7 and move up to the Cub pack;

- Ensure that each Meerkat achieves Advancement and Interest badges that will encourage growth and development

It is important to encourage parents to help and support the Den because more hands-on help is needed for this age group. They can also help with planning the programmes and providing some of the material for activities, keep records up to date, keep the Register, progress charts badges earned and so on.

1. Den Meetings

Frequency - one meeting of $\frac{3}{4}$ to 1 hour per week. In addition to the Den Meeting itself, time is spent on detailed preparation for those items of the programme for which each Adult is personally responsible, or for issues requiring coordination and support.

The preparation time will vary, depending on the nature of the activity for the Meerkat programme. From 1 to 1½ hours preparation time will be required, on average, if the activity is to be experienced as worthwhile.

Planning and preparation for activities is an extremely important task to ensure that the programmes are well prepared and planned.

2. Training of Meerkats

Meerkats are initially introduced to the concept of Scouting through the membership badge which covers the basic requirements for the Meerkats to be invested into the Den. The further advancement and progress are achieved through the Advancement and Interest Badge programme. The Scouters must ensure that there is long-term planning of the Den to ensure that each individual child progresses and develops

3. Den Scouters' Council

Frequency - one meeting of three hours per quarter (or school term). This is a planning meeting, which is chaired by the DS. The long- and short-term planning is done during the meeting, which takes into consideration the needs of the den (i.e. advancement activities, outdoor activities, etc.), as well as Group, District, Area and National events.

Adult Leaders need to prepare themselves for these meetings by keeping the Den administrative databases up to date, as well as by monitoring events within the Group and various other levels of Scouting.

4. Training

When you apply to be accepted as an Adult Leader (on an AAM Form), you declare your willingness to undergo training as an Adult Leader as required by the appointment that you will hold from time to time. For Scouters, the training is carried out in several stages, as detailed below.

The first is the Stage 1: IAL Training. This covers the fundamental principles of Scouting and allows a person to make an informed decision as to whether they want to accept the responsibilities of the role they wish to perform in Scouting. You are completing this training now!!

After completion of the Stage 1: IAL Training and acceptance into Scouting as an Adult Leader (you will be officially appointed by issue of a Limited Warrant), you will

need to complete the Stage 2 Warrant Training (this gives you the knowledge and skills necessary to perform your chosen task effectively).

After successful completion of the Stage 2 Warrant Training, you may be issued with a Warrant for the post you have applied for.

The training of Unit Scouters culminates with the Stage 3 Wood Badge Training, which must be completed within five years from the issue of your first Warrant. Further training will depend on your own needs, but you will find refresher / advanced courses necessary in order to stay on top of the job. If you are conscientious, you will consider self-training a priority.

You will want to set an example to your Assistants so that they will train themselves up to their best possible levels. Training is offered at District and Regional level. In addition, you may expect practical support from the RTC: AS and Regional Meerkat Programme Team.

5. Group Committee

Frequency – preferably once a month, from 1½ hours per meeting. This is your priority for adult meetings, as the Group Committee welds the Den, Pack, Troop, Crew and parents into a cohesive and unified group.

You will be expected to report on any item that has been your responsibility. The DS will be required to submit a report on the Den and Meerkat Advancement

In Meerkats many short sharp and varied activities are packed into a short meeting. This fits in with the energetic nature of 5 and 6 year olds. Well-designed activities allow this age group to try out a range of important skills that aid their growth and development. You may need to spend some time with individual Meerkats outside of Den Meetings, but this should not take more than half an hour of your time per week.

6. Badge Examining

You may be asked by the DC to assist as a District Badge Examiner. If you agree, this will mean that, as and when Meerkats or Cubs have properly prepared themselves for the particular badge that you are examining, you will be available to do the testing – but be sure that you are able to cope adequately with your own Group responsibilities before agreeing to do badge examining on a District basis.

7. Outings

The Meerkats should be offered an Outing Camp at least once a year. License to take your cubs to camp or on holiday. Once qualified, these activities should involve you in a weekend plus three planning meetings per annum.

8. District Meetings

Frequency: quarterly – one evening per meeting. To maintain contact with a wider sphere of Scouting, your attendance is recommended. The DC should arrange matters so that all Scouters are expected to attend some form of training, which follows the business meeting.

9. Record-keeping

The running of a Unit entails the keeping of the necessary records. This work should be shared equally among the den staff and should not be regarded solely as the responsibility of the DS. The national Data Base Scout's Digital is a great help for keeping good records.

Frequency - as and when required, but this should not take more than one evening per month of your time. It is best done immediately after a meeting.

The keeping of adequate records is vital and an ADS may well be asked to take charge of financial records, badge records, attendance registers, etc.

10. Parent Visiting

Ideally, when a new Meerkat wishes to join the Den, the DS and SGL should pay a visit to that child's home to meet the parents and to introduce the parents to the Aims and Principles of the Movement.

Apart from this special visit, it is recommended that regular parent contact be maintained in addition to the general contact that occurs at Group functions. Each Scouter in the Den should take a share in home visiting to ensure that each home is visited at least once per annum.

11. Group Events

Frequency - approximately two events per annum. It is strongly recommended that fairly frequent Group get-togethers, which include parents, be held. Planning for these, will be carried out at Group Meetings. Provision must be made for activities to be achievable for the Meerkat age group.

As the Scouter responsible for the Den you will be expected to be prominent on these occasions, even although the Assistants may carry out the bulk of the work. Many parents will wish to talk to you on these occasions, so you should be available for this. It is a very good opportunity to get to know and involve the parents.

12. District and Regional Events

Frequency - approximately 1 event per school term. You will be expected to attend such functions as B-P Sunday, etc.

These events will be organised by the RTC Meerkat Programme but your assistance and possible participation in the organisational side of these events may be required occasionally.

13. General

You will find that you can rely upon your RTC: Meerkat for support and encouragement.

This person will be a frequent visitor to your Den to help you make the best possible job of youth training. On these occasions, you should try to include the RTC in your programme in some way. Your Mentor will also support and encourage you.

Main duties of a Den Helper (DH)

The primary function of the Den Helper is to assist the DS in presenting wholesome, interesting, active and enjoyable programmes.

As with the other adults in the Meerkat Den, the DH assists with:

- Ensuring that each Meerkat has a good grounding in basic skills and is encouraged to progress.
- Ensure that enough opportunity exists for learning new skills and for showing ability in the various challenges and tasks set in the Advancement Programme.

The DS must delegate real responsibility to the Den Helpers and allow or encourage full involvement in planning and participating in all activities. Den Helpers do not need to go into uniform, but it is advisable that they are familiar with the Members Code of Conduct, Child Protection Policy and the Safe Scouting Policy. Because they are working with children, they must sign the AAM form and commit to keeping the Scout Promise and Law.

Uniformed Adult Leaders in the Cub Pack

It is customary for Uniformed Scouters to take special Scouting names. In a Pack the names are taken from the Jungle Book. The Pack Scouter is called Akela, the names for APSs are taken from the other names such as Baloo, Bagheers, Kite etc. When Pack Scouters take these names it helps the Cubs be respectful. They are not being very informal and using the Scouter's first name nor are they being very formal by having to address the Scouter as Mr or Mrs etc.

Pack Scouters (PS) and Assistant Pack Scouters (APS)

The PS is responsible to the SGL for implementing and running the Cub programme in the Cub Pack.

The primary function of the APS is to assist the PS (Akela), in all respects in presenting wholesome, interesting, active, enjoyable Cubbing to the children in the age category 7 to 11 years. These activities are to be based on the Cub Advancement Programme, often with some theme or story which will fire the imagination of younger children, and which will have underlying values, based on the Cub Law and Promise. Adults in the Cub Pack aim to:

- Retain the interest of the Cubs up to the time when they "leap" up to the Troop through the presentation of enjoyable activities;
- Ensure that each Cub has a good grounding in basic skills and particularly in the Cub Promise and Law, and

- Ensure that by the time they are ready to go up to the Scout Troop, their appetite for Scouting has been whetted.

The PS must delegate real responsibility to the APS(s) and allow or encourage full involvement in planning and participating in all activities. These Adult Leaders have Warrants to act within a specific Group, thus effort and involvement should be devoted to Pack responsibilities within the Group.

Although these Adults deal mostly with children (the Cubs), contact with the parents and other Adult Leaders will occur due to the nature of certain activities, as well as combined meetings with their Adults in the Group, and in District and Regional events.

It is important to remember that Adult Leaders will only successfully perform the functions and duties of their positions in Scouting - in addition to their jobs (employment) / studies / family / sport and other commitments if there are enough adults to adequately meet the demands of the Pack.

It is important that the ratio of adult to youth members is not exceeded. It is recommended that there is 1 Adult Leader for every 6 children in a Cub Pack.

The maximum size of any Pack must not exceed 36 Cubs without specific written approval from the RTC. Activities follow a fairly routine pattern, based upon recurring responsibilities.



1. Pack Meetings

Frequency - one meeting of 1½ to 2 hours per week. In addition to the Pack Meeting itself, time is spent on detailed preparation for those items of the programme for which an Adult is personally responsible for, or for issues requiring coordination and support.

The preparation time will vary, depending on the nature of the activity - e.g. inspection / games / yarn / Wide Game / Stunt / training, etc. From 1 to 1½ hours preparation time will be required, on average, if the activity is to be experienced as worthwhile / enjoyable **by the Cubs**.

Planning and preparation for activities is an extremely important task and is the main reason why Cubs leave - boring, repetitive, ill-prepared programmes and activities and badly prepared leaders are no excuse.

2. Training of Cubs

Frequency - this must be part of the long-term planning of the Pack to ensure that each individual Cub progresses and develops. Training must be offered continually, or as and when required.

Some aspects of training are specifically allocated to specific roles in SSA - new Chums (new Cubs) training is a specific function of the PS and entails the initial instruction and foundation in the Cub Promise and Law.

Other topics are delegated to Adult Leaders in the Pack, whilst specialist areas (covered in Interest Badges) are presented and evaluated by Badge Examiners. The contact details for these examiners are available from the DC or RTC:CP.

3. Pack Scouters' Council

Frequency - one meeting of three hours per quarter (or school term). This is a planning meeting, which is chaired by the PS. The long- and short-term planning is done during the meeting, which takes into consideration the needs of the Pack (i.e. advancement activities, outdoor activities, etc.), as well as District, Area and National events.

Adult Leaders need to prepare themselves for these meetings by keeping the Pack administrative databases up to date, as well as by monitoring events within the Group and various other levels of Scouting.

4. Training

When you apply to be accepted as an Adult Leader (on an AAM Form), you declare your willingness to undergo training as an Adult Leader as required by the appointment that you will hold from time to time. For Scouters, the training is carried out in several stages, as detailed below.

The first is the Stage 1: IAL Training. This covers the fundamental principles of Scouting and allows a person to make an informed decision as to whether they want to accept the responsibilities of the role that they wish to perform in Scouting. You are completing this training now!!

After completion of the Stage 1: IAL Training and acceptance into Scouting as an Adult Leader (you will be officially appointed by issue of a Limited Warrant), you will need to complete the Stage 2 Warrant Training (this gives you the knowledge and skills necessary to perform your chosen task effectively).

After successful completion of the Stage 2 Warrant Training, you may be issued with a Warrant for the post you have applied for.

The training of Unit Scouters culminates with the Stage 3 Wood Badge Training, which must be completed within five years from the issue of your first Warrant. Further training will depend on your own needs, but you will find refresher / advanced courses necessary in order to stay on top of the job. If you are conscientious, you will consider self-training a priority.

You will want to set an example to your Assistants so that they will train themselves up to their best possible levels. Training is offered at District and Regional level. In addition, you may expect practical support from the RTC: AS and Regional Cub Programme Team.

5. Group Committee

Frequency – preferably once a month, three hours per meeting. This is your priority for adult meetings, as the Group Committee welds the Pack, Troop, Crew and parents into a cohesive and unified group.

You will be expected to report on any item that has been your responsibility. The PS will be required to submit a report on the Pack.

6. Advancement

The Cub system of the Play-Way Method, if practised properly, will mean that most of your training and testing in basic badge work will be dealt with during normal Pack

Meetings. You may be required to spend some time with individual Cubs outside of Pack Meetings, but this should not take more than one hour of your time per week.

7. Badge Examining

You may be asked by the DC to assist as a District Badge Examiner. If you agree, this will mean that, as and when Cubs have properly prepared themselves for the particular badge that you are examining, you will be available to do the testing – but be sure that you are able to cope adequately with your own Group responsibilities before agreeing to do badge examining on a District basis.

8. Camps and Pack Holidays

The older Cubs in the Pack should be offered a Camp / Pack Holiday every year. You will need to have a special training course, the Cub Camping Course and attain the Cub Camping License to take your cubs to camp or on holiday. Once qualified, these activities should involve you in a weekend plus three planning meetings per annum.

9. District Meetings

Frequency: quarterly – one evening per meeting. To maintain contact with a wider sphere of Scouting, your attendance is recommended. The DC should arrange matters so that all Scouters are expected to attend some form of training (possible a Seonee Pack Meeting), which follows the business meeting.

10. Record-keeping

The running of a Unit entails the keeping of the necessary records. This work should be shared equally among the Pack staff and should not be regarded solely as the responsibility of the PS. The national Data Base Scout's Digital is a great help for keeping good records.

Frequency - as and when required, but this should not take more than one evening per month of your time.

The keeping of adequate records is vital and an APS may well be asked to take charge of financial records, badge records, attendance registers, etc.

11. Parent Visiting

Ideally, when a new Cub joins the Cub Pack, the Akela (PS) and SGL should pay a visit to that child's home to meet the parents and to introduce the parents to the Aims and Principles of the Movement.

Apart from this special visit, it is recommended that regular parent contact be maintained in addition to the general contact that occurs at Group functions. Each Scouter in the Pack should take a share in home visiting to ensure that each home is visited at least once per annum.

12. Group Events

Frequency - approximately two events per annum. It is strongly recommended that fairly frequent Group get-togethers, which include parents, be held. Planning for these, which may take the form of a braai / hike / fun day / campfire or even camp, will be carried out at Group Meetings.

As the Scouter responsible for the Pack, you will be expected to be prominent on these occasions, even although the Assistants may carry out the bulk of the work.

Many parents will wish to talk to you on these occasions, so you should be available for this.

13. District and Regional Events

Frequency - approximately 6 afternoons or evenings per annum. You will be expected to attend such functions as B-P Sunday, etc.

In addition, Districts / Regions offer certain events, such as Cub Fun Days, Swimming Galas, etc. in order that your Pack may have an opportunity to appreciate the wider "feel" of Scouting, and to assess their standards against other Packs.

Your assistance and possible participation in the organisational side of these events may be required occasionally.

14. General

You will find that you can rely upon your RTC: Cubs for support and encouragement. This person will be a frequent visitor to your Pack to help you make the best possible job of youth training. On these occasions, you should try to include the RTC in your programme in some way. Your Mentor will also support and encourage you.

Main duties of a Pack Helper (PH)

The primary function of the Pack Helper is to assist the PS in presenting wholesome, interesting, active and enjoyable Cubbing.

As with the other adults in the Cub Pack, the PH assists with:

- Ensuring that each Cub has a good grounding in basic skills and particularly in the Cub Promise and Law, and
- Ensure that enough opportunity exists for learning new skills and for showing ability in the various challenges and tasks set in the Advancement Programme.

The PS must delegate real responsibility to the Pack Helpers and allow or encourage full involvement in planning and participating in all activities. Pack Helpers do not need to go into uniform, but it is advisable that they are familiar with the Members Code of Conduct, Volunteer Code of Conduct and the Safe Scouting Policy. Because they are working with children, they must sign the AAM form and commit to keeping the Scout Promise and Law.

Uniformed Adult Leaders in the Scout Troop

For Uniformed leaders in the Troop it is customary for the CoH to propose a Scouters name. Different troops have different traditions. For example the names often have a theme such as Birds of Prey e.g. Hawk, Eagle etc or animals such as Rhino, Bull etc or they may have a name that fits the person a little person may be called Skylark and so on. This is useful so that the youth do not have to be formal and speak of Mr or Ms as they do for teachers, nor is it so informal that the youth use first names.

Troop Scouter (TS)

As the holder of this Warrant, you will be responsible to the SGL for the manner and method in which Scouting is run in the Troop. You will, therefore, be responsible for presenting wholesome, interesting, active Scouting for Scouts in the age category 11 to 18 years.

All activities will be based on the Scout Programme and will always have underlying values, based on the Scout Promise and Law. Your activities will largely follow two particular areas of responsibility, namely:

- Assisting the youth leaders, TLs, PLs and assistants in correctly implementing the Patrol System, and training the PLs so they can train the Scouts in their Patrol, and
- Ensuring each individual develops along the lines of the Scout Promise and Law by giving them an understanding of their responsibility and accountability to these principles.

These two areas may be regarded as your top priorities in dealing with Scouts. Your basic aim is to encourage the spiritual, mental, social and physical development of youth and young Adults, by:

- Developing their character, *i.e.* their personal qualities, their attitudes, the sort of person they are themselves;
- Training them in citizenship – how they get along with others; and as their horizons expand, whether they accept their responsibilities as Adults in the community, and
- Developing their personal fitness by promoting their spiritual, mental and physical qualities.

You achieve this by planning and implementing a programme incorporating **all** of the following methods:

- 1) The Promise and Law;
- 2) Learning by Doing;
- 3) Membership of small groups;
- 4) Progressive and stimulating programmes.

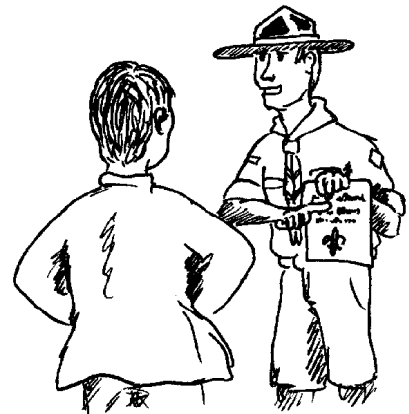
To ensure that your Troop programme incorporates all these methods of achieving the Aim, and also provides fun, adventure and a feeling of achievement to your Scouts, you will require ATS(s) to help you.

You alone are responsible for setting the standards in your Troop and your example will be of paramount importance. Basically, you achieve your aims by planning:



"Our new Scouter is going to need all the help we can give."

- To retain Scouts to the upper age limit so that by the time you have finished your part of their training, they will be well on the way to becoming good citizens, and
- To delegate real responsibility to your PLs so that, while still Scouts, they have the opportunity to exercise real leadership. You remain accountable for their actions.



As you will be warranted to act within a specific Group, your energies should be devoted to Group activities centred mainly around the Troop. You will deal mostly with youth members, but all parents will be looking to you to set an example of which sometimes you will doubt you are capable.

You will only cope adequately with the task of being a TS, and your studies, family and sport, if you have enough trained assistance, and you do proper planning.

The following items describe your areas of responsibility and activity:

1. Training of recruits

This happens as and when young people join the Troop, whether they “Come Up” from the Pack or joining without previous Scouting experience. It requires your personal



attention as soon as they start “thinking” Troop activity. If they join your Troop from the Cub Pack, you will have made contact with them before they actually leave the Pack, and you will have liaised with Akela (PS) at the Group Committee about their earning the Link Badge and their “Coming-Up”.

Remember - the basis of Scouting is the Scout Promise and Law – and as you are the person responsible for standards within your Troop, **it is your job** to give the Scout(s) their grounding in these vital basics.

The procedure will generally be one-based on discussion. During the period when you are explaining to the Scout(s) what is required of them and the meaning of the Promise and Law (at their age-level, of course), they should know that you are the sort of person worth following and listening to. You may encounter some hero worship at this stage, and you will have to guide this adulation to the benefit of the Scout.

At this stage, if you have not already done so, you will have to get to know the Scout’s parents. Explain to them the standards that are expected, and without their cooperation and understanding, your success will be less than it could be. This job of explaining and testing the recruit in the Scout Promise and Law for Membership **cannot** be delegated.

The introduction of new Scouts to the basics is an absolute priority for you.

2. Training of Patrol Leaders

This is your most important job. Scouts who have been made PLs are in a special category and it is an absolute priority for you to train them to accept and carry out their responsibilities as youth leaders in your Troop. You will do this through:

3. Court of Honour (CoH) meetings:

These are regular business meetings attended by yourself and your PLs. These meetings may be of two types:

- The short business meeting held regularly after Troop meetings to deal with attendance, allocation of points for contests and badges earned and/or urgent matters, and
- The monthly or quarterly meeting dealing mainly with planning monthly and/or quarterly programmes for the Troop in broad outline, and with other important matters affecting the Troop.

Only you and your PLs attend by right. However, for improved communications and teamwork, the CoH may invite the ATS(s) and/or APLs to attend as observers. If they do attend, they should not sit at the CoH table, and should only speak when invited by the Chairman. Others (e.g. the SGL) may be invited by the CoH to attend specific meetings).

Your function at CoH meetings is to guide the PLs in the management of the Troop. Scouts will have different levels of ability and you will have to assess these abilities so that your PLs are given responsibility equal to the level of their ability, or just beyond. The CoH must keep proper minutes. The Agenda should include Matters Arising from the previous Minutes, Patrol reports, Forthcoming Events, Discipline, etc.

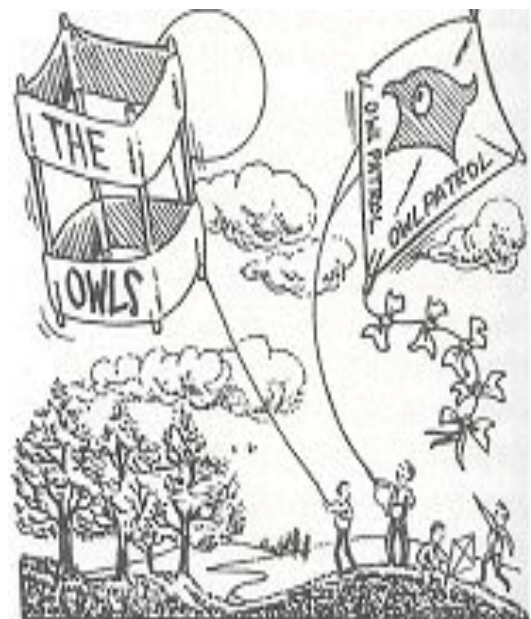
4. Troop Scouter's Patrol:

These meetings take the form of Patrol Meetings with you in the role of a PL and the PLs forming the Patrol. These meetings should be active and should:

- Offer your senior Scouts opportunities for more advanced Scouting activities, and
- Train them to train the members of their Patrols.

A monthly CoH training meeting is recommended. It is often a good idea to hold these meetings during the period of a Troop Meeting. This has two advantages:

- You and your PLs will not have to find additional time, and
- The ATS(s) and APLs will gain experience in dealing with the normal meeting.



Your conscientious efforts to train your PLs will result in:

- PLs being properly able to lead their patrols;
- PLs receiving leadership training which is vital to their progress;
- The members of the Patrols getting individual attention (the smaller the group, the more positive the results of training will be);
- You, personally, establishing standards in all matters concerning the Troop, and
- Your own time problem becoming eased.

5. Attend Group Committee Meetings

Frequency: preferably once a month, three hours per meeting. This is your priority for Adult meetings, as the Group Committee welds the Pack, Troop and Crew into a cohesive and unified group.

You will be expected to present a report on the Troop and take a leading part in the planning of Group affairs.

6. Troop Meetings

Frequency – this depends on how many meetings are run. Traditionally, Troops meet once a week (every week – except holidays). The day of the week varies.

You (as TS) must be present at least 80% of Troop meetings. These meetings are traditionally 2 to 2½ hours long. If there are enough Scouters in the Troop, and if planning has been properly carried out, there is no reason why **every** Scouter should attend **every** Troop meeting. Your “night-off” should be planned into the programme. Your ATs and PLs should handle the bulk of the programme.

In addition to the meetings themselves, you will find that you will have to spend time in detailed preparation for those items of the programme for which you are responsible. Here your work should be less than that of your assistants, but you will have the responsibility of ensuring that they are properly briefed and prepared.

7. Attend Troop Scouters’ Meetings

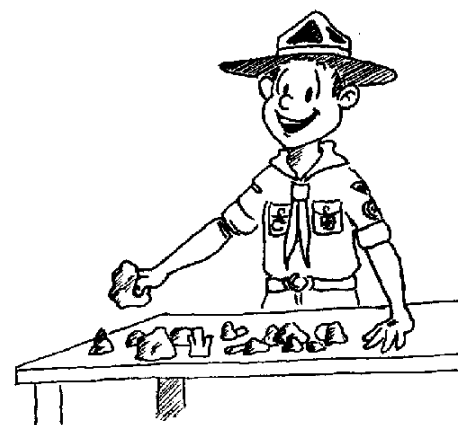
Frequency - one meeting of 3 hours per quarter. You will chair this meeting at which your long- and short-term planning is done, taking into consideration the Troop needs, District, Regional and National events and CoH requirements.

You will have to prepare yourself for such meetings by studying Troop records and various programmes. This is a priority job.

8. Training

When you apply to be accepted as an Adult Leader (AAM Form), you declare your willingness to undergo training as an Adult Leader as required by the appointment that you will hold from time to time. For Scouters, the training is carried out in several stages, as detailed below.

The first is the Stage One: Introduction to Adult Leader training. This covers the fundamental principles of Scouting and allows a person to make an informed decision



as to whether they want to accept the responsibilities of the role they wish to perform in Scouting. You are completing this training now!!

After completion of the Stage 1: IAL Training and acceptance into Scouting as an Adult Leader (you will be officially appointed by issue of a Limited Warrant), you will need to complete the Stage 2: Warrant Training (this gives you the knowledge and skills necessary to perform your chosen task effectively).

After successful completion of Stage 2 Warrant training, you may be issued with a Warrant for the post you have applied for.

The training of Scouters culminates with the Stage 3: Wood Badge Training, which must be completed within five years from the issue of your first Warrant.

Further training will depend on your own needs, but you will find refresher / advanced courses necessary in order to stay on top of the job. If you are conscientious, you will consider self-training a priority. You will want to set an example to your Assistants so that they will train themselves up to their best possible levels.

Training is offered at District and Regional level. In addition, you may expect practical support from the RTC: Scouts and the RTC: AS.

9. Group Events

Frequency: approximately two events per annum. It is strongly recommended that fairly frequent Group get-togethers, which include parents, be held. Planning for these, which may take the form of a braai / hike / fun day / campfire or even camp, will be carried out at Group Committee meetings.

As the Scouter responsible for the Troop, you will be expected to be prominent on these occasions, even although the Assistants may carry out the bulk of the work. Many parents will wish to talk to you on these occasions, so you should be available for this.

10. Record-keeping

The keeping of proper records for the Troop is vital to its proper functioning. You should not be tied down with routine record keeping yourself. It is one of the jobs that can be delegated to your Assistants, but the responsibility remains yours to ensure that records are kept up-to-date and that they serve their purpose. The national Data Base Scout's Digital is a great help in keeping records up to date.

The fate of many a potential Springbok Scout has hung in the balance due to bad record keeping.

11. District Meetings

Frequency - ideally monthly (but the DC will manage this). Apart from maintaining good communication, much is learnt from interacting with other Scouters. Attendance should not even be a question.

All Scouters are expected to attend the training sessions provided by the District.

12. Advancement

Frequency - this will depend upon needs. The skills assessment (badge evaluation) aspect of your job covers the requirements of individual Scouts. It is necessary to



provide this service when the Scouts require it, but you should guard against allowing this to make too heavy a demand on the time you have available for Troop activities. The method by which you should ensure that all Scouts receive the attention they need is by delegation to your Assistants to ensure that your time is devoted to your PLs. The most satisfactory method of arranging evaluation is:

- By arranging a special evaluation session, which is attended by as many Scouters and senior Scouts as possible. It is extremely difficult to examine Scouts in tests during Troop Meetings unless the programme has been specifically structured for that, and/or
- By sharing out the Advancement Badge evaluations among the ATS(s) and making each one responsible for certain sections of badges or requirements. You are responsible for ensuring standards are maintained.

13. District and Regional Events

Frequency: approximately six activities per year. Some may be overnight, whilst others are an activity of a couple of hours.

You will be expected to attend such functions as your B-P Sunday and any events involving the development of your Scouts. In addition, Districts and Regions normally hold certain events on a competitive basis.

It is your duty to prepare your Troop for such events so that they may judge the standard of their skills against other Troops. Your attendance at most of these events will be expected.

14. Parent Visiting

Without parent support, our success as Scouters, will be less than it should be. A lively Group Committee will have a programme for parent contact outside of Parents Evenings and Group Committee Meetings.

As a TS, your standing with the parents of Scouts in your Troop should be good, for, in addition to the Scouts wanting to follow you, their parents should want to have them follow you. This is no light undertaking.

15. Outdoor Activities (Camps and Hikes)

Frequency - the TS should see that enough camping and hiking is done to ensure that each Scout in the Troop has a **minimum** of three camp nights per annum. You will be expected to play a full part in this.

Allocate yourself two weekends per annum in addition to the Annual Troop Camp. Camping is a priority job as this is your opportunity to really get to know the Scouts, for training and testing and for the practice of self-reliance.

Proper planning will be an additional call on your time. As the TS, you must encourage Patrol camps where the PL is in charge of the Patrol.

the

As a



16. District Badge Examining

TS, it is likely that you will be involved by your DC to assist in training and evaluating Scouts in Scoutcraft or Interest Badge requirements.

17. General

In addition to all that is stated above, you will find that there will be calls made on you to take a hand in dealing with problem-solving, or short-notice action, which may be required for one reason or another.

It is quite a formidable list of duties, isn't it? How will you cope? Firstly, you must train yourself to stay one step ahead of the Scouts (both in knowledge and in practical skills).

Secondly, by proper delegation to your ATS(s) and PLs (train them and trust them), you will avoid having to do it all yourself (always think along the lines of "*I will not be here forever*").

Thirdly, with proper coordination, have a coordinated plan on the tasks that you must perform, for example:

- The CoH Meeting may be followed by a training event for PLs and APLs, rather than organising another meeting on a separate date;
- CoH / training sessions may be held before or after normal Troop Meetings;
- Planning Meetings could be held after Troop Meetings or Group Committee Meetings – you may get home a little later than usual, and
- Scouter training sessions and District Meetings should coincide.

Finally – call on your SGL for assistance and advice.

Assistant Troop Scouter (ATS)

Basically, your job will be to assist the TS in presenting wholesome, interesting and active Troop Scouting for youth in the age category 11 to 18 years. Activities are based on the Scout Programme and will always have underlying values, based on the Scout Law and Promise, so that:

- You will retain each Scout to the upper age limit, and
- By the time you have finished your part in their training, they will be well on the way to becoming a good citizen.

As you will have a Warrant to act within a Group, your energies should be devoted here - mainly to Troop activities. You will deal mostly with Scouts.

You will cope adequately with the job and your studies, family and sport if there are enough ATS(s) (one ATS to every 10 Scouts). You will find that your activities fall into a largely routine pattern, which the following describes:

1. Attend Group Committee Meetings

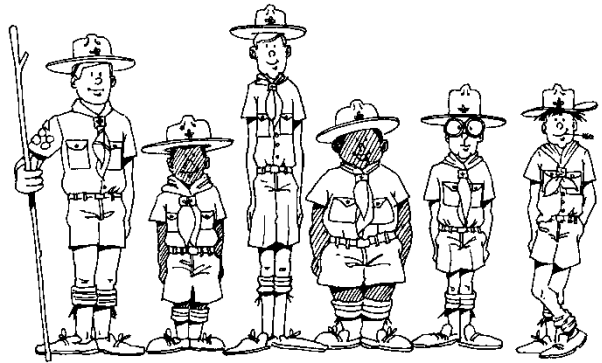
Frequency - three hours per meeting, once a month, usually by invitation. This is your priority for Adult meetings as the Group Committee welds the Branches into a "family" whole. You may be called upon to act as Scribe to the Group Committee on a rotation basis, say three months at a time. You will be expected to report on any item which has been your responsibility and to take an active interest in total Group welfare.

2. Troop Meetings

Frequency - four out of five, two hours per meeting. Most Troops hold a weekly Troop Meeting. If there are enough Scouters and if planning has been properly carried out, there is no reason why **every** Scouter should attend **every** Troop Meeting. Your "night-off" should be planned into the programme.

In addition to the Troop Meeting itself, you will find that you will have to spend time on detailed preparation for those items of the programme for which you are responsible.

This preparation time will vary, depending on whether your items are inspection, games, yarn, or a major Wide Game Stunt. From 1 to 1½ hours preparation time will be required, on average, if your work is to be considered worthwhile **by the Scouts**. This is a priority job.



3. Attend Troop Scouters' Meetings

Frequency - one meeting of three hours per quarter. The meeting is chaired by the TS.

This is when the long- and short-term planning is done, taking into consideration Troop needs, District, Regional and National events that can often be used to introduce themes into the Troop programme. Some preparation for such meetings, the studying of Troop records, will be necessary. This is another very important task.

4. Training

When you apply to become an Adult Leader (the AAM Form), you declare your willingness to undergo training as an Adult Leader, as required by the appointment that you will hold from time to time. This training is carried out in several stages, as detailed below.

The first is known as the Stage 1: IAL Training. This covers the fundamental principles of Scouting and allows a person to make an informed decision as to what role they would like to fill in Scouting and whether they want to accept the responsibilities of that role. You are working on this training now!!



After completion of this course and acceptance into Scouting as an Adult Leader (you will be officially appointed by issue of a Limited Warrant), you may wish, or need, to attend one or more skills courses and will then have to attend a the Stage 2 – Scout Warrant Training (this gives you the knowledge, skills and attitude necessary to

perform your chosen task effectively).

After successful completion of the Warrant Course and successful attainment of the outcomes required after attending that course, you may be issued with a Warrant in keeping with the job you have applied for. The training of Scouters culminates with a

Stage 3 Wood Badge Training with must be completed within five years from the issue of your Warrant.

Further training will depend on your own needs, but you will find speciality, refresher or advanced courses useful and necessary to stay on top of the job. If you are conscientious, you will consider self-training a priority. Formal training is offered at District and Regional level. In addition, you may expect practical support from the National Scout Programme Team in your Region, Scouts and other experienced Scouters in your Group or District.



5. Group Events

Frequency: approximately two events per annum. It is strongly recommended that fairly frequent "family" get-togethers, which include parents, be held. Planning for these, which may take the form of a 'braai' and campfire, for example, will be carried out at Group Committee Meetings. You will be expected to play your part in preparations for these.

6. Invitations to CoH Meetings

Frequency - one or two three-hour meetings per annum usually for planning Troop programmes. ATS(s) do **not have the right** to attend CoH Meetings and do so on invitation only. If you are invited to attend as an observer only, speak only when called upon by the Chairman.

7. Attend events for Patrol Leaders

Frequency: once or twice per annum. The training of PLs through the Troop Scouter's Patrol is a priority for the TS, who may require your special skills on occasion.

8. Record-keeping

Frequency - as and when required, but this should not take more than one evening per month of your time. You may find that spending 10 minutes at the end of each Troop Meeting is enough.

The keeping of adequate Troop records is vital and as an ATS you may well be asked to take charge of financial records, badge records, attendance registers, etc. The national Data Base Scouts Digital is a great aid to keeping good records.

9. District Meetings

Frequency - one evening per meeting, three times per year. With the Group Committee functioning properly, the SGL will be able to represent the full Group at regular District business meetings. However, in order to maintain contact with a wider sphere of Scouting, your attendance periodically, is recommended.

The DC will also arrange things that, when all Scouters are expected to attend, some form of training will be presented.

10. Advancement

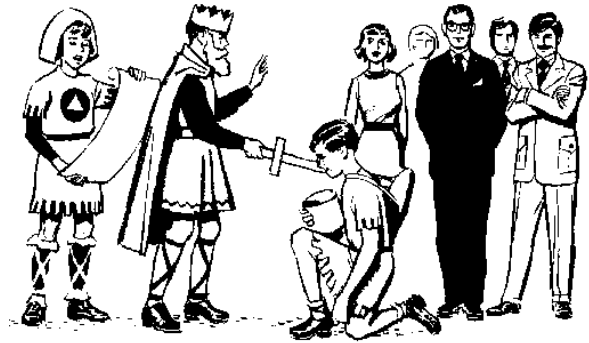
Frequency - this will depend upon needs. The badge testing aspect of your job covers the requirements of individual Scouts. It is necessary to provide this service when the Scouts require it. Approximately two afternoons per month should be adequate on

average, but a three-month allocation of your time could well take the form of a weekend training or evaluation camp.

11. District, Region and Group Events

Frequency - approximately six afternoons or evenings per year, but possibly incorporating a weekend camp. You will be expected to attend such functions as your B-P Sunday, badge evaluation weekends, etc.

In addition, Districts and Regions normally hold certain events, usually on a competitive basis. It is your duty to prepare your Troop for such events so that they may judge the standard of their skills against other Troops. Your attendance at most of these events will be expected.



12. Parent Visiting

Without parent support, our success as Scouters will be less than it should be. A lively Group Committee will programme for parent contact outside of Parent's Evenings and Group Committee Meetings. You will be expected to play a part in this essential activity.

13. Camps / Hikes

Frequency - the TS should see that enough camping and hiking is done to ensure that each Scout in the Troop has a **minimum** of three camp nights per annum. You will be expected to play a full part in this. Therefore, allocate yourself two weekends per annum in addition to the Annual Troop Camp.

Camping is a priority job as this is your opportunity to really get to know the Scouts, to train and test them, and for them to practice self-reliance.

14. General

In addition to all that is stated above, you will find that there will be calls made on you to take a hand in dealing with problem-solving, or short-notice action, which may be required for one reason or another by the TS or Group. It is quite a formidable list of duties, isn't it? How will you cope?

Firstly, you must train yourself to stay one step ahead of the Scouts (both in knowledge and in practical skills).

Secondly, with proper coordination among the Scouters, have a coordinated plan for the tasks that you must perform.

Uniformed Adult Leaders in the Rover Crew

Rover Scouters (RS) and Assistant Rover Scouters (ARS)

The RS is responsible to the SGL or DC for overseeing and implementing the Rover programme in the Rover Crew. The primary function of the RS is to assist the Crew Council in completing the challenges set in the various Rover Awards.

Rovering provides opportunity for self-training and achievement through the Rover programme.

The RS must delegate real responsibility to the Crew Council and allow or encourage full involvement in planning and participating in all activities. Since these Adult Leaders might have Warrants to act within a specific Group, effort and involvement should be devoted to Crew responsibilities within the Group.

Although the RS deals mostly with Rovers, contact with the parents and other Adult Leaders will occur due to the nature of certain activities, as well as combined meetings with Adults in the Group and at District, Regional and Group events.

It is important to remember that Adult Leaders will only successfully perform the functions and duties of their positions in Scouting - in addition to their jobs (employment), studies, family, sport and other commitments if there are enough leaders to adequately meet the demands of the Crew.

Activities follow a routine pattern based upon recurring responsibilities.

Full details of how to run a Rover Crew can be found in the Rover Handbook. This is available from SSA.

1. Crew Meetings

Frequency – meetings are usually between 2 and 4 hours long. The Crew will decide if they will meet once a week or twice a month. Planning and preparation for activities is an extremely important task and is the main reason why Rovers leave - boring, repetitive, ill-prepared programmes and activities and badly prepared leaders are no excuse. The Crew Council will decide what activities will be done at a meeting, while the RS will ensure that the meeting is of a high standard and age appropriate and relevant.

2. Training of Rovers

Frequency – this must be part of the long-term planning of the Crew to ensure that each individual progresses and develops. Training must be offered, as and when required.

Some aspects of training are specifically allocated to specific Awards – new Rover (Squire) training is a combined function between a mentor and the Squire and entails the initial instruction and foundation in Rovering.

Other topics or specialist areas (covered in the Rover Awards) are presented and evaluated by competent individuals from within the community (some areas may involve Scouters). The contact details are available from the RTC: RP.

3. Rover Crew Council

Frequency – one meeting per quarter (or school term). This is a planning meeting, which is chaired by the Crew Chairman, but the RS is part of the Council and an Advisor and observer. The long and short-term planning is done during the meeting, which takes into consideration the needs of the Crew (i.e. training / advancement activities, outdoor activities, etc.), as well as District, Regional and National events.

4. Rover Advisory Councils

About once a quarter, there should be a Regional Rover Advisory Council where all Crews in the Region meet and discuss matters pertaining to Rovers. If appropriate, (e.g. because of large geographic spread within the Region), there can be District Rover Advisory Councils in the Region. This council will have its own chairperson (Rover) and is attended by the RTC: RP. This is an opportunity to discuss upcoming Rover events and to get advice if needed.



5. Training

When you apply to be accepted as an Adult Leader (AAM Form), you declare your willingness to undergo training as an Adult Leader, as required by the appointment that you will hold from time to time. For Scouters, the training is carried out in several stages, as detailed below.

The first is the Stage 1: Introduction to Adult Leadership (IAL) Training. This covers the fundamental principles of Scouting and allows a person to make an informed decision as to whether they want to accept the responsibilities of the role they wish to perform in Scouting. You are completing this training now!!

After completion of this training and acceptance into Scouting as an Adult Leader (you will be officially appointed by issue of a Limited Warrant), you will need to complete the Stage 2 Rover Warrant Training (this gives you the knowledge and skills necessary to perform your chosen task effectively).

After successful completion of the Stage 2 Rover Warrant Training, you may be issued with a Warrant for the post you have applied for. The training of Scouters culminates with the Stage 2 Wood Badge Training which must be completed within five years from the issue of your first Warrant.

Further training will depend on your own needs, but you will find refresher advanced courses necessary in order to stay on top of the job. If you are conscientious, you will consider self-training a priority.

You will want to set an example to your Rovers so that they will train themselves up to their best possible levels. Training is offered at District and Regional level. In addition, you may expect practical support from the RTC: RP and RTC: AS.

6. Group Committee Meetings

Frequency - preferably once a month, three hours per meeting. This is your priority for Adult Meetings, as the Group Committee welds the Pack, Troop and Crew into a cohesive and unified group.

You may be called upon to act as Scribe to the Group Committee on a rotation basis. You will be expected to report on any item that has been your responsibility.



7. Advancement

The Rover Programme follows that of Service, and if implemented properly, will mean that most of the training and evaluation for the Awards will occur whilst assisting others. You may be required to spend some time with particular Rovers, depending on their needs and Award requirements.

You will be required to understand the Rover Programme, the advancement levels and the Rover Awards. As RS, you will have to ensure that all Rovers are progressing and not stagnating. You may well act as their mentor or confidant.

8. Badge Examining

You may be asked by the RTC: Cubs or Scouts to assist as a District Badge Examiner. If you agree, this will mean that as and when Cubs or Scouts have properly prepared themselves for the particular badge that you are examining, you will be available to do the evaluation – but be sure that you are able to cope adequately with your own Group responsibilities before agreeing to do badge examining on a District basis.

9. Camps and Hikes

One of the great drawcards for young people to Rovering is that there is scope for participation in outdoor activities in a far “easier” framework, without the “added responsibility” of guiding younger Scouts.

The Crew should offer at least one Camp and hike every year. These activities will involve time away from home plus relevant planning meetings. The camps do not involve passing any badge requirements *per se* (as with Scout activities), but the organisation and planning of one may count towards an award.

10. District Meetings

Frequency - monthly - one evening per meeting. In order to maintain contact with a wider sphere of Scouting, your attendance is recommended. The DC should arrange matters so that when all Scouters are expected to attend some form of training (possibly an Award discussion) follows the business meeting.

11. Record-keeping

The running of a Unit entails the keeping of the necessary records. This work should be shared equally among the Crew and should not be regarded solely as the responsibility of the RS. The National Data Base Scout's Digital can make record keeping much easier.

Frequency - as and when required, but this should not take more than one evening per month of your time. The keeping of adequate records is vital and as any ARS may well be asked to take charge of financial records, badge records, attendance registers, etc.

12. Recruit Interviews

Ideally, when a new youth wishes to join the Crew, the RS and SGL or DC should interview the recruit to become acquainted with the individual and to introduce the Aims and Principles of the Movement. The booklet “This is Scouting for Adults” is a useful introduction to Scouting for anyone who was not a Scout. Before being accepted into the Movement, the recruit must fill in an AAM Form. Anybody over the age of 18 is considered to be an Adult in the Scout Movement. All Adults must be

vetted. Once this process has been completed, the recruit can then be invested as a Squire.

13. Group Events

Frequency - approximately two events per annum. It is strongly recommended that fairly frequent Group get-togethers, which include parents, be held. Planning for these, which may take the form of a 'braai', hike, fun day, campfire or even camp, will be carried out at Group Committee Meetings.

As the Scouter responsible for the Crew, you will be expected to be prominent on these occasions, even although the other Scouters in the Group may carry out the bulk of the work. Many parents will wish to talk to you on these occasions, so you should be available for this.

14. District and Regional Events

Frequency - approximately 6 afternoons or evenings per annum. You will be expected to attend such functions as B-P Sunday, etc.

In addition, Districts or Regions offer certain events, such as Cub Fun Days, Swimming Galas, etc. Your assistance and possible participation in the organisational side of these events may be required occasionally.

15. General

You will find that you can rely upon your RTC: Rovers for support and encouragement. This person will be a frequent visitor to your Crew in order to assist you to create the best possible climate for self-development of the Rovers through opportunities of service to the community. At all times, you should try to include the in your programme in some way. Your Mentor will also support and encourage you.

Administrative Adult Leaders

Administrative Adult Leaders are no less bound by the Principles of Scouting and the Rules (OR) and Policies of SSA than Operational Adult Leaders. Administrative Adult Leaders need to complete an AAM form as well.

Specific training programmes, such as Group functions, are offered for Administrative Adult Leaders.

Details of training courses can be obtained from the RTC: ALT.



The Group Committee in a community

The Group Committee is chaired by the SGL and comprises the Unit Leaders (PS, TS and RS), together with parent members elected at the Annual General Meeting (AGM). A Secretary and Treasurer are two key roles for which parents are appointed at the AGM.

The primary role of the Committee is to coordinate the activities of the Group and ensure that adequate facilities for meetings and equipment for Cub and Scout programmes are available. Providing training for Adult Leaders at no cost to the individual.

The parent members of the Group Committee should be available and assist with fund raising, communications within both the Group and community, as well as social activities and all logistical support that the Pack, Troop and, to a lesser extent, the Crew requires.



The Group Committee: School or Church sponsored Groups

School: In a school there is usually only one Unit, therefore the senior Scouter stands in for the SGL. As there is no property owned by SSA the duties of the Group committee can be performed by the SGB or a subcommittee of the SGB.

Church: In a church the church may just provide a meeting place and the Group then runs as a community Group. If the Church helps with funding, then they need to be involved. In a church sponsored Group it is more likely that there will be two units so an SGL will be needed to coordinate their affairs.

In Schools and churches, a committee is still needed to help with some or all of these matters:

- fund raising
- collecting and paying membership fees
- financial records and budget
- other record keeping and administration
- planning events such as camps
- supplying and managing equipment
- recruiting new Adult Leaders
- paying for training of Leaders
- participating in district events
- communication and liaison with parents
- publicity especially on the benefits of Scouting
- transport to events

Part A: Revision questions

1. Who is the head of a Region?
2. Who is the head of a District
3. Who is the head of a Scout Group
4. Who is the head of a Meerkat Den?
5. Who is the head of a Cub pack?

6. Who is the head of a Scout Troop?
7. Who is the head of a Rover Crew?
8. What are the main duties of an SGL
9. What are the main duties of a Troop or Pack Scouter?
10. Who provides administrative support to a Group?
11. What type of administrative support do groups usually need?
12. Who serve on a Group committee?
13. What does a Group committee do?

Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|--|-----|--------|------------|
| The functions of Scouters at Regional level? | | | |
| The duties of the District commissioner? | | | |
| The duties of SGLs | | | |
| The duties of Unit Scouters | | | |
| Who does Group Administration | | | |
| | | | |

Module 9B: Roles of Scouters in a Group

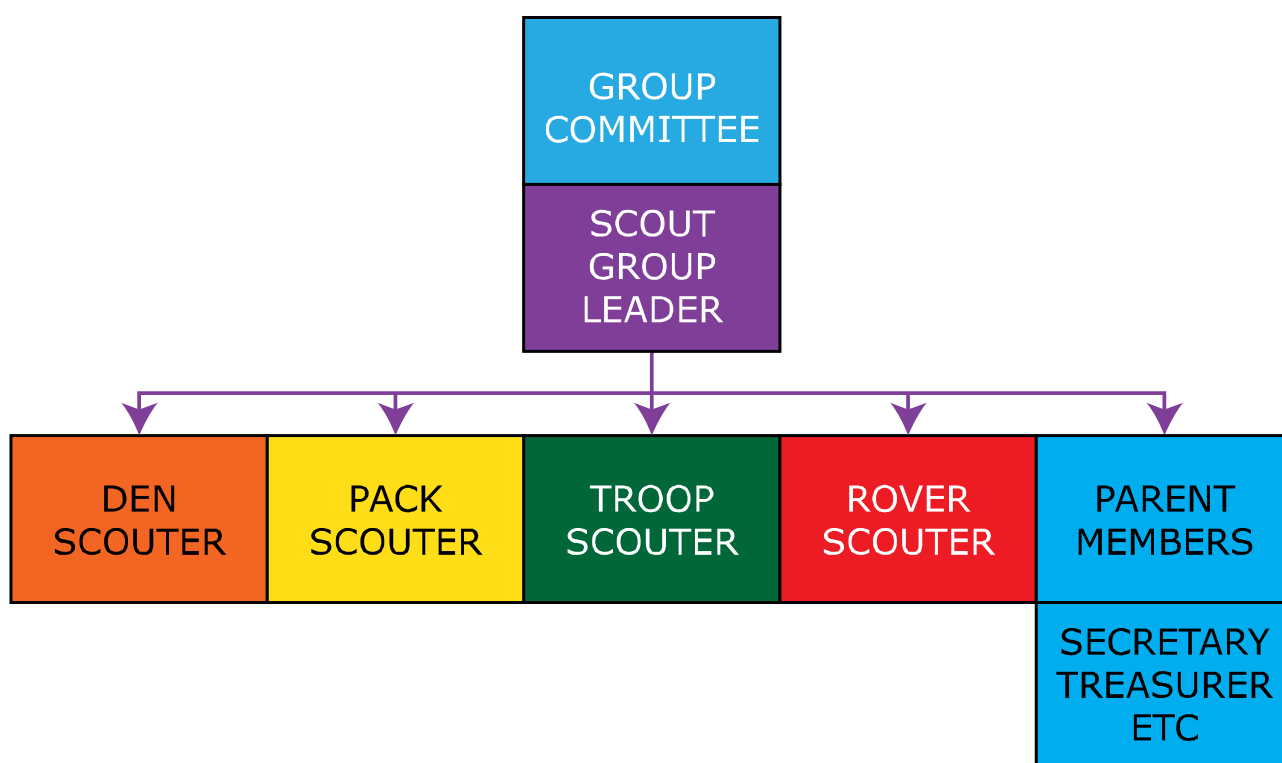
Outcomes:

- Outcome 1: Explain the structure of a Group
- Outcome 2: Describe the main duties of a Scout Group Leader (SGL)
- Outcome 3: Describe the main duties of a Unit Scouter
- Outcome 4: Describe the main duties of an Assistant Unit Scouter
- Outcome 5: Describe the main duties of a Den, Pack or Troop Helper
- Outcome 6: Explain the role of a Parent helper

Structure of a Group

Introduction

This module summarises the detail provided in Module 9A.



The Scout Group, as the organisational and training unit of Scouting, is important because:

- It provides a happy family unit in which the child is trained continuously as he/she moves through the Den, Pack, the Troop and beyond.

- It ensures that such training is progressive and that each child is continually increasing in knowledge and skill, and particularly in his/her understanding of either the meerkat, Cub or the Scout Promise and Law.
- It enlists the help of interested non-uniformed members, men and women, who can relieve the Scouters of a great deal of the work and leave them free to attend to the training of the youth.

The guarantee of success in the Group is a good SGL, working in an atmosphere of trust and unity with the Crew, Troop and Pack and Den Scouters, supported by a good committee.

The SGL is the keyperson in the organisation of the Group. In a very real sense, the Group is the "family unit" in Scouting, consisting as it does of Scouts, parents and Scouters. The SGL is the head of that family. The SGLs have overall responsibility for the welfare of the Groups; they act as a link between the uniformed and non-uniformed members and supporters; and ensure that the Scouters of the various Units in the Group co-operate.

What is a Typical Group – Community Scouting

(see OR Section 5)

The Scout Group consists of several Units, the membership of each covering a limited and definite age group. A typical Group consists of a Meerkat Den, Cub Pack and a Scout Troop, and sometimes a Rover Crew. In some Groups there may be more than two units, e.g. two or more Packs or Troops. Other Groups may have just one unit, either a Cub Pack or a Scout Troop, or a Rover Crew.

The Meerkat Den is for children aged 5 and 6 years (the Meerkats). The adult responsible for the Den is the Den Scouter (DS), who is helped by Assistant Den Scouters (ADS) and Den Helpers (DHs) (usually parents). The children work in small groups of 4 children called a "Burrow". The leader for the Burrow may be appointed and is called a Lookout. Each Burrow is represented by a colour

The Wolf Cub Pack is for children aged 7 to 10 years (the Cubs). The adult responsible for the Pack is the PS, who is helped by Assistant Pack Scouters (APS) and Pack Helpers (PHs) (usually parents). The children work in small groups of 5 to 6 children called a "Six". The leader of the Six is called a Sixer; their assistant is called a Second(er). Each Six has a coloured patch as their symbol

The Scout Troop is for youth aged 11 to 17 years (the Scouts). The adult responsible for the Troop is the Troop Scouter (TS), who is helped by Assistant Troop Scouters (ATS). The youth are grouped into Patrols of 5 to 8, led by a PL and an Assistant Patrol Leader (APL). A Troop may have a Troop Leader (TL) who is a senior Scout, who helps run the Troop.

A Group also needs a Committee made up of some Scouters and some parents. The Committee helps the SGL with administration and management of the Group's affairs.

What is a typical Group – School Scouting?

In School Scouting, groups are tied to a particular school; therefore, it is likely that a school will only have one unit, a Cub Pack in Primary School and Troop in High School.

The school's Governing Body or representatives from the Governing Body will serve on the Committee. With only a single Unit, the senior Scouter will act as SGL when the need arises.

It is envisaged that Meerkat Dens will be introduced to Early Childhood Development centres or preschools in the future. The Den will be tied to a particular centre or preschool and thus be only one unit.

What is a Typical Group – Scouting in NGOs and Churches?

Many of these units are alone, either a single Cub Pack or single Scout Troop, and recently started; so, the Non-Governmental Organization (NGO) or church is a sponsor and acts as the SGL.

Where does a Group fit into the overall Structure of SSA?

The organisation charts in Module 2 will show you where the Group - your Group - fits into the whole Scouting structure. You will see its relationship to the District, the Region, and the National Office and to Manco (Management Committee).

Origin of the Group

For a good many years after the commencement of the Scout Movement in the United Kingdom (UK), each Unit operated independently, although in some places, there was more or less co-operation between leaders of each Unit in those matters which were of mutual concern.

However, there were inevitable differences of opinion as to who was the senior of the leaders and matters reached such a state that in 1918, UK HQ had to give a ruling that "When a Pack is attached to a Troop, though the Scoutmaster will exercise general supervision, he will delegate the fullest responsibility for the management of the Pack to the Cubmaster".

This proved reasonably satisfactory at the time, but in 1919 the Rover Branch was formed and had Warranted Scouters of its own, who were not always content to accept the Scoutmaster's direction. Finally, in November 1926, the following notice appeared in "The Scouter" in England":

A proposal involving a great constitutional change has been made and Imperial Head Quarters invite general comments thereon:

"That Rover Leaders holding certain qualifications be given Warrants.

That a Troop Council must be formed wherever three Branches exist, and that one of its duties should be to elect a Chairman of the meeting who would then be in control of the complete Troop".

It must be remembered that up to now the Scoutmaster has always been deemed to be head of the complete Troop and has been warranted accordingly.

The whole subject was put down for consideration at the National Conference held at Bournemouth in April 1927, at which time the two proposals quoted above found general favour and formed the origin of what is now known as the Group system.

In addition to the original proposals, the rank of Group Scoutmaster was created as a separate Warrant for the man who was to be in charge of the Group, as it was to be known, as a whole, and in South Africa the title "Group Scoutmaster" was amended to "Group Scouter" and now to Scout Group Leader(SGL); "Scoutmaster" to "Troop Scouter"; and "Cubmaster" to "Pack Scouter", in 1987.

Starting a New Group

New Groups can be formed in consultation with the DC, or Region Development Officer.

Starting a New Unit

To start a new Unit, consult your DC and identify potential Leaders in your community.

Main Duties of Unit Scouters

Exact details of duties are in the relevant Job Description which can be found online at www.scouts.org.za or from your DC.

The main duties of an SGL are:

- To take overall responsibility for a Group
- Liaise with the DC
- Chair the Group Committee
- Maintain communication with parents and guardians
- Lead and develop the unit Scouters
- Ensure Unit Scouters get the training that they need
- Monitor the progress of all youth members
- Undergo training to improve their ability to lead the Group
- Manage group public relations
- Coordinate group events
- Help Unit Scouters train youth in any skills that they have
- Represent the Group at District and Region meetings
- Support and run District events
- Encourage Unit Scouters to support District and Region events whenever possible
- Keep Group records up to date

The main duties of a Unit Scouter are:

- Implement and run the relevant youth programme
- Plan and run regular weekly meetings that are fun
- Provide training for youth to advance
- Train new recruits in the Promise and Law
- Troop Scouters must implement the Patrol System and train the Patrol leaders to lead their Patrols
- Plan and run outings, hikes, holidays and camps as appropriate to their branch
- Meet with Assistant Scouters and helpers to plan future meetings and events
- Encourage Assistant Scouters and helpers to attend training
- Represent the Unit at the Group Committee meetings
- Serve as a District Badge examiner if required
- Attend District meetings as required
- Keep unit records up to date
- Visit parents or guardians of youth members from time to time

- Maintain regular contact with parents or guardians
- Attend Group events
- Attend District and Regional events whenever possible

The main duties of an Assistant Unit Scouter are:

- Help the unit Scouter plan and run active and fun weekly programmes
- Help train the youth to advance
- Attend Scouters meetings to help plan future meetings and events
- Undergo the required training to find out more about providing stimulating programmes for the youth
- Help plan and run outings, hikes, holidays or camps as appropriate to the branch
- Help maintain the unit Records
- Attend Group committee meetings when invited
- Help with Badge examining in the District according to their skills
- Attend District meetings when asked
- Help run Group events
- Help run District events
- Attend Region events with their Group.

Den Pack and Troop Helpers work with youth in meetings and on outings, therefore they must abide by SSA's rules for working with youth, sign an AAM form and be invested. The Main duties of a Den, Pack or Troop Helper are:

- Help train the youth members as required by the Scouter in charge
- Help with activities or games in meetings as required by the Scouter in charge
- Be aware of SSA policies especially: Member Code of Conduct; Child Protection Policy; Safe Scouting Policy
- Attend Stage 1 training and become a member of SSA: be invested and abide by the Scout Promise and Law.

Parent Helpers:

These are parents or guardians who provide help with specific activities and events, but they are not invested members of SSA. Regular tasks may include keeping records up to date. Occasional tasks can be anything where the Group needs help such as storekeeper, transport, supervising hall maintenance, sewing scarves etc

Part B: Revision questions

1. Explain the structure of a typical Group
2. Explain the Structure of your Group
3. Describe the main duties for your role in Scouting
4. What is the difference between a Parent helper in a Pack and a Pack Helper?

Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|--|------------|---------------|-------------------|
| Explain the structure of a Group | | | |
| Explain the main duties of a Scout Group Leader | | | |
| Explain the main duties of a Unit Scouter | | | |
| Explain the main duties of an Assistant Unit Scouter | | | |
| Explain the main duties of a Den, Pack or Troop Helper | | | |

Module 10: Ceremonies

Part B

Outcomes

- Outcome 1: Demonstrate ceremonies for opening, closing, investiture and presentation of badges in the Den, Pack or Troop
- Outcome 2: Conduct inspections at meetings
- Outcome 3: Explain the importance of properly conducted ceremonies
- Outcome 4: Explain the options for Uniform, its purpose and the need for smartness in Scouting

Ceremonies

One of the most pleasant tasks undertaken in Scouting is to present any of its members, youth or adults, with an award as recognition for the work or service they have rendered. This is normally undertaken at a suitable occasion where other Scouts, Scouters, Lay members and parents may be present.

All the ceremonies used by SSA are described in the Ceremonies book available online or from a Scout shop. These occasions fall under the section of Scouting, known as Ceremonies, which, incidentally, is defined as "a piece of formal procedure" and should therefore be conducted in that light in order that it will be remembered by those involved as a genuine and sincere occasion.

There are several different types of ceremonies used in Scouting; these may be used frequently during Den, Pack, Troop or Crew meetings, or used occasionally to honour a special service performed or earned. It is therefore important that both the SGL and District Commissioner know the ceremonies. Let us look at the ceremonies more frequently used at a Group and District level.

The basic ceremonies you need to be able to perform are

- the "Opening and Closing ceremonies" used to start and finish a meeting.
- The ceremony used when presenting a badge to a Meerkat, Cub or Scout.
- the Investiture ceremony for a Meerkat, Cub or Scout.

You should find out about all the Meerkat, Cub, Scout or Rover ceremonies before you do your Warrant Course. On the Warrant course you will be introduced to the Burrowing up/Going up/Coming up/Network Ceremonies for Meerkats going to Cubs, Cubs going to Scouts and for Scouts going to Rovers

Ceremonies at the Den, Pack or Troop meeting will, in most cases, be conducted by the Adult Leader responsible for the Unit, DS for Meerkats, Akela for the Cubs and the TS for the Scouts. It is important that the adult understands why the ceremony is held so that sincerity be maintained each time it is used.

Always apply the 3 S's to any ceremony and they are Short, Simple and Sincere. A long and complicated routine will mean a loss of interest by the youth. Plan ceremonies carefully so that those taking part will know what to expect, avoid mystery and

uncertainty as they cause apprehension and nervousness which detract from the sincerity of the occasion.

The purpose and value of ceremonies are that they create a pattern of steady progress and mark recognition of work by the youth. Smartness and discipline in the Pack and Troop should arise quite naturally when an atmosphere of cooperation is developed between the Cubs and Pack Scouters or Scouts and Troop Scouters.

When and Where? A ceremony should be held as soon as possible after progress has been made or an award earned. Never hold up a presentation for a so-called "auspicious" occasion. Ceremonies are usually held as part of a regular Pack or Troop meeting. Any ceremony may be held indoors or outdoors.

Meerkat Ceremonies

Meerkat ceremonies cover the ceremonies used during Den meetings. The Ceremonies used by the Meerkat branch of the movement are described in the SSA publication the Ceremonies book which can be bought at a Scout shop or ordered online. Those used during the Den meetings are:

- a) Opening and Closing a Den meeting
- b) Investiture of a new recruit
- c) Presentation of badges to Meerkats

Meerkat Dens do not have a flag breaking or inspection as part of the Opening Ceremony.

In addition, there is the Burrowing up ceremony which is used when the Meerkat leaves the Den and goes up to the Cub Pack.

Who should conduct the ceremony?

The Den Scouter usually runs the ceremonies. However, all Den Scouters should be able to conduct any of the ceremonies.

Cub Ceremonies

Cub ceremonies cover the occasions associated with the running of a Pack meeting or presentations at that meeting. All will be found in an SSA publication Scouting Ceremonies booklet and will include:

- a) The Grand Howl;
- b) Break and Dismiss
- c) Presentation of badges: Advancement or Interest badges;
- d) Investiture of a Cub, and
- e) The "Going Up" ceremony (see under the Group below).

Who should conduct it?

It is customary for Akela to conduct all the Pack Ceremonies; however, no ceremony should be postponed due to Akela's absence. All Scouters should know the procedures involved in all ceremonies.

The Grand Howl

The Grand Howl, which is a great feature of Cub tradition, is described in the **Ceremonies** book. It is used during the opening and closing of most Pack meetings. It provides the Cubs with an opportunity to express in a noisy, but controlled manner, their greetings to Akela and the other Old Wolves (Scouters and Pack Helpers) and a reminder of the Cub Promise and Motto, and their thankfulness for being a Cub.

Flag Ceremony

Flags and their uses are discussed in some detail in the **Scouting Ceremonies** book, as are the details of the ceremonies. The Sixers should see it as a great honour to take part in flag break and flag down. If they are to carry out their duties properly, they must know how to and be confident to prepare, hoist, break, fly and lower a flag.

Totem Poles

It is recommended that every Pack possess a Totem Pole, and the following points are emphasized:

- The Totem embodies the spirit and traditions of the Pack, and is best kept in the Pack Den.
- It must have a stand, and be allotted a special position in the Den, to which it must be returned after each Ceremony.
- A Totem Pole is never paraded.
- It must not be used in any Ceremony as this suggests that the Promise is being made to the Totem.

The Investiture of a New Recruit

This is the most important of all Cub Ceremonies. The Investiture must be sincere and simple so that the Cub(s) can understand and enter into it completely. They may be nervous and forget their part, so the PS says "Repeat after me" before asking the Cub(s) to make their Promise. The ceremony is best held at the beginning of a Pack meeting because the Pack will be ready mentally and physically for a few minutes of quiet attention, they will all be neat and tidy and the New Chum will be less likely to suffer stage fright than after a longer interval of anticipation. The New Chum(s) will also be able to take part in their first Grand Howl. Never invest more than 2 or 3 Cubs at any one time, as the rest of the Pack cannot maintain the necessary silence and attention and will spoil the ceremony for the New Chum(s) and their parents.

Presentation of Badges and Stripes

Each Cub(s) is to be called out individually to receive their Badges. Remind them what the Badge means to them and where it goes on their uniform, use a pin to put it in place if possible. Always remember to present the Badges as soon as possible after they are earned. NEVER keep Cubs waiting for their Badges by holding them for Parents Evening or other such events. It is a good idea to present badges at the end of the meeting so that they do not get lost.

Scout Ceremonies

The Ceremonies used by the Scout branch of the movement are described in the SSA publication Scouting Ceremonies. Those used during the Troop meetings are:

- d) Opening and Closing a Troop meeting;
- e) Scout investitures of new recruits;
- f) Presentation of badges to Scouts, and
- g) PL investiture – awarding PL and APL stripes.

Group Ceremonies for Den, Pack Troop and Crew

- Burrowing up / Coming up ceremony from Meerkats to Cubs
- Going up / Coming up ceremony from Cubs to Scouts
- Going up /Coming up ceremony from Scouts to Rovers

It is customary for the SGL to be involved in these ceremonies. They should be planned as a Group event. These ceremonies are described in the ceremonies book.

Going from Meerkats to Cubs: The Den and Pack Scouters should be working closely together to ensure that the Meerkat feels welcome in the Cub Pack. A few visits need to be organised and the Pack Scouter will help the Meerkat earn the Burrowing up Badge. For this age the ceremony is short and simple and should be followed by their investiture into the Cub Pack.

Going from Cubs to Scouts: If the Pack and Troop are working well together on the Link Badge, the Cub(s) will have met the TS, PL and Patrol they are going to join. The welcoming role of the TS, PL and the rest of the Scouts in the Troop is very important. The Cub(s) going-up to Scouts must be made to feel welcome and at home. Avoid holding one mass ceremony a year. The drawback of this practice is that a few Cubs are kept in the Pack long after they should be and their eagerness to become Scouts is often dulled. Remember the main purpose is to get the Cubs from Cubs to Scouts smoothly and happily.

Often the Cubs visit the Troop for this ceremony to take place and a joint activity or game suitable for all ages can be held too. Once the cubs have gone home the Troop meeting will start formally and then the new recruit will be invested as a scout.

Going from Scouts to Rovers: When a Scout is eligible to join Rovers, they can work with the Rover Scouter on the Network badge. On leaving the Troop to join the Crew permanently there is also a Going up ceremony as described in the Ceremonies book.

Who should attend? The new recruit's parents and other relatives may be invited to attend their Investiture and Going-Up Ceremonies.

Ceremonies for Adult Leaders

Ceremonies for adult leaders will often involve District or Regional staff. The most common of these are:

- a) Investiture: The investiture of a new Adult Leader would be done in a similar fashion to the Scout Investiture and as part of the Troop or Pack meeting.
- b) Presentation of Warrants.
- c) Presentation of Charge Licences and Certificates.
- d) Presentation of Wood Badges.
- e) Presentation of an Award

Tradition

Tradition is not to be scorned, provided it is a good tradition.

The Movement has certain fixed traditions which are excellent. In addition, there are things like the salute and the left handshake, and the Good Turn for a Cub and helping others for Scouts.

KEEP CEREMONIES SHORT, SIMPLE AND SINCERE

Inspections at Pack Meetings

An inspection is a way of encouraging discipline in the Cub Pack and is an opportunity to make sure that Cubs are smartly and correctly dressed for Pack Meetings. The PS and/or Assistant Pack Scouters normally do the inspection, but on occasion, it is a good idea to let the Sixers inspect their own Six or another Six.

An inspection is normally carried out as part of the disciplined opening. Inspections should not be too long and drawn out. A quick inspection just before the Cubs go home is also a good idea. An untidy, scruffy Cub in uniform is a bad advertisement for Scouting. Most Packs have a reward system for inspections to encourage Cubs to improve on their appearance and for real effort.

The following may be considered for inspections:

- Paws (hands), claws (nails) and fur (hair);
- General uniform;
- Socks and shoes (clean and shoelaces tied correctly);
- Badges (correctly placed on uniform);
- Caps (with names on the lining), belts (through all loops of shorts and buckle right way up);
- Scarves (clean and correctly folded) and woggles, and
- Contents of pockets: handkerchief, notebook and pencil, cents (for emergency phone call).

One method of carrying out an inspection is as follows:

- Cubs form up in a line in their Sixes with the Sixer and Second at either end.
- The Six should be standing at ease.
- The PS should approach the Sixer(s) who should call their Six to the alert and salute the PS who should return the salute.

- The PS will then proceed to inspect each Cub and award “bones” for effort. A maximum of 5 bones per Cub is appropriate.
- The PS should comment in a friendly and positive way as the inspection proceeds.
- When all the Cubs in the Six have been inspected, the PS should again approach the Six and say: “Thank you.... Six”.
- The Sixer(s) should thank the PS and instruct their Six to stand at ease.

Inspections at Troop meetings

Inspections help to encourage discipline and should normally be done as part of the opening of the meeting. Many Troops have a reward system for inspections to encourage the Scouts to take pride in their own appearance and that of their Patrol and Troop. You are expected to set high standards, so setting high standards for these inspections will encourage the Scouts to strive for high standards in their activities and advancement achievements as well.

Inspections at beginning and end of Troop meetings are important to ensure that high standards are maintained within the Troop. Like ceremonies, inspections should be kept short, simple and sincere. The following approaches can be adopted:

- PLs inspect their Patrols;
- PLs inspect other Patrols (they swop);
- PLs inspect according to set-out checklists, and
- Troop Scouters inspect the Patrols individually.

Whatever method is chosen, it is important that inspections are positive and individual Scouts should not be made to feel embarrassed. A points system can be adopted to encourage Patrols to strive for smartness. The Method can be changed from meeting to meeting or from time to time to provide variety.

Not everything needs to be checked at every meeting, ask your PLs at the Court of Honour for ideas. The focus is on uniform and personal inspections; these are examples of what could be checked:

- Overall neat and tidy appearance;
- Clean shoes and socks pulled up and tidy;
- Badges sewn on neatly and in the right place;
- Hats, if worn, have names in them;
- Belt worn correctly, for full uniform;
- Scarves correctly rolled and fastened with a woggle, and
- Contents of pockets: clean handkerchief and safety pin, notebook, pencil, emergency phone numbers.

Wearing Uniform

Whether we accept it, or not, first impressions always count. Many initial decisions made by parents, adults or children to join Scouting, or not, are made based on the neatness and quality of the uniform worn. This is irrespective of whether the Founders uniform is worn or whether the newer golf shirt option is worn.

Scouting is judged mainly by what the public sees – and perceptions are then linked to this image. It is, therefore, the duty of every member (youth and adult) to see to it that their personal appearance, bearing and behaviour is a credit to SSA.

Correctly worn and tidy uniforms are essential for both Youth and Adult Scouters. The requirements for uniform are set out in SSAs Uniform Policy and every effort should be made to see that these rules are kept. The general public judges us in the first instance by our appearance, which means that the good name of the Movement is in the hands of each one of us. This applies to the way in which we behave when we are in uniform. The example and influence of Scouters is very important.

Uniforms contribute to the strength and effectiveness of an organisation and underline loyalty to a cause. For almost ninety years, the Scout uniform has been a symbol of youth prepared by Scouting to meet the responsibility of young citizenship. Much depends on the example set by Scouters and a high standard of smartness is demanded from them.

Full details of the uniform options and where to wear the badges can be found in the SSA Uniform Policy which is available from the SSA web site www.scouts.org.za.

1. Official Uniform for Cubs Scouts Rovers and Adult Leaders

Four uniform options are available:

- The Founders uniform: traditional uniform shirt (khaki - land Scouts / blue – Air Scouts / white – Sea Scouts), relevant coloured shorts / trousers, socks, with leather shoes (brown or black), scarf, headgear (hat, beret, hiking cap, peak or none) and belt (webbing);
- Traditional Scout shirt (as above) with scarf and any shorts / trousers, shoes and headgear / no headgear;
- Golf-shirt with scarf and any shorts / trousers, shoes and headgear / no headgear, and
- School uniform with scarf.

It is important to remember that uniform is to be identical within a Unit of the Group (Pack, Troop or Crew). The uniform **does not** have to be identical across the Group (Cubs and Scouts do not have to wear the same option of uniform).

These options were implemented since uniform should be affordable and accessible to every youngster or adult who wishes to be a member of SSA. No person should be precluded from joining a Pack / Troop / Crew, because they cannot afford to buy a uniform. Many units have a second-hand uniform box too.

This does not mean that members should not try to wear the correct uniform and look smart.

Headgear and belts

The wearing of headgear is optional, but uniformity must be maintained within the Unit.

Uniform for Meerkats:

Dark green bucket Hat
Dark green Golf shirt
Short dark pants(long when cold)
Shoes(tackie style) and socks

Where to purchase uniform items:

Most of the Founders uniform, as well as badges and related items are only available from Scout Shops. Some items of uniform (long trousers, long-sleeved shirts) may not be available at Scout Shops and items of a similar style and colour can be purchased from retail outlets.

Uniform can also be ordered online from www.scouts.org.za.

Clarity on what is acceptable should be obtained from the Scout Shop before purchase is made.

When to wear uniform:

Uniform is especially appropriate where travelling is involved and members will be seen by the general public, as well as during public appearances or public parades.

Generally, uniform is worn at B-P Parades, Annual General Meetings (AGMs) and at specifically identified formal events. There are activities that are not suitable for uniform, such as in camp, while hiking, during wide games, even at certain types of weekly meetings and competitions, etc.

In these cases, it is advisable to wear some form of camp uniform made up of durable clothing, which will not be easily damaged due to rough activity or activities that may cause stains or permanent marking. It is highly advisable that a common "active uniform" be created for all members of the Pack / Troop / Crew.



It is not appropriate to wear uniform when a commercial product or service is being sold, even for Scout funds, or when an activity would tend to bring dishonour or discredit to the uniform, or when the wearing of the uniform would tend to imply endorsement by Scouting of a political party or political candidate.

Scouters, who are renewing their membership, and whose application for Membership has been accepted, must renew their Promise. They can then wear



the uniform and badges, except for badges of rank, which can be added once they have been awarded a Limited Warrant

Adults joining SSA, who were never invested as Scouts, must first be invested before they may wear the badges and uniform. This is usually done before or when the Limited Warrant is issued (at a simple ceremony).

The investiture of Commissioners and Scouters usually only entails making the Scout Promise. In some cases, the Group scarf is presented to the new leader.

SSA Organisational Rules determines that the World Scout Membership Badge may only be worn by members who make the Promise.

2. Badges and Insignia

For the most up to date information on the correct badges to wear and the correct placement of badges, see the SSA Uniform Policy which is available from SSA or it is on the SSA website.

a) Compulsory items:

Members wear the World Membership Badge and a scarf (the position of the World Badge differs depending on the option of uniform – see badge charts in the Uniform Policy). For Meerkats the Membership badge is on the crown of the hat. Meerkats do not usually wear scarves

Scarf colours and design are determined and supplied by the relevant Group / District / Region, or by the organisers of any special event that has acquired prior permission for the use of a special event scarf.

b) Optional items:

Group, District and Regional Badges

District, Regional and Group Badges may be worn, but these are not compulsory. However, Regional Commissioner (RC) and DC can approve the compulsory wearing of a Regional or District emblem through an approval process with the relevant District or Regional Team. These may be added to one side of the Meerkat hat

In this case, you will be expected to comply with the rules of the Region / District. The placing of these badges is shown in the badge charts in the SSA Uniform Policy.

A Group emblem may be worn on the point of the scarf, on receipt of written approval by the RC.

Group, District, Regional and National nametapes

Scouters in Groups wear a nametape indicating the name of the Group at the top of the right sleeve, whilst Commissioners wear a tape indicating the name of the District and/or Region, or at the top of both sleeves. May be added to one side of the Meerkat hat

Badges of appointment (Warrant)

All Scouters wear SSA badges on the left pocket flap and the appointment badge (when the Warrant is completed) above the left pocket.

Only one appointment badge is worn. If more than one role is performed, then the appropriate uniform is worn at the appropriate time. Scouters who perform two or more functions may not accumulate appointment badges (whether two Warrants or appointments are held, or not).

Female Scouters wear the appropriate appointment badge to the left above the World Badge.

Other badges, items or emblems

No Scout or Guide Badges may be worn on the uniform (with exception of the Springbok Scout Badge on the left sleeve until the individual turns 21 years of age).

Adult leaders who have earned the Scout Springbok or the Rover B-P Award may wear a Recognition Badge is worn above the right pocket.

All Charges (Water, Air) or Challenge Awards (Wings, and Gold Shield) earned as a Scout must be removed until such time as the **appropriate adult course** has been successfully completed.

Temporary emblems (special camps / events) are worn as noted in SSA Uniform Policy for a period of six months and must then be removed.

Military medal ribbons and other awards are worn as noted in SSA Uniform Policy.

It is interesting to note that the Brooch given by Springbok Scouts as a sign of appreciation for the support and input received from their mothers or fathers in attaining the Springbok Scout Badge **is not an approved item for wear by adult leaders on their uniforms.**

Part B: Revision questions

1. List the main ceremonies that will be used in your Unit.
2. Explain why our meetings have an opening and closing ceremony
3. List, in the correct order, the main items to include in the opening of your meeting, Den or Pack or Troop.
4. Explain the purpose of inspections at meetings and when should these be done?
5. Why is it important to conduct ceremonies properly?
6. Why do we have uniforms?
7. Is everyone's uniform coloured khaki?
8. What are you going to say to a new parent about the uniform that their child will need to join Scouting? Clothing, badges, scarves, hat etc
9. Who chooses which type of uniform a Unit will wear?
10. Where can help on uniform be found?

Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|---|------------|---------------|-------------------|
| Demonstrating ceremonies for opening, closing, investiture and presentation of badges in the Den, Pack or Troop | | | |
| Conducting inspections at meeting | | | |
| Explaining the importance of properly conducted ceremonies | | | |
| Explain the options for Uniform, its purpose and the need for smartness in Scouting | | | |

Module 11: The Small Group Method: Burrows, Sixes and Patrols

Outcomes

See Branch specific section.

Introduction

New Adult Leaders should be aware of what happens in other branches of Scouting. When you study this module, concentrate on the part that applies to your role. Go over the parts that apply to other roles so that you know the similarities and recognise the differences.

You only need to meet the Outcome(s) that apply to your role.

Introduction to the Small Group Method

In “This is Scouting for Adults”, you were introduced to the Scout Method which is a system of progressive self-education through:

- A Promise and Law;
- Learning by Doing;
- Working in Small Groups, and
- Progressive and stimulating programmes.

You also found out that the small groups in Dens are called Burrows, small groups in the Pack are called Sixes and that the small groups in Scouts are called Patrols.

The original description of The Scout Method used the term ‘The Patrol System’ instead of ‘Working in Small Groups’. Only later, once Cubs were started, were the Sixes introduced. These are a scaled down version of the Patrol to suit the younger age group. But even in the Cubs, the idea of having a small group, of about six young people with a young person as the leader, is applied. This concept also applies to Meerkats but because of the age group, is not as structured.

Module 11M: Working with Small Groups: Burrows

Outcomes

Part A:

Outcome 1: Find out about the role of the Lookout in the Meerkat Den

Outcome 2: Find out about what a Lookout can do

Part B:

Outcome 1: Define the role of a Lookout in a Meerkat Den

Outcome 2: List the tasks that a Lookout can do

Small Groups in the Meerkat Den

In a Den, you have Meerkats aged 5 or 6 years old, and these children are divided into groups of about four children called "Burrows", identified by a coloured patch. To run a Den one adult for every 4 children is required. A full Den will be 16 children.

Each Burrow will have younger and older children

Sometimes a "Lookout" for a Burrow will be appointed. The "Lookout" is one of the older Meerkats who is nearly ready to go up to Cubs.

Becoming a Lookout:

- gives the child some simple responsibilities
- encourages them to help others

Which helps them gain a sense of pride in themselves

The role of the "Lookout" in the Meerkat Den

The "Lookout" is a Meerkat who will be turning 7 within the next three to four months. Before they Burrow up to the Pack they can be appointed as the "Lookout". The "Lookout" may wear a group scarf, a lanyard or any other form of identification.

The Lookout's main job is to look out for the younger meerkats and helps wherever they can. So, they should be given simple responsibilities to begin to learn about taking responsibility and service which encourages a sense of pride in themselves.

Responsibilities of Lookouts

- Help a younger Meerkat
- Set a good example
- Look after a new Meerkat
- Help set up games
- Help as much as possible:
 - Set up the Totem and Burrows for the opening ceremony
 - Help put out and put away equipment
- To set an example to the other Meerkats

Part A: Revision questions

1. What age are Meerkats?
2. What is a Burrow
3. Who or what is a Lookout?
4. Do all Meerkat Dens have Lookouts?
5. List at least 4 things that Lookouts can do
6. How does a Meerkat benefit from being a Lookout?

Part B: Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|---|-----|--------|------------|
| Define the role of a Lookout in a Meerkat Den | | | |
| List the tasks that a Lookout can do | | | |

Module 11C: Working with Small Groups: Sixes

Outcomes

Part A:

Outcome 1: Find out about the role of Sixers in a Cub Pack

Outcome 2: Find out about the importance and functions of a Sixer

Part B:

Outcome 1: Define the role of Sixers in a Cub Pack

Outcome 2: List the functions of a Sixer

Small Groups in the Cub Pack – the Six

A Six is a group of cubs(aged 7 to 10 years) who are led by a Sixer. Each Six is recognised by a different colour patch worn on the left sleeve. The Sixer is chosen by the PS and would usually be the oldest child in the Six. The Sixer wears two yellow stripes on their left pocket. A Secunder can also be appointed to help the Sixer. The Secunder wears one yellow strip on their left pocket. The Sixers can be asked by the PS to attend the Sixer's Council. At this meeting they are asked about recent Pack meetings, what they liked, what they didn't like, what they would like to do more of.

Role of Sixers in a Cub Pack

Sixers have a definite role to play in the operation of the Pack. Their first duty is to set a good example – by their:

- neatness,
- promptness,
- reliability,
- honesty
- fair play
- helpfulness
- Sixers must be made aware of the honour of leading a Six.

all of these are within their own capabilities.

Responsibilities of Sixers

Some of the jobs a Sixer can do are:

- check the Cubs in their own Six before inspection.
- If your Pack uses the small "Sixers Record Book" available from Scout Shops, they may mark attendance and write in the subscription amounts paid by the Cubs in their Six.
- They must also help younger Cubs with some of the Advancement requirements, under the guidance of an adult.

- As duty Sixer for a Pack Meeting, they have the privilege of leading the Grand Howl and of being responsible for the totem pole, etc. Besides these two duties, the Sixer has the other duties like:
 - Preparing, breaking and lowering the flag;
 - Choosing and leading a prayer;
 - Having charge of the Six corner and the Six box, and
 - Pinning on the Six Patch at an Investiture.

Part A: Revision questions

1. What age are Cubs?
2. What is a Six?
3. Who leads a Six?
4. What can a Sixer do to set a good example, list at least 4 things?
5. List the main duties of a Sixer
6. List the functions of a Sixer

Part B: Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|---|-----|--------|------------|
| Define the role of Sixers in a Cub Pack | | | |
| List the functions of a Sixer | | | |

Module 11S: Working with Small Groups: The Patrol System

Outcomes

Part A:

- Outcome 1: Have read the Patrol Leader's (PL's) handbook or the Troop Scouter's Working Kit on the Patrol System
- Outcome 2: Find out about what a Patrol is (what it does and how it is formed)
- Outcome 3: Find out about the functions of a Patrol Leader
- Outcome 4: Find out about the Patrol in Council, Patrol activities and Patrol Meetings
- Outcome 5: Find out about the functions and duties of the Court of Honour (CoH) and its officers
- Outcome 6: Find out about how a Patrol Leader is selected and appointed

Part B:

- Outcome 1: Explain what a Patrol is (what it does and how it is formed)
- Outcome 2: List the functions of a Patrol Leader
- Outcome 3: Demonstrate the Patrol in Action (Patrol in Council, Patrol activities, Patrol Meetings)
- Outcome 4: Explain the functions and duties of the Court of Honour (CoH) and its officers
- Outcome 5: Explain how a Patrol Leader (PL) is selected and appointed

Small Groups in the Scout Troop – the Patrol

Operating the Patrol System

The Patrol System is the best way in which to run a Scout Troop. Establishing the Patrol system is a long term process and cannot just be switched on and off.

The Patrol system operates only because the Troup Scouter (TS) makes it operate. It cannot function by itself.

The basic principle of the Patrol system is that the Patrol Leaders (PLs) must themselves make decisions on Patrol and Troop activities or ***at least appear to be doing so.***

Ideas can be fed through various channels to the Court of Honour (CoH), but the decisions must be made by the Scouts, who must be involved with the running of the Troop.

We have said that the Patrol system cannot be switched on and off; it must be built up gradually over a period of time. The PLs must be trained for this task of management (***Organisation, Planning, Motivation and Control***), as well as in the technical skills of Scoutcraft and "How to Instruct".

Perhaps the best starting point in this training is:



The Court of Honour

The CoH comprises the TL, PLs and the TS.

The optimum size for such a Committee is about six. If it is too small, there will be little experience within the group of representatives; too large and the Committee will be unmanageable. In smaller Troops, therefore, Assistant Patrol Leaders (APLs) may also be members of the CoH.

In addition, the TS is a member of the CoH to provide sympathetic guidance. This is often considered to be in an advisory, non-voting capacity. The TS enjoys a seldom-used right of veto.

The duties of the CoH are:

- a) To safeguard the honour of the Troop;
- b) To build standards within the Troop and aim for "Star Patrol Award";
- c) To advise the TS on the arrangement of programmes and to assist with advice as to what the Troop wants / would like, and
- d) To assist with the internal administration of the Troop, such as expenditure of subs.

In addition, the members will be trained to:

- a) Represent their Patrols and to speak their minds
- b) To treat the decisions of the CoH as confidential except where it is clearly indicated that the matter is to be passed on to the Patrol members
- c) Accept success or failure in a debate / argument with good grace
- d) Accept that the decision once made is meant to be carried out, even by the unsuccessful minority.
- e) To help the TS maintain discipline which safe guards the honour of the Troop.

Court of Honour Meetings

The CoH meeting should be at least in part, fairly formal with an official Scribe, an Agenda and record of decisions (Minutes of the meeting). The Chairman is either the Troop Leader (TL) (if there is one) or an elected PL. this position can be rotated among the PLs.

It is obvious that all the duties of a CoH require training. Chairing of the meeting, keeping of records and preparation of agendas do not happen by themselves.

The Troop Scouters' task is to guide the PLs unobtrusively, to bring out the thoughts of the members, and to inject their own thoughts for discussion. Much of this can be done via discussions prior to the drafting of the agenda with the PLs, especially with the Chairman.

The TS has the power of veto at the CoH, but should rarely need to use it.

The success of the operation of the CoH will depend upon how much they put into it – as well as how much the PLs contribute.

Do not just sit there and expect everything to happen. It is an opportunity for learning and developing together. It might be hard going, but you will be helping to develop the young people and so achieve the Aim of SSA.

Decisions must be made by the Scouts!

ATS(s) are not members of the CoH, but may be present by invitation. The CoH should agree on which occasions the ATS(s) will be invited. If an ATS is to be involved in running a project / task, then it would be wise for the ATS to be invited to discuss details and to give report backs. In programme planning meetings it is likely that ATS(s) will participate in them.

The Patrol in Council(PiC)

The Patrol in Council is a natural extension of the CoH. It is a meeting of the Scouts in a Patrol under the chairmanship of the PL.

It is normally informal and may indeed take place over a meal in camp or while some other tasks are being carried out. TS should encourage and create opportunities for such meetings. It can be a 5 minute slot in a regular Troop meeting.

PLs can bring from the CoH a request for opinions on specific subjects to be reported at the next CoH meeting. Suggestions for Troop programmes should be sought from the Patrol members.

The methods of running a Patrol in Council should be demonstrated during PLs' training sessions and ideas given which might be used in the Patrols.

Leadership

Leadership can be taught by various means, two of which have already been mentioned:

- 1) Membership of the CoH, AND
- 2) Chairmanship of the Patrol in Council.

In addition:

- 3) The example of the TS as leader of the Patrol of PLs.;
- 4) By the TS having faith in the Scout(s) and their potential and taking care that they guide by remote control.
- 5) By using the PLs as instructors in terms of the Advancement Scheme.

If PLs are to instruct, they must have the required skill or knowledge, but they must also have been shown how to instruct in the skill or knowledge. Since they will follow the example of the TS(s) in instructional methods; it follows that the methods used by TS(s) must be good. Since the PLs are permitted to examine certain advancement requirements, it follows that they will need guidance on how to test.

Patrol Meetings

In Patrol Meetings, Scouting really lives. Patrol Meetings are held both indoors and outdoors. In these meetings:

- Patrol members learn to do their jobs;
- Patrol hikes, camps and activities are planned;
- Targets are achieved;
- Patrol projects are developed;
- The Patrol's part in future Troop Meetings is discussed, and
- Time is spent socially.

It is here that the "gang" begins to pick up the Patrol spirit and work together as a team. So, Patrol Meetings must have interest, and above all, be fun. If they are the right kind of Patrol Meetings, the Scouts will look forward to the good times they can have while planning their activities.

For Patrol Meetings to be successful, they must include:

- Activities for INTEREST;
- Activities for FUN;
- Activities for LEARNING, and
- Activities for ADVENTURE.

There are several different kinds of Patrol Meetings:

1) Patrol in Council:

A short informal meeting to discuss plans and activities.

2) Patrol corners / dens:

Meeting during a Troop Meeting for discussion and training.

3) Patrol meeting for whole afternoon or evening:

At the Group HQ or a Scout's home with skills and games programmes.

4) Patrol hikes / camps:

Outdoor activity:

5) Patrol activity:

Project, good turn, badge or fun visit (e.g., ten-pin bowling).

How to Plan Patrol Meetings

We have said that there are five different types of meetings. The most difficult to plan is the Patrol Meeting for the whole evening (or afternoon).

To plan for this, the Patrol will have had a discussion beforehand and left it to the PL to decide details. No two meetings will be the same. The Patrol may have a job to prepare for the next Troop Meeting, or there may be a planned camping trip to get ready for.

Plans are pinned on the Patrol Notice Board to get each member to take note of what they are to do at the planned next week.

If your Troop does not have a tradition of running Patrol Meetings, a good way of getting them started is to devote part or all of a normal Troop Meeting time to Patrol Meetings once a month. Another way is to arrange an afternoon or evening for

Patrols to meet and for the TS to work with the CoH in planning the details of the Patrol Meetings.

Patrols taking part are provided with "Patrol Meeting Specifications" in one form or another, a different "Specification" for each Patrol and as diverse as possible. They should be left to collect or improvise, as much gear as possible and only essential gear should be provided. PLs should be instructed to bring their Patrols with everything they have produced to the point of assembly at the agreed time.

To differentiate from competitive activity, no attempt should be made to allot marks or compare the work of one Patrol with another.

Patrol Meetings should be regarded as exercises in applied Scoutcraft, and should include activities of a practical nature in which technical training is put into actual use in an interesting, amusing or adventurous way.

Activities should be as varied as possible, and care should be taken to provide something for every Scout in the Patrol. The fun content is not the least important ingredient, but the purpose of the activity should not be forgotten.

Points to Note

PLs are briefed in advance and know what is expected of them in the organization of their manpower. The position of the PL is emphasized in the organization of the activities.

The meeting must contain something for everybody in the Patrol.

The activities must bring the "Four I's" into play:

- Intelligence;
- Imagination;
- Ingenuity, and
- Improvisation.

Above all, the activities must be FUN.

Patrol Meetings on these and similar lines should be run from time to time – not too frequently. Their purpose is:

- To strengthen the position of the PLs in their Patrol.
- To give them experience in their Patrol organization, while the TS exercises "remote control".
- To provide change and variety, and to introduce new ideas to the Troop.
- Finally, to encourage the PLs to organize their own Patrol Meetings away from Troop Night.

The TS's job is to suggest ideas to PLs and provide them with material help when necessary, particularly in the early stages.

At the CoH, PLs are forewarned about the nature of the activity and briefed in general terms on the organization of their manpower and their own share in the experience.

- The PL's job is to organize and co-ordinate. Their share of the actual executive work is of secondary importance.
- When the nature of the activity is known, and gear has been assembled and studied, it is best to hold a brief meeting of the Patrol in Council to discuss a plan. The PLs should listen to suggestions without saying too much themselves, unless absolutely necessary.
- The PLs should then (in consultation with their Second) decide on priorities, allocate duties and equipment, and set every Scout to work.
- If the nature of the activity allows, the PLs should give the Second special responsibility, e.g. controlling the work of two or three members of the Patrol, while they themselves keep an eye on the rest.
- The PLs keep an eye on general progress. They should never allow themselves to become detached from the rest of the Patrol or become too deeply involved in the work.

Patrol Competitions

Patrol Competitions are similar to Patrol Meetings in that they involve the Patrol in their own endeavours, but they should not be confused with Patrol Meetings.

The "Patrol" on an Adult Training Course

This differs from a Patrol of Scouts, because adults are motivated and behave differently. However, sometimes it is acting the part of the Scout Patrol, e.g. doing projects and camping. At other times, it is closer to the CoH with the Tutor playing the part of the TS – providing support and encouragement, but rarely direction.

We can understand something of the methods of leadership by studying our own Patrol activities.

It may help you during your training to think of three aspects of leadership in any project:

- The Patrol – the Group needs; how can they ensure that they work together as a unit?
- Individual members – are they fully involved and properly used?
- The Task – what is required to achieve it?

Selecting the Patrol Leader

This is an edited version of Chapter 2 of the Patrol System by R. Dudley Forde, which is available from SSA.

SSA's Organizational Rules (OR 3.2.14) has this to say about Patrol Leaders (PLs):

"A Patrol Leader is a Scout appointed by the TS (Troop Scouter) in consultation with the Court of Honour (CoH) and the Patrol concerned, to take charge of a Patrol of Scouts"

It is the TS who appoints the PL, and this is so right because the whole success of the Patrol's future and the Troop's efficiency as a training unit is going to depend on that

choice. That the TS should consult with the (CoH) who will make a recommendation, and that the PL will have discussed it with the Patrol in question is also obvious – both from the point of consulting those most affected by the decision (and with a very real contribution to make), and as a method of training in using democratic methods. What will the criteria be in guiding the TS to this important decision?

Age

It has been suggested earlier that Scouts are probably only capable of understanding the responsibilities of leadership and developing the necessary skills at about the age of puberty. So normally, in the best possible situation, the PL will be aged fourteen or older. In a Troop with a good cross-section of age groups, the appointment of PLs between the ages of fifteen and seventeen will ensure really mature leadership. It should be noted that it is often difficult for a younger or smaller Scout to lead older or larger Scouts effectively. This feature in the world of Scouts' needs to be respected and understood – but age or size alone cannot decide the appointment.

Willingness

Enthusiasm and keenness are important factors in successful Patrol Leadership. There are Scouts who do not want to be Leaders and the wise TS and CoH will respect this. In his novel *"The Icarus Agenda"*, Robert Ludlum has Jacob Mandel say:

"Harry Truman was right: It's the leaders who shape history. There could have been no United States without Thomas Jefferson, no Third Reich without Adolf Hitler. But no man or woman becomes a leader unless he or she wants to. They've got to have a burning desire to get there"

Consequently, if it is clear that of two or three suitable candidates one is really hungry for the chance, this could be the important factor.

Voting

Many Scouters consult the Patrol concerned with the appointment of a new PL by means of a secret ballot. The members of the Patrol are asked to write down their first three preferences for appointment in order of merit – but on the clear understanding (Scout's Honour) that what they have written will never be divulged by anyone. In this way, the TS can be sure who the Scouts respect, like and will work for. Because the ballot is secret, the TS(s) is not bound to its outcome (they will have informed the members of the Patrol of this before they vote), but it can be a useful guide to them.

In a similar way, consultation with the other PLs in a formal meeting of the CoH is a vital part of the procedure. They will appreciate a chance to contribute to the decision – and consequently, will work better with their new colleagues in the future, even if the Scout appointed was not each individual's first choice. Experienced Scouters will tell of the wisdom and insight CoH members so often display.

Scouts in that position really do know each other, and they have a genuine concern for the welfare of the Troop, their fellow Scouts and for fairness. It has often

happened that a CoH has recommended a Scout, out of the blue, not thought of by the Scouters, who have turned out to be a total success.

Advancement

Knowledge is power. No doubt one of the factors, which will have to be taken into account in the appointment, is the state of the candidate's Scouting training. If the future PL is to be successful in training others (even though they will receive continuous input and preparation from the Scouters), the wider the range of their knowledge, the better equipped they will be. Authority flows to the one who knows.

A Good Scout

The TS will be wise to remember the place of the Promise and Law in the whole matter of being a member of the Movement, and should keep at least one eye on the Aims of Scouting:

"...Encouraging the spiritual, mental, social and physical development of Scouts and young men by developing their character, training them in citizenship, and developing their personal fitness by promoting their spiritual, mental and physical qualities so that they make take a constructive part in the community".

The new PL is going to play a very real role in setting an example in the Duty to God and the other aspects of the Promise and Law. The TS' assessment in this respect may be the most important of all criteria in the selection process.

Qualities of Leadership

The business of selecting the best people for important leadership roles does not, of course, happen only in Scout Troops. It is a matter which has been widely studied and considered for its vital importance to commerce and industry. Writers on the subject recognize that leadership selection involves the search for two sets of potential abilities:

- General abilities as a leader, and
- Leadership abilities applicable to the situation (in this case training Scouts in a Patrol).

Amongst the many methods used, including interviews, tests and references (not applicable here), perhaps the most able, is to watch and assess people in working groups so that you can measure their:

- Abilities to work with, and relate to, others, and
- Degree of initiative and ability to be self-starters.

As Graham-Orlebar wrote in his booklet "*The Patrol System*":

"Imagine the Patrol in camp on a rainy morning and no fires lit. Who will be out and about first and chivvying the others? Choose him".

The five leadership tests referred to by Cawood, Kapp and Swartz in their book *Dynamic Leadership*, are as follows:

- Evidence of sincerity;

- A will to serve;
- Self-mastery;
- Goodwill, and
- Balance.

Ideally, all these will be evident in your new PL to some degree.

Interviewing the New Patrol Leader

When all the consultation is complete, and all the weighing of advantages and disadvantages done, and the decision have been made, the next important (not vital) step is to interview the proposed PL and offer them the job. This interview, if well structured, can be an unforgettable experience for both Scout and Scouter. It can ensure that the future PL is set onto the right track.

Firstly, the Scout(s) has the offer made to them of a job, which they can accept or reject. (What cruelty, short-sightedness and discontent there would be in simply announcing an appointment in the Troop without consulting the Scout concerned)? Perhaps, even more importantly, this interview gives the Scouter the opportunity to outline to the prospective PL just what the job will entail, and how it is expected that they will carry it out. To a fourteen year old, the duties may seem formidable and daunting. The reassurance that they, as members of the CoH, are part of a team with ongoing support, will give them confidence. Guidelines laid down clearly at this time (on the standards and leadership methods expected) will ensure a good start. The bonus for the Scouter lies in the relationship such an interview will cement, and the deeper insights they will gain into the character and nature of their new PL.

The Patrol Leader Investiture

A simple ceremony, which can be found useful when appointing the PL, is described in the "Scouting Ceremonies" book published by SSA.

The Appointment of an Assistant Patrol Leader

It is important that the PL has a significant input in the appointment of a APL. As the two will have to work closely together, and as a great deal of trust will need to exist between them, it is important that the CoH and TS should respect this.

The procedure used in most Troops when a APL needs to be appointed, is as follows:

- The CoH notes that there is a vacancy, and asks the PL concerned to nominate his choice.
- This choice is considered by the CoH, and either approved or rejected.
- When it is approved, the TS will make the appointment officially and will present the new APL with their APL stripe at the first possible opportunity. (In some Troops, the stripe is presented by the PL themselves to their own APL). It is a good idea for the TS to have a brief chat with the new APL; impressing upon them the role they need to play in loyally supporting their PL and serving the Patrol.

- When the PL's choice of the APL is rejected, the matter becomes one of negotiation, with the TS mediating and helping the situation, or the PL concerned will make a further nomination for consideration.

Training the Patrol Leader

PLs are not trained leaders; they are Scouts in training.

This opportunity to learn how to lead and how to accept responsibility is one of the greatest things which Scouting offers.

The TS must deliberately build up the status of each PL and create and maintain an atmosphere in which the PL can take the lead and make decisions.

This section is adapted from Chapter 3 of the Patrol System by R Dudley Forde, which is available from SSA.

"It is the principle work of every Scoutmaster in the Movement to see that his Patrol Leaders are able to lead their Patrols"

[Roland Phillips in the Patrol System]

"The basic principle of leadership training – that it is wrong to give a person any leadership role without some specific leadership training for it – is often accepted"

[Dr John Adair in Developing Leaders]

These two statements, the first written in the early part of this century in the following fledgling years of the Movement, the latter written in 1988, tell the same story.

The PL occupies a position of great responsibility. It is almost certainly their first taste of it. The fulfilling of that responsibility will require real leadership on their part. They cannot be expected to fill this role successfully unless they have received training.

This training is the duty and privilege of the TS, and one which they will normally reserve jealously for themselves.

The training starts with that pre-appointment interview which formed part of the selection of the PL. The interview will help the prospective PL to understand the objectives and methods of their duties, and how they will get help from their TS. From this point on, the training process is continuous.

In a well-run Troop, the CoH serves as a training medium for its members. While part of the time will be spent on the business of Troop Management, much of its regular get together time will allow the TS to provide the key people (the PLs) with the necessary ongoing training.

In addition to the regular CoH meetings, it can be invaluable if the Troop Scouter can take the PLs on an overnight camp (the White Stripe Camp), which can be used to train the PLs in how to run a Patrol camp, as well as including other training as needed.

This training includes all three areas of development:

a. Knowledge

- To run the Patrol;
- To learn about leadership;
- To understand the Scouts in the Patrol;
- How the Advancement Programme works, and

- How to plan and organize and control Patrol meetings and camps.

b. Skills

- Technical skills in Scoutcrafts, First Aid, mapping and other vital aspects so the PL can train his Scouts;
- Communication and relationship skills;
- Decision-making and problem-solving skills;
- How to teach and train others, and
- How to plan and implement those plans.

c. Attitudes

- Values consistent with the Aim and Method of Scouting;
- Values consistent with the Promise and Law, and
- The development of important leadership skills.

Yes, there are no shortages of things to learn from the Adult Leader through the warm and trusting atmosphere of a well-run CoH.

In addition to this formal structure, experience will teach the TS how to manage the daily affairs of the Troop so as to ensure that the Patrol System will work, and that the PLs steadily gain maximum training from their duties.

The following ideas will help:

- When a new skill is to be taught to the Scouts in the Troop, always train the PLs first, and allow them to train the members of their Patrols.
- For this to work, PLs need to know not only the skill to be taught, but also how to train it.
- Pass on all instructions to the Troop, rules for games and activities through the PLs.
- Help the PLs to ensure that their own advancement is kept ahead, and that they make good progress towards the Springbok Scout. In that way, they can both be an example and an inspiration.
- Never reprimand a PL in front of his Patrol or other Scouts, but rather deal with any problem on a one-to-one basis in private.

In addition to the training, the Troop Scouters give their PLs in a Troop setting; there will be District and Regional training courses available, such as PLTU Courses. The advantages of these are that they can bring together expertise and resources not normally available within a single Troop. In addition, the sharing of experience amongst staff and PL participants can broaden thinking and opportunity for all, reducing the danger of a Troop becoming insular and so not giving its Scouts all possible advantages.

Where the PLs of a Troop attend such courses, it is desirable that the TS also attend when this is possible. They will be able to see and hear for themselves just what novel experiences their Scouts are enjoying.

Nothing is more frustrating for PLs than that to be enthused and excited by new ideas and to have them discarded by a conservative minded TS. Equally though, no Scouter will want the atmosphere and planned training pattern of their Troop affected by carelessly introduced innovations.

The CoH, after a training course in which all have participated, is invariably a lively affair. Youthful exuberance can then be given its head in a positive and confident way.

The PLTU, which is run in several Regions, is a sophisticated and rewarding experience, and is probably best reserved for fairly mature Scouts who have at least a year's experience as a PL, plus the necessary advancement level.

To start the CoH in a new Troop, the advice given by B-P in one of his original documents published in 1907 still holds good today:

"How to start: The Scoutmaster would select six or eight special scouts to act as Patrol Leaders of his Troop. These he would put through a course of instruction of about three weeks or a month, with the help of the Handbook ... after this each Patrol Leader would form and instruct his Patrol of six Scouts on the same lines, under the supervision of the Scoutmaster."

The important feature here is that one starts small and lays good foundations. The structure is created on firm lines, and the relationship between Troop Scouter and their PLs is cemented early. Experience has shown that unless particular circumstances demand it, three PLs with the TS form a good starting group. At the start, Patrols of six Scouts are as much as the PLs want to handle.

The Limitations of the Patrol System

- a. The Scouts in a new Troop are sometimes too young to take real responsibility.
- b. The PLs who are really keen may neglect their own advancement and eventually lose interest in Scouting.
- c. The Troop Scouters often find it difficult to limit their input and use of skills, ideas and abilities of the CoH.
- d. The PLs sometimes fail to put over technical skills in an interesting manner through lack of training or experience.

We accept these limitations exist, but since we believe that the Patrol system is the right system, we believe that we can overcome these limitations.

- a. No matter how young Scouts are, they will, if they are trained, show qualities of leadership.
- b. If we incorporate training for the PL's own advancement in a PL Training Scheme, this cannot happen.
- c. If the Troop Scouters use their own skills, ideas and organizing ability to train the PLs, they will see the fruits of these labours in the Troop.

If we provide the proper training, the PLs, unless they are a poor choice for the position, will soon learn to manage and cope.

FINALLY, to remember:

- Neither technical leadership ability, nor management ability can be achieved without training;
- A PL is not a trained leader, but a leader in training;
- The Patrol System is a long term policy/strategy;
- The TS makes it operates; it is not self-operative, and
- "Failure to operate the Patrol system is FAILURE!!!

Part A: Revision Questions

1. What age are Scouts?
2. Describe a patrol
3. What do Patrols do?
4. Who leads a Patrol?
5. What do PLs do?
6. How are PLs selected?
7. Who appoints the PL
8. What is a Patrol in Council?
9. What is a Patrol meeting? How does it differ from a Patrol in Council?
10. What is a Court of Honour?
11. What does a Court of Honour do?
12. Who is the head of a CoH?
13. Who are the members of a CoH?

Part B: Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|--|-----|--------|------------|
| Explain what a Patrol is (what it does and how it is formed) | | | |
| List the functions of a Patrol Leader | | | |
| Demonstrate the Patrol in Action (Patrol in Council, Patrol activities, Patrol Meetings) | | | |
| Explain the functions and duties of the Court of Honour (CoH) and its officers | | | |

| | | | |
|--|--|--|--|
| Explain how a Patrol Leader (PL) is selected and appointed | | | |
|--|--|--|--|

Module 12M: Running Den Meetings

Outcomes

Part B:

- Outcome 1: Have participated in a Programme on a Plate
- Outcome 2: List the elements that need to be included in a programme
- Outcome 3: Explain how to find and use Programmes on a Plate
- Outcome 4: Explain the practical preparations for Den Meetings
- Outcome 5: Evaluate a Den Meeting

Programmes on a plate

The National Meerkat Programme Team has prepared several programmes that you can use for your own Den. Practise in how to prepare your own programmes is included in the Stage 2 Meerkat Warrant training.

Programmes on a Plate can be found on the Meerkat page of the SSA web site:

<http://scouts.org.za/members/meerkats/>

Good Programmes

When weekly programmes are planned, they need to tie into a longer-term plan. These are the factors to take into account:

An objective: This could simply be to provide a regular weekly programme that meets the basic needs of Meerkats, is fun and dynamic, and provides opportunity for their physical, spiritual, mental and social growth.

Continuity: Ties in with the long-term plan and links the last week with the next week.

Fun: The first ingredient of good Meerkat meetings.

Variety: Diversity – make it different and varied.

Climax: A build up to a climax usually linked with theme time, and back to a reasonable level.

Balance: That all or most of the elements are covered.

A Theme: Provides suitable experience over and above the usual Advancement activities.

Resources: Full use of all resources is made through shared leadership, parents help and the local community and environment.

Skills: Activities and games should provide opportunities for the development of:

- Gross-motor coordination
- Fine-motor coordination
- Physical development

- Emotional development
- Teamwork
- Group work
- Creative expression
- Inter-personal relationships
- Cultural awareness
- Listening skills
- Observation skills
- Outdoor awareness and respect

Avoid using the same programme as it becomes boring. Make sure that the programme is not too easy nor too difficult.

Content of a Basic Den Meeting

Each individual programme needs to be made up of most of these elements:

An Opening, usually about 3 to 5 minutes to calm the Meerkats down:

- Roll Call
- Investiture of a new Meerkat (if necessary)

Active game: about 5 minutes to burn energy, it should relate to theme of meeting and the Meerkats must listen to instructions

Activity: about 15 mins which should cover all or part of an advancement badge.

Game: about 5 mins This can include some senses and discussion of senses.

Activity or yarn (story with a message) about 5 to 10 mins. Stories must have involvement by the Meerkats, active participation to keep their attention.

Game: about 5 mins.

Closing: about 3 to 5 mins

The total time for the whole programme would be 45 to 60 minutes. Try to mix up indoor and outdoor activities and games.

If you want to try planning your own meeting, use a form like the one below to help you.

1st Example MEERKAT DEN PROGRAMME

Theme: OBSERVER BADGE

Date: 10 MARCH 2018

Life Skills Scout Craft

| TIME | MINS | ACTIVITY | EQUIPMENT | SCOUTER |
|-------|------|--|--|------------------------|
| 09.30 | 5 | Opening Song Welcome | Meerkat cards & Burrows | Gogo Meerkat |
| 09.35 | 5 | Steam Release Game – outdoor or indoor Meerkats listen carefully to clues. They must run to that specific object once they have identified it. Sit down/handstand/forward roll/cartwheel at the object. | Suggest objects outdoors such as climbing wall, jungle-gym, hoop, beanbag | Rikki |
| 09.40 | 15 | Play a memory game with cards | Tables and chairs, with puzzles with easy and difficult puzzles | All and Parent Helpers |
| 09.55 | 5 | Outside – Touch game. On request feel the following: sand, fence, tree trunk, tyre Discuss what was rough, soft, hot, cold | Hoops: stand in hoop when texture is identified | Rikki |
| 10.00 | 15 | Do a tree bark rubbing with paper and wax crayons. Then create a tree picture. | Paper, glue, scissors, green crayons, bark rubbing. Cut out a trunk and the canopy and stick onto coloured paper | Zazu and All |
| 10.15 | 10 | Noises game – sound identification: Meerkats sit with their backs to Granny Meerkat. Identify the following sounds: clapping, laughing, whistle, tear paper, bounce ball | Paper, ball, whistle | Gogo Meerkat |
| 10.25 | 5 | Closing Song Prayer Do – love my God, be kind and stand tall | Meerkat cards & Burrows | Gogo Meerkat |

Preparing for Den meetings

Always allow yourself enough time to prepare for your Den Meetings.

The planning and preparation should involve the complete team of Den Scouters and Den Helpers. Everyone should have input and share ideas to plan and prepare the most exciting meeting possible. This team must decide who will run which of the planned activities. Make sure there is enough variety of activity through the programme and that one activity does not use most of the time in the programme. The games and activities should be short, sharp and enjoyable for the Meerkats.

A regular Den meeting needs to be prepared about two weeks before you run it. This gives everyone enough time to collect, make or buy the necessary equipment for the activities. Whoever is giving training may also need time to practise the training before the meeting. A new game may need to be practised by the adults before the meeting too. The main steps to prepare for a meeting are:

- Obtain a programme on a plate or draft your own programme;
- Meet to decide who will run each activity;
- Fill in the details of who will run each activity;
- Make a copy for each Adult Leader;
- Check that everyone can bring or make the equipment or craft item needed for their activity or game, and
- Check that everyone knows how to play each game.

Evaluation of a Den Meeting

At the end of every Den meeting it is a good idea to review how the meeting went and to write down what did not work well and how to change it to make it work better next time.

Use the Den meeting Evaluation form to record the overall successes of the meeting. This form is available on the Meerkat page of the SSA web site. You can also add notes on particular activities to your programme too then you can refer back to the notes next time you want to use the activity.

Part B: Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|---|-----|--------|------------|
| Have participated in a Programme on a Plate | | | |
| List the elements that need to be included in a programme | | | |
| Explain how to find and use Programmes on a Plate | | | |
| Explain the practical preparations for Den Meetings | | | |
| Evaluate a Den Meeting | | | |

Module 12C: Running Pack Meetings

Outcomes

- Outcome 1: Participated in a Programme on a Plate
- Outcome 2: List the elements that need to be included in a programme
- Outcome 3: Explain how to find and use Programmes on a Plate
- Outcome 4: Explain the practical preparations for Pack Meetings
- Outcome 5: Evaluate a Pack Meeting

Programmes on a plate

The National Cub Programme Team has prepared several programmes that you can use for your own Pack. Practise in how to prepare your own programmes is included in the Stage 2 Cub Warrant training.

Programmes on a Plate can be found on the Cub page of the SSA web site:

<http://scouts.org.za/members/cubs/>

Good Programmes

When weekly programmes are planned, they need to tie into a longer-term plan. These are the factors to take into account:

An objective: This could simply be to provide a regular weekly programme that meets the basic needs of Cubs, is fun and dynamic, and provides opportunity for their physical, spiritual, mental and social growth.

Continuity: Ties in with the long-term plan and links the last week with the next week.

Fun: The first ingredient of good Cubbing.

Variety: Diversity – make it different and varied.

Climax: A build up to a climax usually linked with theme time, and back to a reasonable level.

Balance: That all or most of the elements are covered.

A Theme: Provides suitable experience over and above the usual Advancement activities.

Resources: Full use of all resources is made through shared leadership, parents help and the local community and environment.

Content of a Basic Pack Meeting

Each individual programme needs to be made up of these elements:

An Opening, usually about 5 minutes:

- Grand Howl
- Flag Break
- Prayer
- Inspection
- Roll Call
- Investiture of a new cub (if necessary)

Transition: usually an active (steam release) game of about 10 minutes.

A selection of Activities, about 70 minutes, chosen from:

- Yarn
- Revision game
- Instruction using:
 - Sense training
 - Handicraft
 - Play acting
 - Singing
- Another game, to practise the training (if appropriate) about 10 minutes.

Closing, about 5 minutes:

- Notices
- Badge presentation (if needed)
- Grand Howl
- Lower flag
- Prayer
- Dismiss

The total time for the whole programme would be 90 minutes.

If you want to try planning your own meeting, use a form like the one below to help you.

PACK MEETINGS DATE THEME(S):

| CONTENT | TIME LIMIT | TIME | ACTIVITY | EQUIPMENT | LEADER | REFERENCE/REMARKS |
|--|------------|------|----------|-----------|--------|-------------------|
| <u>Opening</u> (± 10 Minutes) | | | | | | |
| Grand Howl | | | | | | |
| Flag Break | | | | | | |
| Prayer | | | | | | |
| Inspection | | | | | | |
| Roll Call | | | | | | |
| Subscriptions | | | | | | |
| <u>Steam Release Game</u> (± 10 Minutes) | | | | | | |
| Wide Game | | | | | | |
| Team Game | | | | | | |
| <u>Yarn</u> (± 5 Minutes) | | | | | | |
| <u>Revision Game</u> (± 10 Minutes) | | | | | | |
| <u>Instruction &/or Game</u> (± 20 Minutes) | | | | | | |
| Silver wolf | | | | | | |
| Gold wolf | | | | | | |
| Relay Game | | | | | | |
| Circle Game | | | | | | |
| | | | | | | |
| <u>Two Activities / Games/ Cubs' Own</u> (± 25 Minutes) | | | | | | |
| Sense Training | | | | | | |

| CONTENT | TIME LIMIT | TIME | ACTIVITY | EQUIPMENT | LEADER | REFERENCE/REMARKS |
|--|------------|------|----------|-----------|--------|-------------------|
| Handicraft | | | | | | |
| Play-Acting | | | | | | |
| Singing | | | | | | |
| Circle or Quiet Game | | | | | | |
| <u>Closing</u> (± 10 Minutes) | | | | | | |
| Notices | | | | | | |
| Grand Howl | | | | | | |
| Lower Flag | | | | | | |
| Prayer | | | | | | |
| | | | | | | |
| Note: Investitures, Going-up ceremonies, Badge presentations. | | | | | | |

Preparing for a Pack Meeting

Always allow yourself enough time to prepare for your Pack Meetings.

The planning and preparation should involve the complete team of Pack Scouters and Pack Helpers. Everyone should have input and share ideas to plan and prepare the most exciting meeting possible. This team must decide who will run which of the planned activities. Make sure there is enough variety of activity through the programme and that one activity does not use most of the time in the programme. The games and activities should be short, sharp and enjoyable for the Cubs.

A regular Pack meeting needs to be prepared about two weeks before you run it. This gives everyone enough time to collect, make or buy the necessary equipment for the activities. Whoever is giving training may also need time to practise the training before the meeting. A new game may need to be practised by the adults before the meeting too. The main steps to prepare for a meeting are:

- Obtain or draft a programme;
- Meet to decide who will run each activity;
- Fill in the details of who will run each activity;
- Make a copy for each Adult Leader;
- Check that everyone can bring or make the equipment needed for their activity, and
- Check that everyone knows how to play each game.

Evaluation of a Pack Meeting

At the end of every Pack meeting it is a good idea to review how the meeting went and to write down what did not work well and how to change it to make it work better next time.

Use the form below to record the overall successes of the meeting. This form is available on the cub page of the SSA web site. You can also add notes on particular activities to your programme too then you can refer back to the notes next time you want to use the activity.

Pack Meeting Evaluation form

| | YES | NO | Remarks |
|--|-----|----|---------|
| 1. Was it fun? Did the cubs enjoy themselves? | | | |
| 2. Did each cub achieve something and make progress? | | | |
| 3. Was there a balance of work and play? | | | |
| 4. Was there a variety of games? | | | |
| 5. Did all the Scouters take part in the programme? | | | |
| 6. Was there a yarn? | | | |
| 7. Were the active games followed by quieter activities/games? | | | |

| | YES | NO | Remarks |
|--|-----|----|---------|
| 8. Was the timing allowed for each activity correct? | | | |
| 9. Was there something old and something new? | | | |
| 10. Did the meeting start and finish on time? | | | |
| 11. Were most or all of the activities aimed at one of the Training Programme items? | | | |
| GENERAL COMMENTS | | | |
| | | | |
| | | | |

Part B: Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|---|-----|--------|------------|
| Have participated in a Programme on a Plate | | | |
| List the elements that need to be included in a programme | | | |
| Explain how to find and use Programmes on a Plate | | | |
| Explain the practical preparations for Pack Meetings | | | |
| Evaluate a Pack Meeting | | | |

Module 12S: Running Troop Meetings

Outcomes

- Outcome 1: Have participated in a Programme on a Plate
- Outcome 2: List the elements that need to be included in a Programme
- Outcome 3: Explain how to find and use Programmes on a Plate
- Outcome 4: Explain how to prepare for Troop Meetings
- Outcome 5: Evaluate a Troop Meeting

Troop Meetings

Troop meetings are the shop window to indicate how well a Troop is managed!

In the beginning, it is recommended that you use ready prepared programmes, 'Programmes on a Plate', while you build your own experience in skills. Programmes on a Plate can be obtained from www.scouts.org.za or from your RTC: Scout Programme. (There are a few in the Troop Scouter's Handbook, this will be replaced with a Troop Scouter's Working Kit.). Practise in how to prepare your own programmes is included in the Stage 2 Scout Warrant Training. Additional information can also be obtained from your mentor and the representative of the Scout Programme Team in your Region.

It is through Troop Meetings that a TS provides an opportunity for fun, training and advancement for their Scouts. Troop meetings constitute 90% of the contact which most Troop Scouters have with their Scouts. Putting this statement in other words, it means that during a year, 90% of the average Troop Scouters' time with their Scouts is spent at Troop Meetings. Some Troop Scouters manage a better rate of 70-60% time ratio, the balance of time spent on camping, hiking and other activities.

Real fun is through the latter, where adventure and advancement are achieved – the ***Real*** reason for most Scouts joining the Movement.

What we are concerned about at this stage of your training is for you to accept that a Troop Meeting must be well organised with a healthy balance between work and fun. It is also important that everybody must be involved and active throughout the meeting, both Scouts and Adult Assistant Leaders.

Be aware that no matter how well you have planned a meeting, Scouts may react indifferently to it. You may have planned an action filled evening which you think will be enjoyed only to find a muted response. It may be that they are in the middle of term exams and those pressures influence their behaviour. Sometimes creating the right mood is difficult.

Who is responsible?

The responsibility of organising the Scout Troop into an effective, flexible and adventurous medium for training of the 11 to 18-year-old Scouts falls on the TS.

Scout training is based largely upon programmes at Scout meetings and the content and presentation of these programmes are consequently of first importance to both the TS and the Scouts. What a Scout does at Scout meetings is all-important to them. Whether they enjoy them is the criterion by which the Scout judges Scouting and its leaders.

A Troop Meeting is the coming together of Scouts, grouped into Patrols, under the overall guidance of the TS. If the Troop has a TL, then the TL runs the meeting. Ultimately, the TS is responsible for the safety of the Scouts and for implementing SSA's Scout Programme. Activities are organised by the TS, TL, or PL, based on plans made at the CoH. Since Patrols function as individual units under the guidance of their PLs, all instructions for activities should be given to these PLs who then organise their Patrols accordingly.

Preparing for a Troop Meeting

Always allow yourself enough time to prepare for your Troop Meetings.

A regular Troop meeting needs to be prepared about two weeks before you run it. This gives the Troop Scouter enough time to explain the programme to their Assistants and any helpers and it gives everyone enough time to collect, make or buy the necessary equipment for the activities. Whoever is giving training may also need time to practise the training before the meeting. A new game may need to be practised by the adults before the meeting too. The main steps to prepare for a meeting are:

- Obtain or prepare a programme;
- Make a copy for each Adult Leader;
- Meet with all the Adult Leaders and decide who will run each activity;
- Check that everyone can bring or make the equipment needed for their activity, and
- Check that everyone knows how to play each game.

For a special Troop Meeting such as one where you want to invite the parents to visit, additional preparation time will be needed as you will have to send out invitations and there will probably be additional preparations.

In preparing for Troop Meetings one must consider what steps must be taken to ensure that all the activities are presented in a manner that Scouts derive maximum benefit and enjoyment from the meetings you offer.

It is also important to remember that the more effort you put into the preparation, the more the Scouts will learn and more fun had by all.

Safety

The importance of safety for all activities, especially games cannot be overemphasised. If basic rules are not adhered to, the likelihood of injury increases. Playing areas should be checked prior to games starting to ensure that there are no objects that could cause injury that are lying around.

Once an activity or game starts, the Scouts will be excited and forget all the talk about danger spots, etc. It is the responsibility of the TS to ensure that all possible safety precautions have been considered and taken.

The First Aid kit should be readily available and kept up to date with respect to its contents. Time-barred stock must be removed and replaced.

Introduction to Planning your own Troop Meetings

Basic Content of a Troop Programme

| TIME | ITEM | EQUIPMENT | WHO RESPONSIBLE |
|--|---|-----------|-----------------|
| 5 Minutes | Opening Ceremony | Flag | TL |
| 10 Minutes | Active Game | | |
| 5 - 10 Minutes | Patrol in Council | | |
| 30 – 40 Minutes | Instruction at bases | | |
| 10 Minutes | Game (active) (3 – 4 minutes according to number of Scouts) | | |
| 15 - 20 Minutes | Actively to use the Instruction | | |
| 10 Minutes | Game (Revision of last week's instruction) | | |
| 5 Minutes | Scouters' Yarn / or Active activities | | |
| 10 Minutes | Closing Ceremony | | |
| | | | |
| Total time: 90 Minutes to 2 Hours | | | |

Who plans?

It is suggested that planning Troop Meetings be done by the Troop Scouters Council, following recommendations by the CoH.

What do you need to do to plan Troop Meetings?

1. **The Short-Term programme** chart will cover a period of 3-4 months (term). It will be compiled by the Troop Scouters Council and CoH, based on information obtained from the Year-at-a-Glance chart. It will provide information on themes, monthly Troop activities, training, Patrol activities, events, hikes, etc.
2. **The Troop Meeting pro-forma** should be seen as an *agenda or order of proceedings*.
3. **Matrix of themes (All Advancement levels)** will assist in determining precise requirements concerning training in the Troop linked to the theme of the month. Also provides suggestions for Scoutcraft and Interest Badges linked to theme.
4. **Resource material** in the form of game books, reference books, Veld Lore scrapbooks, etc. Are excellent source of ideas and information when planning Troop programmes.
5. **The My Scout JourneyScout, Scout Badge Book and Troop Scouter's Working Kit** are all indispensable reference material in programme planning and

provide information for training and advancement requirements, as well as earning of Scoutcraft and Interest Badges.

6. **Personal Record Cards** should be kept handy as an indicator of individual training needs.

Planning

During monthly Scouters Meeting, the Short-Term programme should be reviewed to ensure that the plan set out is still possible in terms of availability of Scouters and the like.

Using the Short-Term programme information regarding themes, training requirements and activities, you fit these into four or five Troop Meetings for the month, using the meeting pro-forma. Fill in games, Patrol activities and yarns relevant to the themes.

List equipment required for specific activities and allocate responsibility to run them to a Scouter, TL or PL.

Now pass on to the CoH, details of what will be required of PLs during the month in terms of running games and activities. Do not reveal all the detail of the programme to the PLs or you will take the element of surprise for them.

Tradition has dictated an almost inflexible format for meetings to give certainty around start and finish times. This is also an expectation of parents. There is no harm, however, in changing routines – just ensure that everyone is informed!

Prior to the meeting (a week or so) you should meet with ATs and make final preparations. Some Scouters meet immediately after a Troop Meeting to debrief and to discuss the next week's meeting. PLs should likewise be briefed in advance of the meeting to be well prepared for whatever is expected of them.

As part of this short-term planning you must ensure that the equipment required to conduct an activity is available and functional. The following covers the more obvious preparations, but detailed arrangements for individual activities should be planned separately.

Equipment: Ensure that all equipment, training aids, charts, instructions, etc. Required to conduct an activity or game are available at the meeting place.

Meeting Venue: If the meeting is to be held at a place other than the usual meeting venue, ensure that access has been arranged, permission obtained, and necessary permits authorised by the DC. Ensure that Scouts (and parents) know where to go and how to get there.

Transport: If transportation is required, try to delegate this to parents where possible. This will free you to concentrate on other requirements. If delegated to a single responsible person, ensure that pick-up times, number of Scouts to be transported, destination, routes, etc. are defined and communicated to all concerned.

Skilled persons (specialists): If you plan to use a member of the community to assist in training or presentation of a specific skill, arrange this well in advance of the meeting. Explain what is expected and give suggestions on how to present it to the age group they will be interacting with and the Scout method of learning by doing.

Scouts enjoy activity rather than listening to a lecture. The specialist must be given specific time allocation and to work within that limit. Ensure a PL is briefed to thank the person for their input. Should transport be required, make arrangements with one of the Committee members/parents.

Leader preparation: If you are responsible for an activity during the meeting, be it running a game, conducting a ceremony or skills training, always review the reference material to refresh your memory. We do not want any embarrassing moments!

Scout participation: Involve the PLs in your planning and decision-making. They will be more likely to support your endeavours if they are involved.

Evaluation: The evaluation should be done regularly. This is necessary to ensure effective feedback of meeting content. It must be done objectively. Involve ATs and PLs. Do not be discouraged by negative comment – view it as constructive critique. It is part of your learning experience!

Use the form below to record the overall successes of the meeting. This form is available on the scout page of the SSA web site. You can also add notes on specific activities to your programme too then you can refer back to the notes next time you want to use the activity.

Troop Meeting Evaluation Sheet

| Description | YES | NO |
|---|------------|-----------|
| 1. Meeting started and ended on time | | |
| 2. Some form of inspection | | |
| 3. Active / energy release type games | | |
| 4. Quiet / thought / skill requiring games | | |
| 5. Progress or achievement | | |
| 6. Instruction in something new / different | | |
| 7. Revision of skills / building on previous theme or instruction | | |
| 8. Scouts occupied / busy for the full meeting | | |
| 9. Order and discipline as required | | |
| 10. Challenge for all at some level / stage of meeting | | |
| 11. Patrol Leaders and / or Assistant Patrol Leaders used | | |
| 12. All Scouters prepared and involved during the meeting | | |
| 13. All equipment / kit necessary available and in working order | | |
| 14. Attendance records and progress charts updated | | |
| 15. Meeting was fun and enjoyable for all at some stage | | |
| 16. Excitement / unknown at some stage of the meeting | | |
| 17. Inter-Patrol activities or Patrol time (corners, activity) | | |
| 18. Repetition – the same old games / activities / structure | | |
| 19. Perspective – was the meeting boring | | |
| 20. Would you come back to Scouts based on this meeting | | |

Weaknesses / bad points of this meeting:

Strengths / highlights of this meeting:

Suggestions:

Part B: Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|---|------------|---------------|-------------------|
| Have participated in a Programme on a Plate | | | |
| List the elements that need to be included in a programme | | | |
| Explain how to find and use Programmes on a Plate | | | |
| Explain how to prepare for a Troop Meeting | | | |
| Evaluate a Troop Meeting | | | |

Module 13: The Training Programme

Outcomes

See Branch specific section.

Introduction

New Adult Leaders should be aware of what happens in other branches of Scouting. When you study this module, concentrate on the part that applies to your role. Go over the parts that apply to other roles so that you appreciate the similarities and recognise the differences.

You only need to meet the Outcome(s) that apply to your role. For example: Pack Scouters must do Cub Outcomes, Troop Scouters must do Scout Outcomes and Rover Scouters (RSs) do their Outcome and SGLs do all Outcomes.

There are similarities on the structure of the Awards for each Branch. Each Branch has a compulsory Advancement programme. This is designed to be age appropriate and possible for all youth to complete all levels. SSA wants every Meerkat to get to Silver Star level, every Cub to get to Gold Wolf level and every Scout to 1st Class level.

In addition there are Special awards to provide additional challenges and lots of Interest badges which cater to special interests of the youth. A few of these are compulsory and achieving the Interest badge is part of the Advancement programme, however the majority are optional.

Badge posters showing advancement and Interest badges are available from the SSA web site for each branch

Module 13M: The Meerkat Advancement Scheme

Outcomes

Part A:

Outcome 1: Find out about the Meerkat Advancement Scheme

Outcome 2: Find out about why new recruits should be trained by the Den Scouter

Outcome 3: Find out about the main areas of development of a child

Part B:

Outcome 1: Explain the Meerkat Advancement Scheme and how Meerkats progress

Outcome 2: Explain how to integrate a new friend into the Den

Outcome 3: Explain why new recruits should be trained by the Den Scouter

Outcome 4: List the crucial Early Childhood Development skills

Outcome 5: Describe some activities that use gross motor and fine motor skills

Meerkat Training Programme

Every new Meerkat joining must first complete the requirements for the Membership Badge so that they can be invested as a Meerkat and become a member of the World-wide Brotherhood of Scouts. Thereafter, the Meerkat Training Programme is divided into two major parts, namely the Advancement and the Interest Badges.

Meerkat Advancement Badges

The Advancement badges provide training over a wide field.

The Friend(new recruit) in the Meerkat Den starts working on their Membership Badge as soon as they join the Den. Any child entering the Den, whatever their age, will start with this badge and then move on to whichever Advancement Badge is applicable to their age for the Advancement Badges after they have been invested. The badges are:

- Membership
- Bronze Star
- Silver Star
- Gold Star
- Burrowing up(done with the Pack Scouter, same as Cub membership)

The full details of the requirements are set out in the Meerkat Trail. Advancement Badges are worn on the Meerkat hat, in accordance with the SSA Uniform Policy.

Meerkats aged 5 years start on the Bronze Star Advancement badge then move onto Silver Star then Gold Star. For these badges there are some Challenge badges to complete. The Challenge badges cover 7 themes which are:

- Body and Mind
- Life skills
- Living with nature
- Service

- Social
- Scoutcraft
- Spiritual

Using the Interest Badges in Programme Planning

Interest Badges play an important role in the Meerkat Programme. Some Interest Badges are part of the Advancement Badge training. They give Meerkats the opportunity to explore in more detail a subject, which interests them and to develop a skill in which they are interested. As soon as a child has been invested as a Meerkat they may earn any one of the many Interest Badges available. Details of the requirements are found in **The Meerkat Badge Book**. Some of these can easily be earned by all children in the Den, while others are aimed specifically at children with varied interests and hobbies.

It is up to Den Scouters to arouse Meerkat's interests in the different badges, motivate them and encourage them to earn some of these "out of the ordinary" badges.

Why earning badges is important

Immediate recognition plays a vital role in young Meerkats' lives. – Proof of effort and labour, and pride in the results of completed tasks.

Badges must always be presented to the Meerkat as soon as possible after it was earned. Never hold back the presentation because there is an important "Den" or "Group" event coming soon.

How to integrate a new friend into the Den

When a new child starts to visit the Den it is very important that the child is made to feel welcome and is included in all the activities. It is a good idea to use a Lookout or a friendly older Meerkat the job of looking after the new one.

It is the job of the Den Scouter to train the new child in the Meerkat Promise and Law and other Membership requirements. This helps the child get to know the Den Scouter and for the Den Scouter:

- DS can get to know the recruit
- The DS is responsible for helping the recruit to fully understand the Promise and Law and their importance
- The DS can explain that they are there to help and support the child
- The DS can explain how the advancement works and give the new recruit reasons for joining.
- The DS can go over what happens at the investiture to allay any fears

Early Childhood Development

The Meerkat Training Programme was drawn up with two things in mind:

1. Activities that fitted in with the Mission Statement and thus, the Aim of SSA, and

2. The kind of activities that Meerkats enjoy doing.

When all these activities are analysed, it was found that they fitted into the Early Childhood Development categories, and because it was felt that there was tremendous growth potential for the Meerkat in these categories.

The Crucial Early Childhood Development(ECD) skills

There are five main areas of development that all children go through:

1. **Cognitive Development**

This is the child's ability to learn and solve problems. For example, this includes a two-month-old baby learning to explore the environment with hands or eyes or a five-year-old learning how to do simple math problems.

2. **Social and Emotional Development**

This is the child's ability to interact with others, including helping themselves and self-control. Examples of this type of development would include: a six-week-old baby smiling, a ten-month-old baby waving bye-bye, or a five-year-old boy knowing how to take turns in games at school.

3. **Speech and Language Development**

This is the child's ability to both understand and use language. For example, this includes a 12-month-old baby saying his first words, a two-year-old naming parts of her body, or a five-year-old learning to say "feet" instead of "foots".

4. **Fine Motor Skill Development**

This is the child's ability to use small muscles, specifically their hands and fingers, to pick up small objects, hold a spoon, turn pages in a book, or use a crayon to draw.

5. **Gross Motor Skill Development**

This is the child's ability to use large muscles. For example, a six-month-old baby learns how to sit up with some support, a 12-month-old baby learns to pull up to a stand holding onto furniture, and a five-year-old learns to skip.

Activities that use gross motor coordination

Running, tumbling, balancing, swinging, rolling, walking, hopping, jumping, hiking

Activities that use fine motor coordination

Cutting, pasting, plaiting, drawing, colouring in, painting, constructing, weaving, tearing, beading, simple sewing

Preparing to go up to the Pack

When a child is nearly 7 years old they can start visiting the Pack, for two or three months. They can then meet and work with Akela(the Pack Scouter), meet their Six and start to experience life in a Cub Pack. During this time they will work on the Burrowing up Badge so that they can be invested as a Cub immediately after their last day in the Meerkat Den when they Burrow up to join the Cubs.

Part A: Revision Questions

1. List the Meerkat Advancement badges
2. Name the areas covered by the Challenge badges
3. What is an Interest Badge? Give a few examples
4. Why does SSA have Interest badges?
5. Why should a new friend in the Den be trained by the DS?
6. What is the badge that a Meerkat earns before they are invested as a Cub?
7. What are the Early Childhood development areas?

Part B: Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|---|-----|--------|------------|
| Explain the Meerkat Advancement Scheme and how Meerkats progress | | | |
| Explain how to integrate a new friend into the Den | | | |
| Explain why new recruits should be trained by the Den Scouter | | | |
| List the crucial Early Childhood Development skills | | | |
| Describe some activities that use gross motor and fine motor skills | | | |

Module 13C: The Cub Advancement Scheme

Outcomes

Part A:

Outcome 1: Find out about the Cub Advancement Scheme

Outcome 2: Find out about the overall purpose of Interest Badges

Outcome 3: Find out about why new recruits should be trained by the Pack Scouter

Part B:

Outcome 1: Explain the Cub Advancement Scheme and how cubs progress

Outcome 2: Explain the similarity between Mowgli's entry into the Wolf Pack and the entry of a new Chum into the Cub Pack

Outcome 3: Explain why new recruits should be trained by the Pack Scouter

Cub Training Programme

Every new Cub(s) joining must first complete the requirements for the Membership Badge so that they can be invested as a Wolf Cub and become a member of the World-wide Brotherhood of Scouts. Thereafter, the Cub Training Programme is divided into two major parts, namely the Advancement and the Interest Badges.

Cub Advancement Badges

The Advancement badges provide training over a wide field.

The New Chum (new recruit) in the Wolf Cub Pack starts working on their Membership Badge. A child who is in a Meerkat Den works on the Burrowing up badge, this is the same as Cub Membership Badge. Any child entering the Pack, whatever their age, will start with this badge and then move on to whichever Advancement Badge is right for their age for the Advancement Badges.

The full details of the requirements are set out in the Cub Trail. Advancement Badges are worn on the left sleeve, in accordance with the SSA Uniform Policy.

Cubs ages 7 and 8 years work on the Silver Wolf Advancement badge. Cubs aged 9 and 10 years work towards the Gold Wolf Advancement badge. For both these badges there are 5 Challenge badges to complete. The Challenge badges are:

- Awareness(Body and Mind/living with Nature)
- Community(service/social)
- Outdoor(scoutcraft)
- Aptitude(life skills)
- Promise and Law(spiritual)

Using Interest Badges in Programme Planning

Interest Badges play an important role in the Cub Programme. Some Interest Badges are part of the Advancement Badge training. They give Cubs the opportunity to explore in more detail a subject, which interests them and to develop a skill in which

they have been found to have some aptitude. As soon as a child has been invested as a Cub they may earn any one of the many Interest Badges available. Details of the requirements are found in **The Cub Badge Book**. Some of these can easily be earned by all children in the Pack, while others are aimed specifically at children with varied interests and hobbies.

It is up to Pack Scouters to arouse Cubs' interests in the different badges, motivate them and encourage them to earn some of these "out of the ordinary" badges.

Why are Interest Badges part of the Cub Programme?

- A chance to develop Cubs' interests and hobbies.
- Give Cubs an opportunity to work on their own.
- Enable Cubs to promote their talents and make use of their diverse skills and abilities.
- Make appointments and visit Badge Examiners on their own, which helps develop their confidence – they talk to the examiners and show, describe or discuss the badge requirements.
- Sense of achievement experienced on earning a badge.
- Immediate recognition plays a vital role in young Cubs' lives. – Proof of effort and labour, and pride in the results of completed tasks.

Badges must always be presented to the Cub as soon as possible after it was earned. Never hold back the presentation because there is an important "Pack" or "Group" event coming soon.

SPICES

The Cub Training Programme was drawn up with two things in mind:

- 1) Activities that fitted in with the Mission Statement and thus, the Aim of SSA, and
- 2) The kind of activities that Cubs enjoy doing.

When all these activities are analysed they fit into 7 areas of personal growth, referred to as SPICES. Because it was felt that there was tremendous potential for helping the Cubs to develop the Cub Programme broadly follows them with the addition of Scoutcraft. This gives us SPICE + These areas of personal growth areas continue through the advancement training of Cubs, through Scouts in the Troop and the Rover Awards System.

The SPICES + are:

1. **S**ocial: children need social skills, to resolve conflict, to be empathetic and respectful, be able to listen and more, to express themselves and play a meaningful role in the community.
2. **P**hysical: children need to be as mobile as possible, be able to use gross motor and fine motor coordination and keep fit
3. **I**ntellectual: children need to be able to think, learn, be inquisitive, use language well, they need reading, writing and comprehension skills, be able to calculate, to understand nature and to live in harmony with the environment.

4. **Creative:** children need to be “outside the box” thinkers, to be able to brain storm, be creative in their creations be it pictures structures, music, drama etc
5. **Emotional:** children need to be emotionally healthy, empathetic, self-confident, self-aware, assertive and resilient, to be able to achieve goals, be self-disciplined and motivated.
6. **Spiritual:** children must know right from wrong and able to abide by a code of Values(the Promise and Law), be inspired by God’s creations, have respect for Planet Earth and everything on it. They should be contributors to the common good in everything they do, not takers. They must find out who they are why they inhabit this earth.
7. Plus Scoutcraft Skills that are useful in everyday living, that they can use to help others, to start looking after themselves, and that will help them participate in exciting Pack activities. Many of these skills can be linked to one or more of the SPICES.

The Scout Advancement Badges can also be grouped under the SPICES+ as can the Rover Awards.

Progress in the Pack

When a child joins as a Cub, they must first complete the requirements for the Membership Badge before they are a member. They will then work on the badge for their age. For example, if they join at the age of 9 years, first they do their Membership Badge, they then start on the Gold Wolf requirements.

You may find some Cubs who progress very quickly and therefore even if they only start with the Gold Wolf, would like to earn the Silver Wolf Badges too. This is permissible, but should not be encouraged if this means they have no time to complete the requirements for the Gold Wolf challenges.

Preparing to go up to the Troop

During their final two months in the Pack it is imperative that a Cub prepares for their Going-Up to the Troop so that they can be invested as a Scout immediately after the ceremony. They will meet their future TS and the Scouts while completing the requirements for the Link Badge. They may not remain as a Cub after their 11th birthday. The Link Badge for a Cub is the equivalent of a Scout Membership Badge.

When they become a Scout, the youth removes all their Cub badges, with the exception of their Leaping Wolf (if they have earned it) and their Link Badge. The former is worn the whole time they are a Scout, while the latter they take off when they earn their first Scout Advancement Badge.

Full details on the Going-Up Ceremony from the Pack to the Troop can be found in the Scouting Ceremonies book.

The Role of the Pack Scouter in Respect of Interest Badges

Pack Scouters must motivate and encourage Cubs to work for Interest Badges.

- Encourage Cubs who express a desire to work for an Interest Badge. DON'T FOB THEM OFF. Find the time to go through the requirements of the Badge.
- Ensure details are understood and check completed work before arrangements are made with the Badge Examiner.
- Issue Badge Certificates.
- Obtain the Badge and present it as soon as possible.
- Congratulations on achievement at earning an Interest Badge.
- Try to involve parents with badge work, but STRESS it must be the "Cub's work".
- Introduce Interest Badges as part of Pack Meetings, outings and camps.

Ways of Incorporating an Interest Badge into the Pack Programme

- Motivate Cubs by discussing various badges.
- Tell yarns.
- Make use of specialists.
- Introduce a badge as part of the Pack Meeting to be finished by the Cubs at home, especially those badges that are part of the Advancement Programme.
- Begin and complete a Badge during Pack Meetings.
- Cover part of Badge requirements during outings.
- Do Badge work on camps.

GO THAT EXTRA MILE TO MAKE THE THOUGHT OF WORKING FOR AN INTEREST BADGE EXCITING, ENJOYABLE, ATTAINABLE, FUN, WORTHWHILE AND CHALLENGING

Part A: Revision Questions

1. List the Cub Advancement Badges
2. Name the 5 areas covered by the Challenge badges
3. What is an Interest Badge? Give a few examples.
4. Why does SSA have Interest badges?
5. Why should a new recruit in the Pack be trained by the PS?
- 6.
- 7.

Part B: Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|--|------------|---------------|-------------------|
| Explain the Cub Advancement Scheme and how Cubs progress | | | |

| How confident are you about: | Yes | Partly | Not at all |
|--|------------|---------------|-------------------|
| Explain the similarity between Mowgli's entry into the Wolf Pack and the entry of a new Chum into the Cub Pack | | | |
| Explain why new recruits should be trained by the Pack Scouter | | | |

Module 13S: The Scout Advancement Scheme

Outcomes

Part A:

- Outcome 1: Find out about the Scout Advancement Scheme
- Outcome 2: Find out about the purpose of the different parts of the training programme
- Outcome 3: Find out about how "direct entry" is catered for in the Advancement Scheme
- Outcome 4: Find out about why new recruits should be trained by the Troop Scouter

Part B:

- Outcome 1: Explain the Scout Advancement Scheme and how Scouts progress
- Outcome 2: Discuss the purpose of the different parts of the training programme
- Outcome 3: Discuss how "direct entry" is catered for in the Advancement Scheme
- Outcome 4: Explain why new recruits should be trained by the Troop Scouter

Scout Training Programme

The Scout Training Programme is designed to provide a progressive system of training that is interesting and challenging to the Scout, and flexible enough to make provision for the interests of Scouts for local circumstances.

SPICES

To achieve the Aim of the Movement, the training programme, as one of the methods, caters for the characteristics, interests, and degree of mental and physical maturity of Scouts of differing age groups. The programmes are designed to cover the following areas of development of individuals called SPICES, to which we have added Scoutcraft, thus giving us SPICES+:

1. **S**ocial: children need social skills, to resolve conflict, to be empathetic and respectful, be able to listen and more, to express themselves and play a meaningful role in the community.
2. **P**hysical: children need to be as mobile as possible, be able to use gross motor and fine motor coordination and keep fit
3. **I**ntellectual: children need to be able to think, learn, be inquisitive, use language well, they need reading, writing and comprehension skills, be able to calculate, to understand nature and to live in harmony with the environment.
4. **C**reative: children need to be "outside the box" thinkers, to be able to brain storm, be creative in their creations be it pictures structures, music, drama etc
5. **E**motional: children need to be emotionally healthy, empathetic, self-confident, self-aware, assertive and resilient, to be able to achieve goals, be self-disciplined and motivated.
6. **S**piritual: children must know right from wrong and able to abide by a code of Values(the Promise and Law), be inspired by God's creations, have respect for Planet Earth and everything on it. They should be contributors to

the common good in everything they do, not takers. They must find out who they are why they inhabit this earth.

7. Plus Scoutcraft Skills that are useful in everyday living, that they can use to help others, to start looking after themselves, and that will help them participate in exciting Pack activities. Many of these skills can be linked to one or more of the SPICES.

The Training Programme

The Training Programme consists of four parts:

- 1) Advancement Badges which have six Themes;
- 2) Scoutcraft Badges;
- 3) Interest Badges, and
- 4) Challenge Awards.

The detailed requirements for each Advancement Badge are set out in the Scout Trail. These are the Advancement badges:

- Membership or Link(for a child who is a Cub)
- Traveller
- Discoverer
- First Class
- Springbok
- Network or Rover membership

To complete an advancement level, other than Membership and Network, six Theme badges must be earned, one for each Theme. The Themes are:

- Personal Safety
- Living Outdoors
- Adventure
- Skills
- Service
- Personal Development

The Theme badge must be awarded as soon as that Theme in the Advancement section is complete. It should be possible for a Scout to earn at least 3 Theme badges each year.

Theme badges provide a visual display of progress. Once the Theme in one Advancement level is complete the Scout can start working on the next Advancement level even though other Themes in the lower level are not yet completed

Scouts may not wear Advancement Badges gained as a Cub excepting the Leaping Wolf Badge and the Link Badge.

Whilst some badges are primarily designed for Sea and Air Scouts, all badges may be gained by any Scout subject to satisfactorily meeting the requirements.

All Advancement Badges are worn on the left sleeve of the uniform. The Link Badge is removed when a Scout is awarded the first Advancement Badge. Placement of badges is shown in SSA's Uniform Policy.

The highest award that a Scout can earn is the Springbok Award. Adult leaders can wear a badge on their uniform to show that they earned this award when they were a

Scout. To be awarded the Springbok Scout Award, a Scout must not be younger than 16 years of age.

The Network Badge

A Scout may start the Network Badge upon turning 17 years regardless of which Scout Advancement they have obtained. The Network Badge is done under the supervision of the Rover Scouter or Rover Chairperson.

Direct Advancement and "Direct Entry"

Direct Advancement for a Scout is permitted in exceptional cases up to the level of First Class so the Scout(s) can advance with peer group or new entrant to commence at the level of their peers. Permission for direct advancement must be obtained from the RTC Scout programme on recommendation of the TS and either SGL or DC.

A Scout who joins at the age of 12½ or school Grade 9 may complete the requirements for Discoverer Badge without being awarded the intermediate Traveller Badge. Likewise, a Scout who joins at age of 14½ or school Grade 11 may complete the requirements of First Class Badge without being awarded the intermediate advancement badges of Traveller and Discoverer.

Scoutcraft Badges and Interest Badges

Scoutcraft Badges and Interest Badges are created for many different subjects covering hobbies, vocational activities, service to community and various Scouting activities.

Whilst Scoutcraft Badges are aimed at the younger Scout they can nevertheless be earned by any Scout and are sometimes a prerequisite for gaining a corresponding Interest Badge.

Likewise, Interest Badges may be earned by any Scout, regardless of age providing they qualify fully under the laid down conditions. Scoutcraft Badges must be removed once the equivalent Scout Interest Badge has been earned.

Requirements for all Scoutcraft and Scout Interest Badges are laid down in the Scout Badge Book.

Challenge Awards

Challenge Awards are not part of the general advancement programme and any Scout who wishes to earn them may do so, except where special qualifications may be specified.

The Challenge awards are:

- Bushman's Thong

- Bosun's cord
- Airman's cord
- Service cord
- Cub Instructor
- Meerkat Instructor
- Water Activities Charge certificate
- Air Charge certificate
- PLTU
- Scout Wings
- President's Award (similar to Duke of Edinburgh Award)

Training by the Troop Scouter

The TS has an important role to fulfil, in sharing with the PLs, through the CoH, the leadership and operation of the Troop. This role can be envisaged as being two-fold:

As a resource to the CoH members, during their discussions, in providing:

- Safety information;
- Activity Information;
- Suggested methods, and
- Alternative ways of solving problems.

As an enabler:

- In making the programme a reality;
- By drawing on previous experiences;
- By providing equipment and adult support, and
- By ensuring that the CoH is able to function effectively.

As the holder of this Warrant, they will be responsible to the SGL for the manner and method in which Scouting is run in the Troop. They will, therefore, be responsible for presenting wholesome, interesting, active Scouting for Scouts in the age category 11 to 18 years.

All activities will be based on the Scout Programme and will always have underlying values, based on the Scout Promise and Law.

Their activities will largely follow two particular areas of responsibility, namely:

- Assisting the youth leaders, TLs, PLs and assistants in correctly implementing the Patrol System and training the PLs so they can train the Scouts in their Patrol, and
- Ensuring each individual develops along the lines of the Scout Promise and Law by giving them an understanding of their responsibility and accountability to these principles.

These two areas may be regarded as your top priorities in dealing with Scouts. Their basic aim is to encourage the spiritual, mental, social and physical development of youth and young adults, by:

- Developing their character, i.e. their personal qualities, their attitudes, the sort of person they are themselves;
- Training them in citizenship – how they get along with others; and as their horizons expand, whether they accept their responsibilities as adults in the community, and
- Developing their personal fitness by promoting their spiritual, mental and physical qualities.

They will achieve this by planning and implementing a programme incorporating **all** of the following methods:

1. The Promise and Law;
2. Learning by Doing;
3. Membership of small groups, and
4. Progressive and stimulating programmes.

To ensure that their Troop programme incorporates all these methods of achieving the aim, and also provides fun, adventure and a feeling of achievement to their Scouts, they will require ATs to help them.

They alone are responsible for setting the standards in their Troop and their example will be of paramount importance. Basically, they achieve their aims by planning:

- To retain Scouts to the upper age limit so that by the time they have finished their part of their training, they will be well on the way to becoming good citizens, and
- To delegate real responsibility to their PLs so that, while still Scouts, they have the opportunity to exercise real leadership. They remain accountable for their actions.

As Troop Scouters will be warranted to act within a specific Group, their energies should be devoted to Group activities centred mainly on the Troop.

They will deal mostly with youth members, but all parents will be looking to them to set an example of which sometimes you will doubt you are capable.

They will only cope adequately with the task of being the Troop Scouter, their studies, family and sport if they have sufficient trained assistance, and do proper planning.

Part A: Revision Questions

1. List the Scout Advancement Badges
2. Name the areas covered by the Theme badges
3. What is an Interest Badge? Give a few examples.
4. Why does SSA have Interest badges?
5. What other types of badges can Scouts earn?
6. What is the badge that a Scout can earn while preparing to join a Rover Crew?
7. Why should a new recruit in the Troop be trained by the TS?
- 8.

Part B: Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|--|-----|--------|------------|
| Explain the Scout Advancement Scheme and how Scouts progress | | | |
| Discuss the purpose of the different parts of the training programme | | | |
| Discuss how "direct entry" is catered for in the Advancement Scheme | | | |
| Explain why new recruits should be trained by the Troop Scouter | | | |

Module 13R: The Rover Advancement Scheme

Outcome 1: Explain the Rover Advancement Scheme and how Rovers progress

Rover Training Programme

The Rover Training Programme is based on service to oneself, the Scouting Movement and the community. Full details of the Rover Training Programme can be found in the Rover Handbook. The Rover Advancement scheme can be found in the Rover Trail available from the SSA website. The highest Rover Award is the B-P Award. Adult leaders can wear a badge on their uniform to show that they have earned this award.

The path through Rovers is:

Recruit from Scouts aged 17 ½ years works with the RS or Crew Chairperson on the **Network Badge** which leads to:

Squireship (Rover Membership), followed by Rover Investiture

Complete four **Advancement Bars**: the Rover bars and types of actions are:

- **Personal** e.g. CVs; driving license; Careers; Personal budget
- **Movement** e.g. Helping Packs/Troops; Camps for District/Region; Warrant
- **Community** e.g. Needs assessment; social issues; Community issues; Community project
- **Leadership** e.g. Developing Leadership skills; Crew Management; Star Crew; Project

Rover Awards: For each bar there are Rover Award badges. A Rover must earn one of the Award badges for that bar e.g. In the Personal bar there is a Sportsman Award badge.

Rover Challenge Award: Complete at least one Challenge award

BP Award: This is the top award for a Rover. The requirements are:

Obtain four Advancement Bars, One Challenge award and attend a panel interview

Module 14: Skills

Outcomes

See Branch specific section.

Introduction

New Adult Leaders should be aware of what happens in other branches of Scouting. When you study this module, concentrate on the part that applies to your role. Go over the parts that apply to other roles so that you appreciate the similarities and recognise the differences.

You only need to meet the Outcome(s) that apply to your role.

The Principles of how to give Instruction

The Scouting Method is ***Learning by Doing***. Scouting is a ***Training***, not a ***Teaching*** Movement.

Our purpose is not merely to teach youth Scouting Skills, but to use these skills in an interesting, exciting and adventurous way and so provide opportunities for character development.

In the Den and Pack, training will be given by Scouters and Meerkat or Cub Instructors, but there is wide scope for specialists in the Interest Badge System.

In the Troop, training will be given to a large extent by the PLs, but they have first to be trained to instruct. There is wide scope for direct Scouter instruction in the Advancement Programme, as well as scope for using outside / expert instructors.

It cannot be assumed that an outside specialist possesses, in addition to their specialist knowledge, the ability to instruct, they must be carefully briefed by the PS or TS on the standard required.

Helping others learn

In Scouting, members learn by **DOING**.

The Scout Method allows youth to learn (discover) together, in small groups, or individually. Most subjects have certain fundamental ideas or concepts. Discovery of these concepts assist the learning process by making knowledge more meaningful to the youth, and by enabling them to relate details to these generalisations. Concepts are formed through inductive learning, not through memorisation.

The youth must be presented with information in a particular way and allowed to devise principles or concepts for themselves; they must be actively involved in manipulating ideas and material to discover basic ideas and relationships. Once concepts have been acquired, they will be retained long after the specific facts accompanying their learning have been forgotten.

Purpose of Instruction

In deciding ***How to Instruct***, we must be aware of the **PURPOSE** of the Instruction. The Instructor ***must be clear as to why he is instructing*** We must therefore, consider the following points:

- What do I want to teach? E.g.: The precautions necessary when lighting fires in the bush.
- Why? Safety of: Young people and property; use of fire
- What does it lead to? Learning to use fire safely.
- What does it follow? Understanding dangers of fires.
- How can it be used in an **ACTIVE** form?
- Is it essential knowledge?
- Is it needed for an adventurous activity? Yes - Pack Outing or Scout Advancement.
- Does it lead to a badge?
- Is it reinforcing a weakness? No.
- Is it a basic skill? No - but leads to one.
- What will the youth be able to do as a result of my teaching? Explain clearly the precautions necessary when lighting fires in the bush.

The Instructor

Nobody can instruct in or demonstrate a subject which they do not know properly themselves. If the Instructor(s) cannot meet the challenge of an interested and enquiring audience, they will lose faith in self, and the audience will lose faith in the Instructor(s). An Instructor should be well prepared, revising knowledge and making sure it is current and up to date.

A successful Instructor is:

- Enthusiastic about the subject, but disciplined in the presentation;
- Competent in the subject;
- In tune with the difficulties learners may experience with difficult subjects;
- Well prepared for each presentation (even if this is not the first time), and
- More concerned with the Cubs or Scouts being presented to rather than the presentation.

Preparation:

- Know your subject.
- Prepare carefully each time.
- Keep up to date.

- Use adequate and correct equipment.
- Is the equipment fit to use, is it safe?
- Have sufficient equipment.
- Choose location carefully.

Presentation:

- Are the learners ready?
- Introduce subject to be learned.
- Ask who already knows something about the subject
- Relate learning to **why** skill is required.
- Explain why it is done this way.
- Arrange correct positions of instructor and learner.

Presentation Methods

- A straight talk (the least effective method).
- An illustrated talk.
- Demonstration with a minimum of distracting commentary.
- Demonstration with a running commentary.
- Demonstration, using role-play.
- Demonstration followed by immediate action on the part of those being instructed. This is the basic SCOUT method and for most purposes the best since it involves the individual personally.
- Games and stunts.

Demonstration:

- Demonstrate one step at a time.
- Give clear instructions and explanations.
- Repeat key points
- Allow learner to follow at his own pace, make sure you have everyone with you
- Use questions to check learning.

When a subject lends itself to a variety of methods of demonstration, we should try to use more than one because:

- It increases interest in the subject;
- A method which appeals to one may not appeal to another
- The more different ways we know of doing a thing, the better equipped we are to deal with any situation or emergency.

Avoid demonstrating methods which can be dangerous. Calculated risk in adventure is fine, but we should use only safe methods to manage that risk.

Practice and repetition:

- Participate during demonstration.
- Practise under direct supervision.
- Practise alone.

Use the activity:

- It is important to use the new skill in an activity.

Revision:

- Come back to the skill from time to time.

Assimilation:

How are you going to find out if the learners have absorbed and inwardly learned the subject? Are they proficient in the skill? Possible methods are:

- Repeat the subject in a different activity
- Ask the child to show another child how to do it, first check that they can do it properly
- Use it in a game

If the learner hasn't learned, the teacher hasn't taught.

Check the training process first in seeking the cause of the error.

Training Aids

Visual aids focus attention of the youth on the instruction, thus providing knowledge in an experience that is common to the whole Group under instruction. This means that each child has the same frame of reference for crystallizing their study; the whole Group shares a common high standard.

They also compensate for a child's lack of experience, by creating, very often an important mental image. Colour pictures of the food groups, stories – these things help the youth identify themselves with the pictures. They enjoy various experiences that come very close to living the real thing, and their desire to do the real thing is stimulated.

Training aids, too, motivate follow-up activities, and it is a wise plan to use these indoor aids in such a manner that the programme embraces a logical outdoor follow-up activity when applied. Abstract concepts are difficult to grasp, but very often the visual aid can make abstract ideas and principles interesting and understandable; for example, the Law can be made more vivid and meaningful when it is associated with mounted magazine cuttings that illustrate the right code of behaviour.

These things are not difficult to get up in visual aid form for the Scouter who haunts the bookshops now and again searching for inexpensive literature dealing with the particular subject.

Think it over – this business of planning and developing a Training Aid Programme in your Group. Once the initial “Donkey work” is over you will find your Training Aids are worth their weight in gold by speeding instruction, speeding the pace of learning and remembering, simplifying programme planning and generally raising standards all round.

Scouting as we all know is a training and not a teaching movement –the youth learn by doing!

When planning instruction in any field always bear in mind why the instruction is needed in that particular direction. Once you have established this, you can go about making an aid to suit your need and one which will best support your demonstration. One other thought – you will come across an interesting training idea and then build your instruction around it. This is useful for making good a deficiency in an area of doubt.

Before making any training/visual aid, make sure you know the subject well which you will be working on, what the requirements of the test are. Any training done in an active form will be best remembered. Knowledge gained from the use of a Training Aid will enable the skill to be learnt, carried out and remembered.

Have a clear picture in your mind how you will use the Training Aid and then set about collecting the equipment needed for making the aid.

Before using the Training Aid, ensure that everyone in the Group will be able to see, hear, and understand you.

Training Aids need not be expensive or elaborate; start collecting up all items that may come your way, for example, roller tower tubes, old calendars, old magazines, boxes, etc. This means that you may encounter a storage problem.

It takes time to build up a good collection of Training Aids – so be patient. It is better to work slowly and neatly, and complete the training well. You will have many years of use from them – protect your work by covering them with plastic and storing them in boxes.

When thinking of Training Aids, a number of points come in mind – items that can be used in a flannel board, items that can be used on a magnetic board, quiz items, static Kim's Games, *etc.*

Some projects may require expert help in their 'manufacture', whilst other are simple enough that the youth can make them.

It is often the case that you might come across an excellent idea whilst browsing through a book – always jot down the details because it could well be that when you wish to use the idea, you may well have forgotten the details.

The use and the making of Training Aids are very personal. Each person has different talents and as such, must use them to the best of their ability. Some people can draw, some have attractive printing, but today, there are so many items on the market that lend themselves to making good presentations.

Ideas for Training Aids

Visual Aids: In instructing, we should always consider which visual aids will best support our demonstration.

Charts: Better than black boards because they are permanent:

- Can be more skilfully prepared;
- Can be used out-of-doors, and
- Can be examined at leisure and copied into note books.

Flip Charts: Possibly of limited use in Scouting, but when made to the requirements of the Instructor, do serve to get concentration on the key points.

Computer and Data Projector: PowerPoint and DVDs becoming more relevant. Scouts relate to them well. Not often used in training Scouts because practical work is best, but good for mapping, compass, logbooks, *etc.*

Mounted Collection: (Knots, leaves, badges *etc.*). These are valuable, especially when made by the Cubs or Scouts.

Models: Good 3-D representation of large scale projects – Pioneering, campsites, TC.

The Real Thing: This is always the best aid, especially when each learner can have one. Models are a good substitute when the project is a large scale one.

ACTUAL THINGS can be visual training aids too. Tie all the contents of a First Aid kit to a piece of cardboard, items duly labelled. Set up, in your HQ grounds, a line on different fires and fireplaces, made with treated wood to prevent deterioration.

Lettering Chart

| | | | | |
|----------------|----|----|----|-----|
| Height (cm) | 2 | 3 | 4 | 8 |
| Thickness (mm) | 3 | 3 | 5 | 25 |
| Trainees | 10 | 25 | 50 | 100 |
| Distance (m) | 3 | 7 | 15 | 22 |

Games and Stunts: This is a useful method of giving information instruction.

It is important that standards be adhered to. There is sometimes a tendency to lose sight of this in the excitement of the game or the glamour of the stunt.

Plays, charades, etc.: For use as a medium in Law and Promise. It is equally applicable to a wide range of subjects such as: "Safety Rules", 'Health Rules', etc.

Flash Cards: These consist of a set of cards, each card bearing a singly illustration/sketch relating to the same subject. These cards can then be used for a variety of purposes – training, testing and revision through a game played with the cards. If you make a small identification card for each card bearing an illustration/sketch, the Scouts can then match the correct name with the correct picture.

Once you have made your Training Aids, ensure they are stored or preserved properly.

When your charts are completed, it is wise to spend a little time and effort in making them durable and dirt-proof! Cover them with clear plastic adhesive sheeting available from most hardware or stationers suppliers. Large freezer bags could be used as an alternative by securing with Sellotape. Hair lacquer has also been used successfully. (Have you sprayed hair lacquer onto a spider web, cut it from its anchors and mounted it on a card?!!).

Keep all Training Aids up-to-date and out of the hands of the "little people".

There is always a place for a gimmick in any training situation or even a new piece of equipment, but be advised only use these if you feel happy to handle it!

Your aids should be suitable for the occasion, the subject, the place, and the participants. They should help make the training clearer and more interesting.

Part A: Revision questions

1. List the key principles for giving instruction
2. Name some training aids
3. Name some ways of assessing if learning has happened?

Module 14M: Meerkat Skills

Outcomes

Part A:

Outcome 1: Find out about the principles of how to give instructions

Outcome 2: Learn the Membership requirements and four selected skills for Bronze Star Advancement Badge

Part B:

Outcome 1: Explain the importance of giving clear and specific instructions

Outcome 2: Demonstrate selected skills for Membership and Bronze Star Challenge Badges

Giving Instructions

A child of 5 or 6 years of age should be capable of following an instruction that involves just 3 to 4 steps. E.g. "Take this box to the storeroom (1), put it in the Meerkat cupboard(2), on the middle shelf(3)."

Instructions are needed for games and how to do activities. Demonstration of what to do is always good. For all activities and games, it is essential to have everything ready to use before the meeting. If you need buckets and balls for a game get them out ready to use. If you need pencils, crayons and paper for an activity have them ready to use. Do all your preparation for activities before the meeting.

To make sure that the instructions that you give are clearly understood check that:

- Everyone is quiet and paying attention
- Everyone can see properly
- Everyone can hear properly
- The instruction is short and given in simple and direct language
- If a sequence of instructions is needed only give one or two instructions at a time
- When possible ensure that an instruction involves an immediate action

Part B: Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|---|-----|--------|------------|
| Explain the importance of giving clear and specific instructions | | | |
| Demonstrate selected skills for Membership and Bronze Star Challenge Badges | | | |

Module 14C: Cub Skills

Outcomes

Part A:

Outcome 1: Find out about the principles of how to give instructions

Outcome 2: Learn the Membership requirements and four selected skills for Silver Wolf Advancement Badges

Part B:

Outcome 1: Explain the principles of giving instruction and the importance of using correct techniques for instructing skills

Outcome 2: Demonstrate selected skills for Membership and 4 selected Silver Wolf Challenge Badges

Outcome3: Explain what the Play-way Method of training means

Introduction to the Play-way Method

To understand the Play-way Method used in training Cubs, an appreciation of how Cubbing started is necessary. We must go back to 1916, not 1907 when Scouts started.

While the older boys set about their adventurous activities, their younger brothers insisted on tagging along, always seeming to get in the way, getting hurt and laughing about it, and all in all, being a thorough nuisance to everybody.

Something had to be done. So, Wolf Cub Packs were formed initially to protect the Troop from dozens of small boys who demanded to share in the fun of Scouting. From this defensive position, developed the idea that the Wolf Cub Pack should prepare boys for Scouting in the Troop.

Be sure about one thing – “Wolf Cubs” were NOT and ARE NOT “Junior Scouts”. They are indeed an integrated Branch of the whole Scout Movement, but they are as different from Scouts as are Scouts from Rovers and other mature adults. So it is with their training.

The small boys demanded adventure in the early days, and excitement and adventure are what the Cubs expect today when they join a Pack.

Cubbing is Activity

It is characteristic of this age group (7-11 years) to be constantly active in body and mind, showing that there is an urge to experience, explore, experiment and expand. There should also be scope for the fulfilment of yet another need – the need for some degree of success. Real success has amazing power to help in the development of children.

Cubbing is Adventure

Cubs are tireless explorers and we must be prepared to encourage them. Life demands courage, endurance, and strength. Do not under-estimate the capacity of children for taking risks. Over-concern prevents them from growing up.

Cubbing is Discovery

Children learn more effectively when they discover things for themselves, when they discuss these ideas with others and when they put their discoveries into practice. Observation, experiment, exploration and discovery are key words that the PS should have in mind in seeking ways to encourage Cubs to learn.

Cubbing is the World of Children

Children look upon the world with curiosity, wonder and imagination. Happenings of the moment are very important. Every day brings hopes, joys, sorrows and new experiences of great significance to them. Children have an urge to explore everything that catches their attention. They build huts or houses, dig holes, lift up stones to see what is underneath, play in water, make fires and cook meals outdoors etc.

Cubbing is Fun

Fun is the packaging we use to meet our objectives. Fun should be present in every aspect of the Cub programme. Cubs learn more, have more fun and retain their knowledge longer if they DO things.

Play-way Training Activities

The Play-way method is the Cub version of "Learning by Doing". So, the activities and usually the games in a Pack Meeting result in the Cub learning something. The main activities that are used in the Play-way method are:

- Sense training;
- Handcrafts and making things;
- Play acting;
- Puppetry, and
- Yarns (Storytelling with a message).

You will be able to find out about and use many of these activities in the Stage 2 Warrant Training and whenever you attend a Cub Practical skills day. Attending these trainings will give you ideas to include in your own Pack programmes.

Part B: Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|--|-----|--------|------------|
| Explain the principles of giving instruction and the importance of using correct techniques for instructing skills | | | |
| Demonstrate selected skills for Membership and 4 selected Silver Wolf Challenge Badges | | | |
| Explain what the Play-way Method of training means | | | |

Module 14S: Scout Skills

Outcomes

Part A:

Outcome 1: Find out about the principles of how to give instructions

Outcome 2: Learn the skills for Scout Membership and for the first Advancement level (Traveller)

Part B:

Outcome 1: Explain the principles of giving instruction and the importance of using correct technique for instructing skills

Outcome 2: Demonstrate skills for Membership and selected skills for the Traveller Badge

Instruction techniques

When giving a demonstration always consider the group and ask:

- Can the Group see properly?
- Can the Group hear properly?
- Is the Group seeing things the right way round?

For example: To see a knot demonstrated by an Instructor who is facing the audience, is to see the whole process in reverse. This involves an effort of translation often beyond the ability of the audience. To see the same demonstration over the shoulder of the Instructor presents the process as it would be done by the learner. Extra care must be taken when the learner is left handed as the required movements may not be so easy for a left handed person.

Has learning taken place?

How do we find out if those being instructed have “absorbed and inwardly learned”? - Tests, Games, Exercises, Projects.

Summary of what instruction should contain:

- Introduction
- Demonstration
- Explanation
- Imitation
- Repetition
- Re-Testing

Part B: Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|---|------------|---------------|-------------------|
| Explain the principles of giving instruction and the importance of using correct technique for instructing skills | | | |
| Demonstrate skills for Membership and selected skills for the Traveller Badge | | | |

Module 15C: Welcome to the Jungle

Outcomes

Part A:

Outcome 1: Find out about why Cubbing is based on the Jungle Book

Outcome 2: Read the first story from the Jungle Book – Mowgli's Brothers

Part B:

Outcome 1: Explain why Cubbing is based on the Jungle Book

Outcome 2: Summarise the first story from the Jungle Book (Mowgli's Brothers), highlighting the key points

Introduction

New Adult Leaders should be aware of what happens in other branches of Scouting. When you study this module, concentrate on the part that applies to your role. Go over the parts that apply to other roles so that you appreciate the similarities and recognise the differences.

How Cubs Started

The Boys who were too young

When Scout Troops had started up all over the United Kingdom, boys of 8, 9 and 10 wanted to join too. They hurried along to any meetings within reach, only to be told that they were too young and they were sent away, bitterly disappointed.



B-P had planned Scouting especially for boys over eleven, and younger boys simply were not allowed to be Scouts. However, some of those youngsters would not give up. They just kept on turning up at Troop meetings and making rather a nuisance of themselves!

Just sometimes, they were allowed to join, because Scoutmasters hated having to say 'No'. Sometimes even as early as 1909, they were formed into separate "Scout Cadet Corps", inventing their own rules and uniform, which usually included a wide brimmed Scout hat and a broom stick for a stave.

However, the infection spread like measles. There seemed to be so very many boys who were too young to be Scouts, and they were so very, very keen. Something had to be done about them, but nobody quite knew what to do.

Of course B-P knew what was going on and he, too, realized that something must be done and he was the person to do it. He thought it over for quite a long time and

even allowed a few experiments with groups of younger boys. He called them 'Wolf Cubs'.

This was the obvious name for them because, in his book "Scouting for Boys", he had described Scouts as 'wolves', which was the Red Indian title for good Scouts. The boys who were going to learn how to be 'wolves', must be called 'Wolf Cubs'.

To make it more fun for the younger boys, B-P decided he should have some sort of make-believe background, just as ordinary boys were making believe with cowboys and Indians - But this must be something quite new and different from anything else.



If it were going to be called 'Wolf Cubs', perhaps the background story should be about real wolves in the jungle, and B-P knew the jungles of India very well. At once he thought of a ready-made story about wolves and a "man cub" who was brought up by a wolf in a wolf cub pack. The boy, 'Mowgli', was taught the Law of the Jungle, which was very much like the Scout Law, only in different words.

This was exactly what B-P wanted for his junior Scouts. The book was called 'The Jungle Book' and it was written by a man called Rudyard Kipling.

Rudyard Kipling was a famous author who was a friend of B-P's and became a good friend to Scouting. He was the first Englishman ever to be awarded the Nobel Prize for Literature. On his death in 1936, he was buried in Westminster Abbey, which is an honour reserved only for great men.

He was born in India on 30th December 1865 and spent many years in that country, which he loved, working as a journalist. His book "Kim" was about a boy who was caught up in the Secret Service and travelled about the Indian mountains, plains and native villages, serving his King and Country, as Kipling himself did. It was from Kim's training as a spy that we get the observation game called 'Kim's Game', which most Scouts and Cubs know.

While he was still in India, Rudyard Kipling had written "The Jungle Book", as early as 1894 and little did he think at the time how important his story about Mowgli was going to be to thousands of boys all over the world. Nor could he have dreamt that 'Akela' would become such a very well-known name.

When, many years later, B-P explained his scheme for forming Packs of Wolf Cubs as a junior section to the Boy Scouts, Kipling gladly agreed that the Mowgli stories should be used as the basis for this idea, together with all the colourful jungle characters, the

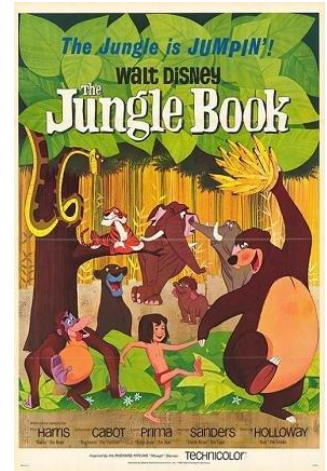
ceremonies and fun. It must have been as if his story, which he had made up over twenty years before, was coming to life.

The Jungle Book

In **The Jungle Book**, there are many symbols. Even in our daily life today, symbols are used for publicity. The Jungle is a dangerous place with wild animals. However, in this Jungle, we meet animals who are able to think, are organized and have Laws.

The Wolf Pack is shown as a group of beings who can organize themselves, whereas the Bandar log (Monkey People) are shown as a disorganized person. We meet other animals who all have different characters:

- Akela:** Leader of the Pack, shows a quiet strength
- Baloo:** The bear, a dependable character and teacher for mental development
- Bagheera:** The panther, a swift hunter for the physical development
- Kaa:** The python, a strong, slow friend and for the spiritual development.

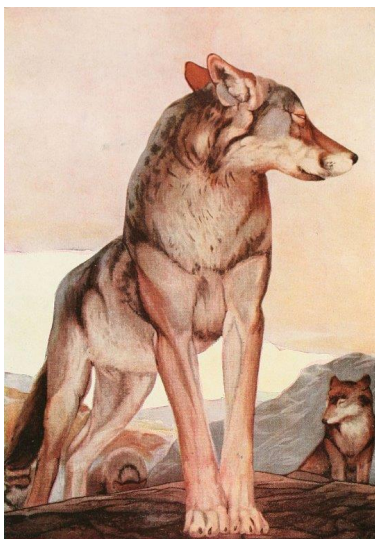


There are also Mowgli's enemies:

- Shere Khan:** The tiger who is a real danger to Mowgli
- Tabaqui:** The jackal, who is a despicable character with no backbone



Wolf Cubs



Young Scouts who are not quite old enough to join the Boy Scouts are called "Wolf Cubs". Why? For this reason: A Wolf Cub is a young Wolf. Scouts are called "Wolves" and young Scouts are therefore called "Wolf Cubs"

In the far Western prairies of America the Red Indians were a nation of Scouts. Every man in the tribe was a pretty good Scout. Nobody thought anything of him if he wasn't. So there was a great rivalry among the young braves as to who could be the best Scout. And those who proved themselves best got the nickname of "Wolf".

There would be "Grey Wolf", or "Black Wolf", "Red Wolf", "Lean Wolf", etc., but "Wolf" was the title of honour, meaning a really good Scout.

If you went across the world to South Africa, though the people were entirely different, you would find that they, too, were good Scouts, and they, too, called their best Scouts "Wolf".

A Scout(s), as you know is a man who is brave and strong, who willingly risks death in order to carry out their duties, who know how to find their way over strange country by day or night, who can look after themselves, light their fire, cook their own food, can follow the tracks of animal or men, can see without being seen, at the same time they are helpful and kind to women and children, and, above all, they obey the orders of the chief to the death.

In South Africa, the finest of the race were, every man of them, good warriors and Scouts, because they learnt Scouting while they were yet boys. The boys of the tribe always went on the warpath when the men went, in order to carry the sleeping mats and food for the warriors. They did not fight themselves; they only looked on at a distance at the battles and learnt how to behave when it should come to their turn. The smartest and best of the boys were the "Wolf Cubs", the future Wolf Scouts of the race.

Part B: Test yourself

| How confident are you about: | Yes | Partly | Not at all |
|---|-----|--------|------------|
| Explain why Cubbing is based on the Jungle Book | | | |
| Summarise the first story from the Jungle Book (Mowgli's Brothers), highlighting the key points | | | |

Modules 16: For Scout Group Leaders

Below is a summary of the type of information that a newly appointed Scout Group Leader, who has not been involved in Scouting for very long would need.

Details can be found in the handout: Introduction to Scout Group Leadership which is available on the SSA web site.

Overview of the SGL's Job:

- Outcome 1: Explain the role of a Scout Group Leader (SGL)
- Outcome 2: List the main functions of an SGL

Relevant Policies:

- Outcome 1: List the Policies that are important for managing a Group

Providing Support:

- Outcome 1: List the support that Unit Scouters may require
- Outcome 2: List the formal training courses that Unit Scouters need to do their jobs
- Outcome 3: Explain how to enrol Scouters for training in your Region

Visiting Meetings (Dens, Packs, Troops, Crews):

- Outcome 1: Explain the importance of management visits
- Outcome 2: Demonstrate how to evaluate effective Unit meetings

Recruiting New Leaders:

- Outcome 1: Discuss ways of identifying potential new Adult Leaders and supporters
- Outcome 2: Explain how to introduce a new member to Scouting
- Outcome 3: Describe the process for appointing new members
- Outcome 4: Explain the importance and uses of the AAM form

Personal Development Reviews:

- Outcome 1: Discuss how to use the Promise and Law in managing and developing Scouters
- Outcome 2: List what opportunities are available for assessing a Scouter's performance
- Outcome 3: Identify key functions for either a Pack Scouter or a Troop Scouter
- Outcome 4: List the information you would need to conduct a Personal Development Review
- Outcome 5: Describe the key principles for conducting a Personal Development Review

Administrative Procedures:

- Outcome 1: Explain how to keep the membership database up to date
- Outcome 2: Demonstrate how to complete selected forms applicable to your role
- Outcome 3: Explain the importance of keeping Group records up to date for the census

All Participants

Module 17: Preparing for Stage 2 Training

Outcomes

- Outcome 1: Obtain all the Self Study Material for the Stage 2 Training
- Outcome 2: Identify the training they will need to complete prior to attending the Warrant Training weekends and assessment
- Outcome 3: Find out when the next Stage 2 Warrant Training will be held
- Outcome 4: Plan when to study the self-learning material
- Outcome 5: Study the material and discuss any questions with your Mentor, SGL or DC.
- Outcome 6: Complete the training, including the skills required to attend the Warrant Course
- Outcome 7: Complete the worksheets before the training event and take them with you to the course
- Outcome 8: Find out about the channels of communication in SSA

Stage 2 Warrant Training

When you have had three to six months experience after this Stage 1 course, you will be eligible for the next formal training, Stage 2: Warrant Training. Separate training is offered for the different Branches and for SGLs

Your Region will publish an annual calendar, where you can find out what courses are on offer in the year. However, you can also go to training offered by other Regions, if it suits you.

The formal requirement for self-learning before attending a course is to read the published self-learning material, for the Warrant course you will be attending, complete any skills training that you need and complete any worksheets and assignments.

The skills you need for your role:

- Den Scouters must be competent in all the skills to Bronze Star level
- Pack Scouters must be competent in all the skills to Silver Wolf level, and
- Troop Scouters must be competent in all the skills to Discoverer level.

You will be expected to demonstrate your proficiency in some skills during your Stage 2 training and learn more about how to instruct skills.

You should also read relevant publications available from SSA as hard copy or on the website www.scouts.org.za . Important documents include the key policies of SSA.

Communication

To keep up to date you can sign up for the National mailing list and the mailing list for your Region via the SSA web site. In addition, information on changes and new ideas can be obtained by attending District meetings and Seeonee meetings for Pack Scouters

Reference material

Unit Scouters should get a copy of either the Den Scouter's Working Kit, the Pack Scouters Working Kit, the Troop Scouters Working Kit, or the Rover Handbook and familiarise yourself with that material.

It's a good idea to talk to the staff on this course for their recommendations and make notes about other sources of information. Web sites for Scouts in other countries have useful illustrations and other ideas that are freely available.

Module 18A: Way Forward

Part A

Outcomes

- Outcome 1: Complete the questions for the Part A Self-study training, discuss it with your SGL, DC or mentor
- Outcome 2: Find out when the next IAL Part B Training Course will be held
- Outcome 3: Apply to attend the IAL Part B Training Course
- Outcome 4: Hand the IAL Part A Revision question answers to the IAL Course Director when you attend the IAL Part B Training Course

Skills Development and Growth as an Adult Leader

This first Part A of the training towards becoming an accredited and skilled Adult Leader within SSA is almost complete.

A detailed list of the outcomes for this stage was covered in Module 1 of this training programme. You will have already completed the first step in the appointment of Adult Leaders (Application for Adult Membership).

The process within SSA is as follows:

- 1) Vetting and screening of the applicant (including referees, police check and National Child Protection Database background);
- 2) Completion of the two parts of the IAL Training;
- 3) Taking of Promise (Reaffirm if taken before, or Investiture if new to Scouting),
- 4) Appointment on Limited Warrant (replaced after successful completion of Stage Two Warrant training).

You will expect the Meerkats / Cubs / Scouts / Rovers or Adult Leaders, for whom you are responsible, to complete all the requirements for their development within SSA (youth have Advancement levels and Adults have Stages of training). With this in mind – apply the same mind-set towards YOUR own development and growth.

However – do keep in mind that there are many other areas that may not seem relevant now, but will enrich both your life as well as those with whom you come into contact. It is important to note that training (and thereby development and growth) is not a finite process – it is continuous and expanding with many routes followed not previously imagined or conceived when the initial path was started.

Skills development takes various forms in SSA such as:

- 1) Formal courses (centralised venue, residential, fixed dates, fixed groups);
- 2) Syndicate learning (fixed programme, assignments, non-residential);
- 3) Distance learning (individual based, open time-frame, variable assessment techniques);
- 4) Self-development (outside accreditation for relevant skills).

The above list is not meant to be definitive and SSA will do its best to meet the needs of each individual within the context of its own resources.

Training is offered at various levels within SSA – details of these are available from your Mentor or respective Scouters tasked with this responsibility. Failing these persons being in place, details will be available from the RTC:ALT.

You will further be able to develop your own skills and knowledge through the following means:

- **Practical and personal support:** this is available from fellow Scouters in the Group, District and Region. Generally, this takes the form of sharing experiences and challenges, sometimes participating in District events will also help you improve your skills and knowledge;
- **Technical and specialist courses:** these deal with “specialised” skills or areas that require focussed attention on obtaining the skills, and
- **Self-training:** this can be done through updating yourself outside of any “structured” training programme (by reading up on issues, online research and staying current with developments in related areas through other involvement in clubs or community structures).

Progressive Development for Adult Leaders

The development of Adult Leaders has been clustered into Stages – not to highlight a sense of hierarchy or status, but to afford developing leaders a structured approach to honing their skills from a level of basic, through intermediate to advanced levels.

Generally, this Stage 1: IAL Training deals with what Scouting is all about, “rules and conditions” of membership, as well as what the responsibilities are of the role you have applied for. In addition to this, there are some basic skills related to running meetings and partaking in activities.

The Stage 2 Warrant Training deals with how to present (implement) the development programme (Advancement Scheme) for the various target groups (Meerkats, Cubs, Scouts, Rovers), as well as an Adult Leader Resource Management option (for Scout Group Leaders and Commissioners).

Stage 2 involves a high concentration on practical skills (necessary for specific requirements for youth advancement) as well as skills related to planning and running various activities

The Stage 3 Wood Badge Training deals with the strategic positioning of what Scouting wishes to achieve which involves issues relating to leadership, monitoring and evaluation, project management, driving youth programme management, mentoring and, finally, advanced skills in specific areas related to the development of young adults before they enter society in their own mature right.

Take some time to look at the skills development framework and to position yourself in terms of where you would like to be within the next three years, as well as what process you will follow to achieve this:

- Development does not stop at the Stage 3: Wood Badge level. SSA requires two sets of trainers:
 - those that train adult leaders (both new leaders going through the basic courses and experienced leaders on refresher or advanced courses); and
 - those that train the trainers.

These courses are, once again, divided into three areas based on the function of the trainers – Tutors, Facilitators, Assessors (Assistant Leader Trainers) and Moderators (Leader Trainers).

Being a Successful Leader

It is important to decide from the outset that, if you are going to do something, that you will do it to the best of your ability.

There is the line of thought in business that a person's best (their own best) is not good enough – that the individual must strive for the organisational / institutional minimum acceptable level;

irrespective of whether this minimum level is way out of reach for the individual. This may work in some cases, but there is an essential flaw in this – the personality at the heart of the activity.

The challenge is to become effective and efficient in your role – not necessarily the "best" with regard to a comparison between yourself and your peers in the District / Region.

It is also worth remembering that, even though you have put your heart and soul into a project or individual (or group of individuals) – there is no guarantee that you will be successful.

You will need to accept that, and perhaps reassess / adapt and try again. We learn from our experiences (sometimes referred to as learning from our mistakes) and the challenge is to continue after having encountered setbacks / resistance or what could be interpreted as initial failure.

People are unpredictable and will often not meet the standards that have been set – and there are many factors cause this to be so. This will disappoint most of us and



Learner Manual

Module 18A

we tend to dwell on the failures – but we must remember that this is a long-term developmental process and we should not become fixated on short-term setbacks.

Module 18B: Way Forward

Part B

Outcomes

- Outcome 1: Explain the adult skills development process
- Outcome 2: Identify their personal training needs
- Outcome 3: Compile a Personal Development Plan with actions to address these needs
- Outcome 4: Evaluate the Training activity just completed

You have completed the first stage in your training as an Adult Leader - the Stage 1 Training: - Introduction to Adult Leadership (IAL). However, there is still much to be done. Training is not a one-off event, it is a continuous process. It begins when you come into Scouting as a Leader and continues throughout your life as a Scouter.

Your immediate supervisor can now apply for you to get a Limited Warrant. This allows you to run activities at your regular meeting place. It does not allow you to take youth on any outing, unless there is a Scouter with a full Warrant with you.

Skills Development and Growth as an Adult Leader

Training in SSA is an experience which is made up of formal courses such as this Introduction to Adult Leadership Course. These are run by the members of the National Adult Leader Training Team, in your Region. When you have had three to six months experience after this course, you will be eligible for the next formal training, Stage 2: Warrant Training.

The complete pattern of formal Adult Leader training is shown below. Apart from the formal training shown, there are many other opportunities offered by both SSA and outside organisations which will enhance your scouting skills.

SSA offers specialist course for Water activities, Hike Leadership, Jungle Background, Camping, pioneering etc.

In some regions SSA can offer accredited First Aid training too, but that training is widely offered by specialist organisations and is an essential skill to have.

There are also informal training sessions, run by the Training Team, Groups or Districts. These may be special one day or one weekend courses or they may take the form of training at Group and District Meetings.

You can learn a lot from the Scouters in your Group or District, which may also hold skills training events for new Scouters.

Look at the annual calendar for your Region to see what is coming up in the next 12 months.

You will have to decide what knowledge and skills are going to be most important for you to gain in the next twelve months. Before you attend the Stage 2 Warrant training make an effort to get trained in as many skills for your branch as possible.

Your Personal Development Plan

Having completed Stage 1 training you may be eligible to be awarded a Limited Warrant. The process for obtaining a Warrant is for your group to apply on your behalf, for a role in SSA. You need to discuss this with your next in line Scouter, SGL or DC. They will help you and will also complete the application for the Limited Warrant and it is then submitted to the District Warrants Committee to review before it is sent to the National Office for processing.

Once you have really worked out what knowledge you need to do your job, in your own Group, you can check what you already know; it will differ from Group to Group. Going over what the youth are expected to do in the Youth programme will help you determine what extra skills you need to help the youth. You can ask the staff on this course for a help with this.

You will have started on your personal development plan when you read the self-learning material. Now you can update it.

You should also have a discussion with your Mentor, SGL or DC

The difference between what you want to know, to do the job, and what you already know, are your training needs.

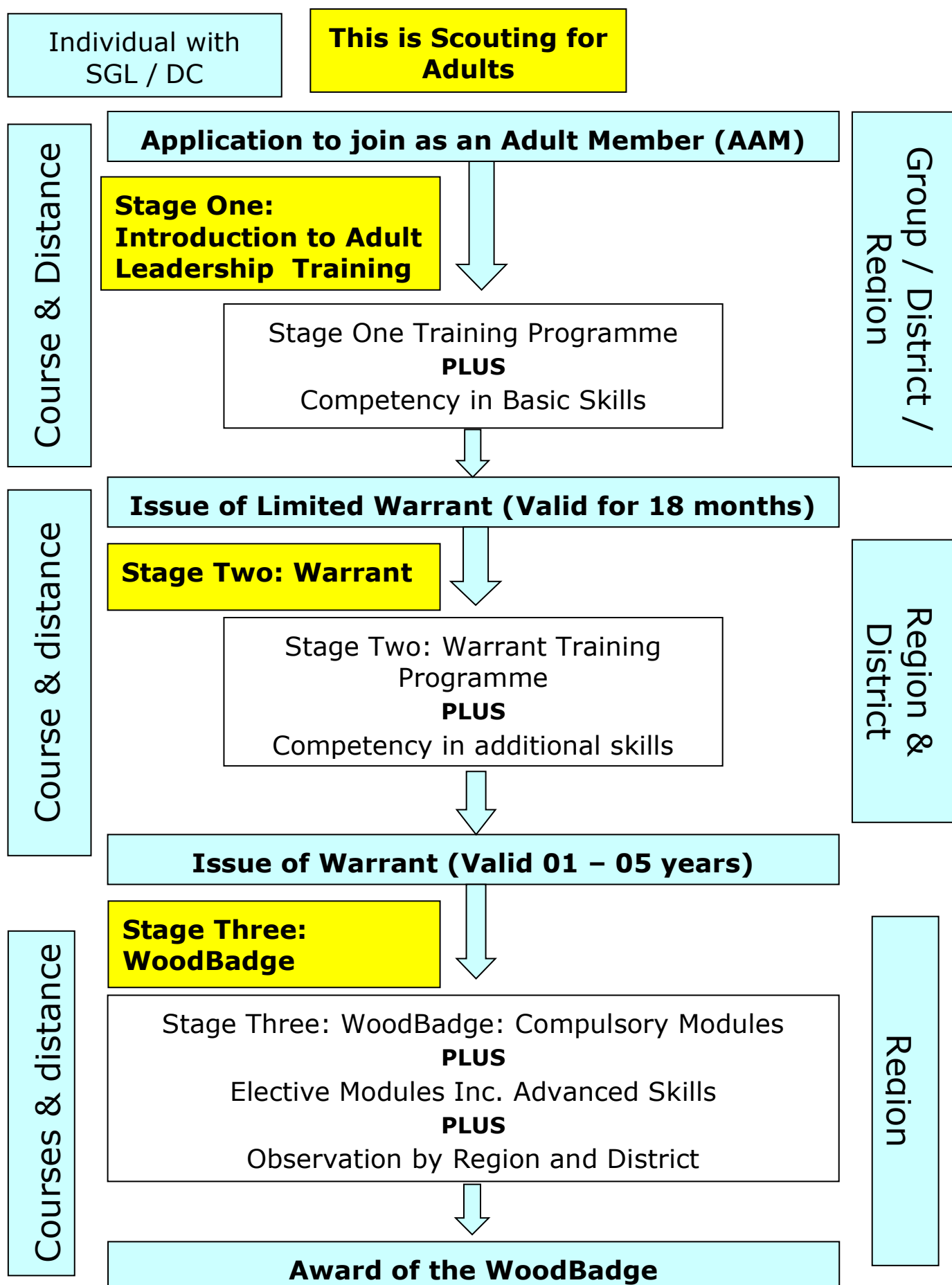
Once you have worked out these training needs, and prioritised them, plan what you want to achieve in the next twelve months and how to do it. This may be by attending courses, visiting other Groups, attending District or Regional events, by self-study or a combination of these.

Put dates to each step along the way and comments about the help you will need. That is your first complete Personal Development Plan.

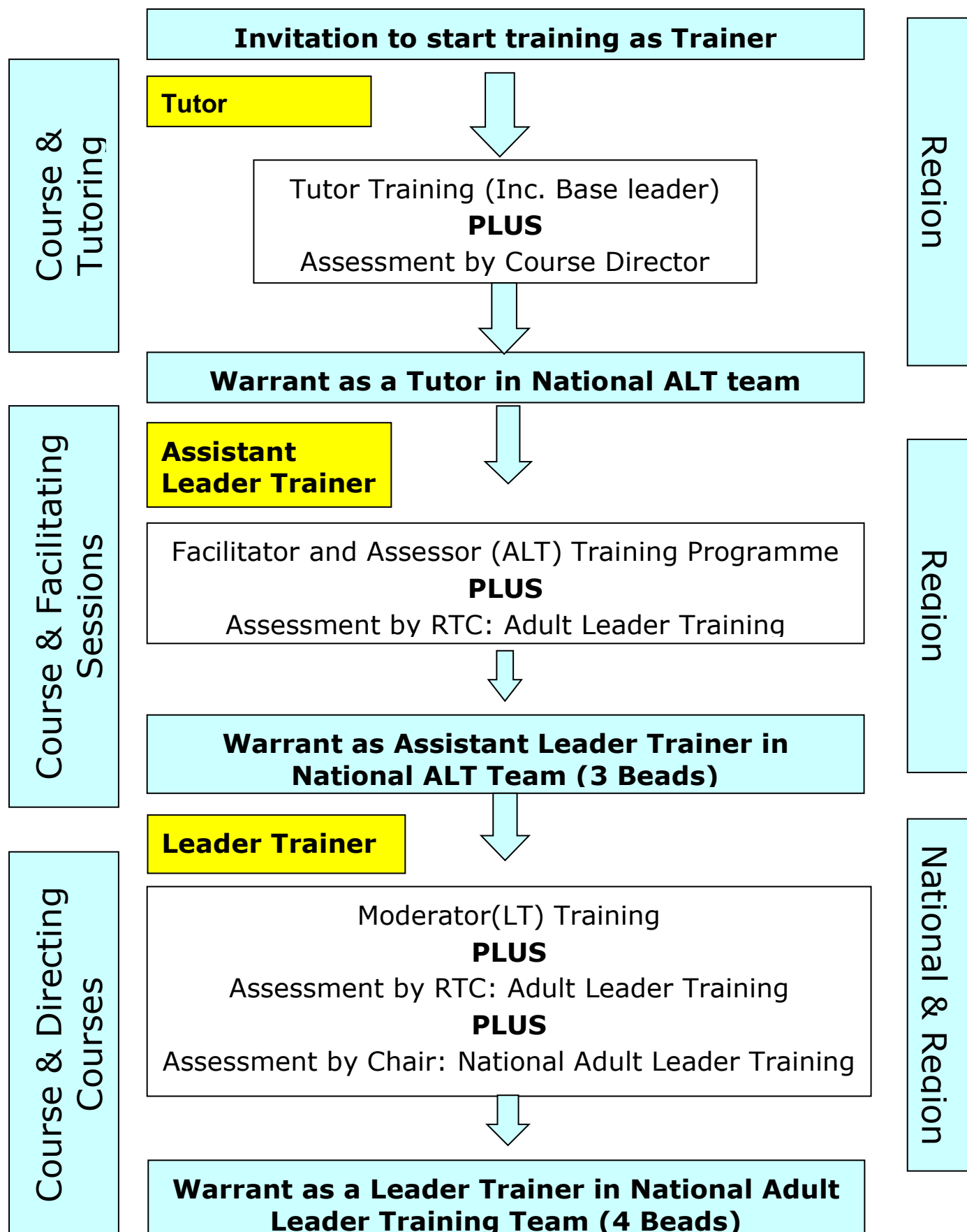
You will also receive support from your fellow Scouters, SGL and the DC. This, of course, is not one-way traffic; you in turn, will extend such support to your fellow Scouters when you share in the solution of each other's problems.

SSA wishes you great success in your endeavours – and may you receive guidance and enlightenment from the Creator for your work with the citizens of the country (both young and mature).

Pattern of Adult Leader Training 1



Pattern of Adult Leader Training 2



Personal Development Plan

Course: Date:

Name: Troop:

Postal address:

Code:

Cell no: Email:

The Pack / Troop / Crew / Group / District / Region training needs in order of priority are:

| | |
|----|--|
| 01 | |
| 03 | |
| 05 | |
| 07 | |

| | |
|----|--|
| 02 | |
| 04 | |
| 06 | |
| 08 | |

My training needs in order of priority are:

| | |
|----|--|
| 01 | |
| 03 | |
| 05 | |
| 07 | |

| | |
|----|--|
| 02 | |
| 04 | |
| 06 | |
| 08 | |

The Modules I need to complete are:

| | |
|----|--|
| 01 | |
| 03 | |
| 05 | |

| | |
|----|--|
| 02 | |
| 04 | |
| 06 | |

Courses I plan to attend are:

| | |
|----|--|
| 01 | |
| 02 | |
| 03 | |
| 04 | |

| | |
|-----------|--|
| By (date) | |
| By (date) | |
| By (date) | |
| By (date) | |

We undertake to do our best to meet the development path as set out above.

Signed (Scouter)

Signed (Mentor)