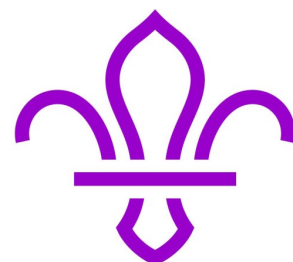
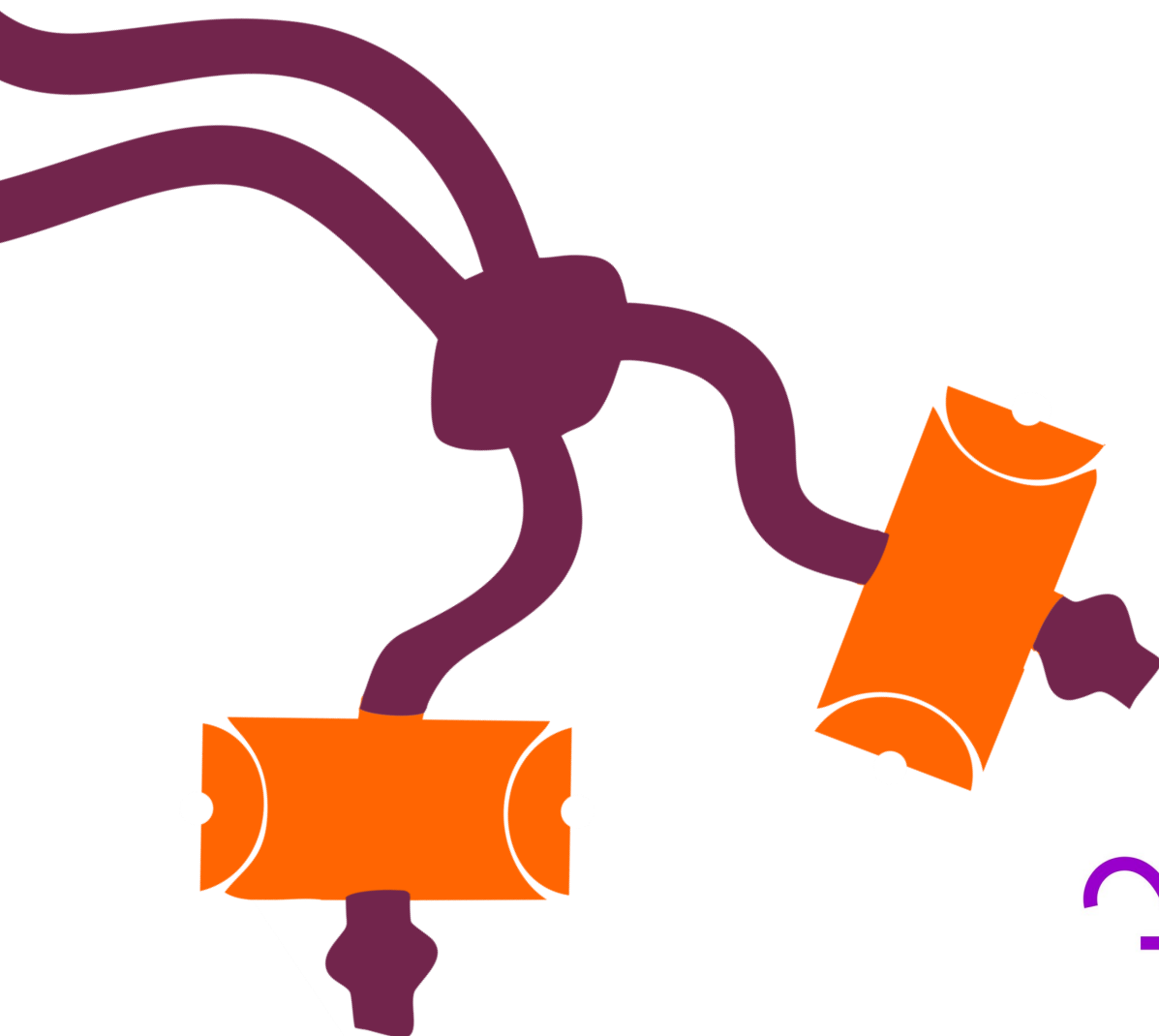


LEADER'S TRAINING GUIDE

Information for section leaders and assistant section leaders working towards their wood badge.

Version 4 (September 2020)



South London



Note

The original concept for this guide was provided by Greater Manchester East Scout County and has been adapted by the South London Scouts Training Scout Active Support Unit using information from The Scout Association. If information in this guide and The Adult's Personal File appears to differ, advice should be sought from our County Training Manager responsible for training delivery or our County Training Manager responsible for training management as appropriate.

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



Introduction

All adults in scouting have an opportunity to develop their skills and knowledge through the Scout Association's national adult training scheme.

Our adult training scheme is designed to support you as a volunteer, so the training provided is relevant and tailored to what you do in scouting.

We recognise there may be learning and skills you have gained through your work and life experiences, and our training scheme is designed to complement these with further opportunities to enhance your individual skills.

Our training also provides you with the opportunity to interact and share your experiences with other volunteers.

The training and development opportunities available to you as a section leader or assistant section leader range from skills-based training such as first aid, risk assessment, safeguarding and public relations through to experience in leadership, management, communication, organisation, safeguarding, executive training and experience of working with young people.

How it works

The training scheme is made up of a series of modules that cover each of these different development areas. It is a UK-wide scheme for scouting, so the training you complete in one place will be recognised in another.

There are two parts to each module: learning and validation.

Learning

Learning provides the opportunity to gain or improve the knowledge and skills which you need to develop for your role.

The methods available for learning come in a variety of styles and include our weekend courses, learning by doing, evening courses,

online learning, short videos, workbooks and small group work. This offers flexibility as you can mix and match and choose the method most appropriate to you.

Prior learning, knowledge and experience are also recognised as forms of learning and are valued within the adult training scheme.

This means that you may not need to complete learning for every aspect of your training. This is especially so if you can clearly show that you are able to meet the module objectives by demonstrating your skills in your scouting role through the validation process.

Validation

Validation is the simple process of showing a training adviser (a training adviser is a person who supports you in your training), that you are putting your learning in practice in your scouting role.

This can be done through a variety of methods, including a training adviser observing you during a section meeting, providing evidence such as witness statements, photographs, copies of documents or discussing the key content of the module .

Successful validation is required for each module relevant to your role.



About this guide

This record of your training achievements is designed to be used to guide you through the training you need to complete to gain your leader wood badge.

The following pages will give you an overview of the modules in the adult training scheme you need to complete, information about each module and how to go about becoming a trained section leader.

Help for you

Early on in your training you will be introduced to members of our team of training advisers. The training adviser's role is to support you through your training.

They will discuss with you the modules you need to complete, and then decide with you whether you need to complete any training for them. From then on you will receive on-going support from one or more training advisers, who will review your progress and ensure that you can put the learning from each module into practice. This process is called validation, more details about this follows later in this guide.



Training for leaders

Leader training is for:

- Beaver Scout Leaders
- Assistant Beaver Scout Leaders
- Cub Scout Leaders
- Assistant Cub Scout Leaders
- Scout Leaders
- Assistant Scout Leaders
- Explorer Scout Leaders
- Assistant Explorer Scout Leaders
- Explorer Scout Leaders (Young Leader)
- County Leaders
- District Leaders,
- County Leaders (Section)
- District Leaders (Section)

The scheme enables you to gain the skills necessary for you to deliver the programme. specifically, it is intended to:

- a. help you understand scouting and your role within it
- b. give you the skills necessary to carry out your role
- c. improve the quality and quantity of scouting delivered
- d. support you in meeting your own personal development needs

A training scheme to support you

Our adult training scheme is based on a number of key principles

The training scheme is broken into modules to help you plan and then validate your training. We have listed the modules relevant to your leadership role in this guide.

The various modules available ensure you have the skills, knowledge and understanding to be a successful leader in scouting.

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

A range of flexible local learning opportunities are available to you, so you can choose the options that best fit in with you day to day life.

Simple validation methods demonstrate to people in and outside of scouting (and the particularly parents and guardians of your members), that you are a trained leader and recognises your commitment to young people.

Completing learning is a three step process:
planning your training , completing learning, validating modules.

22 core modules

**skills, knowledge,
understanding**

**previous experience
and knowledge
recognised**

flexible learning

validation

3 steps

Our collective commitment to training

Words cannot express how much we value your personal dedication and commitment to scouting and the lifelong benefits you provide your young people with, which, enable them to succeed in life.

The parents and guardians of our members put unmeasurable trust in us as volunteers. This is because of their resounding belief in the benefits scouting brings to young people to help them succeed in hand with your professionalism and commitment as a volunteer and as a member of a leadership team and the exciting programmes and opportunities you provide.

Without question, they assume that the adults they are entrusting with their children to have the appropriate skills and knowledge to enable them to encompass and support the needs of young people.

When we all accepted our roles in scouting we also accepted and made a commitment to our responsibilities to complete the training necessary for our role within the required time scale for the appointment.

With this in our minds, our county training team is ready to support you and are really looking forward to seeing you complete your training and gain your wood badge



The training framework for leaders is made up of four groups of modules, these are:



Getting started

- Essential Information (1)
- Personal learning plan (2)
- Safety
- Safeguarding
- The General Data Protection Regulation Awareness
- Tools for the role (section leaders) (3)
- if you are a member of an executive committee*
- Introduction to being a trustee

Core modules



Modules for all appointments

- Delivering a Quality Programme (12A)
- Fundamentals of Scouting (05)
- Scouting for All (07)
- Administration (11)
- First Aid (10)



The programme

- Programme planning (12B)
- Running safe activities (17)
- Practical skills (18)
- Introduction to residential experiences (16)
- International scouting (19)



The people

- Supporting young people (14)
- Promoting positive behaviour (15)
- Growing the section (13)
- Working with adults (8)
- Skills of leadership (8)
- First Aid (10)

Ways you can complete you learning

Residential weekends

Leadership 1



Leadership 2



Online



**South London Scouts
Online Training Academy**



think differently  question everything

**Individual
modules**



Elearning



Workbooks



southlondonscouts.org.uk/learning-academy

Other methods

One to one



**Blended
learning**



**First response
day courses**



**Small
groups**



Three steps to gaining your wood badge

There are three key steps to wood badge success...

1

Plan the learning you need to complete.
Use the checklists, in this guide, for each module create your personal learning plan.

A training adviser will help you complete this process and add your PLP to your membership record on our national adult membership database (called Compass).

2

Complete your learning using your chosen methods.

Remember to take into account how you learn best and your other commitments.

Most modules offer more than one learning method.

3

Validate all the modules required for your role using the skills and knowledge you have gained through your learning and experience.

Remember: getting started modules need to be validated within your first 5 months as a leader and the core modules within your first 3 years.

Learning not required

1

2

3

The three steps is more details

Step one: planning your learning

As a section leader you need to complete 20 modules (21 if you sit on an executive committee). Before you embark on these you need to create your training plan we call this a personal learning plan (often referred to as a PLP). This should be created and agreed in partnership with your training adviser.

You may already have skills and knowledge that you have gained through your education, employment, life experiences or other voluntary roles which you can readily apply to scouting. If you have the skills and abilities needed for a module there is no need to do extra learning and you will only be required to validate the module.

The checklists in this guide will help you to decide if you need to undertake learning for each module. You will find it useful to complete this before you meet with a training adviser to create your personal learning plan.

Meeting your training advisers

A training adviser's job is to discuss with you the modules you need to complete and then decide with you whether you need to complete any training for them. From then on they will meet with you from time to time to support you and check that you have put the learning from each module into practice. This second part of the process is called validation. We will look at validation in more detail later in this guide.

Step two: complete learning

In South London we have a number of different ways to access learning and each year we run a programme of training. These are detailed on our website at southlondonscouts.org.uk/adult-training

Our most popular method for completing leader training is on our residential training weekends as this is the best and easiest way to complete your adult training!

Not only do our weekends provide you with the opportunity to complete multiple modules in a short space of time but they also provide you with the opportunity to meet other people that carry out the same role as you from across our scout county and provides lots of time to share experiences and ideas along the way.

Using this method you can also complete all core training modules that you need to achieve your wood badge in two weekends and one day!

- Weekend: Leadership 1
modules 5, 7, 8, 11, 12A, 13
(this weekend also includes a scouting heritage quiz and an exciting team challenge)
- Weekend: Leadership 2
modules 9, 12B, 14, 15, 16, 17, 18, 19
- Day: First response
mod 10: first aid

Although we strongly recommend attending our training weekends, you are free to complete the modules in a way or order which is most helpful to you.



Step three: validating modules

Validation is a really simple process, where you show that you have put into practice the (in your scouting), the knowledge and skills you have learnt during your training. You need to validate all of the modules required for your role, regardless of whether you have gained skills through learning or through previous experience.

Don't panic! The word validation sounds a lot worse than it is! Generally you will need to validate two activities for the list of criteria for each module, ideally these should be part of your normal day-to-day role and should not create additional work or be seen as projects! But your validation should be backed up by evidence. Guidance on what you can do to validate each module is given on the module pages that follow.

There are a number of methods of validation, for example:

- a visit from a training adviser to observe you carrying out an activity
- a written or verbal statement from an observer
- paperwork created for the role such as programme plans, letters to parents, instructions for activities & risk assessments
- notes from activities or meetings
- obtaining a qualification, such as a first aid certificate or nights away permit
- completing a questionnaire
- discussion with a training adviser
- photos of a validation activity
- videos of a validation activity
- presentations to adults or young people in scouting

These are just some examples of validation methods. There are other methods, or variations of these ten, that you might want to use. These can be agreed between you and your training adviser when you meet up.

You need to ensure that any validated modules are recorded on your personal learning plan by your training adviser and any evidence you produce is kept safe.

An electronic version of our section leaders personal learning plan can be downloaded from the adult training area of county website, southlondonscouts.org.uk/adult-training



Were you a young leader?

As part of our youth programme we operate a young leaders' scheme. The scheme gives young people aged 14 to 18 the opportunity to act in a leadership role in either the beaver, cub or scout sections.

As part of this scheme, young leaders are required to do some training to support them in their role. If you have previously been a young leader you may have done training which covered subjects such as the quality programme, safeguarding, first aid, practical skills, challenging behaviour and leadership skills, giving you the skills and knowledge that you needed to act as part of the leadership team as a young leader.

Young leader training does not directly translate to the adult training scheme, and so cannot be used to validate the modules of the scheme. However young leader training provides a good deal of prior learning for the modules of the adult training scheme. More information and guidance on this can be found in the appendix of this guide. Your training adviser should discuss and recognise this prior learning when creating your personal learning plan.



External recognition

There are a few ways that the training you do in scouting can be recognised by external organisations, and benefit you in other areas of your life. These are:

- The Institute of Leadership and Management (ILM)
- The Institute at Training and Occupational Learning (ITOL)

More information on all these options are available in the training section in the member's area at scouts.org.uk

Your CV

There are many other ways in which you can show that scouting is relevant to other areas of your life, and in particular employment skills which you have learnt through scouting. These include things like teamwork, leadership, planning and communication skills, which are highly valued by employers.

More information on how to include the things you do through scouting on your CV in a way that is relevant to potential employers, is available on our website at southlondonscouts.org.uk/adult-training



The wood badge

The wood badge is the Internationally recognised scouting training insignia awarded to adults by our national headquarters (UKHQ) based at Gilwell Park (in Chingford). Your wood badge will be awarded to you on the completion of the training required for your role.

The wood badge consists of two wooden beads threaded onto a leather thong which is worn with scout uniform.

Useful contacts

County Training Manager responsible for training delivery

Matt Butterfield is our county training manager responsible for training delivery and coordinates the work of our county adult trainers and our annual programme of adult training across the county.

Email: ctm.td@southLondonscouts.org.uk

County Training Manager for training management

David Liddle is our county training manager responsible for training management and coordinates the work of our team of local training managers and training advisers and our annual programme of adult training validation across the county.

Email: ctm.tm@southLondonscouts.org.uk

Deputy County Commissioner responsible for people

Jason Hagan is our deputy county commissioner responsible for people and coordinates and manages the work of our wider county people team you can find out more about our people team in the members areas of our county website.

Email: dcc.people@southLondonscouts.org.uk

Your Local Training Manager

Each of our scout districts has a local training manager. Their role is to support you in your learning and validation. Details of our team of local training managers can be found on our county website

Name: _____

Email: _____

Tel: _____

Training Advisers

Our team of training advisers are responsible for supporting and assessing your learning. Up to the award of your wood badge. You will meet a number of different training advisers as you work your way through validating your modules.

Name: _____

Email: _____

Tel: _____

Name: _____

Email: _____

Tel: _____

Your one stop shop

The adult training pages on our county website is the place to go for all your training requires!



Everything you need to easily complete your training.

southlondonscouts.org.uk/adult-training





South London Scouts Adult Training

**Our online training academy
is your one stop shop
for all your training requirements**



South London Scouts Online Training Academy



think differently  question everything

southlondonscouts.org.uk/learning-academy



Getting Started Training

Once you have attended your district welcome meeting and you have received your provisional appointment you can start your training. The first part of this is called 'getting started'. This requires you to complete a series of short online modules aimed at introducing and supporting you to your new role and to start you planning for the future, these are:

- Module 1: Essential information
- Module 2: Your personal learning plan
- Module 3: Tools for the role
- Safety
- Safeguarding
- GDPR: general data protection regulation awareness

If you are a member of an executive committee you will also need to complete:

- introduction to being a trustee

These modules can be completed in any order, and are aimed at introducing you to your role as a section leader (and if required a trustee), and give you the basic information and skills needed to get you started in scouting.

Remember that you need to complete your getting started training before your full appointment can be issued and it must be completed within five months of your provisional appointment being made.





Module 1: Essential information

This module is the first step into your training and provides you with the basic information that all adults in scouting need to know.

It's independent learning, so you don't have to attend a course to complete it. Simply visit the link below:

The training covers:

- the basics of our adult training scheme
- our movement's history
- the fundamentals of scouting and how to bring them to life.
- our safety and safeguarding policies and keeping people safe while in the scouts
- our structure, and find out where you fit within scouts
- the support that's available to you
- Our equal opportunities policy, and how to make sure every member feels included and able to fully participate in scouts



Learning checklist:

- Do you know what policy, organisation and rules of the scout association is and where you can find it?
- Have you read the scout association's child protection policy (the 'yellow card')?
- Do you know what to do if you think a child has been abused or if someone tells you that this might be happening?
- Do you know the equal opportunities policy?
- Do you know the safety policy?
- Do you know who to inform if someone is hurt during a scouting activity?
- Do you know where to find the rules and guidance about activities?
- Do you know who to go to for support?
- Do you know what the scout Information centre does and how to contact it?
- Do you know about the south London scouts county development service, the services and support available and how to contact our development officer?
- Can you explain the purpose, principles and method of scouting?

To complete this online elearning module visit southlondonscouts.org.uk/module-1-elearning

To validate this module you need to:

Complete the lessons in the module and the assessment at the end. You need to score 100% in the assessment to unlock the certificate of completion.

A copy of your certificate needs to be sent to your training adviser, local training manager or line manager who will update your training record on Compass.



How to create your PLP

Self assessment using this guide and our PLP workbook
Then meet with a training adviser

Module 2: Personal learning plan

The aim of this module is to develop your Personal Learning Plan (PLP), to allow you to complete the training requirements for your role, taking into account your existing knowledge and skills.

This module includes:

- Creation of a personal learning plan including:
- Identifies the modules relevant to your role
- Assesses if you have to complete learning for this module
- Specifies how this learning will be accessed
- Provides validation ideas
- Provides a time frame for completing your training

Learning checklist:

- Do you know which modules are required for your role?
- Have you used the 'check lists' for each module to identify your prior knowledge / learning and assess your learning needs?
- Have you identified your preferred learning method for each module?
- Have you identified the most appropriate validation criteria for each module based on your role?
- Have you identified the evidence you would like to use to demonstrate your achievement of validation criteria for each module?

To validate this module you need to:

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



Download our personal learning plan template for section leaders at:

southlondonscouts.org.uk/adult-training

My training diary

Once you have developed your Personal Learning Plan use the table below to plan when you will complete the modules you need to do. Our current Adult Training programme is published online at www.southlondonscouts.org.uk/training

Month		Month	
1st Insert your starting month and year	Hold your provisional appointment	13th	
2nd		14th	
3rd		15th	
4th		16th	
5th	You must have completed any learning and the validation for Getting Started (Modules 1, 2, 3 & GDPR)	17th	
6th		18th If you have attended both our Leadership 1 and Leadership 2 courses you have now complete all the learning for your Wood Badge and just need to validate them.	
7th	By now you should of completed Module 10, First Aid, by obtaining a first aid certificate or by attending a first response course.	19th	
8th		20th	
9th		21st	Recommend you have completed all learning required
10th		22nd	
11th		23rd	
12th	Recommend you have completed at least one of our leadership training weekends (either leadership 1 or 2), or have complete at least 5 individual modules (we recommend 5, 6, 8, 11, 12A,14,15) and validated all these modules	24th	By now you should of completed and validated all necessary modules. Ensure your Training Adviser updates your Personal Learning Plan and recommends the award of your Wood Badge to your Local Training Manager.

My training record

Learning	Date Completed	Method	Date Validated
Online welcome and induction			
Module 1: Essential Information			
Module 2: Personal Learning Plan			
Module 3: Tools for the Role			
GDPR Awareness			
Safeguarding			
Safety			
Introduction to being a trustee <i>(if required)</i>			

Learning	Date Completed	Method	Date Validated
Module 5: Fundamental values			
Module 6: Changes in scouting			
Module 7: Scouting for all			
Module 8: Skills of leadership			
Module 9: Working with adults			
Module 10: First aid			
Module 11: Administration			
Module 12(A): Delivering a qty. prog.			
Module 12(B): Programme planning			
Module 13: Growing the section			
Module 14: Supp. young people			
Module 15: Prom. positive behav.			
Module 16: Intro. to resident. exper.			
Module 17: Running safe activities			
Module 18: Practical skills			
Module 19: International			

Learning	Date Completed	Method	Date Validated
Module 38: Skills for resident. exper.			
Module 36: Adjustments to scouts			



Module 3: Tools for the role (section leaders)

This module provides some basic information about your role, and practical help for working within a section. Topics covered:

- the main features of your section and how it fits into scouting
- The roles and responsibilities of the different people within your section
- planning and running section meetings
- using a variety of programme ideas through different types of activities
- Youth shaped scouting
- understanding your role in Scouting
- Promoting positive behaviour in your section.

What learning do you require?

To validate this module you need to:

Plan and run a section meeting which includes at least one activity, one game and one ceremony appropriate to the section.

And discuss with a Training Adviser:

- How your sections leadership team work together to deliver the meeting
- The key ceremonies for the section
- The key features of the section
- Why different games and activities are an important part of the programme
- Important considerations for activities and games in Scouting
- Sources of relevant programme ideas
- How to include the young people's thoughts and ideas
- Ways to promote good behaviour throughout the meeting

Learning checklist:

- Can you identify the main features of the section that you support?
- Can you describe your role and responsibilities in the section you support?
- Can you describe the role and responsibilities of the other adults and young people in your section?
- Can you describe who Young Leaders are and how they form a part of the section leadership team?
- Can you explain why games and activities are an important part of the programme?
- Are you able to explain how the Scout Method guides the way Scouting is delivered?
- Can you outline the considerations for games and activities in your section?
- Do you know where to find programme ideas?
- Can you describe a game or activity that you have been involved with or planned in your role?
- Can you explain Youth shaped Scouting and where to find more information about ways to involve young people?
- Can you describe some examples of involving youth members in your section?
- Can you describe the most common causes for challenging behaviour?
- Can you describe the key principles of how to promote positive behaviour?
- Do you know where to find additional support?



Helpful hints

Evidence for the validation of this module should be kept by the leader, until after the award of the Wood Badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module may include one or more of the following:

- An observation statement summarising your role in a section meeting.
- Programme plans you have developed or assisted in the development of including information on games, ceremonies or section meetings that you have run
- Instructions for running a game, activity or ceremony for your section including instructions for various members of the leadership team.
- Photos or videos of you running activities, games or ceremonies or section meetings.
- Notes from a youth shaped scouting activity you have run in your section.

How did you validate this module?



General Data Protection Regulation (GDPR)

This module provide you with an understanding of what the General Data Protection Regulations (GDPR) means for you in your role and to your Scout Group/Explorer Scout Unit, District and County and how to effectively align with it.

- Personal Data
- Individuals' rights
- Consent
- Accountability & Governance

To complete this elearning module visit

www.southlondonscouts.org.uk/gdpr-elearning

Learning checklist:

Personal Data

- What does 'personal data' mean?
- What is a data subject?
- What's the difference between data controllers and data processors?
- What's the role of the Information Commissioner's Office?
- What are the six Privacy Principles?

Individual Rights

- How can people have more control over how their data is processed?
- What are the main rights of individuals in GDPR?
- What steps can you take to align with these rights?

Consent

- What is consent?
- How can you ensure you provide genuine consent options?

Accountability and Governance

- What is the accountability principle?
- When should a Privacy Impact assessment be done?
- What should you do in case of a data breach?



To validate this module you need to:

Complete the lessons in the module and the assessment at the end. You need to score 100% in the assessment to unlock the certificate of completion.

A copy of your certificate needs to be sent to your training adviser, local training manager or line manager who will update your training record on Compass.



Safeguarding

Half a million young people enjoy scouting every week. Our safeguarding policy keeps young people safe from harm. The scout code of practice says 'Young People First', and it is at the centre of all that we do. This training will help you to understand your part in keeping our young people safe.

This module covers:

- understand the Safeguarding Policy and how to keep young people and adults at risk safe
- understand the Young People First Safeguarding Card Code of Practice (Yellow Card)
- know how to recognise abuse
- know how to report concerns
- know what to do to keep Scouts safe.

Learning checklist:

- I know and understand the safeguarding policy and how to keep young people and adults at risk safe
- I understand the young people first safeguarding card code of practice (known as the yellow card)
- I know how to recognise abuse
- I know how to report concerns
- I know what to do to keep scouts safe.



**To complete this online elearning module visit
southlondonscouts.org.uk/safeguarding-elearning**

To validate this module you need to:

Complete the lessons in the module and the assessment at the end. You need to score 100% in the assessment to unlock the certificate of completion.

A copy of your certificate needs to be sent to your training adviser, local training manager or line manager who will update your training record on Compass.



Safety

A sense of adventure lies at the heart of our movement and doing things safely is fundamental to everything we do. Knowing about the association's safety policy is a crucial part of keeping scouts safe,

This module covers:

- the safety policy and your responsibilities for keeping young people and adults in our movement safe
- how to assess and manage risk
- the role of the leader in charge
- what to do in an emergency
- how to report incidents and near misses
- where to access safety resources, activity rules and guidance for the safe management of activities



Checklist

- I know the safety policy and my responsibilities for keeping young people and adults in our movement safe
- I know how to assess and manage risk
- I know the role of the leader in charge
- I know what to do in an emergency
- I know how to report incidents and near misses
- I know where to access safety resources
- I know where to find activity rules
- I know where to go for guidance for the safe management of activities

To complete this online elearning module visit southlondonscouts.org.uk/safety-elearning

To validate this module you need to:

Complete the lessons in the module and the assessment at the end. You need to score 100% in the assessment to unlock the certificate of completion.

A copy of your certificate needs to be sent to your training adviser, local training manager or line manager who will update your training record on Compass.



Introduction to being a trustee in scouting

This module is for all adults involved in executive committees at all levels of scouting. It provides information on your role in managing a charity, your responsibilities as a trustee and current regulations.

It's independent learning, so you don't have to attend a course to complete it.

This module covers:

- understanding executive committee and trusteeship in scouts
- understanding scouts' key policies
- understand the roles and responsibilities of executive committee members and trustees in scouts

Who should complete this learning?

All volunteers who are part of an scout executive committee need to complete this training.

Learning checklist

- I understand my responsibilities as a trustee
- I know the structure of governance in scouting
- I understand my role as a trustee
- I know the key policies of the scout association
- I know about scouting's policy, organisation and rules document and where to access it
- I know about the importance of reporting incidents
- I understand how we involve young people in decision making
- I know why we hold an annual general meeting



To validate this module you need to:

Complete the three lessons in the module and the assessment at the end.

You need to score 100% in the assessment to unlock the certificate of completion.

A copy of your certificate needs to be sent to your training adviser, local training manager or line manager who will update your training record on Compass.

To complete this elearning module visit
www.southlondonscouts.org.uk/trustee-elearning

Core modules

Once you have completed and validated your getting started training you can move on to the other learning you need to complete to gain your section leader wood badge.

There are lots of ways that you can complete these. To help you to complete the learning you need to gain your wood badge in a time effective and simple way we run two weekends courses and a day course, these are leadership 1 and leadership 2 and a getting qualified day for module 10 (first response), This means you can complete the core training you need to complete to gain your wood badge over two weekends and one day.

Our residential training weekends are the best and easiest way to complete your training! Not only do the weekends provide you with the opportunity to complete multiple modules in a short space of time but it provides you with the opportunity to meet other people that carry out the same role as you from across our county and provides lots of time to share experiences and ideas along the way.



First response

Covering module 10



Leadership 1

Covering modules 5, 7, 8, 11, 12A, 13



Leadership 2

Covering modules
9, 12B, 14, 15, 16, 17, 18, 19



Modules for all appointments

(Core module) First aid (10)



All leaders, managers and supporters are required to hold a current first aid qualification at the time of gaining their wood badge and at the time of their appointment renewal. However, everyone is encouraged to keep their qualification up to date at all times.

First Response training

The minimum standard for this qualification is the scout association's first response, but higher levels of qualification are needed if you are leading certain kinds of adventurous activities. This provision ensures that a minimum standard of first aid knowledge and training takes place across the movement.

All groups undertaking adventurous activities in Terrain Two must have immediate access to someone holding a relevant and current full first aid certificate.

Alternative courses

Any course that is set by a reputable body, and covers the criteria set out below, recognition and length requirements outlined below can be considered as a suitable alternative to a First Response Certificate.

Length of course

- First response - 6 hours
- Full first aid - 14 hours (two days)

Course topics

All courses must cover the topics below. The level of detail and time spent on each subject will vary, depending on whether it is a first response or full first aid course.

- Principles of first aid and initial response (arriving and managing an incident)
- Initial response to a first aid situation
- Management of an unconscious casualty (child or adult)
- CPR, including technique for children and an explanation of what AED is and how to use it
- Shock
- Causes and treatment of unconsciousness
- Bleeding
- Heat exhaustion, heatstroke, dehydration and hypothermia
- Burns and scalds
- Fractures (ambulance imminent and non-imminent) and soft tissue injuries
- Minor injuries (for example cuts, grazes and nose bleeds)
- Meningitis
- Anaphylaxis (use of Epi pen)
- Spinal injury

In some cases, alternative courses do not cover all of the listed topics, particularly environmental conditions such as hypothermia and CPR for children.

You should take the time to make yourself aware of the signs, symptoms and treatment of these conditions, or undertake additional training in order to cover them. It is often possible for participants to request additional topics to be covered during a first aid course that they are attending.

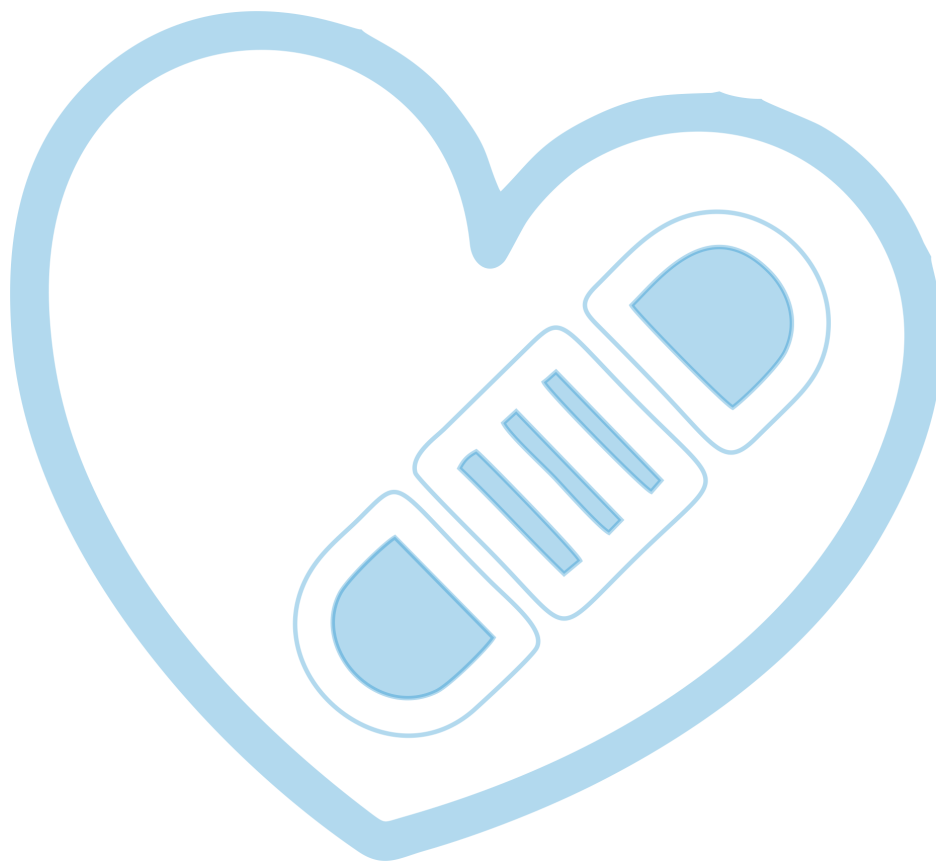
Professions with first aid experience

The scout association does recognise that some professions by the nature of the job will have a first aid element; for example nurses, midwives, police officers, medical practitioners, members of HM armed forces, ambulance care – assistants/paramedics/technicians, etc. To exempt these professions from undergoing more first aid training, they are required to provide evidence of an up-to-date qualification which should meet the criteria for what is considered our minimum standard (as listed above). With regards to 'evidence', this can be a certificate or an official letter confirming the necessary areas have been met.

Scouting for all

UK scouting has a robust equal opportunities policy, which outlines our commitment to ensuring that the movement is open and accessible to all. Within this policy, we also have a commitment to make reasonable adjustments for members with disabilities to equally access scouting.

This is applicable to the adult training scheme. For any adult who may be physically unable to administer first aid e.g. provide CPR, move someone into the recovery position, a suitable reasonable adjustment for an assessor would be that the learner demonstrates they are independently able to successfully instruct or direct another adult (without the skills or knowledge) to physically provide the care on their behalf.





Module 10: First aid

The module is designed for you to gain the skills and knowledge necessary to enable you to manage an incident and provide basic first aid in any situation.

To validate this module you need to:

Hold a current first aid certificate that meets or exceeds the minimum standard of First Response.

If you hold a first aid qualification that is not First Response. Please pass a copy of your certificate to your Training Adviser to validate this module.

Learning checklist:

- Do you know how to deal with a first aid incident?
- Do you know the principles of first aid and initial response (arriving at and managing an incident)

Do you know how to deal with...

- Emergency life support (DRABC, and the recovery position)
- CPR, including technique for children
- Shock
- Bleeding (major and minor)
- Causes and treatment of unconsciousness
- Choking
- Heat exhaustion, heat-stroke, dehydration and hypothermia
- Burns and scald
- Fractures and soft tissue injuries
- Minor injuries (for example, cuts, grazes and nosebleeds)
- Do you have a current first aid qualification (minimum first response)



Helpful hints

Evidence for the validation of this module should be kept by the leader, until after the award of the Wood Badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Details of your first aid qualification...**Course details:****Course date:****Expiry date (usually 3 years after the course):****Awarding organisation's name:****Details of the first renewal of your first aid qualification...****Course details:****Course date:****Expiry date (usually 3 years after the course):****Awarding organisation's name:**

Core modules - part 1



Leadership 1 residential training

Our leadership 1 course aims to enhance your leadership skills and knowledge as a section leader and give you the basic information and skills needed to get you started in scouting. The course includes:



Modules for all appointments

- Fundamentals of scouting (05)
- Scouting for all (07)
- Administration (11)
- Delivering a quality programme (12A)



The people

- Skills of leadership (8)
- Growing the section (13)



Module 5: Fundamental values of scouting

This module explores the fundamentals of scouting and the religious policy and consider their relationship with the balanced programme delivered to young people.

This module covers:

- The values of scouting in the balanced programme
- Using the scout method with young people
- Embedding spiritual development within the balanced programme
- The scout association's religious policy

What learning do you require?

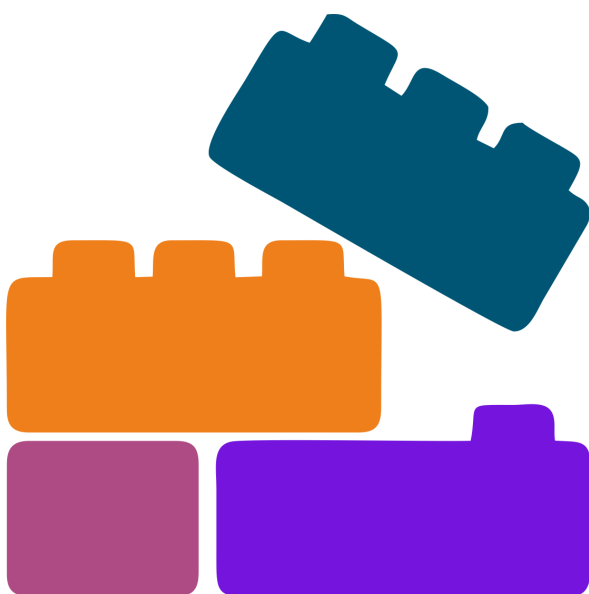
Learning checklist:

- Do you know what the values of scouting are?
- Can you describe how the values of scouting can be incorporated into the balanced programme and your work with other adults in scouting?
- Do you know what the method of scouting is?
- Can you describe how the method of scouting informs and influences your role and responsibilities within scouting?
- Do you know how you can support the spiritual development of young people within your role in scouting?
- Do you know about the scout association's religious policy?
- Can you describe your responsibilities within the religious policy?

To validate this module you need to:

complete two of the following:

1. Show how the purpose, values and methods of scouting have been incorporated into the programme to meet the needs of youth members of all sections
2. Deliver an activity to demonstrate the integration of spiritual development of young people within the programme. Provide practical examples of how faiths, beliefs and attitudes were explored
3. Create a presentation or activity to explain the religious policy to either adults new to scouting or young people
4. Deliver a scouting event (e.g. camp, scout's own) accessible to people representing different faiths and beliefs
5. Produce an action plan detailing how you would support or have supported another adult in implementing the values of scouting in their role
6. Any other ideas subject to agreement with a training adviser. Additional validation criteria can be created in consultation with training adviser if necessary.



Helpful hints

Evidence for the validation of this module should be kept by the leader, until after the award of the Wood Badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module may include one or more of the following:

- Photographs and/or video of activities which reflect the needs of young people at meetings,
- An observation statement summarising your role in an activity which reflect the needs of young people.
- Evidence of young people exploring the values of Scouting within an activity e.g. flip-charts.
- Photographs and/or video of an activity with regards to exploring spiritual values.
- An observation statement summarising your role in an activity with young people which explores scouting spiritual values.
- Evidence from young people e.g. surveys, creative work, video clips, quotes, magazine article.
- A PowerPoint presentation and script, a video of delivery, paper evaluations from learners of an activity about the methods of scouting.
- A list to demonstrate all the areas which reflect inclusivity.
- A video to demonstrate how young people have benefitted from attending a multi-faith event.
- A plan or photographs of a Scout's Own in which you took the lead.
- A video or observation of a meeting with another adult as part of supporting them in implementing the values of Scouting in their role.

How did you validate this module?



Module 7: Scouting for all

Ensuring that scouting is available to all and that diversity is valued.

This module covers:

- identifying the scout association's policies that promote diversity
- considering how you in your role can help to make scouting available to all
- promoting the scout association's policies on coeducation, equal opportunities and special need
- valuing cultural, social and religious diversity.

What learning do you require?

Learning checklist:

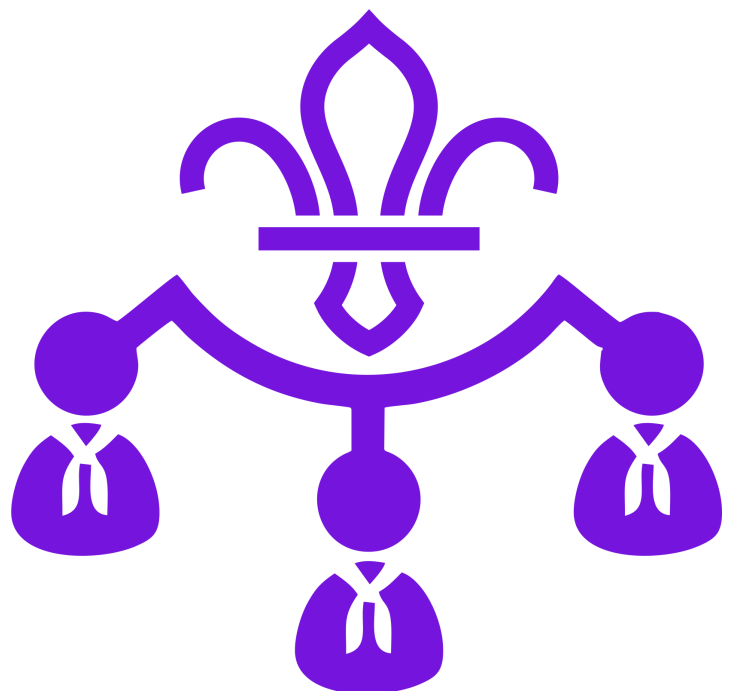
- Do you know the scout association's equal opportunities policy?
- Do you know the scout association's religious policy?
- Can you name some of the things that could influence assumptions about other people?
- Can you explain the definitions of diversity and inclusion, as relevant to the scout association?
- Can you outline some potential barriers to making scouting open and accessible to all?
- Can you make suggestions or give examples of how scouting can be made accessible to everyone and practical adjustments that can be made?
- Can you outline where you can go to get help and support to ensure local scouting is inclusive, increasingly diverse and reflective of your local area?
- Can you explain the benefits of having a diverse organisation?

To validate this module you need to:

Outline the scout association's equal opportunities policy and explain how you are making scouting a diverse and inclusive organisation by completing one of the following tasks:

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

- those with additional needs
- girls and young women
- those of minority ethnic communities
- those of a variety of religious backgrounds
- those of a variety of socio-economic backgrounds
- any other ideas subject to agreement with your training adviser. Additional validation criteria can be created in consultation with a training adviser if necessary.



Helpful hints

Evidence for the validation of this module should be kept by the leader, until after the award of the Wood Badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module may include one or more of the following:

- A visit to your section meeting by a Training Adviser observing you running an activity or game to increase awareness of additional needs or equal opportunities
- A visit from a Training Adviser observing you running a recruitment event that highlights that Scouting is open to all.
- An observation statement summarising your role in an activity to make Scouting more accessible.
- Videos or photos of you running a relevant activity or game.
- Copies of recruitment materials you have design to promote scouting to your community

How did you validate this module?



Module 8: Leadership skills

The module provides the knowledge, skills and attitudes required to be an effective leader and includes:

This module covers:

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

To validate this module you need to:

complete two of the following:

1. use a systematic planning tool to complete a task, provide evidence of your use of the tool and discuss the experience with your Training Adviser
2. apply the action centred leadership model to an activity which you have run recently and explain how it helped you to complete the activity
3. using a questionnaire, or similar tool, identify your preferred leadership style, and how it impacts on your role in Scouting. Reflect on the four different leadership styles and consider how they inform your working in your section or group leadership team
4. produce evidence showing how you have led an event or activity during which your leadership style changed a number of times
5. run a game or activity to develop leadership skills in young people or adults
6. any other ideas subject to agreement with your training adviser. Additional validation criteria can be created in consultation with a training adviser if necessary.

Learning checklist:

- Do you know what a systematic planning tool is?
- Can you explain how you would use a systematic planning tool to complete a task?
- Are you aware of the action centred leadership model and do you know how to apply it?
- Can you describe a variety of leadership styles?
- Can you describe ways in which you could develop leadership skills in others (both adults and young people)?



What learning do you require?

Helpful hints

Evidence for the validation of this module should be kept by the leader, until after the award of the Wood Badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module may include one or more of the following:

- Notes on the planning, execution and review of a task using a systematic planning tool
- An observation statement describing your completion of a task using a systematic planning tool.
- A discussion with a Training Adviser or an observation statement about an activity you have run recently and how you applied the Action Centred Leadership model to it.
- A written plan for a recent activity showing how the Action Centred Leadership model was applied.
- A discussion with your Training Adviser exploring how your preferred leadership style impacts on your role in scouting.
- A questionnaire highlighting your preferred learning style to be discussed with your Training Adviser alongside other evidence.
- A discussion with your Training Adviser, or observation statement about an event or activity where your leadership style changed a number of times.
- Videos showing an event or activity where your leadership style changed a number of times.
- Videos or photos of you running a game or activity to develop leadership skills.
- An observation statement about a game or activity you have led to develop leadership skills.

How did you validate this module?



Module 11: Administration

This module provides information and best practice on how to manage administrative tasks in Scouting.

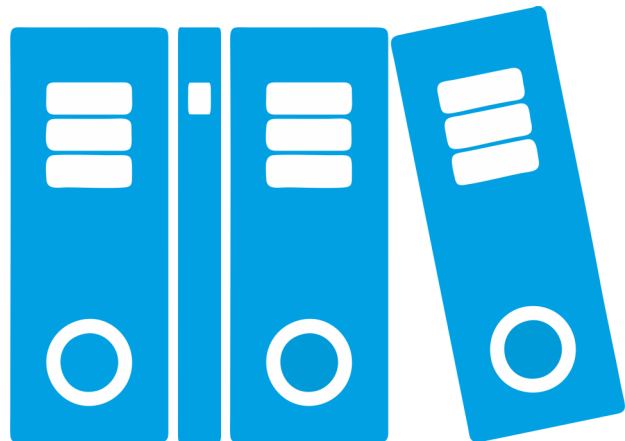
This module covers:

- administrative tasks and record keeping
- member record management
- data protection
- financial responsibilities and best practice
- insurance arrangements

What learning do you require?

Learning checklist:

- Can you outline some of the administrative tasks that need to be completed in your section, group, district or county?
- Can you explain why record keeping is so important?
- Can you outline how information on adults and young people can be recorded and stored?
- Are you aware of the your responsibilities when handing personal data and how records kept are affected by GDPR?
- Can you outline the financial records that need to be kept in your group, district or county?
- Can you give some examples of financial record keeping best practice?
- Can you explain who is covered by the scout association's liability insurance policy?



To validate this module you need to complete one of the following:

- demonstrate accurate and appropriate maintenance of administrative and financial records relevant to your role, in accordance with Policy, Organisation and Rules and the General Data Protection Regulation (GDPR). Evidence you could use may include one or more of the following:
- any other ideas subject to agreement with your Training Adviser Additional validation criteria can be created in consultation with a Training Adviser if necessary.

Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role. The list of evidence provided for each validation criteria is not exhaustive and there may be other forms of evidence that you may wish to use to validate this module. These can be agreed with your training adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role.

Helpful hints

Evidence for the validation of this module should be kept by the leader, until after the award of the Wood Badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module may include one or more of the following:

Written material such as record books, member records, spreadsheets or databases that demonstrate accurate and appropriate maintenance of administrative and financial records (the exact format of the evidence will depend on the methods used to record necessary data), a written or verbal statement to your Training Adviser by an observer to testify that you maintain accurate administrative and financial records relevant to your role, in accordance with Policy, Organisation and Rules and GDPR.

How did you validate this module?



Module 12(A): Delivering a quality programme

To provide leaders, managers and supporters with information about how we deliver scouting to young people, and how we ensure it meets their needs.

This module covers:

- Key elements of the programme for each section
- Badges and Awards
- Reviewing the programme
- The Young Leaders' Scheme
- Youth Shaped Scouting

What learning do you require?

Learning checklist:

- Can you identify the key elements that make up the programme?
- Do you know the six areas which are key to the development needs of young people?
- Can you identify the three themes of the programme?
- Do you know the underlying themes of the programme?
- Do you know what a quality programme looks like?
- Do you know about the badges and awards for the section you support?
- Do you know where to find more information about badges and awards for the section you support?
- Do you know what to look for when reviewing a programme?
- Do you know what a quality programme checker is and what its purpose is?
- Do you know how to adapt a programme to ensure its quality?
- Do you know the aims of the Young Leaders' Scheme?
- Do you know who can be a Young Leader?
- Can you identify some ways to involve Young Leaders as a part of your leadership team?
- Do you know what the Young Leaders' modules and missions are and how you are able to support Young Leaders' in completing the missions?
- Do you know where to find out more information about the Young Leaders' Scheme?
- Do you understand what Youth Shaped Scouting looks like and what value it brings?
- Do you know what the methods of Youth Shaped Scouting are?
- Can you identify the seven levels of Youth Involvement?
- Do I know where to find further support?

To validate this module you need to:

Discuss your responses to the questions on the next page with a training adviser.

Discuss your responses to the following questions with a Training Adviser

1. What are the key elements that make up the programme?
2. What are the six areas which are key to the development needs of young people?
3. What are the three themes of the programme?
4. What are the underlying themes of the programme?
5. What does a quality programme look like?
6. What are the key badges and awards for the section you support?
7. Where can you find more information about badges and awards for the section you support?
8. What should you look for when reviewing a programme?
9. What is a quality programme checker and what its purpose is?
10. What are the key elements of a quality programme?
11. What are the aims of the Young Leaders' Scheme?
12. Who can be a Young Leader?
13. Identify some ways to involve Young Leaders as a part of the leadership team?
14. What are Young Leaders modules and missions and how can you support Young Leaders in the completion of the missions?
15. Where can you find out more information about the Young Leaders' Scheme?
16. What does Youth Shaped Scouting look like and what value it brings?
17. What are the methods of Youth Shaped Scouting?
18. List the seven levels of Youth Involvement
19. Where would you place your section on the list?
20. Where can you go to find further support?



Module 13: Growing the section

To cover ways in which an adult volunteering in a section can assist their line manager and others to plan for and contribute to the growth of their section and/or group.

This module covers:

- the importance of growth in scouting
- recruitment and retention of young people
- recruitment and retention of adults
- tools and support to help develop the sections

Learning checklist:

- Can you explain why growth is important?
- Can you suggest ways in which you can help your support and your group to grow?
- Can you suggest ways in which young people can be recruited to your section and your group?
- Can you suggest ways in which young people in your section and group can be retained?
- Can you suggest ways in which adults can be recruited to your section and group?
- Can you suggest ways in which adults in your section and group can be retained?
- Can you suggest ways in which adults in your section and group can be supported in their roles
- Can you outline tools that could be used to help ensure that scouting continues to grow in your Section and group?
- Can you outline some sources of support that are available to help with growth?

What learning do you require?

To validate this module you need to:

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

And complete two of the following:

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

Helpful hints

Evidence for the validation of this module should be kept by the leader, until after the award of the Wood Badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module may include one or more of the following:

- a section or group growth plan
- an observation statement describing your role in producing a development plan and giving examples of how you are implementing it,
- discussion with a Training Adviser of producing and implementing a development plan, this should focus on how you implemented the development plan to grow your Section or Group .
- a visit from a Training Adviser to observe a recruitment event to help grow your section or Group
- an observation statement to your Training Adviser describing your role in a recruitment evening,
- a visit from a Training Adviser to a meeting with potential new recruits
- an observation statement describing your role in meeting with potential new recruits and outlining how you can be flexible to meet their needs, wants and times;
- a moving on plan for the young people in the section you support,
- an observation statement describing your role in successfully helping young people to move between sections and giving examples of how this was done,

How did you validate this module?

Core modules - part 2



Leadership 2 residential training

Our leadership 2 course aims to enhance your leadership skills and knowledge and give you further information needed to develop your scouting skills. The course includes:



The programme

- Programme planning (12B)
- Introduction to residential experiences (16)
- Running safe activities (17)
- Practical skills (18)
- International scouting (19)



The people

- Working with adults (9)
- Supporting young people (14)
- Promoting positive behaviour (15)



Module 9: Working with adults

This module is about working effectively as a member of an adult team

This module covers:

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

To validate this module you need to:

complete two of the following:

1. represent others at a scout meeting and report back on the decisions made and the reasons for them
2. demonstrate how you have helped someone make decisions (without breaking confidentiality), including describing the techniques of effective listening and how these were applied
3. demonstrate your ability to understand different aspects of verbal and non-verbal communication and implement appropriate responses
4. any other ideas subject to agreement with your training adviser. Additional validation criteria can be created in consultation with a training adviser if necessary.

Learning checklist:

- Can you describe how to communicate effectively with others?
- Can you describe some non-verbal forms of communication?
- Can you explain the value of good listening skills when working with others, and when using these is particularly important?
- Can you explain how you can tell if someone is listening and understands what is being communicated?
- Can you explain how decisions in scouting are made locally?
- Can you outline things that you should do when representing the views of others at meetings?



What learning do you require?

Helpful hints

Evidence for the validation of this module should be kept by the leader, until after the award of the Wood Badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module may include one or more of the following:

- A discussion with a Training Adviser about how you represented others at a scout meeting.
- An observation statement describing you representing others at a scout meeting.
- A discussion with your Training Adviser about how you helped someone make decisions (including describing techniques of effective listening and how these were applied).
- Notes from a meeting with a colleague where you have helped them make decisions (without breaking confidentiality).
- A discussion with your Training Adviser about different aspects of verbal and non-verbal communication.
- A presentation of your own research on different aspects of verbal and non-verbal communication to your Training Adviser or another adult in Scouting.

How did you validate this module?



Module 12B: Programme planning

To provide section leaders with an opportunity to plan and review a sectional programme including the use of a variety of methods to generate programme ideas.

This module covers:

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



Learning checklist:

- Do I know how to create an exciting programme?
- Do I know how to generate programme ideas?
- Do I know how to review a programme?
- Do I know how to use a quality programme checker?
- Do I know how to adapt a programme to ensure its quality?

What learning do you require?

To validate this module you need to:

Discuss the following questions with a training adviser:

1. How would you create an exciting programme?
2. How can you generate programme ideas?
3. How do you review a programme?
4. Do you know how to use a quality programme checker?
5. Do you know how to adapt a programme to ensure its quality?

And complete the following:

1. Produce a programme plan (minimum one month).

You should take into consideration:

- a. the key themes of the programme
- b. the underlying themes of the programme
- c. incorporating a range of programme methods
- d. how young people are involved in the programme planning process whether activities relate to badges and awards

2. Review your programme and produce evidence of how your review has improved the quality of future programmes and the programme planning process

Helpful hints

Evidence for the validation of this module should be kept by the leader, until after the award of the Wood Badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module may include one or more of the following:

- A visit from a Training Adviser to a programme planning meeting
- An observation statement describing a programme planning meeting you have attended.
- Programme plans and programme review documents.
- A visit from a Training Adviser observing you completing a programme review
- An observation statement describing a programme review you have conducted
- Discussion with your Training Adviser about completing a programme review, focusing on how you improved future programmes using the results of the programme review and accompanied by another form of evidence

How did you validate this module?



Module 14: Supporting young people

Identifying and meeting the needs of young people in the section.

This module covers:

- understanding your role in supporting young people as they develop through the sections
- understanding the changes in young people as they get older and move between the sections
- knowing the characteristics and needs of young people in the age range for your section
- being aware of the social influences on young people in your section

Learning checklist:

- Can you identify the needs and characteristics of young people in the section you support and the sections above and below the section you support?
- Can you outline how Scouting responds to the needs and characteristics of young people in the section you support and the sections above and below the section you support?
- Can you identify several potential influences on young people in the section you support and the sections above and below the section you support?
- Can you identify ways that, as a Leader, you can respond to the needs of young people in the section you support?

To validate this module you need to:

complete one of the following:

- Outline how your section provides a supportive environment for young people
- Create an action plan to develop the supportive environment in your section
- Show evidence of communicating appropriately with young people as part of their role

And also complete one of the following

- Show evidence of responding effectively to issues affecting young people in the section
- Plan and deliver an activity raising awareness of some of the issues experienced by young people
- Any other ideas subject to agreement with your training adviser

What learning do you require?



Helpful hints

Evidence for the validation of this module should be kept by the leader, until after the award of the Wood Badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module may include one or more of the following:

- Discussion with a Training Adviser about specific examples of strategies to create a supportive environment
- A written report about specific examples of strategies to create a supportive environment
- A copy of your action plan including specific examples of steps taken to ensure a supportive environment
- A written statement from an observer describing how the learner communicates with young people in the section
- A written statement from your line manager or another adult volunteer in the section about a situation the learner has responded to
- Discussion with a Training Adviser about a situation you have responded to
- A written statement from an observer describing an activity you have run with the young people in the section

How did you validate this module?



Module 15: Promoting positive behaviour

To enable adults to understand, prevent and manage challenging behaviour in their sections

This module covers:

- identifying types, causes and solutions for challenging / disruptive behaviour
- acceptable standards for young people and adults and section codes of conduct
- additional help and support for challenging behaviour
- dismissal procedures in the policy, organisation and rules of the scout association for young people

Learning checklist:

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

What learning do you require?

To validate this module you need to:

complete one of the following:

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

And also complete one of the following:

- Show evidence of de-escalating an incident of challenging behaviour appropriately
- Show evidence of responding effectively following an incident of challenging behaviour; reflecting and reviewing with the adult leadership team, the young person and, where appropriate, the parent.
- Any other ideas subject to agreement with your training adviser

Helpful hints

Evidence for the validation of this module should be kept by the leader, until after the award of the Wood Badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module may include one or more of the following:

- A copy of your section's Code of Conduct;
- Notes from a meeting with the young people in the section to develop/review a section code of conduct
- A written statement from an observer describing your role in developing/reviewing a Code of Conduct
- Discussion with a Training Adviser including specific examples of appropriate strategies
- A written report about promoting positive behaviour in the section including specific examples of appropriate strategies
- Notes from a game or activity you have run with the young people in your section
- A written statement from an observer describing a game or activity you have run with the young people your section accompanied by another form of evidence (photos etc.).
- A verbal or written statement from an observer describing your role in dealing with an incident of challenging behaviour
- A discussion with a Training Adviser focusing on how you responded to an incident of challenging behaviour
- An action plan for managing challenging behaviour in your section
- Notes from a meeting with a parent/carer to discuss a young people's behaviour and plan support strategies

How did you validate this module?

Module 16: Introduction to residential experiences

This module provides an overview of the role of residential experiences for young people in Scouting, and their organisation and planning.

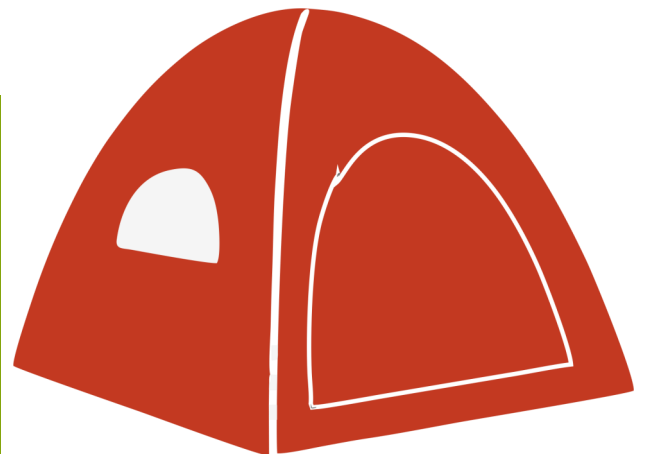
This module covers:

- the role of residential experiences in the development of young people
- organisation and administration of residential experiences
- skills required within a team running a residential experience
- the nights away permit scheme
- support and further information for planning a residential experience

Learning checklist:

- Do you know the role that residential experiences have in the development of young people in Scouting?
- Are you familiar with the organisation and administration requirements for a residence experience?
- Do you know The Scout Association's policies and rules for planning and running a residential experience?

What learning do you require?



To validate this module you need to:

1. Complete the residential experiences quiz on the next page with a Training Adviser
2. Assist with planning and supporting a residential experience and show evidence of how the role that you played in planning and supporting this event addressed two of the following areas:
 - the main aspects of organisation and administration
 - selecting a team and the roles undertaken by the team
 - appropriate adult to young person ratios
 - identifying and dealing with potential issues (logistics, behaviour, budget)
 - where additional support and information can be gathered
3. Show evidence of how you are promoting and providing opportunities for young people in the section to take part in residential experiences, and describe how these opportunities are benefiting the young people in the section
4. Any other ideas subject to agreement with a Training Adviser Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

Module 16: Residential experiences quiz

- 1) Why do we have a Nights Away Permit scheme?
- 2) What are the four types of Nights Away Permit available to adults in scouting?
 - a)
 - b)
 - c)
 - d)
- 3) True or False?

The type of permit available is based on the section an adult volunteers with.
- 4) True or False?

A Section Leader can lead an event for another section if they hold the correct permit
- 5) What is the maximum possible term for each type of permit?
- 6) Is a Nights Away Permit needed for each County/Area/Region in which you camp?
- 7) Family camps are a good way to enthuse parents. Which sections can attend a family camp?
- 8)
 - a. What are the specific rules for Beaver Scouts attending a family camp?
 - b. Where can you find this information?
- 9) True or false?

Parents don't need to have any DBS (criminal records checks) to attend a family camp
- 10) True or false?

Parents or supporters will need to have extra insurance to cover them on a family camp
- 11) How may international residential experiences be organised?
- 12) Where can you find more information about international residential experiences?
- 13) What are Nights Away Event Passports and who are they for?
- 14) True or false?

Any Permit holder can grant a Nights Away Event Passport
- 15) True or false?

The Permit Holder who grants the Nights Away Event Passport must attend the event
- 16) True or false?

The Nights Away Event Passport can only be used by under 18s but they can be used for multiple events.

Helpful hints

Evidence for the validation of this module should be kept by the leader, until after the award of the Wood Badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

If you hold a Nights Away Permit, this will validate this module

Otherwise...

Evidence you could use to validate this module may include one or more of the following:

- planning a nights away event
- ensuring the effective administration of an event
- preparing and coordinating a programme of activities
- choosing and preparing the event team
- choosing, organising and maintaining the right equipment
- ensuring the health, happiness and safety of self and others
- organising good catering
- making best use of the venue

How did you validate this module?

Module 17: Running safe activities

Running a wide range of activities outdoors for young people.

This module covers:

- understanding the importance of outdoor activities as part of a balanced programme
- understanding the safety aspects of providing activities outdoors
- understanding the importance of planning and managing outdoor activities appropriately
- planning and running activities outdoors
- knowing how to get the appropriate permits required for activities outdoors
- knowing how to assess the risks involved in activities outdoors and how to manage groups undertaking those activities.

Learning checklist:

- Do you know the importance of activities outdoors in the delivery of the Balanced Programme?
- Do you know the rules and guidance about activities outdoors and where to find them?
- Do you know how to plan an activity outdoors?
- Do you know how to assess the level of risk in an activity outdoors?
- Do you know how to manage groups of young people undertaking activities outdoors?

What learning do you require?

To validate this module you need to:

Plan an activity taking into account:

- the age, experience, fitness and special needs of the group
- the rules related to the activity (including adult to young person ratios; any activity rules; gaining approval from the relevant Commissioner; etc.)
- any clothing, footwear, personal and group equipment needed for the activity and anticipated weather conditions
- the need for a risk assessment to be carried out and communicated effectively
- the need for an InTouch system to be in place.

And:

Act as the leader in charge for an activity, taking into account the need to:

- oversee the activity (ensuring that registers, headcounts etc. are in place)
- co-ordinate the adults involved in the activity, allocating roles to specific adults and ensuring that they are clear on what they need to do
- communicate relevant instructions, guidance and rules to young people involved in the activity
- carry out dynamic risk assessment.

And:

Explain the emergency and reporting procedures to be implemented in the event of an accident, incident or near miss.



Helpful hints

Evidence for the validation of this module should be kept by the leader, until after the award of the Wood Badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module may include one or more of the following:

- A visit from your training adviser to a programme planning meeting
 - A written or verbal statement from an observer describing your role in planning an activity for the section
 - Programme plans, risk assessments, InTouch procedure documents, registers, and letters to parents or budgets,
 - Discussion with your training adviser, this should focus on how you incorporated the criteria above when planning an activity for the section and should be accompanied by another form of evidence.
 - Act as the leader in charge for an activity, taking into account the need to:
 - oversee the activity (ensuring that registers, headcounts etc. are in place)
 - co-ordinate the adults involved in the activity, allocating roles to specific adults and ensuring that they are clear on what they need to do
 - communicate relevant instructions, guidance and rules to young people involved in the activity
 - carry out a dynamic risk assessment
 - A visit from your training adviser to observe you acting as the leader in charge for an activity.
 - A written or verbal statement from an observer describing your role in acting as the Leader in Charge for an activity.
 - Programme plans, risk assessments, InTouch procedure documents, registers, letters to parents or budgets, showing the perspective of the Leader in Charge,
 - Discussion with your training adviser - this should focus on how you incorporated the criteria above acting as the Leader in Charge for an activity and should be accompanied by another form of evidence.
 - Any other ideas subject to agreement with your Training Adviser
 - Any other ideas subject to agreement with your Training Adviser
- These can be agreed with your Training Adviser. In addition to looking at the evidence, you have provided, your Training Adviser will ask you to review and explain some elements in order to ensure that you have applied your knowledge and understanding in your role

How did you validate this module?



Module 18: Practical skills

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

This module covers:

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

Learning checklist:

- Do you know some practical skills that are suitable for the section in which you are working?
- Do you know some good ways to help young people learn practical skills?

To validate this module you need to:

To validate this module the learner will need to complete two of the following:

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

What learning do you require?



Helpful hints

Evidence for the validation of this module should be kept by the leader, until after the award of the Wood Badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module may include one or more of the following:

- a visit from your Training Adviser
 - a written or verbal statement to your Training Adviser from an observer describing you demonstrating a practical skill you have learnt or developed
 - a qualification in a practical skill
 - photos or videos of you learning or developing a skill
 - discussion with your Training Adviser (this will focus on your experience learning or developing a practical skill and should be accompanied by another form of evidence)
 - Programme plans
 - instructions for carrying out a practical skill
 - risk assessments for an activity carrying out a practical skill
 - discussion with your Training Adviser (this will focus on your role instructing a young person in a practical skill and should be accompanied by another form of evidence)
 - photos or videos of you demonstrating two practical skills
 - Any other ideas subject to agreement with your Training Adviser
- Additional validation criteria can be created in consultation with a Training Adviser if necessary. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

How did you validate this module?



Module 19: International

Providing an international dimension to a section.

This module covers:

- knowing about the worldwide family of Scouting
- being able to incorporate international aspects into the Programme
- using international events and activities
- knowing international programme ideas.

What learning do you require?

Learning checklist:

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

To validate this module you need to:

Review the programme for your section and make adjustments to ensure it incorporates international activities.

and complete two of the following:

1. plan and run an international themed event or activity for young people exploring either:
 - the global nature of scouting
 - the role of the world membership badge
 - international events in scouting
2. be involved in the planning and running of an international trip, for example a camp abroad, including producing an event plan
3. support young people taking part in an international experience
4. establish or actively maintain a link, and exchange information, with a Scout Group outside of the UK
4. any other ideas subject to agreement with your Training Adviser Additional validation criteria can be created in consultation with a training adviser if necessary.



Helpful hints

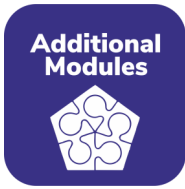
Evidence for the validation of this module should be kept by the leader, until after the award of the Wood Badge in case it is required for moderation.

It would be useful during the validation process if you make some brief notes to the question in the checklist overleaf – This will then count as part of the evidence for this module.

Evidence you could use to validate this module may include one or more of the following:

- Review the programme for the section you support and adjust ensure it incorporates international activities.
- A visit from your Training Adviser to observe you completing a programme review
- A written or verbal statement to your Training Adviser from an observer describing you completing a programme review
- Programme plans and programme review documents.
- Photos or videos of you conducting a programme review
- Discussion with your Training Adviser - this should focus on how you completed the programme review and adjustments made and should be accompanied by another form of evidence.
- A visit from your Training Adviser to observe you running an internationally themed activity.
- A written or verbal statement to your Training Adviser from an observer describing your role in planning and running an internationally themed activity with the young people
- Programme plans
- Instructions for an event or activity with young people
- Photos or videos of a game or activity you have run
- Discussion with your Training Adviser - this should focus on your role in running a game or activity for young people and should be accompanied by another form of evidence.
- A visit from your Training Adviser to a planning meeting for an international trip
- A written or verbal statement to your Training Adviser from an observer describing your role in the planning and running of an international trip
- Letters to parents for the international trip
- An event plan
- Discussion with your Training Adviser - this should focus on your role planning and running an international trip and should be accompanied by another form of evidence.
- A visit from your Training Adviser to a planning meeting for an international experience you are supporting,
- A sectional visit from your Training Adviser that showcases the support you are providing to young people taking part in an international experience
- A written or verbal statement to your Training Adviser from an observer describing your role in providing support to young people attending an international experience
- Letters and other resources created to support young people on an international experience
- Discussion with your Training Adviser - this should focus on your role providing support to young people attending an international experience and should be accompanied by another form of evidence.
- A visit from your Training Adviser to a JOTI/JOTI event you are taking part in with a Group outside the UK
- A written or verbal statement to your Training Adviser from an observer describing your role in running a game, activity or section meeting which supports your link to a Scout Group outside of the UK
- Discussion with your Training Adviser - this should focus on your role in establishing and maintaining a link with a Group outside of the UK and should be accompanied by another form of evidence.
- Any other ideas subject to agreement with your Training Adviser. Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role.

How did you validate this module?



Module 36: Adjustments to scouts

This module will help you gain a better understanding of how to facilitate and make reasonable adjustments in scouts, in a way that's constructive and effective.

Before beginning this module, you should be familiar with the content included in module 7 scouting for all.

Topics covered:

- UK legal framework and what's meant by the term disability.
- Social model of disability
- Reasonable adjustments to Scouts in a way that's constructive and effective
- Adjustments as conversations which are positive and enabling
- Positive adjustments for autistic young people and adults
- Further help and support

Learning checklist:

- Do you know the UK legal framework and what's meant by the term disability?
- Do you know about the social model of disability?
- Do you know how to make reasonable adjustments to scouts in a way that's constructive and effective?
- Do you know how to make adjustments to conversations which are positive and enabling?
- Do you know how to make positive adjustments for autistic young people and adults?
- Do you know where to get further help and support?



What learning do you require?

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Ongoing learning

Once you have completed your Wood Badge, there will still be opportunities to learn new skills through on-going learning. Leaders are expected to complete a minimum of 5 hours of on-going learning each year. On-going learning for the first year should be agreed with the Training Adviser before confirming completion of the Wood Badge. This is to ensure they continue to acquire new skills and keep up to date with new trends and policies.

On-going learning can be any number of things. In essence any training, learning or development that you complete and can then use in your Scouting role is appropriate to count as on-going learning. For example:

- the maintenance of a current adult first aid qualification/first response certificate
- a Beaver Scout Leader spending time with another leader learning how to use Programmes Online, then using it to plan their programme
- a District Commissioner attending a County recruitment workshop
- any of the supplementary modules, for example Module 36: Special Needs or Module 29: Presenting

Mandatory on-going learning

Although the on-going learning hours you are required to complete each year can be any number of things, there are also some specific on-going learning requirements which you must complete after you have completed your Wood Badge. These are split into two categories.

On-going Safeguarding Training

Members are required to complete the approved Scouting specific safeguarding training at least every five years, to be monitored by their line manager at the point of appointment review. There is The Scout Association safeguarding awareness training

module which learners may complete to meet this requirement.

On-going Safety Training

Members are required to complete Scouting specific safety training at least every five years, to be monitored at the point of appointment review by their line manager. There is an On-going Safety Training module which learners may complete to meet this requirement.

First Aid Training

All adults in Scouting holding a leader, manager or supporter appointment are also required to hold a current First Aid certificate. While everyone is encouraged to maintain their qualification at all times, the First Aid certificate must be valid at the issue of the Wood Badge and for appointment renewal. This should be monitored by their line manager at the point of appointment review, at least every five years.

The minimum standard for First Aid Training within The Scout Association is First Response. There is also a First Response Refresher course available which is designed for those who have already completed the full course and wish to update their training. This will fulfil the requirements for appointment renewal, and participants can receive a further signature on their original certificate, but it is recommended that adults only take the two hour refresher course twice before retaking the full course again. The refresher course, like the full First Response course, is valid for three years. More information on First Response, the Refresher, requirements and equivalents can be found on the First Aid pages on www.scouts.org.uk

Appendix 1

Potential learning in the young leaders' scheme that relates to objectives in the adult training scheme

The table at the end of this workbook is designed to give an indication of the potential learning in the young leaders' scheme that relates to objectives in the adult training scheme.

It is important to bear in mind that completion of the young leaders' scheme cannot be used as automatic validation for any module, but it should give an indication of the prior learning that may have been gained and should be taken into consideration when agreeing your personal learning plan.

Your training adviser will discuss and recognise this prior learning when working with you to finalise your personal learning plan.



Potential learning in the young leaders' scheme that relates to objectives in the adult training scheme

Adult Training Scheme objectives	Related prior learning from the Young Leaders' Scheme	Extra learning to consider/additional notes
Module 1 – Essential Information		
Outline the Purpose, Values and Method of Scouting and explain how they can be implemented within your role.	Module A and Module G - Purpose and method of Scouting	
Implement and understand the importance of The Scout Association's child protection code of behaviour, The Yellow Card.	Module A - Child Protection policy	Although many aspects of The Scout Association's Child Protection Policy are covered in the Young Leaders' Scheme, it is important that this learning is done again, as the responsibilities for an adult are different
Demonstrate an understanding of Policy, Organisation and Rules in relation to your role and the role of others in Scouting.	Module A - Importance of Policy, Organisation and Rules and show how to access the information	Depending on their role, the learner may need to have considered the difference between being part of the leadership team and being the leader in charge
Demonstrate an understanding of the Safety Policy; the importance of a leader in charge; and identify the structures and support in place to ensure safe Scouting. Explain of The Scout Association's approach to risk assessment and the support available to deliver safe Scout activities within relevant rules and guidance.	Module A - Risk assessment	Depending on their role, the learner may need to have considered the difference between being part of the leadership team and being the leader in charge

Module 3 – Tools for the Role (Section Leaders)	
Explain why different types of games and activities are important in Scouting and explore a variety of programme ideas.	<p>Module E - Importance of games</p> <p>Module E - Be able to explain and run different types of games</p> <p>Module I – understand how to involve young people in planning the programme</p> <p>Module I - Demonstrate a number of youth involvement methods</p>
Explain the role of youth shaped Scouting in the planning and running of the programme and explore various ways of doing this.	<p>Module D - Methods that can be used to manage situations involving challenging behaviour</p>
Describe some tools that can help with managing behaviour within the section they are supporting.	
Module 7 – Scouting for all	
Demonstrate an understanding that Scouting is available to all young people, regardless of their needs.	<p>Module F - Explain how to change programmes to suit the needs of all young people within the section</p>
Plan actions to develop inclusive Scouting in your section or community	<p>Module H – assess awards and badges on the basis of 'personal best'</p>
	<p>It would be beneficial for the learner to explore and reflect on all of the strands within the Equal Opportunities Policy, in addition to disability and additional needs included in Module F. Learners should be aware of how to ensure that scouting is open to all. For example, this may include welcoming LGBT+ members, reaching out to those from a variety of socio-economic backgrounds and celebrating the diverse faiths, beliefs and attitudes in the movement.</p>
Module 8 – Skills of leadership	
Identify the range of leadership styles and situations in which the different styles might be appropriate. Identify their own predominant or preferred style of operation	<p>Module B - Know their personal preferred type of leadership</p>
	<p>The learner may chose to cover this again, as often experience and role influences the styles of leadership adopted</p>

Module 9 – Working with adults		
Communicate effectively with both adults and young people as individuals and in groups	Module I - Effective communication between the leaders and young people in their section	Remember to emphasise that this is based upon their new role and therefore communication is likely to be different
	Module I - Effective listening skills	Much of this Module 9 objective should have been covered. However, learners may want to recap on the theories behind communication
	Module I - How effective communications can be established	
Module 10 – First Aid		
First Response certificate	Module K - Attend a First Response course	
	Module K - Gain any other equivalent qualification e.g. Emergency Aid Staged Activity Badge	The Scout Lifesaver Activity Badge will not count for Module 10.
Module 12 (A) – Delivering a Quality Programme		
Explain how a quality programme meets The Scout Association's Purpose and the needs of young people across all section	Module G – understand the concept and importance of having a balanced programme	Depending on which section the learner is now working with, there may be further learning required
Outline the key elements of the programme for all sections, including the various awards, challenges and badges	Module G - Identify the key elements of the section programmes, including challenge awards, requirements for completing the top awards and staged badges. Module G – Know what Chief Scout's Awards are	
Understand the role of reviewing the programme in supporting and enhancing it	Module I – describe the techniques available to review a programme at regular intervals	

Understand the importance of young people shaping their Scouting experience	Module I - Understand how Young Leaders can take part in programme planning forums	The learner has been a young person in Scouting, so they should have experience of being involved in programme planning forums. They may need some more learning in understanding what this means in an adult role	
Module 12 (B) – Programme Planning			
Understand the importance of using a variety of methods to generate exciting and relevant programme ideas	Module G - Concept of a Quality Programme	Depending on which section the learner is now working with, there may be further learning required	
	Module G - Demonstrate how to plan a meeting based on a particular Challenge Area		
	Module H - Plan an quality Programme for a three-month period		
	Module H - Range of programme planning techniques		
	Module G – Know what Chief Scout's Awards are.		
	Module G - How Participation Awards can be used to recognise participation in the programme		Although the Adult Training Scheme does not cover learning about the badges and awards specifically, the prior knowledge gained in the Young Leader module will be useful for programme planning techniques
	Module H - How Moving-on Awards improve links between sections		
Module H – Assess awards and badges on the basis of 'personal best'			
Understand the importance of planning and reviewing a programme to ensure that it is delivered at a high quality.	Module I - Techniques to review a programme.	For the Adult Training Scheme, the knowledge should also cover how they will adapt their programme to improve it in the future	
	Module I – Understand how to involve young people in reviewing and planning the programme		

Module 13 – Growing the section		
Describe effective ways to recruit and retain young people and adults.	Module H - How Moving-on Awards improve links between sections	Part of Module 13 is about the retention of young people, and movement between the sections is an important part of this. For the Adult Training Scheme, the knowledge should also cover recruitment and retention of adults.
Module 15 – Promoting Positive Behaviour		
Explain what is meant by challenging behaviour in a Scouting context	Module D – understanding different types of behaviour	
Explain the principles and strategies of promoting positive behaviour in the section	Module D - Methods that can be used to manage situations involving challenging behaviour	
Work in partnership with young people to define and agree acceptable standards of behaviour, to be followed by young people and adults in the section	Module D – Explain how Young Leaders can assist with managing behaviour in the section	The learner may want to revisit this topic, as they are now in an adult role, and so will be responsible for using and managing methods of prevention of challenging behaviour
	Module I – Understand how important effective communication is between leaders and the young people in their section	
Recognise possible causes and triggers of challenging behaviour	Module D - Causes and triggers	
Identify methods of de-escalating and managing situations involving challenging behaviour	Module D - Methods that can be used to manage situations involving challenging behaviour	

List where to obtain additional help and support	Module D - Explain where further assistance can be obtained, and when to involve adults	The learner needs to make sure they understand how their role as an adult differs from that of a Young Leader in managing challenging behaviour.
	Module D - Explain where further assistance can be obtained, and when to involve adults	This objective will have a different focus when an adult leader. However, where to find further support should have been covered in the Young Leaders' Scheme
Module 17 – Running Safe Activities		
Understand the importance of regular activities as part of a balanced programme	Module H - Considerations needed to plan and run regular activities	The learning that may have been covered for Module 17 will depend on the method used in the Young Leaders' Scheme. Talk to the learner about what they did to achieve this module. There is some core safety information that it is important to know, including the role of leader in charge.
Understand the safety aspects of providing activities	Module A – Explain why it is important to provide activities safely and necessary to carry out risk assessments	
Explain how Policy, Organisation and Rules and activities factsheets detail the requirements and provide guidance on a wide range of Scouting activities.	Module A – Explain the importance of POR, how to access it and how it affects their actions as a young leader	
Module 18 – Practical skills		
Describe effective methods of learning for adults and young people	Module C - Pass on skills to younger people	
Be able to pass on skills to young people	Module C - Demonstrate skills	
Use one of your new or developed skills in your Scouting role		








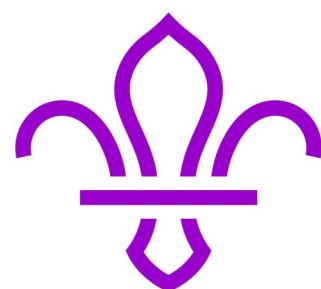
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