

# HEROES



## **COURSE REPORT**

**Northern Lights Council  
Scouter In Training (SIT) Course  
Camp Woods, Sylvan Lake  
August 15-23, 2008**

***“We are what we repeatedly do.  
Excellence is not an act, but a  
habit.”***

**Aristotle**

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## Summary

During the course we ended each evening portion of the program with a general evaluation of the past day while looking forward at the days to come. This reflective period was prompted by three questions. We begin our course report by answering these same three questions...

### What are you feeling good about? (Highlights)

1. **This course was AWESOME. There, we said it.** ☺

Each of us can honestly say that this was the pinnacle of our training experiences so far. The 15 youth who participated on this course needed it. Perhaps this course was needed even more by the Council and the Leaders who took the simultaneously run WB-II. This is not just the evaluation of the training team, but the evaluation of the participants themselves. The SIT participants left the course with a grand vision of Scouting on both a personal and global scale that they will carry with them for the rest of their lives. After interacting with the SITs many of the WB-II participants left with a powerful vision of Scouting as a truly youth-focused program from the aspects of delivery *and* design that is not readily achieved on most training experiences (We know, we talk to *a lot* of trainers and trainees). Of all the candidates associated with this summer's training it is these SITs that are most likely to carry out the motto of the entire training event: *Scouting for Life*. This council needs more youth with vision. Our youth desperately want to build and share in a grander vision of Scouting than they currently know.

2. **The support of Northern Lights Council in supporting the development of this vision is appreciated.** The training team and the SITs are all excited and proud to have been part of the beginning of something awesome, we hope everyone else in the council is too.

3. **The progress of the course participants and their future potential.** Out of this course come 15 young adults who are energized about Scouting and who are now in a better place to make positive change in both their own lives and the lives of those around them. Many have already volunteered to participate in future training events such as "Golden Arrow" as mentors and Scouting University as session leaders and participants.

4. **The bond formed by the participants.** The participants came together as a team very quickly and formed deep bonds over the course. They now have a Facebook Group that they are using to stay in touch and are already planning events to continue to stay in touch and share their new energy with others.

5. **The support from the WB-II course and the Family Camp.** Linking the SIT program with the WB-II training program was an excellent experience for all parties involved. The SITs repeatedly commented on how much they learned and how appreciated they felt by having the opportunity to sit down with actual adult leaders in open conversation. This same feeling was reported to us by WB-II candidates and trainers.



**What are you feeling concerned about? (Challenges)**

1. *There are confusions surrounding Risk Management that need to be clarified via a clear and consistently followed process for dealing with both the mundane and the exceptional.* Various incidents on this course raised many questions surrounding risk management. While each situation was different one theme ran through each: no one *really* knew what the correct answer was or who to ask to get the correct answer. The result was a mixture of misunderstanding and bewilderment as various activities were deemed safe while other activities were cancelled. One reason for the cancellations was that risk assessments were not done in advance. Fair enough, but this could have been said about many of the activities that were held at the SIT, WB-II and Family Camp alike. Setting aside the particulars of any one risk management issue the point we want to make is simply this—we, as an organization, repeatedly send two mixed messages to our members. First, while we explicitly teach new leaders and youth about risk *management* during formal courses, the implicit message that is often accidentally given in practice is that what really matters is risk *elimination*. Second, that whether an event is acceptable or not depends on who you ask; leading to the implicit endorsement of a “don't ask/don't tell” policy among *everyone* involved. This is detrimental to trainers and leaders (it divides us), participants (it puts them at risk), and Scouting as a whole (hypocrisy and inconsistency are not good for our image). To close this point, we need to find a way to be less motivated by fear and more open to the value of taking chances, having adventures, and taking responsibility. We need a clear and simple policy on risk management that enables trained and experienced leaders to make decisions regarding programming and that supports the continued development of their ability to make these decisions.
2. *That Northern Lights Council and/or Scouts Canada makes an unfortunate distinction between Adult Training and Youth Training which means that courses like SIT are harder to run than they should be.* Unfortunately, “Training” means in all practicality “Adult Training.” This focus is detrimental insofar as it increases a perceptual division between youth and adult members that ultimately leads to an “us versus them” mentality. As is historically evident, this promotes adult leaders taking charge and the youth being stripped of any authority and autonomy that they are entitled to. We believe that one of the reasons the course was so successful was how hungry the participants were for a leadership training experience beyond what they are offered in their home groups and sections (This is evident in the post-course evaluations as well as many informal conversations). As much as we were thrilled to provide this experience and training we noted with concern that they should not have to wait until they are 16 to be treated and trained as leaders. Providing quality youth leadership training across *all* the sections cannot be an option, it must be seen as a necessity. If this does not happen then we should not be surprised if the youth in our programs continually meet the poor expectations we set for them (lazy, unreliable, apathetic, beavers with driver's licenses, etc.) rather than meeting the expectations we should have for them. Worse, youth who are not appropriately challenged will simply leave Scouting to find something that dares them to become great people.

**How can we help you/How can you help us? (Recommendations)**

1. *Give immediate permission for this course to be run next year early August.* There are two key components in the success of an event: Providing a needed/wanted program and making sure people are informed well in advance of when it will take place. We believe we have the program in place. If we were able to start advertising now would allow us to fill the course with 24 participants well in advance. Early August is the tentative time frame under consideration for the next course as all standing team members are currently available.
2. *Recommend that this course and all other youth leadership training courses be supported at the council level with (at least) the same resources as are given to the WB courses.* At a superficial level this means having the council office continue to take registrations and field calls regarding requests for information. At a deeper level this means aligning the expectations of staff members at the office with the expectations of the organization members out in the field such as might be brought about by having each staff member attend a WB-I or WB-II training event as either a participant or an observer.\*
3. *Tell the National Office about this course and promote it in other councils.* Before construction of this course began the training team went looking for materials from SIT courses run in other areas of the country in days gone by. While we do not claim to have asked everyone, we asked a lot of people and came up empty-handed in every case. Were it not for John Simpson having copies of the course logs from his SIT course and his experience as a youth trainer on a separate SIT course this course would have been built completely from scratch. Even with this information, hundreds of hours of effort were expended designing, redesigning, delivering and debriefing this course. It would be a shame if this report did not find its way into the hands of anyone who might be interested in the course, either as an ideal or as a particular attempt to realize that ideal.
4. *Update the MMS records of the youth who participated in this course.* Without this update participants will not receive the credit they deserve for participating in this course which is important as it can count towards their years of service as adult leaders.

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\* Yes, there is a sense in which office staff do not “need” to know how to do a Grand Howl or lead a campfire to do their job; however, allowing staff to participate in Scouting activities would go a long way to connecting them with the experiences and expectations of the volunteers and youth members within the program they ultimately support. We suggest that volunteers would also be more inclined to treat members of the office staff better if they could put faces to names and understand the great lengths that the office staff go to when supporting Scouting programming despite limited manpower and resources. Without building this sort of deep understanding this council is at best running the risk of alienating staff and volunteers from each other which can only lead to unnecessary friction, griping, and tension; at worst this council must face the possibility that decisions will be made by both volunteers and staff that run counter to the principles that are meant to be the foundation of our movement: democracy, inclusion, and empowerment.

## Course Goals, Expected Learning Outcomes & Evaluations

<b>Course Goal</b> The goal of this course was to provide a meaningful leadership opportunity to the participating youth that would:	<b>Expected Learning Outcome</b> Each goal can be matched to a specific learning outcome:
a) inspire them by providing a vision of Scouting as an international organization of 28 million members with a mission to create a better world;	Participants are excited about Scouting as a world movement and proud to be involved.
b) give them meaningful opportunities to participate in this vision so that it becomes something real, meaningful, and possible;	Participants leave wanting to be more involved in their home groups and sections.
c) develop their social and intellectual skills that would improve their ability to take on leadership roles;	Participants feel more confident and parents and friends describe them as being “stronger” or “more confident” when they return home.
d) provide them with an opportunity to build strong friendships that extend beyond their normal daily life;	Participants enjoy each others company while at camp and continue these relationships when returning home.
e) teach some novel and interesting scouting skills;	Participants learn these new skills and are excited to share them with others. Participants actually do share these skills with others when they return home.
f) showcase youth-leadership to the WB-II participants.	Adult leaders are exposed to the Scouters in Training and speak positively about them and the possibility of including youth leaders in their training teams.

Without going into details it is the agreement of this training team, on the basis of the daily evaluations, the post-course evaluations and numerous discussions with trainers and WB-II participants that these goals have been met. We hope you agree.

### **Post-Course Evaluations**

Evaluations were sent out to each participant two months after the course had finished. Nine post-course evaluations were returned in addition to four sets of comments from parents. The unedited results are collected here and grouped by question. A copy of the post-course questionnaire is available in the section titled “Supplementary Materials”.

	<b>What would you be most excited about if you were taking this course for the first time?</b> <b>WHY?</b> <b>(aka What are you feeling good about?)</b>
1	<ul style="list-style-type: none"> <li>- Meeting new people was one of the major reasons for attending the SIT Course. The thought of meeting others as into Scouting as I made me excited about going.</li> <li>- Another was the actual training i would be receiving. Initially i had little/no knowledge of what a Scouter-in-Training was meant to do, and therefore that chance to receive this knowledge was a curiosity that would finally be satisfied leaving me relieved and achieved.</li> <li>- I greatly enjoy camping, and this was another tremendous opportunity to go camping and do enjoyable activities such as canoeing, archery etc.</li> </ul>
2	<p>I would feel most excited about the freedom and responsibility given to the SIT's. Just knowing that some adult people can trust me to do things for myself or can trust me with other people (like their children) feels freeing. The SIT camp leaders helped us feel this way by, for starters, letting us take care of ourselves when having free time, as opposed to constantly supervising us. This made me feel responsible for myself, and encouraged me to be safe on my own. Also, the last day of camp allowed me to plan, organize and carry out different tasks without the leaders breathing down my necks telling me how to do it.</p> <p>The big thing I'm trying to say here is the amount of trust put into the SIT's and willingness to have that trust.</p>
3	Learning new things. meeting new people, having fun, and learning how to be a leader inside and outside of Scouting.
4	If I were to take this course again as a first time, I would be just as excited as I was before. Excited to meet new people, learn about important facts about Scouting, and learn how to be a successful and lovable leader.
5	i would be most excited to learn how to be a stronger leader, and how to use teamwork more efficiently because in our own groups we become leaders and we use teamwork more often.
6	<p>The most exciting thing would be getting to spend a week with others like me, who enjoyed getting muddy and weren't worried about a little bit of dirt on their face. People with who I could connect with on a different level than my school friends, or even my Scouting friends. Also, the chance to find out how my voice could be heard among the roar of leaders, who all seemed so much bigger, smarter and more intelligent than I. It would also be a place where I would be accepted as who I was, and I wouldn't have to put on a face and fake it. The tomahawk throwing would also be something that I would look forward to. Not because it would be another thing that I would know how to be violent and throw but because I could go home and be unique with my own special talent. The craft activity would also be another activity that I would look forward to so that I can grow and expand in my own craft knowledge so I could improve the activities at my home troop.</p> <p>The trust exercise as well because I never did trust those around me in these exercises so it would be interesting if I could trust these youth that were with me. Meditative archery would be another one I would be looking forward to if only because I would have no idea what it was. However, I discovered that even if I don't realize it, I need to center myself so that I can focus on a task. Finally, the final day is shrouded in mystery. That was the day I was looking forward to the most before I came because I had absolutely no idea what it would be about. However, once I got there I hardly even worried about the last day. Oh and sleeping outside was the coolest most awesomated thing because it was a new experience and I learned a whole lot of things about my friends and we could look out at the stars every night.</p>
7	i would be exited about getting to meet new people and learning to do new things. i was happy to know that i would improve my skills as a beaver leader. also i wanted to go because I'm going in to be a teacher and this course and scouts may be that something extra that helps me to stand out above the rest.
8	<p>If I were taking this course for the first time I would be excited about getting to meet new people and being able to broaden my view of the role that a young leader such as myself would play. WHY??? Well, because the people that would bother signing up for this course are automatically going to be awesomated. I'd also be excited of all the fun I would have. Such as, doing team building activities that help us to build trust, learning how to run campfires and openings, and playing with fire. I like playing with fire. Fire's cool!!!!!! But seriously this camp was epic!!</p>
9	The Events that are going to take place.

	<b>What would you be concerned about if we ran the exact same course next year?</b> <b>WHY?</b> <b>(aka What are you concerned about?)</b>
<b>1</b>	- If you ran the exact same course next year, it most definitely would be splendid, the main concern i would have is primarily if the course was changed too much in order for a variation of the previously held SIT course that was preformed the year before. This is because the course fulfilling and informative. Keep the free time because it allowed for interaction of the youth involved (SIT's)
<b>2</b>	Frankly, there is nothing I am concerned about. The length of time was just right because it gave enough time to form bonds with the other SIT's and didn't overly interfere with the rest of the summer. The activities were also well done and organized (at least what I saw, can't say about behind the scenes). They were very informative, and taught me to look at the world differently. The leaders were all thorough in the sessions and seemed well informed. There was also just the right amount of free time, because we were able to relax for a bit, but not lose our drive to do other activities.
<b>3</b>	I would be concerned that the leaders would get sick of running the EXACT same course every year and would make the course lose its meaning to the leaders. We're a diverse group of teens and not everyone would enjoy the course like we did.
<b>4</b>	If the exact same course was run next year, I would really want to attend it again. Everything that was taught, was taught well and really can catch a persons eye, helping them participate more.
<b>5</b>	If the exact same course was ran next year it wouldn't be very interesting for the older SITs, and some of the activities are a once in a lifetime thing.
<b>6</b>	Most of it would be alright, but maybe just a little more time with the sections because it felt like they were kind of rushed. A schedule for all participants as well would be helpful. If on the final day a project like the tables are thought to be done again, maybe have them painted on that day otherwise you have a lot of work to do after camp. NOT that I am complaining to get to see my friends again. Oh, and more time on the canoes because the tipping thing was really, really fun and I wish we could have had more time with it.
<b>7</b>	not having the time to go.
<b>8</b>	If this same course was ran again next year I'd be concerned about injuries inhibiting the ability to do activities. Yes I'm talking about me. But that could have been because I'm just unlucky sometimes. I'd also be concerned about participants not getting enough sleep!!! It gets extremely wearing after a while. Marnie might want to keep a close eye on her bowler if the exact same course is run.
<b>9</b>	Nothing

	<b>What changes have been made in your life as a result of this course, both within Scouting and outside? WHY? (aka How can we help you?)</b>
<b>1</b>	<p>- This course has changed my perspective and how i work in my regular life, and my scouting life. In both i have made friends that i feel completely comfortable with. I collective of us from the SIT's course do a lot of extra stuff together (example- parties). Another change that has been made to my life, which sprouted from the course, is that i am way more open and accepting of people. I always liked meeting new people, but i didn't always include them as much. Basically the course has made me more social.</p> <p>- The SIT course has probably changed my scouting life more than it has changed my regular life. I have become a more responsible leader, and even though i am still a youth leader, i am capable of handling situations with adults better, and have more knowledge of how to relate and understand youth, as well as work with them.</p>
<b>2</b>	I myself have become more active in Scouting and in daily life. I can't stand staying at home doing nothing anymore because I now consider it a waste of my day (for the most part) unless I am doing something worthwhile. I no longer can spend a whole day just sitting on my butt playing video games (something I used to do all the time) because it doesn't feel fulfilling. In Scouting, I feel more like a leader because I know how to be one now. I also see different ways to make Scouting in my group better, and I urge other people to help me make the change, such as interacting with other groups more or letting me have more responsibility as a leader. All in all, I have found more ways to become more interactive with the world around me.
<b>3</b>	I made new friends, how to deal with adults and kids, and learned more about myself, like my limitations and things I thought I couldn't do but did. I found my boundaries and was able to stretch them.
<b>4</b>	Right after the course, I went to become a beaver leader. Within the first to months of meetings, I had used 3 ideas that were supplied by other SIT youth, in which the beavers and fellow leaders all enjoyed. I also got an increase in my leadership skills, and take control when matters get out of hand. I have also been able to talk to more new people freely without the tension of nervous kicking in. That is an improvement from before SIT.
<b>5</b>	the SIT course changed my life inside of Scouting because i understand what it's like to become a leader, and we can work as a team to run camps for for the beavers, cubs and scouts. It changed my personal life greatly because it opened my eyes to more opportunities, and the fact that i have 17 people who i consider a second family, and i would do anything for them.
<b>6</b>	I feel more confident in myself, and like I am human. I smile more often and am not so intimidated by the adult leaders. If something isn't right or if I want to lead something I let people know about it instead of just letting it slide. I no longer have only a six member family I have a brotherhood and sisterhood of Scouting with me where ever I go. I am able to see where Scout's Canada is lacking and I WANT to do what I can to change it and now I know that I can. If you read my comments page most of the comments would mention something about me smiling because the SIT camp changed my life. It felt like a week long epiphany, like I had finally woken up to where I belonged after years of trudging through darkness. There has been nothing in my life that had the kind of impact as that camp did. Not only did I learn to believe in myself, but I also learned a lot about myself as a person that I didn't know before. I thought I was just an average high school student, but I was shown that I could be SO much more. Every time I go camping now I try to sleep outside as long as it isn't too cold!
<b>7</b>	within scouting I've used alot of the skills that we learned during the course. with the beavers on the most part. like storytelling and with crafts. outside of scouts i've become friends with almost everyone and have kept in touch.
<b>8</b>	What changes have been made?? Hmmm..... Well the older leaders are trusting me with a lot more responsibility and are using me as more than a games/activity leader. They are including me in the planning of outings and meetings and are generally treating me more like a leader than a "beaver with a driver's license". As to outside Scouting life goes on but I have more confidence in the endeavors I undertake thanks to this course.
<b>9</b>	none, im still the same



	<b>Is there anything else you would like us to know that will help us improve this course for the future?</b>
<b>1</b>	<ul style="list-style-type: none"> <li>- Allow for plenty interaction (free time) between the participants on the SIT course, this makes the whole course more fun and long lasting (after course relationships etc.). Which was done, but it would be awesome if it was continued.</li> <li>- Keep up the great work. :)</li> </ul>
<b>2</b>	JUST KEEP AWESOMINATING!
<b>3</b>	I would like it if we were all given more personal individual quests on the final day rather than one general quest. I also would like to see more activities with home groups throughout the week, even though we did do it on the last day.
<b>4</b>	<p>If anything, keep the 'Final Quest' exactly the same. That was definitely the best event out of all of the courses. It let everyone become a try Scouter, helping the community, the world, and other people personally.</p> <p>I would suggest to edit the 'Gold Mine' event. Even though it was fun, and teamwork was somewhat involved, I didn't see the soul purpose for it.</p>
<b>5</b>	I thought the camp was a really good experience, and there is nothing that i would change about it.
<b>6</b>	<p>Remember to set up the garage tent packages because if you ever get a rerun of the first group you will end up with youth sleeping outside every night. Tell the next group about the brotherhood and sisterhood of Scouting because even if they think the camp was a bore (though I don't know how they could) they will at least walk away with a sense of what it is like to belong to something so precious that not even words could explain it.</p> <p>Maybe on the last day during the Goals in the Dark session, give the youth a little bit more time to reflect on their dream boards, and then when they go out on the trail give them an extra blank piece of paper. Don't give an explanation and then see what the youth will do with it.</p>
<b>7</b>	honestly don't change anything.
<b>8</b>	Don't change a bloody thing. This was an epic course even if I am disappointed about not being able to throw tomahawks. I loved every minute of it and I made lifelong friends. To my amazing trainers I thank-you for fighting so hard to get this course and I hope others will be able to have the same experience that I did. John, Marnie, Garth, You guys are the best of the best and I'm honoured to be your friend! I love you all!!!!
<b>9</b>	Nope. everything was good.



**Parent Comments**

Hi, I can not do the pdf form on my computer. [My son/daughter] really enjoyed camp, all of it. It is nice to see young people get involved and stay active. Keep doing this for next year. There are not many programs that interest teenagers but this is one. thank you.

Hi John, I just wanted to tell you our thoughts on this summers camp. We thought the camp really helped [our son or daughter] mature and we noticed a significant change in her and on the most part it was a positive change. We did find that she has become more vocal with us and not always in a good way. This may be the maturing occurring. One thing we were very concerned about was the co-ed sleeping arrangements. We were not happy that they were all allowed to sleep together as even at [our son's or daughter's] regular venturer camps the boys and the girls do not sleep in the same tent. We feel even when they slept outside they should have been somewhat apart and not sleeping where they could hold hands all night. I realize that there were certain rules they were to follow but they are still teenagers with hormones that we have to worry about. Other than that one concern we were happy with the camp and feel it was a great benefit to [our son or daughter].'

Hi, John

The course was absolutely awesome. [My son or daughter] still can't stop talking about it. [He or she] was thrilled with how everyone got along and remains in contact with most of the participants still. [He or she] is very enthusiastic about [his or her] scouting life and I know [he or she] will continue for many years.

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\*Excerpt from John's response to the concern around letting the participants sleep outside in a group:

Thank you for your comments. I am sorry that I was not able to reply sooner. I will be including them as written (although anonymized) in the final report. I would like to address your concern about allowing them to sleep outside in a bunch.

The speed at which they bonded with each other surprised all of us. I have been involved in two SIT courses prior to this and the friendships that were formed by day two on this course were not expected to arise so quickly. Needless to say, we were quite worried about the possibility of things going beyond holding hands and the possibility that people might ever think that things might ever go beyond holding hands. We also wanted to make sure that they formed a strong and lasting team. So, our challenge was to manage behaviour and perception while ensuring that the camaraderie that had arisen was not undermined in the process. The solution we agreed to was to sit down with the SITs as a group and have "a talk". While everyone involved looks back on this talk with some amusement (I admit to being more than a little opaque at the beginning and perhaps overly blunt at the end) I laid on the line that the future of this course hung in the balance of people's perceptions about who they, the participants, were and how they acted. They agreed that this course was something that they all valued and that even having people think for a moment that something beyond handholding might be going on would put both this and future courses in jeopardy. We then agreed as a group to prevent misperceptions whenever possible (e.g. not traveling in boy-girl pairings at night or in odd places) and that there were clear limitations on behaviour (e.g. holding hands was ok, but kissing would cross a line). After this conversation the SITs showed their maturity by assisting us in monitoring each other (they would spontaneously make groups of three and inform us if they had concerns about each other).

When it came to everyone sleeping outside this was a surprise as well. However, we took it as a fortunate turn of events because it presented an opportunity to prevent all sorts of questionable behaviours during the night while allowing everyone the opportunity to escape from the poorly ventilated bunk houses. Sleeping in a group limited their ability to take things "too far" by providing many pairs eyes and ears to exert social pressure. Participant self-policing aside, it allowed us, the training team, to keep closer tabs on them; both Garth and I slept outside as well, roughly 15 or 20 meters away. Granted, hand holding happened, but this was acceptable insofar as it was monitored and expectations around limits were clear. I also considered that allowing hand holding may well prevent participants from acting inappropriately by providing an acceptable outlet for their feelings (of course the other side of the argument is that hand holding simply opens the door to more, but in the context of the setting of expectations and self/group/leader monitoring I felt this to be preventable).

Learning from this, the possibility of participants sleeping in a large group outside is something that I will take care to flag to parents on future events of a similar nature.

## Participants



"

182<sup>nd</sup> Riverbend



"

9<sup>th</sup> Hemitage



"

208<sup>th</sup> Lymburn



"

116<sup>th</sup> Lynnwood



"

1<sup>st</sup> Kinosoo



"

153<sup>rd</sup> Ardrossan



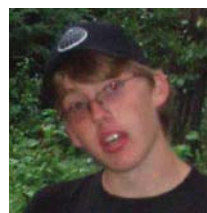
"

116<sup>th</sup> Lynnwood



"

170<sup>th</sup> Sherwood Park LDS



"

2<sup>nd</sup> Kilkenny



"

195<sup>th</sup> Ridgewood



"

195<sup>th</sup> Ridgewood



"

195<sup>th</sup> Ridgewood



"

195<sup>th</sup> Ridgewood



"

195<sup>th</sup> Ridgewood



"

2<sup>nd</sup> Bonnyville

## Training Team



John Simpson, Course Lead



Marnie Ferguson, Trainer



Garth Fitzner, Trainer

Six people are deserving of special mention. **Edie Hesson** and **John Witham** were the course leads for the WB-II that the SIT Course ran in conjunction with. Their help and guidance were appreciated and the decision to let the SIT course run as a separate course unto itself while still providing us with their support was an important part of the success of the SIT course. **Mike Sokoliuk** joined the training team at the end of June but was called to work and was ultimately unable to attend. Despite the late arrival and early retirement Mike's enthusiasm was instrumental in the development of the course, especially the final quest that the SITs participated in during the final Friday. **Lane Ferguson** for his support designing the picnic tables that made up the Spirit Challenge of the final quest, for being on hand with his tools to facilitate the construction of these tables, and for donating the materials. **Jim Shortt** for donating \$3000 to our team for the purposes of supporting "Youth leadership development", allowing us to purchase a license for "Lost Dutchman" and to provide course fee subsidies to participants, among other things. Finally, **Jennifer Beaudry**, was our most valuable non-training asset from the very beginning. From running our registration program to fielding questions from both us and participants to providing valuable feedback on our advertising and other materials Jennifer shone brightly as an integral partner.

## Recruitment and Advertising

This course faced a particularly significant recruitment challenge from the outset; it hadn't been run before in this council for as long as anyone could remember (Some say “10 years”, some say “20 years”, some say “Never”). To overcome this challenge we took a three pronged approach to advertising and recruitment:

1. Direct discussions with potential participants at Scouting events;
2. Speaking directly with leaders and group committee members; and
3. Electronic sources such as the council website and email blasts;

No single thing we did seemed particularly successful and it was a bit of an inside joke that we received roughly one participant from every single thing we did to promote the course—if only we had done nine more we'd have reached our goal of 24 participants!

We are happy to report that we already have three interested parties for next year's course based on word of mouth alone: Brad Schmermund; Aaron Fitzner; and Kaylee Galipeau.

## **Finances**

All receipts are attached.



# Heroes SiT Expenses

Glossy brochures	\$55.00	\$2.75	\$57.75
Badges and shipping	US\$209.50		\$215.76
Customs duty	\$63.01		\$63.01
Batteries	\$9.99	\$0.50	\$10.49
World Scout badge	\$15.00	\$0.75	\$15.75
<b>Total</b>		<b>\$4.00</b>	<b>\$362.76</b>

the real Canadian Superstore  
Refunds/Exchanges will be considered  
within 14 days with valid receipt  
Auto cashier is U-Scan 25

1 @ 2.99 ea Mult 2 / 4.98  
PC MUSTARD HONEY 2.99  
1 @ 2.99 ea Mult 2 / 4.98  
PC MUSTARD HONEY 1.99  
1 @ 2.99 ea Mult 2 / 4.98  
PC SPCY MEX MOLE 2.99  
1 @ 2.99 ea Mult 2 / 4.98  
PC SPCY MEX MOLE 1.99  
FM 1% MILK 3.89  
RECYCLING 0.02  
PC AA BATTERY 9.99 F  
SUPERBCK/AUTOCASH ND 4.78-  
5% GST 122235922 0.50  
Balance Due 19.58

## Sales Receipt

Edmonton Scout Shop

14205-109 Avenue  
Edmonton, Alberta  
T5N 1H5

Phone # 780 454-8561

Sold To  
GARIN

Rep MV

Sale No. 16041

Date 8/14/2008

Description	QTY	EACH	AMT
WORLD MEMBER CLOTH	15	1.00	15.00

-----TRANSACTION RECORD-----  
GLOBAL PAYMENTS MERCHANT #  
RCSS Sherwood Park  
100-410 Baseline Road  
Sherwood Park AB  
STORE 1567 TERM L0156725  
SLIP # 2046 REG 25

RETAIN THIS COPY FOR YOUR RECORDS

\*\* DIRECT PAYMENT \*\*

\*\* Purchase \*\*  
CARD # \*\*\*\*\*8257 Chequing  
REF # AUTH # RESP 001  
206001001054 193257 ISO 00  
DATE TIME AMOUNT  
08/13/2008 17:32:46 \$ 19.58

I APPROVED

Process amount to account shown

Debit Card 19.58

Your PC points balance is  
18977 points.

With PC points, almost everything  
in our stores could be Free!  
Visit us at [www.pcfinancial.ca](http://www.pcfinancial.ca)

Change Due 0.00

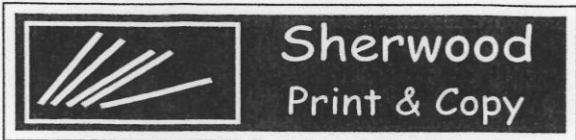
2008/08/13 17:33 1567 2046 25 00001079

Tell us how we did today!  
You could win \$2000 in free groceries.  
complete our survey at  
[www.storeopinion.com](http://www.storeopinion.com)

Total \$15.75

Payment Method

Visa



## PLEASE REMIT TO:

☒ #33-99 Wye Road, Sherwood Park, AB T8B 1M1  
Ph: (780) 449-3332 Fax: (780) 449-5533☐ #16, 41 Broadway Blvd., Sherwood Park, AB T8H 2C1  
Ph: (780) 417-3434 Fax: (780) 417-3443

## INVOICE

28832

TO: Scouts CanadaDATE: May 30

ADDRESS: \_\_\_\_\_

ATTENTION: Garth Fizner

REFERENCE: \_\_\_\_\_

PHONE: 465-9646

FAX: \_\_\_\_\_

P.O.#: \_\_\_\_\_

DESCRIPTION OF SERVICES	AMOUNT
<b>Copying</b> <input type="checkbox"/> Regular <input type="checkbox"/> Oversize B/W <input type="checkbox"/> B/W Digital <input type="checkbox"/> Oversize Color <input checked="" type="checkbox"/> Color Laser <input type="checkbox"/> B/W Transparency <input type="checkbox"/> B/W Laser <input type="checkbox"/> Color Transparency <i>x30 colour brochures, 2 sided.</i> <i>60X90.69</i> <i>30X90.10</i> <i>80lb Gloss Paper</i>	<i>41.40</i> <i>3.00</i>
<b>Printing</b> <input type="checkbox"/> Business Cards <input type="checkbox"/> Signs / Banners <input type="checkbox"/> Flyers <input type="checkbox"/> Letterhead <input type="checkbox"/> Decals (Auto / Window) <input type="checkbox"/> Brochures <input type="checkbox"/> Envelopes <input type="checkbox"/> Cheques <input type="checkbox"/> Labels <input type="checkbox"/> Stamps <input type="checkbox"/> NCR Forms <input type="checkbox"/> Other _____	
<input type="checkbox"/> Typesetting (@ \$ _____ /hr.) <input type="checkbox"/> Graphic Design (@ \$ _____ /hr.) <input type="checkbox"/> Page Layout (@ \$ _____ /hr.)	
<b>Scan to Disk</b>	
<b>Print from Disk</b> <input type="checkbox"/> B/W Digital Output <input type="checkbox"/> Downloading <input type="checkbox"/> Color Laser Output <input type="checkbox"/> Editing (@ \$ _____ /hr.) <input type="checkbox"/> B/W Laser Output <input type="checkbox"/> Importing	
<b>Finishing Services</b> <input checked="" type="checkbox"/> Folding <input type="checkbox"/> Stapling <input type="checkbox"/> Numbering <input type="checkbox"/> Saddlestitching <input type="checkbox"/> Collating <input type="checkbox"/> Paste-up <input type="checkbox"/> Scoring <input type="checkbox"/> Cutting <input checked="" type="checkbox"/> Trimming <input type="checkbox"/> Perforating <input type="checkbox"/> Drilling <input type="checkbox"/> Tabs <input type="checkbox"/> Padding <input type="checkbox"/> Dry Mounting <input type="checkbox"/> Binding: ( Coil / Cerlox / Velo / Perfect / Hard Cover ) <i>trimmed + folded</i> <i>Trimming + Folding</i>	<i>10.60</i>
<b>Laminating</b> <input type="checkbox"/> 3 Mil (@ \$ _____ /Sq.Ft.) <input type="checkbox"/> 5 Mil (@ \$ _____ /Sq.Ft.)	
<b>Other</b>	

TERMS: NET 30 DAYS. 2% PER MONTH (24% PER ANNUM)  
CHARGED ON ALL OVERDUE ACCOUNTS.

SUBTOTAL

#870575826 GST

TOTAL

55.00

2.75

57.75

White - Customer

Canary - Remittance

Pink - Office



# TL Emblem, Inc

17039 Mercantile Blvd. #311  
Noblesville IN  
46060  
317-257-1424  
tleblem.com

Invoice No. 0010043

## Invoice

### Bill To

Garth Fitzner  
6 Maple Terrace  
Edmonton, Alberta  
Canada T6P 1H6

### Ship To

Garth Fitzner  
6 Maple Terrace  
Edmonton, Alberta  
Canada T6P 1H6

Date: 7/18/2008	Order #: TEE021B	Sales Person:	Terms: Net 30 days
Shipped By:	Ship Date:	Tracking #:	

Qty	Item ID	Description	Tax	Unit Price	TOTAL
50		Heroes patch 8X2.5" with glow in dark	✓	\$3.95	\$197.50
1	1004	Shipping & Handling	✓	\$12.00	\$12.00
Notes					SubTotal
pd cr/cd on file					Shipping
					TOTAL
					Paid
					Balance Due
					\$209.50
					\$0.00
					\$209.50
					\$209.50
					\$0.00

Warranty Policy

Returns Policy

We appreciate your business!





Date of TransactionJULY 31,2008

Invoice No.494235271

Tracking No.1Z8R095V6824997625

Reference No.3226321

Transaction No.15669-771677

Port of Entry0504-WINNIPEG GROUND

CUSTOMER COPY / COPIE DU CLIENT

UPS DRIVER COLLECT THIS AMOUNT

Import Charges

\$63.01

SHIPPER

TL EMBLEM

17039 MERCANTILE BLVD.

#311

NOBLESVILLE

IN US 46060

IMPORTER

GARTH FITNER

6 MAPLE TERRACE

EDMONDTON

AB CA T6P1H6

IMPORT CHARGES	DUTY	GST	EXCISE	BROK FEE	BROK GST	BROK QST	FRT.COL	PERMIT	TOTAL VALUE FOR DUTY	TOTAL COD
EXCHANGE RATE	0	10.09	0	50.40	2.52	0.00	0.00	0.00	201.88	63.01

B3 INFORMATION

DESCRIPTION	QTY	HS CODE	*TC	*TT	*CO	OIC	EXCISE RATE	GST	RATE OF DUTY	TOTAL CUSTOMS	SIMA CODE	VALUE FOR DUTY
1 PATCHES	0.36	5807909020		10	US		0	10.09	0	0	0	201.88

\* LEGEND

TC = Tariff Code

TT = Tariff Treatment

CO = Country of Origin

John Simpson

PRINT

Short Stop Food Stores (20090)  
3 St. Lawrence Avenue  
Devon, Ab  
T9G1H1  
Canada  
780-987-2030

5268\*\*\*\*\*7704  
MASTER CARD 0912  
Approval # 878913  
Sequence # 1036010010370  
Terminal # 009001PC  
Transaction : Purchase  
Res Code: 001 - 00  
APPROVED

Invoice # 90563389  
24-Aug-08 13:42:22

Pump # 4 Unleaded  
Volume : 37.277L  
Price/Litre: \$1.224  
Sale Total: \$45.63

Fuel Includes:  
GST: \$2.17  
GST # R101745552

THANK YOU  
Please, Come Again

## Schedule

This is the course schedule as close to actual delivery as we can remember. It should be remembered by anyone who comes after that we went through 5 revisions of the schedule over eight months before the course and then changed the schedule on the fly at camp to meet the needs of the participants and unforeseen challenges.

The most important part of sharing this schedule with you are the progressions over the week that were explicitly built in. We highly recommend this practice on any future courses of a similar nature. These progressions included effective team building (first establishing a safe training environment and the building up the challenge level so that success comes in stages and the participants were always ready for something more) and skill-loading (skills that will be needed during challenges later in the week, such as canoeing and fire lighting, are taken earlier in the week, setting participants up for success).

Mamie Garth		Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
John SIT Led	Theme			Wind	Water	Earth	Fire	Spirit	Final Quest	
All/Unassigned/ Plenary/ Guest	07:00:00									
	07:15:00									
	07:30:00									
	07:45:00									
	08:00:00		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
	08:15:00									
	08:30:00		Read & Trade Log	Read & Trade Log	Read & Trade Log	Read & Trade Log	Read & Trade Log	Read & Trade Log	Read & Trade Log	Read & Trade Log
	08:45:00									
	09:00:00		Flag Break & Opening	Flag Break & Opening	Flag Break & Opening (SIT)	Flag Break & Opening	Flag Break & Opening	Flag Break & Opening	Flag Break & Opening	Flag Break & Opening (SIT)
	09:15:00									
	09:30:00									
	09:45:00									
	10:00:00									
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	17:45:00									
	18:00:00									
	18:15:00									
	18:30:00									
	18:45:00									
	19:00:00	Arrival & Registration (Photos, bunk assign)								
	19:15:00									
	19:30:00									
	19:45:00									
	20:00:00	Introduction & Ice Break								
	20:15:00									
	20:30:00	Expectations	Free Time/Campfire Prep/Overflow Padding			Search for the Lost Dutchman's Gold Mine	I Need A Hero (Movie & Activity Night)	Stories	Part 6 FINAL: Vigil (Goals in the dark) followed by presentation ceremony (mid-evening on)	
	20:45:00				Padding					
	21:00:00	Home groups: Names, banner, etc.	Campfire: SITs	Campfire: Family Camp	Campfire: Venturers (SIT Flag Retirement)			Campfire: Beavers		
	21:15:00									
	21:30:00									
	21:45:00									Gilwell Campfire
	22:00:00	Present Names, etc.	Campfire Debrief	Home groups	Home groups	Home groups		Home groups	Home groups	
	22:15:00									
	22:30:00	Home Groups	Home groups</							

## Session Descriptions

Please note that session planning required each team member to fill out a “Challenge Template” drawn from the *The Backcountry Classroom* (Falcon, 2005) and originally created by Leading EDGE (<http://www.realworldlearning.info/>). Garth Fitzner sought out and received permission for our team to use this template when designing our courses and to reproduce it in reports such as this.

As you will see, the template comes in two parts. The front side/first page demands a succinct description of the training activity and forces reflection on learning outcomes and assessment criteria that will be used by the trainer during the session to ensure that participants are progressing. The back side/second page sets out criteria for a formal evaluation process to be carried out by one of the other members of the training team while the session is underway.

When we lost Mike Sokoluik just weeks before the course we elected to cut out this formal evaluation process since we no longer had the resources to support it. As a consequence these evaluations are incomplete; the evaluation criteria/learning outcomes are not necessarily all listed and no formal training evaluation followed from these templates. As a substitute we carried out extensive informal evaluations each day, after and during sessions as necessary, and every evening following home groups. Our process for the nightly evaluations was the same as that used in home groups (See the home group session plan).

Despite the lack of a formal, on-course, evaluation procedure we have done our best to provide comments and advice in the available space on the second page to help direct future versions of these sessions.

A few “sessions” are not included as completed templates. Some, like “Scouting in a busy life” were spontaneous. Some did not “fit”. Two of these are described here instead:

### *Section Introductions*

In addition to the attached sessions prepared by the training team, the SIT’s participated in a daily breakout session with the Wood Badge II participants. Each WB-II section was given the opportunity to share information, skills and enthusiasm with the SIT’s as they explained the basics of the section they were training in as leaders. This was designed to allow all the SIT’s to experience in a very small way the different areas of scouting and to look at the skills necessary to become future leaders in each one. In addition to this introduction to the sections, the opportunity was taken to open a dialogue with adult leaders and SIT’s to discuss what each see as important in running a group, problems that are faced, etc. Since no Rover section was being run at this WB-II the training team ran this introduction on the last full day. This final day centered around a day long quest meant to introduce them to both Rovering themes of challenge, service and Scouting fellowship, from local to international levels.

### *Graduation*

Graduation consisted of a candle light ceremony held in the chapel that the SITs had cleaned out earlier in the day. Participants were reminded of the many tasks which they had undertaken this past week and of the great expectations leader had for them. We truly wanted them to make scouting an integral part of their lives. They were left with the challenge to go forward and become heroes in their families, schools and in the community of scouting. They were each presented with their HEROES badge, World badge and a certificate. Following the presentation the Trainers left the chapel and waited at the entrance giving the participants space to celebrate and reflect on their achievements and fellowship.



## Challenge Template

### Knowledge Outcome

What do you want them to know?  
Who each other are.

### Title

Ice Breaker

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?  
Comfortable interaction with others on the course.  
  
Expectation of full participation in a safe and fun atmosphere.

### Essential Question or Key Issue:

Who are the people on the course?

### Description of Challenge/Task/Performance:

Participants are formed into a circle. A course leader enters the center of the circle, says their name and then performs their favourite "retro" dance move (It must be big and showy and slightly embarrassing for effect and tone setting). Those in the surrounding circle then repeat the move while saying the performer's name. The cycle continues until all the people in the circle have participated.

### Criteria for Assessment and Feedback:

## Product Quality Checklist

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

Class Period: \_\_\_\_\_

Product Author(s):  
John Simpson

Product Title/Name:  
Ice Breaker

Evaluator Name(s):

Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	This is a completely silly variation of a common "name everybody" introduction. It was carried out with maximum effect.		
<b>Elements of Questionable Quality:</b>		<b>Elements of Exceptional Quality:</b>	

## Challenge Template

### Knowledge Outcome

What do you want them to know?

What is expected of them for throughout the course of the week.

What they can expect from the staff and camp as a whole.

### Title

Expectations

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

Affinity towards positively framed and comprehensive codes of conduct.

### Essential Question or Key Issue:

What do you expect from this course? What will you expect give to the course in return?

### Description of Challenge/Task/Performance:

Participants will begin by throwing a giant beach ball around the circle to each other. The ball will have question on it that participants must read and answer based on where they catch the ball. These questions will all be related to expectations for the course (e.g. Name one thing you would like to learn over the week. Name a skill that you have brought to share. What section do you plan to work with? etc.). The moderator will record these anonymously on a flip chart.

After 10 minutes stop and ask if anything hasn't been covered. Fill these in on the flip chart. 5 minutes total.

Point out that we all have similar expectations. In order to have these expectations fulfilled everyone must also meet some expectations. Reveal general course Code of Conduct (This will be a large banner displaying the course code of conduct).

Course code of conduct:

As a member of the 2008 SIT Camp I agree to live by the Scout Promise and Law. In particular I will:

1. Listen when it is someone else's turn to speak.
2. Create environments that are:
  - a) Inclusive -- I will welcome anyone who agrees to abide by this code to join my activities.
  - b) Safe physically and intellectually -- I will prevent people from being hurt or suffering hurt feelings.
3. Participate actively in all activities, especially planning, on the understanding that I am responsible for my own experience.

On agreement participants place their right hand in brightly coloured permanent ink and mark the paper. They sign their name under their mark with a permanent marker.

General camp rules will then be shared (e.g. lights out times, cooking duty rotation, stay out of other bunk house, etc.).

Lead participants in promise with their brightly coloured hands in the Scout Sign. Post expectation sheets

### Criteria for Assessment and Feedback:

This session is more about demonstrating the kinds of activities that they can expect on the course than it is about developing skills. This said, the following should be apparent:

- each participant is actively engaged with the group as demonstrated by their willingness to share during the beach ball activity
- each participant is willing to join the group as demonstrated by their willingness to commit the semi-permanent act of dyeing their hand along with everyone else.



## Product Quality Checklist

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

Class Period: \_\_\_\_\_

Product Author(s):  
John Simpson

Product Title/Name:  
Expectations

Evaluator Name(s):

Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>	Session starts on time		
<input type="checkbox"/>	Each course participant offers at least two ideas		
<input type="checkbox"/>	Each participant buys into the Code of Conduct		
<input type="checkbox"/>	Everyone feels a little silly with one brightly coloured hand		
<input type="checkbox"/>	Everyone has fun		
<input type="checkbox"/>	Session ends on time		
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	A stronger ink than clothing dye needs to be used in the future for full effect. The power of this session was slightly diminished due to late arrivals. These late arrivals were expected, however they are to be prevented as much as possible in the future.		
<b>Elements of Questionable Quality:</b>		<b>Elements of Exceptional Quality:</b>	

## Challenge Template

### Knowledge Outcome

What do you want them to know?

That Home Groups is a safe environment to share and explore issues and ideas.

A simple and effective method for debriefing and evaluating.

### Title

Home Groups

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

Ability to collaborate openly and problem solve within a small group.

### Essential Question or Key Issue:

Building a safe environment for social interaction that will allow for personal growth.

### Description of Challenge/Task/Performance:

Home group sessions are a daily opportunity to debrief and decompress about the day. As the week progresses home group time will become more participant directed. A typical session will include:

1. Short independent writing by each participant in response to three questions: What are you feeling good about? What are you concerned about? What can the course or course leaders do to help? These are collected and set aside for review by the leadership team.
2. Invitation to answer the above questions openly in the group. Participation in this is optional. Participants should be encouraged to comment or share thoughts if they have nothing that they are willing to share.
3. Discussion of any "Parking Lot" related issue of the day. The course parking lot will be introduced during the first home group session unless there is call to do so before.
4. A directed discussion on a topic relevant to the days activities if nothing is suggested by participants.

These sessions are ideally hosted by an LOD (Leader of the Day) with support from a member of the course leadership team.

### Criteria for Assessment and Feedback:

Everyone shares and is supportive of the other participants.  
Participants increasing invite each other to speak over the course of the week.

## Product Quality Checklist

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

Class Period: \_\_\_\_\_

Product Author(s):  
John Simpson

Product Title/Name:  
Home Groups

Evaluator Name(s):

Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>	Everyone offers suggestions, topics, or opinions openly		
<input type="checkbox"/>	Group members solicit responses from other members		
<input type="checkbox"/>	Team leader actively engages and supports LOD		
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	Ultimately the LOD concept was not implemented; it was too much to handle with the current size of the training team. It should be considered in the future. Of all the sessions it was home Groups that was likely the most valuable in making this course successful. It allowed participants to share freely while allowing them to participate in a demonstration of effective communication. Everyone learns so much from these nightly sessions.		
<b>Elements of Questionable Quality:</b>		<b>Elements of Exceptional Quality:</b> The three questions worked exceptionally well as a general yet effective evaluation procedure on the day as a whole.	

## Challenge Template

### Knowledge Outcome

What do you want them to know?

\* recognize different learning styles, different intelligences and different personalities

### Title

Marnie Working with Youth

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

\* To work with youth you need to recognize differences in a positive light

### Essential Question or Key Issue:

How do I work with someone who is very different from myself?

### Description of Challenge/Task/Performance:

Participants were given several handouts and were walked through their completion. These included learning styles (visual, auditory, and hands on), Multiple intelligences, and personality quizzes. Each was completed stressing individual differences are just differences and not better or worse than someone else.

Participants were then asked to relate this to scouting activities and to plan activities that utilize many learning styles, intelligences and personality issues.

### Criteria for Assessment and Feedback:

## Product Quality Checklist

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

Class Period: \_\_\_\_\_

Product Author(s):

Product Title/Name:  
Marnie Working with Youth

Evaluator Name(s):

Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	Total	0.00	0.00
Observations:			
Elements of Questionable Quality:		Elements of Exceptional Quality:	

## Challenge Template

### Knowledge Outcome

What do you want them to know?

Characteristics of Respect.

How they can earn the respect of others.

### Title

Respect

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

Disposition to make choices that earn them respect and the ability to recognize the consequences of their current behaviours towards respect.

### Essential Question or Key Issue:

What are the fastest and most effective ways to build respect?

### Description of Challenge/Task/Performance:

Reflecting on Respect "Gallery Walk"

A series of poster size pieces of paper are distributed around the outside of the cabin. Each has a question from the following list:

What is an easy way to gain someone's respect?

What is a fast way to lose someone's respect?

What can you do to help other people become more respected?

How does it feel when you are not respected?

Etcetera.

Participants are then given a marker and invited to write their own answer on each of the sheets. Once everyone has written on every sheet they are asked to go and read the answers on each one.

Participants return, the lists are collected and placed side-by-side for viewing and the session leader points out the commonalities across the board.

A personal challenge is also set: before home groups tonight, identify a personal area to work on over the week that will help you be more respected. 10 minutes.

Suggestions for stale discussions:

1. Make Everyone Count - Take a sincere interest in everyone on your team (Task find out things about your home group members)
2. Recognize the "Team Behind the Scenes" - Acknowledge and reward the people behind the scenes who make your team or activity successful. Go beyond saying thank-you.
3. Lead by Example and Do unto others... -
4. Let people make mistakes *and* go to bat for them

### Criteria for Assessment and Feedback:

## Product Quality Checklist

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

Class Period: \_\_\_\_\_

Product Author(s): John Simpson	Product Title/Name: Respect	Evaluator Name(s):	
Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	Session seemed to go well. The decision by one of the participants actually wrote DISrespectful things beside other people's comments in an attempt to be funny was turned into an opportunity to discuss disrespect in a very direct way.		
Elements of Questionable Quality:		Elements of Exceptional Quality:	



## Challenge Template

### Knowledge Outcome

What do you want them to know?

How to create a fun campfire program.

### Title

Campfire Songs & Skits

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

The ability to create a structured campfire program.

### Essential Question or Key Issue:

This session will provide participants with a good overview of the structure and purpose of a campfire program.

### Description of Challenge/Task/Performance:

#### Planning Portion

The structure and purpose of a campfire program will be discussed and sample programs will be developed. Each group will practice songs and skits of their choosing. Each group will then contribute to a final program.

#### Practical Portion

The participants will host and run their completed campfire program for the entire camp.

### Criteria for Assessment and Feedback:

Individuals will be evaluated on their active participation and creativity in the planning portion. During the practical portion they will be evaluated on their enthusiasm, ability to keep the program flowing and audience interaction.



## Product Quality Checklist

Date: August 16, 2008

Class Period: Day 2 - Session 4

Product Author(s): Garth Fitzner	Product Title/Name: Campfire Songs & Skits	Evaluator Name(s):	
Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	SIT did an excellent job running the campfire on short notice. We had planned to give them a second opportunity to run a campfire later in the week, but this proved to be unrealistic given the way the schedule changed. Allowing them an opportunity to run the event again should be pursued in the future.		
<b>Elements of Questionable Quality:</b>          		<b>Elements of Exceptional Quality:</b>          	

## Challenge Template

### Knowledge Outcome

What do you want them to know?

A collection of fun games that can be run with almost nothing.

### Title

Just Playing:  
Games

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

Creativity around what activities they feel comfortable participating in.

### Essential Question or Key Issue:

What are some great games that require little-to-no preparation?

### Description of Challenge/Task/Performance:

Participants will play some short games, debrief in small groups what the merits of these games were, and then devise a game (variation) of their own.

6 games:

Get the Bacon

Pirate Treasure

Thieving Monkeys

Dizzy-Bat & Stocking-Ball Relay

Staff Wrestling

Kim's Game

### Criteria for Assessment and Feedback:

Participants show insight into the merits of these games, recognizing in them most of the following aspects: simplicity, silliness, active orientation, variance of skills required, broad age appeal, skill development, competitive vs. cooperative nature.

## Product Quality Checklist

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

Class Period: \_\_\_\_\_

Product Author(s): John Simpson	Product Title/Name: Just Playing: Games	Evaluator Name(s):	
Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>	Fun was had by all		
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>	Session ended on time		
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	This activity wasn't carried out as originally scheduled in order to accommodate a better arrangement of activities. For this reason the games were introduced but the theory behind them and reflection on the qualities of a good game were ignored. In the future it would be ideal to include games and similar activities (songs, short crafts, etc.) between sessions rather than as separate sessions unto themselves.		
<b>Elements of Questionable Quality:</b>          		<b>Elements of Exceptional Quality:</b>          	

## Challenge Template

### Knowledge Outcome

What do you want them to know?

The background of common Scouting ceremonies and why we have them.

### Title

Pomp and Circumstance  
(Ceremonies in Scouting)

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

The ability to develop and run appropriate ceremonies.

### Essential Question or Key Issue:

This session will give participants the ability to run and be comfortable with the ceremonial part of Scouting.

### Description of Challenge/Task/Performance:

Each group will be given the task of practicing some common ceremonies and also changing and elaborating on them in order to make them unique.

A rarely performed flag retirement will be demonstrated to give the participants a sense of the importance of ceremony.

After the introduction each group will be given 20 minutes to develop, elaborate and practice an assigned ceremony and then given five minutes to perform it.

Group 1 - Cub Going Up

Group 2 - Scout Badge Presentation

Group 3 - Sixer/Patrol Leader/Company President Investiture

Group 4 - Scout Closing

### Criteria for Assessment and Feedback:

Individuals will be evaluated on their understanding of the need for ceremonies and creativity in the elaboration of an existing ceremony.

## Product Quality Checklist

Date: August 17, 2008

Class Period: Day 3 - Session 2

Product Author(s): Garth Fitzner	Product Title/Name: Pomp and Circumstance (Ceremonies in Scouting)	Evaluator Name(s):	
Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	The flag retirement ceremony was ultimately incorporated into the Venture Section campfire.		
<b>Elements of Questionable Quality:</b>          		<b>Elements of Exceptional Quality:</b>          	

## Challenge Template

### Knowledge Outcome

What do you want them to know?

The Aims & Principles of the Scout Movement.

### Title

Aims & Principles

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

Desire to adhere to the Aims & Principles.  
Ability to recognize when the principles are being applied and how to modify events so that they are applied.

### Essential Question or Key Issue:

Familiarizing participants with the mission of Scouting and the primary tool for seeing this mission through: the Scout Method.

### Description of Challenge/Task/Performance:

The entire group is brought together. The leader tells the group something like the following:  
"Scouting has definite aims and principles that give it its character and that have helped Scouting grow to 28 million members over the past 100 years. When we share these aims and follow the methods for achieving them Scouting will grow and be valuable to both its members and the world. When these aims are not shared or the methods are not followed then we are no longer Scouting. As members of Scouting who are also taking on leadership roles within the organization it is thus imperative that you know what these aims and principles are and develop the ability to align the programs you deliver and receive with them."

Each participant is asked to read a portion of the following:

The Aims - What is Scouting Trying to Achieve? Our Destination

\*Scouts Canada Mission Statement

\*Article I of WOSM Constitution

The Principles - What is it that gives use these aims and guides us towards achieving them? Our Navigational Tools

\*Article II of the WOSM Constitution

The Method - How do we effectively bring about our aims and follow our principles? The Skills and Knowledge to use the tools to reach our destination.

\*Article III of the WOSM Constitution

\*Seven elements of the Scout Method.

Participants broken into home groups. A leader chosen from within the group comes to see the session leader. The session leader gives the group leader a copy of Scouting: An Educational System for each participant and a sealed envelope containing two scenarios depicting common scouting scenarios. It is the group's task to modify them through application of the method to reach the aim while satisfying the principles. Also ask for reflection on course structure so far. Answer take-up in evening HGs.

### Criteria for Assessment and Feedback:

Participants are able to flip through S:AES and find both the elements of the Scout Method.

Participants are able to articulate reasons for the modifications they suggest and support these as needed with arguments drawn from S:AES.

Participants are able to unify theory and practice by suggesting and modifying activities.

Groups are beginning to become "self-correcting" and get back on track when tangents become obvious.

## Product Quality Checklist

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

Class Period: \_\_\_\_\_

Product Author(s):  
John Simpson

Product Title/Name:  
Aims & Principles

Evaluator Name(s):

Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>	Introduction/Preamble short (less than 5 minutes)		
<input type="checkbox"/>	Introduction/Preamble effective (Importance "felt" by all)		
<input type="checkbox"/>	Use/demonstration of Mickey Mouse Groups		
<input type="checkbox"/>			
<input type="checkbox"/>	Session ends on time		
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	Not enough time was allotted for this session in its current format. Less theoretical ways need to be found to introduce the aims and principles. One possibility is spread the session out over the entire course as short anecdotes and readings, almost as grace before meals (This will require more intricate planning than was possible for the first rendition of the course). After this has gone on for a while they will be more ready to evaluate a program via the Scout Method.		
<b>Elements of Questionable Quality:</b>		<b>Elements of Exceptional Quality:</b>	



## Challenge Template

### Knowledge Outcome

What do you want them to know?

The basics of a method of object meditation.

### Title

Spiritual Archery

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

Ability to focus in the face of distractions.

When you focus on the quality of individual components success "just happens"

### Essential Question or Key Issue:

Need a fast and effective way to understand the idea that by focusing on quality in the stages of a project or task assures overall success in a way that simply focusing on overall success does not--telling people or yourself to "score more goals" is a poor strategy for winning a soccer game yet we do this all the time.

### Description of Challenge/Task/Performance:

Participants receive instruction on a traditional Japanese archery technique.

The technique requires participants to focus with an intense calm on completing a number of movements which result in an arrow being launched at the target. Aiming, in any traditional archery sense, is minimized or at least put on the same level of importance as traditionally more mundane tasks such as knocking the arrow.

Following instruction participants are allowed to practice shooting with this new style. Instruction continues as needed with the intent of having participants "feel" themselves hitting the target through their actions rather than through traditional aiming.

### Criteria for Assessment and Feedback:

Participants follow the steps provided and are not hurried in their approach.

## Product Quality Checklist

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

Class Period: \_\_\_\_\_

Product Author(s):  
Richard Rousseau

Product Title/Name:  
Spiritual Archery

Evaluator Name(s):

Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	<p>Even at two nights into the course the self-administered sleep deprivation of the SITs was becoming apparent and some took to taking naps while waiting their turn and struggled to focus when their turn arrived. Still, this session came off well in Home Group debriefing and roughly five SITs asked to have the opportunity to practice again.</p>		
<p><b>Elements of Questionable Quality:</b></p> <p>It is unfortunate that tomahawk throwing was cancelled since it was intended to be an extension of the learning points of this activity; while archery allows even the poorest shooters to stick their arrows in things tomahawk throwing allows no room for inattentiveness to the process. Even more important, the "feel" of a good throw is unquestionable.</p>		<p><b>Elements of Exceptional Quality:</b></p> <p>Richard provided clear instruction around the technique. More importantly he was able to draw a clear path between the value of this technique for archery and the value that a similar sort of process would bring to the lives of the SITs.</p>	

## Challenge Template

### Knowledge Outcome

What do you want them to know?

- \* definition of trust
- \* Trust bank
- \* Full Value Contract
- \* Challenge by Choice

### Title

Trust

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

- \* Games to develop trust

### Essential Question or Key Issue:

What is trust? How do you develop it personally and within a team?

### Description of Challenge/Task/Performance:

1. Define trust
2. Trust bank by Steven Covey
3. Review full value contract
4. Challenge by Choice and "Comfort --- Stretch --- Panic!"
5. Trust activities:

Hog Call, Mine Field, Yurt Circle, Trust Lift

### Criteria for Assessment and Feedback:

## Product Quality Checklist

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

Class Period: \_\_\_\_\_

Product Author(s):  
Marnie Ferguson

Product Title/Name:  
Trust

Evaluator Name(s):

Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>			
<b>Elements of Questionable Quality:</b>		<b>Elements of Exceptional Quality:</b>	

## Challenge Template

### Knowledge Outcome

What do you want them to know?

- \*Discipline is about teaching and not punishment
- \*Discipline is about meeting youth needs
- \*Discipline is about

### Title

Discipline

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

Develop the ability to look at a situation and provide positive teaching solutions to it

### Essential Question or Key Issue:

"How do I work with youth in a positive way?"

### Description of Challenge/Task/Performance:

Read "No Desert Forever" (George Ella Lyon, Atheneum/Richard Jackson Books, 2006)

Large Group Discussion Points:

- \* Talk about how the young girl felt and what role did the mother play in these feelings.
- \* Discipline comes from the Latin word "disciplinaire" which means "to impart education" or "to teach". Discipline is about teaching youth to make correct choices for themselves and for others. Therefore when we are faced with a "discipline" problem we need to look at the problem to help us and to help the youth. As each circumstance is unique, leaders need to look at several key points when deciding how to deal with a negative situation.
- \* The first place we look is ourselves and the program we have provided. Was it planned, organized and ready? Did it meet the needs of the youth? Then we need to analyze why the behavior is occurring. Is there a trigger? What else is happening? etc.
- \* Often we will need to talk to the youth and encourage a change in behavior.
- \* There may be times that an activity might have to change or a timeout might be given. In extreme circumstances, physical restraint may have to be used to protect the youth from himself/herself or others. This should never be done in anger and never when the youth and leader are alone.
- \* In scouting, courts of honor, codes of conduct etc. are designed to assist in this process.

Discipline Share and Solution Finding

Each participant writes down a circumstance where they believe discipline was handled inappropriately. The cards are then shuffled and teams of two then choose two new cards, trying to create a new discipline plan for the issue at hand. Each problem and the new solution is discussed with the group. Input is given from the instructor as appropriate.

### Criteria for Assessment and Feedback:

## Product Quality Checklist

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

Class Period: \_\_\_\_\_

Product Author(s): Marnie Ferguson	Product Title/Name: Discipline	Evaluator Name(s):	
Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	A testament to the value of frank and open discussions around topics that are usually assumed to be common knowledge.		
<b>Elements of Questionable Quality:</b>		<b>Elements of Exceptional Quality:</b> A nice tie-in was achieved between this session and Stories by using a children's book as the catalyst for sparking discussion around this issue.	



## Challenge Template

### Knowledge Outcome

What do you want them to know?  
Procedure for overcoming disappointment.

### Title

The Comeback  
(Dealing with Disappointment)

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?  
Recognize the effects of disappointment.  
Appropriate ways to deal with disappointment.

### Essential Question or Key Issue:

How can you deal EFFECTIVELY with disappointment?

### Description of Challenge/Task/Performance:

This session was never formally written out before the course began. The approach was to simply run a series of small/home group discussions in three stages:

1. Everyone sharing some examples of times when they were disappointed.
2. Everyone sharing ways in which they deal with disappointment.
3. Asking each person to reflect on the ways in which they deal with disappointment and to classify them as positive or negative.
4. Challenge each group as a whole to come up with a Top 5 list of healthy ways to deal with disappointment.

### Criteria for Assessment and Feedback:

## Product Quality Checklist

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

Class Period: \_\_\_\_\_

Product Author(s): John Simpson	Product Title/Name: The Comeback (Dealing with Disappointment)	Evaluator Name(s):	
Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	This session did happen, but it was modified into a larger group discussion that drew on disappointing experiences the participants had already faced at camp. This seemed well received, especially because the training team had already been demonstrating effective ways to overcome disappointment by dealing with various background issues even before the participants became aware of them.		
<b>Elements of Questionable Quality:</b>          		<b>Elements of Exceptional Quality:</b>          	

## Challenge Template

### Knowledge Outcome

What do you want them to know?

Proper equipment selection  
Basic equipment knowledge  
Basic equipment care  
Safe canoeing procedures

### Title

Canoeing

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

Flatwater Level A (Tandem)

### Essential Question or Key Issue:

This session will give participants a broad overview of basic canoeing concepts and skills. Participants will be able to use this knowledge with the groups they work with at home.

### Description of Challenge/Task/Performance:

The Canoeing session will consist of Paddle Canada's Flatwater Level A (Tandem) course curriculum as outlined below. All participants will be instructed and monitored by a Paddle Canada certified Flatwater Instructor.

#### Safety

Swimming   Retrieving a swamped canoe   Canoe over canoe rescue

#### Theory

Equipment selection   Equipment knowledge   Equipment care   Safe canoeing procedures

#### Skills (Tandem)

Launching and removing a canoe   Entering and exiting a canoe   Paddling positions   Balancing  
Pivots   Sideward displacement   Forward straight line   Stopping   Landing   Lifts and carries

The 2.5 hour Canoeing session will be broken down into approximately 1.75 hours of instruction followed by .75 hours of games. It is anticipated that there will be no more than 12 pairs of participants with each member being given equal time in the stern and bow positions.

Participants who meet all required criteria will receive a Paddle Canada certificate and badge.

### Criteria for Assessment and Feedback:

Each participant will be observed and graded by the instructor.

## Product Quality Checklist

Date: August 18, 2008

Class Period: Four

Product Author(s): Garth Fitzner	Product Title/Name: Canoeing	Evaluator Name(s): Garth Fitzner	
Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	The combination of skill instruction and activities to reenforce these skills (such as the ping pong ball retrieval challenge) was excellent. This session should be placed in the schedule in a flexible way since it is so weather dependent.		
<b>Elements of Questionable Quality:</b>          		<b>Elements of Exceptional Quality:</b>          	

## Challenge Template

### Knowledge Outcome

What do you want them to know?

What peer pressure is  
How to respond to it  
How to use it to their advantage

### Title

Peer Pressure

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

To recognize and use peer pressure to their advantage in a positive manner

### Essential Question or Key Issue:

How can I use peer pressure in a positive manner to influence the people in my world?  
How can I recognize and protect myself and others from negative uses of peer pressure?

### Description of Challenge/Task/Performance:

This is an activity based session that challenges participants to critically examine how they excerpt peer pressure in addition to how they are influenced by it.

1. Have participants participate in tasks that demonstrate peer pressure in actions (estimation, laughing in inappropriate times, labelling incorrectly etc.)
2. Information about studies on peer pressure given.
3. Peer pressure quiz taken to see if participants had ever given in to peer pressure or used peer pressure.
4. Role plays to introduce forms of peer pressure (Spoken: Rejection & Put Down Reasoning; Unspoken: The Huddle, The Look, The Example)
5. Effective and ineffective methods of saying "No" to pressure were introduced and role played. (passive, evasive, aggressive, know-it-all, assertive)
6. Final discussion had on peer pressure and its forms and uses. Recognizing its use in scouting in the use of a code of conduct (Cubs: Sixer Council, Scouts: Court of Honor, Venturer Company By-Laws)

The details of the information shared and activities run can be found by visiting the following:

[http://news.bbc.co.uk/cbbcnews/hi/teachers/pshe\\_11\\_14/subject\\_areas/peer\\_pressure/newsid\\_2960000/2960308.stm](http://news.bbc.co.uk/cbbcnews/hi/teachers/pshe_11_14/subject_areas/peer_pressure/newsid_2960000/2960308.stm)

[www.thecoolspot.gov](http://www.thecoolspot.gov)

### Criteria for Assessment and Feedback:

## Product Quality Checklist

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

Class Period: \_\_\_\_\_

Product Author(s):  
Marnie Ferguson

Product Title/Name:  
Peer Pressure

Evaluator Name(s):

Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>			
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<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	Participants generally enjoyed this session. In particular they seemed to like the opportunity to role-play the scenarios provided.		
<b>Elements of Questionable Quality:</b>		<b>Elements of Exceptional Quality:</b>	



## Challenge Template

### Knowledge Outcome

What do you want them to know?

How to think differently in a survival situation.

### Title

Outdoor Skills

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

The ability to think of alternatives and come to a consensus.

### Essential Question or Key Issue:

This session will give participants the ability to recognize that in a critical situation different items may have multiple uses.

### Description of Challenge/Task/Performance:

Working in groups, and based around a plane crash scenario, four identical packages of supplies will be provided.

The group must discuss each item and come to a consensus as to how to rank the usefulness of each and rank them for highest to lowest.

If the group decides that an item could be used to make a fire then they must actually build one. If they decide that a certain item could be used for making a shelter then they must actually create one. This activity turns a theoretical game into a practical exercise.

### Criteria for Assessment and Feedback:

Each team's ranking list will be scored against an ideal list.

## Product Quality Checklist

Date: August 19, 2008

Class Period: \_\_\_\_\_

Product Author(s):  
Garth Fitzner

Product Title/Name:  
Outdoor Skills

Evaluator Name(s):

Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	As a "hands-on" variation of the common plane crash scenario this session was well received. It was run in a large open field, giving teams the ability to see what other teams were doing and thus allowing them to "steal" ideas from other teams. They also struggled a little with being asked to "simulate" actually constructing or using items. In the future offering them a more fully immersing experience should be considered (i.e. they are alone as a group in an actual environment similar to the one described to them).		
<b>Elements of Questionable Quality:</b>		<b>Elements of Exceptional Quality:</b>	

## Challenge Template

### Knowledge Outcome

What do you want them to know?

It is the role of leaders to help their teams and teams should be prepared to ask for help.

Teams are often broader in scope than we may think.

### Title

Lost Dutchman's Gold Mine

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

Recognizing potential team synergies, not just intra-team synergies, but inter-team synergies.

### Essential Question or Key Issue:

How do we mine the most gold?  
(How do we achieve the mission and goals of Scouting?)

### Description of Challenge/Task/Performance:

Dutchman is a team based activity that focuses on highlighting the value of inter-table/inter-team communication as its main outcome. It also links to issues of quality, leadership, systems, communications and a variety of other organizational issues. Team size is 5 or 6 people and there is no limit to the number of participants other than licensing restrictions.

More information is available from the following website:

<http://www.performancemanagementcompany.com/index.html>

### Criteria for Assessment and Feedback:

## Product Quality Checklist

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

Class Period: \_\_\_\_\_

Product Author(s):  
John Simpson

Product Title/Name:  
Lost Dutchman's Gold Mine

Evaluator Name(s):

Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	When delivered as planned the introduction was much too long, reiterating points beyond necessity. Two-minute days work well for keeping the pace moving. As planned, debriefing was too long and so it was shortened. Unfortunately this meant that participants missed out on seeing the optimal way to play the game. Still, this was felt to be a good activity and the participants responded positively in Home Groups to it.		
<b>Elements of Questionable Quality:</b>		<b>Elements of Exceptional Quality:</b> The team at Performance Management Company were extremely helpful. In particular, Scott Simmerman went out of his way to provide us with the information we needed to get on track and reduction in price to make the game affordable (Competing products came with heavier price tags and rather unhelpful sales reps). Best of all, with Dutchman once you purchase a license you own it in perpetuity; we can now run it for up to four teams forever. Thanks Scott!	

## Challenge Template

### Knowledge Outcome

What do you want them to know?

- \* Choose 7-10 important events in scouting history world wide and in Canada

### Title

Scouting History

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

- \* Create a video drama of a historical event
- \* Realize that in the future they will have a place in history and consciously choose the impact they will have

### Essential Question or Key Issue:

What impact can I have on the history of Scouting?

### Description of Challenge/Task/Performance:

Participants were given a list of historical events. As a group they had to decide on the most important events and plan to recreate them in a video format.

Participants were given a camera with video capabilities and access to a computer to create a video of important historical events.

Adult leaders were to create the last segment of the video to challenge the youth to think about what impact they will have on the history of scouting as future participants look back at this time.

The video was created and shown to the participants at a later time.

### Criteria for Assessment and Feedback:

## Product Quality Checklist

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

Class Period: \_\_\_\_\_

Product Author(s): Marnie Ferguson	Product Title/Name: Scouting History	Evaluator Name(s):	
Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	This was a very popular session. Participants enjoyed the opportunity to be creative with the technology provided. The session as a whole provided opportunities for everyone to be involved and feel included. They liked it so much and were getting so much energy out of it that additional time was allotted.		
<b>Elements of Questionable Quality:</b>          		<b>Elements of Exceptional Quality:</b>          	



## Challenge Template

### Knowledge Outcome

What do you want them to know?

Fun and safe ways to work with fire and throw things.

### Title

Crash & Burn

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

Adventurous attitude  
Non-traditional thinking

### Essential Question or Key Issue:

Heroes have rare skills that are cool and amaze. This session will give course participants a chance to see and try two very cool activities in particular: The Fire Tube and Tomahawk Throwing

### Description of Challenge/Task/Performance:

Participant teams will be split into two groups for rotation through two stations.

#### Station 1 - Throwing

Participants will be given basic instruction about how to throw Tomahawks including general safety instructions. Other objects for throwing will also be available (i.e. hammers). Participants will be encouraged to use the same principles they learned during Sunday's Spiritual Archery session.

#### Station 2 - Fire

Participants will see a demonstration of the fire staff, making jellied gasoline for guaranteed campfire starts, flint and steel, steel wool, and various ways to colour campfires using salts. Safety instructions will be of particular importance. Participants will then be able to attempt up to two of these on their own.

Each station will allow for 5 minutes of direct instruction and 20 minutes of hands-on instruction.

Materials required include:

- Tomahawks & "outside the box" throwable items
- Tomahawk Targets
- Safety/Caution Tape
- Isopropyl Alcohol in a wash bottle &-Methanol in a wash bottle
- 5 foot 2-inch diameter tempered glass tube
- gasoline
- styrofoam cups, plates, or packing materials
- Various chemistry glassware for mixing, including stirring rods
- Fire extinguisher, sand buckets, fire gloves and goggles

### Criteria for Assessment and Feedback:

Participants follow the safety requirements and show a healthy understanding of the dangers/risks involved.

Participants put into practice skills learned earlier in the course (particularly Spiritual Archery principles)

## Product Quality Checklist

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

Class Period: \_\_\_\_\_

Product Author(s):  
John Simpson

Product Title/Name:  
Crash & Burn

Evaluator Name(s):

Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>	Tomahawk safety expectations established and followed		
<input type="checkbox"/>	Fire safety expectations established and followed		
<input type="checkbox"/>	Each participant receives direct feedback from instructors		
<input type="checkbox"/>			
<input type="checkbox"/>	Session ends on time		
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	<p>With the cancelling of the tomahawk portion of this event the fire handling portion was extended. Given how the activity ultimately progressed and the popularity of trying ALL the fire handling activities, especially since in unison they formed an excellent magic camp fire program, if tomahawk throwing is ever removed from the conceptual "black list" then these two activities should be split into two separate sessions of (roughly) one hour each.</p>		
<p><b>Elements of Questionable Quality:</b></p> <p>The tomahawk portion of this program was cancelled since it was considered to be "inappropriately dangerous" and "not a scouting activity" in the eyes of the camp Ranger; this came despite the offer to demonstrate the activity before hand and have Richard Rousseau, ADC Ranges, set-up and validate both the range and procedures. Cancelling this portion became an issue for the SIT participants who were quick to note all the ways in which this ruling was hypocritical. It was particularly difficult to explain to them why any calls for higher adjudication were unanswered. As trainers we find it particularly troubling that these calls still remain unanswered as of writing this comment.</p>		<p><b>Elements of Exceptional Quality:</b></p> <p>The safety procedures in place for this activity were excellent. All sources of flame were removed from the participants in advance and only a single source remained in the hands of the organizers. Goggles were worn by everyone within the area at all times, flame retardant materials were used as appropriate, and fire extinguishers were readily on hand.</p>	

## Challenge Template

### Knowledge Outcome

What do you want them to know?

That scouting spirit can come from links to the past and is often derived from our traditions.

### Title

Scouting Spirit

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

Developing scouting spirit can take time and effort.

### Essential Question or Key Issue:

The goal of this activity is to help participants recognize the various elements of traditions, history, and activities that can assist with building scouting spirit.

### Description of Challenge/Task/Performance:

This session is mostly a show and tell event along with a question and answer portion.

Several items representing scouting traditions will be shown and discussed:

- campfire blanket
- resource collection
- items of historical significance from my collection (ie. Mafeking Seige Note)

In the tradition of oral storytelling, some historical stories will be told in addition to some information given on scouting around the world. In order to help the participants feel a link to the past several historical items will be displayed and passed around and the story of them will be told.

The general idea is to hopefully allow the love and passion of scouting to come through and be sensed by the participants. References to the Scout History session will be made and reviewed in order to emphasize the learning. Also, references will be made to scouting around the world so that when the Quest Project is introduced it will have a deeper meaning.

### Criteria for Assessment and Feedback:

<h2 style="margin: 0;">Product Quality Checklist</h2>	
Date: <u>August 21, 2008</u>	Class Period: <u>Day 7 - Session 1</u>

Date: August 21, 2008Class Period: Day 7 - Session 1

Product Author(s): Garth Fitzner	Product Title/Name: Scouting Spirit	Evaluator Name(s):
-------------------------------------	--	--------------------

Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	This session was ultimately cancelled to allow the participants to finish their History of Scouting film projects and provide additional time to relax in advance of the heavy emotional day ahead (Scouting with Disabilities, Values, and Child Abuse).		

Elements of Questionable Quality:	Elements of Exceptional Quality:

## Challenge Template

### Knowledge Outcome

What do you want them to know?

- \* Define disabilities
- \* Recognize there are more abilities than disabilities

### Title

Scouting with Disabilities

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

- \* empathy for disability
- \* ability to plan to include people with disabilities
- \* ability to plan to meet needs of disabilities

### Essential Question or Key Issue:

How do I include persons with disabilities in scouting?

### Description of Challenge/Task/Performance:

Brainstorm as many disabilities as possible

Working with a partner:

Choose one disability and list all the things that this person can do with the disability.

Then list things that might be difficult for this person and that a leader would have to do to accommodate the disability or to keep the person safe in a scouting environment.

The story entitled "A Frog Thing" by Eric Drachman was read to the group to illustrate the difference between making dreams possible and helping someone reach their true potential.

Participants were then asked to make a bag lunch which included:

Sandwich

Cookies

Fruit

Juice box

The lunches were marked with names and returned to the kitchen.

In the kitchen, other leaders taped the bags shut, while the participants were given glasses and masking tape. They were asked to apply the tape to the glasses. If they chose to participants were given ear plugs to wear. Participants were lined up and had their non-dominant hand taped into a fist with the thumb tucked inside. Their dominant hand was taped with the thumb on the outside.

Lunches were handed out and participants were given the opportunity to "feel" the frustration of being

### Criteria for Assessment and Feedback:

handicapped.

Participants were encouraged to always stop and feel what it would be like to be in that persons shoes for a time in order to program more effectively for youth with disabilities.

## Product Quality Checklist

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

Class Period: \_\_\_\_\_

Product Author(s):  
Marnie Ferguson

Product Title/Name:  
Scouting with Disabilities

Evaluator Name(s):

Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<b>Total</b>		0.00	0.00

**Observations:**

Frustration was felt by all the participants, helping them understand the position that those who are differently abled repeated find themselves in. Overall and excellent experiential learning opportunity.

**Elements of Questionable Quality:**

**Elements of Exceptional Quality:**



## Challenge Template

### Knowledge Outcome

What do you want them to know?

Participants should be able to work as a group. Dynamics will be observed (ie. who leads, who follows, are multiple ideas sought, are people made to feel wanted)

### Title

Adventure Trail

(Problem Solving)

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

Participants should learn to ask others for help, to invite ideas, be willing to let go of their 'pet' idea, to pull together as group once a decision has been made.

### Essential Question or Key Issue:

The goal of this activity is to help participants realize that they need to be open to the ideas of others, that they may not know everything, and that a problem is generally easier to solve as part of a group.

### Description of Challenge/Task/Performance:

The Adventure Trail consists of four stations, each of which has a task that the group will perform in rotation. The assigned staff member observes and notes the work of the group. Particular attention will be paid to the conscious use of leadership skills. The group is also evaluated on their accomplishment of the problem set for the station. Each station has a maximum of 15 minutes allotted plus there will be a 15 minute debrief at the end. The group must select a different task leader who will be in charge at each station. The task leader assigns work and makes any necessary final decisions.

#### Station 1 - Rubidium Relocation

The group must transport a lead container filled with deadly liquid rubidium (which looks surprisingly like a #10 can with water in it!). The rubidium must be relocated some TBD distance without human contact and using only the materials provided: some poles and lengths of rope.

#### Station 2 - The Great Swamp

The group finds themselves on the edge of a great swamp with only a small path through the mire. However, the path is blocked by numerous small but deadly creatures, Turtulus Truly Nastius (which look surprisingly like mousetraps!). Using the materials provided, two poles and two lengths of rope/twine, and keeping a safe distance away, the turtles must be captured and the path cleared.

#### Station 3 - A Hike on a Sunny Day

While on a hike the group is suddenly in danger from a fast rising stream containing dangerous piranha. Using the material provided, a radioactive log and some rope, the group must raise and secure the log and then cross the log without touching

#### Station 4 - The Golden Glesat

This task requires a complex rope maze to be laid out at waist height. Participants are blindfolded and must follow the maze to its end and find the Golden Glesat (a bell).

### Criteria for Assessment and Feedback:

The following criteria will be used to evaluate the groups:

Knowing and using the resources of the group, communicating, understanding the needs and characteristics of the group, effective teaching, representing the group, evaluating, counseling, planning, controlling the group performance, sharing leadership, setting the example

## Product Quality Checklist

Date: August 20, 2008

Class Period: Day 6 - Session 4

Product Author(s): Garth Fitzner	Product Title/Name: Adventure Trail	Evaluator Name(s):	
Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	Weather (It was raining A LOT) and limited equipment made this session less fun than planned. This can primarily be solved by ensuring in advance that the QM knows EXACTLY what is needed session and these items are acquired well in advance.		
<b>Elements of Questionable Quality:</b>          		<b>Elements of Exceptional Quality:</b>          	

## Challenge Template

### Knowledge Outcome

What do you want them to know?

### Title

Values

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

### Essential Question or Key Issue:

What value are values? What do you value?

### Description of Challenge/Task/Performance:

Dream Board Creation - 60 minutes

Participants are each given a large piece of cardboard and a pair of scissors. Collective resources include coloured paint markers, glue sticks, and LOTS of old magazines across LOTS of topics (fancy edge scissors would be nice). Participants are then asked to create a collage that represents what they want out of their lives based on the things that they value. The session lead will provide an example.

Dream Boards were then collected. Participants were encouraged and in some cases forced to finish completing these before Friday evening since they would form the beginning of the vigil activity.

### Criteria for Assessment and Feedback:

Each participant builds a board that takes into account at least three personal values.  
Each value on each board is supported by relevant pictures.

## Product Quality Checklist

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

Class Period: \_\_\_\_\_

Product Author(s):  
John Simpson

Product Title/Name:  
Values

Evaluator Name(s):

Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>	All materials are on hand in sufficient quantities		
<input type="checkbox"/>	Instructions are clear and concise		
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>	Session ends on time		
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	<p>This session went over much better than expected. The participants enjoyed this session thoroughly and could have spent at least another 30 minutes completing their dream boards. Combining this session with the vigil at the end of the quest day was particularly powerful. Having the space to post these would have helped build more team spirit by further deepening the respect for individual differences that already existed between team members.</p>		
<b>Elements of Questionable Quality:</b>		<b>Elements of Exceptional Quality:</b>	

## Challenge Template

### Knowledge Outcome

What do you want them to know?

Stories are an effective way to teach important values and ideas. They can also be excellent prompts for topics that are too sensitive for a more direct approach.

### Title

Telling Stories

### Skill/Disposition Outcome

What skill/disposition do you want them to develop?

Desire to use stories in their programs.

Confidence in telling/reading stories.

### Essential Question or Key Issue:

How can stories be effectively incorporated into your programs?

### Description of Challenge/Task/Performance:

Provide a short discussion of the value of stories. Key to this discussion is to point out that most of how we communicate with each other amounts to telling stories.

Share two stories with the participants, either from books or from memory. Ask them to note what they liked and didn't like about each, both regarding the story itself and the way it was delivered.

Share with participants a collection of children's story books and have each participant choose one to share with others.

Allow them to read the story to themselves and practice reading it aloud on their own.

Place participants in small groups and have each member read their story to each other. Once everyone has gone they make suggestions to each other about how they could improve the sharing of their story (i.e. hold the book up to show the pictures, worry less about correcting ad libbing, etc.)

Mix up the groups and have everyone read their story again.

### Criteria for Assessment and Feedback:

## Product Quality Checklist

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

Class Period: \_\_\_\_\_

Product Author(s): Marnie Ferguson	Product Title/Name: Telling Stories	Evaluator Name(s):	
---------------------------------------	--	--------------------	--

Observed	Standard/Criteria	Possible Points	Rating
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
	<b>Total</b>	0.00	0.00
<b>Observations:</b>	This was a simple session that the participants got into really quickly. Separating the second public reading from the first with more time (perhaps a few sessions or a day?) would help spread the growth involved in improving over a longer period of time and help the improvements actually stick. SITs could also have practiced by sharing their stories with the family camp participants.		
<b>Elements of Questionable Quality:</b>		<b>Elements of Exceptional Quality:</b>	



## **Pre-Course Questionnaires**

It was important for us to know something about who the participants would be in advance of the course so that we could ensure two things. First, that the program we were planning would meet their expectations. Second, that we would know something about them in advance and so know a little about what to expect in/from them ourselves.

What follows are anonymized copies of the 12 pre-course questionnaires we received back.

## S.I.T. 2008 PRECOURSE QUESTIONNAIRE

As much as possible the 2008 S.I.T. course will be customized to provide the training and experiences that *you* require. For this to be possible the training team needs to know a little bit more about you, your past experiences, your expectations, and your dreams for the future *as soon as possible*. Please answer the following questions (both pages) and return them to:

SIT 2008 Precourse Questionnaire

c/o Jennifer Beaudry

14205 - 109 Avenue

Edmonton, AB

T5N 1H5

by August 11 at the absolute latest.

Name:

How did you hear about the course? Venturer leader email (a.k.a my mom)

Please list any friends or family that are also attending the SIT course or either of the concurrently running WB-II and Family Camps: Cara Guglich is also attending the SIT course

What do you expect to learn from the course (please be as specific as possible)? How to deal with adults more effectively, how to work as a team better, how to deal with spoiled children, how to earn respect without being mean

How long have you been involved in Scouting and what sections have you been a member of?

I am heading into my 5<sup>th</sup> year. I spent one year in 116<sup>th</sup> Lynwood Scout group, and the last three years as a Venturer in Company of 116<sup>th</sup> Lynwood.

Have you ever held or do you currently hold a leadership role in Scouting (e.g. SIT, Kim, Keoo, Patrol Leader, Sixer) and, if so, what?

I was a SIT for 116<sup>th</sup> Lynwood cub group this last year and I am planning on returning. I've lead SIT at Fort Edmonton camp for the past 3 years. I have also been president of my Venturer group for the last 3 years.

Have you ever held or do you currently hold any leadership positions outside of Scouting (e.g. team captain, student council, etc.) and, if so, what?

I am chair person for my church's Youth Council (Riverbend United Church), worked in my school's leadership team (Gr. 8) worked on Grade Council (Gr. 9)

Please list any previous leadership training courses that you have attended in the past?

N/A

Please list any other special training courses that you may have attended in the past (e.g. first aid, climbing, canoeing, etc.) Red Cross First Aid (April 2005), Bronze Medallion (July 2006) (July 2004) Bronze Cross (July 2004)

Please list any hobbies or special skills that you have writing stories/poems, sewing, making collages, water skiing, listening to music, social dance, acting

Please list any sports or other activities that you may participate in soccer, drama club (school) confirmation classes, Jazz Band

Do you have any food allergies or medical conditions that we should be aware of and, if so, what are they? Slight allergy to shellfish

Are there any reasons that you might not be able to participate fully in the course that we should know in advance and, if so, what are they? N/A

Please tell us one very cool thing about yourself that nobody would know unless they asked!

I can slalom water-ski, I learned to when I was 12. I learned to ski (water) when I was six.

What do you want to do with your life? I want to be an English High school teacher

Why do you want to do that? I love literature. I love picking it apart, and I think I could connect with high schoolers easier than my young youth because I am too serious.

If there is anything else you would like us to know, please use the remaining space to do so

## S.I.T. 2008 PRECOURSE QUESTIONNAIRE

As much as possible the 2008 S.I.T. course will be customized to provide the training and experiences that *you* require. For this to be possible the training team needs to know a little bit more about you, your past experiences, your expectations, and your dreams for the future *as soon as possible*. Please answer the following questions (both pages) and return them to:

SIT 2008 Precourse Questionnaire  
c/o Jennifer Beaudry  
14205 - 109 Avenue  
Edmonton, AB  
T5N 1H5

by August 11 at the absolute latest.

Name:

How did you hear about the course? Group Commy

Please list any friends or family that are also attending the SIT course or either of the concurrently running WB-II and Family Camps: V Group 195

What do you expect to learn from the course (please be as specific as possible)? How to be a leader

How long have you been involved in Scouting and what sections have you been a member of?

9 years Beavers to Ventures

Have you ever held or do you currently hold a leadership role in Scouting (e.g. SIT, Kim, Keoo, Patrol Leader, Sixer) and, if so, what? Kim, Keoo, PL, APL, Sixer, second

Have you ever held or do you currently hold any leadership positions outside of Scouting (e.g. team captain, student council, etc.) and, if so, what? Vice President - vent Comp

Please list any previous leadership training courses that you have attended in the past?

TEAM LEADER

Please list any other special training courses that you may have attended in the past (e.g. first aid, climbing, canoeing, etc.) Canoeing

Please list any hobbies or special skills that you have Computer, video games

Please list any sports or other activities that you may participate in Rugby

Do you have any food allergies or medical conditions that we should be aware of and, if so, what are they? Raw carrots

Are there any reasons that you might not be able to participate fully in the course that we should know in advance and, if so, what are they? yes. Saturday 23<sup>rd</sup> leaving BY flag Break due to other schedule booked

Please tell us one very cool thing about yourself that nobody would know unless they asked!

I play Rugby

What do you want to do with your life? Speed Demon

Why do you want to do that? I like Speeding

If there is anything else you would like us to know, please use the remaining space to do so

I slept in a box as a teenager

New motto for Venture Company: "PANTS!"

By the way... I like pants!

## S.I.T. 2008 PRECOURSE QUESTIONNAIRE

As much as possible the 2008 S.I.T. course will be customized to provide the training and experiences that *you* require. For this to be possible the training team needs to know a little bit more about you, your past experiences, your expectations, and your dreams for the future *as soon as possible*. Please answer the following questions (both pages) and return them to:

SIT 2008 Precourse Questionnaire

c/o Jennifer Beaudry

14205 - 109 Avenue

Edmonton, AB

T5N 1H5

by August 11 at the absolute latest.

Name:

How did you hear about the course? from leader

Please list any friends or family that are also attending the SIT course or either of the concurrently running WB-II and Family Camps: Venture company 195

What do you expect to learn from the course (please be as specific as possible)? to be a better venturer

How long have you been involved in Scouting and what sections have you been a member of?

Beavers, cubs, scouts, ventures 10 years

Have you ever held or do you currently hold a leadership role in Scouting (e.g. SIT, Kim, Keo, Patrol Leader, Sixer) and, if so, what? Kim, Keo, patrol leader, sixer, Apl, Seconder

Have you ever held or do you currently hold any leadership positions outside of Scouting (e.g. team captain, student council, etc.) and, if so, what? team leader at work, assistant at CS'07

Please list any previous leadership training courses that you have attended in the past?



Please list any other special training courses that you may have attended in the past (e.g. first aid, climbing, canoeing, etc.) standard first aid, canoeing, archery, poetry

Please list any hobbies or special skills that you have biking

Please list any sports or other activities that you may participate in football team at school  
skiing, white water rafting

Do you have any food allergies or medical conditions that we should be aware of and, if so, what are they? nothing

Are there any reasons that you might not be able to participate fully in the course that we should know in advance and, if so, what are they? none

Please tell us one very cool thing about yourself that nobody would know unless they asked!  
Dirt biking

What do you want to do with your life? a fire fighter

Why do you want to do that? look like a fun job

If there is anything else you would like us to know, please use the remaining space to do so  
like building fires, outdoor and indoor adventure stuff

## S.I.T. 2008 PRECOURSE QUESTIONNAIRE

As much as possible the 2008 S.I.T. course will be customized to provide the training and experiences that *you* require. For this to be possible the training team needs to know a little bit more about you, your past experiences, your expectations, and your dreams for the future *as soon as possible*. Please answer the following questions (both pages) and return them to:

SIT 2008 Precourse Questionnaire

c/o Jennifer Beaudry

14205 - 109 Avenue

Edmonton, AB

T5N 1H5

by August 11 at the absolute latest.

Name:

How did you hear about the course? From group commissioner

Please list any friends or family that are also attending the SIT course or either of the concurrently running WB-II and Family Camps: V-group 195 + Mom

What do you expect to learn from the course (please be as specific as possible)? To how to become a better vendor

How long have you been involved in Scouting and what sections have you been a member of? 18/ cubs, scouts, vendors

Have you ever held or do you currently hold a leadership role in Scouting (e.g. SIT, Kim, Keo, Patrol Leader, Sixer) and, if so, what? Kim, Keo, Patrol Leader, Sixer, ~~Scouter~~

Have you ever held or do you currently hold any leadership positions outside of Scouting (e.g. team captain, student council, etc.) and, if so, what? Soccer captain, co-coaching soccer, assistance at CJO

Please list any previous leadership training courses that you have attended in the past? None

Please list any other special training courses that you may have attended in the past (e.g. first aid, climbing, canoeing, etc.) first Aid, canoeing, archery, pelitry, ski instructor

Please list any hobbies or special skills that you have soccer, biling, video games, running, consension, ski, Art

Please list any sports or other activities that you may participate in Soccer, Biling, cheping, ski, canoeing, track

Do you have any food allergies or medical conditions that we should be aware of and, if so, what are they? grass & dust allergies

Are there any reasons that you might not be able to participate fully in the course that we should know in advance and, if so, what are they? none

Please tell us one very cool thing about yourself that nobody would know unless they asked!

- good sense of humor
- wait lifting and track & field training

What do you want to do with your life? go to heavin be sucessfull in job

Why do you want to do that? going to hell sucks and who dosent like to make money

If there is anything else you would like us to know, please use the remaining space to do so

\* Fire Bidding \*  
advercher stuff

## S.I.T. 2008 Pre-course Questionnaire

1. Name:  
S
2. How did you hear about this course?  
Group Commissioner
3. List any friends or family attending S.I.T. course:  
195 Ridgewood Venturers
4. What do you expect to learn from course?  
How to lead a group
5. How long have you been involved in Scouting & which sections?  
10 years Cubs, Scouts, Venturers
6. Have you ever held or currently hold leadership role in Scouting?  
If so, what? Kim Patrol leader, Group President
7. Have you ever held or currently hold leadership role outside of Scouting? If so, what? Team Leader at My Job
8. List any previous leadership training courses that you have attended in past. Team Leader at work
9. List any other special training courses you may have attended in the past. No

10. list any hobbies or special skills that you have.  
Writing

11. list any sports or other activities you may participate in.  
No

12. Any food allergies?  
No

13. Any reason you might not be able to participate fully in this course?  
~~No~~ Yes, I am going to another event on the 23rd before closing

14. What do you want to do with your life?  
Writer

15. Why do you want to do that?  
I have too many ideas

16. Is there anything else you would like us to know about yourself?  
I like to read.

## S.I.T. 2008 PRECOURSE QUESTIONNAIRE

As much as possible the 2008 S.I.T. course will be customized to provide the training and experiences that *you* require. For this to be possible the training team needs to know a little bit more about you, your past experiences, your expectations, and your dreams for the future *as soon as possible*. Please answer the following questions (both pages) and return them to:

SIT 2008 Precourse Questionnaire

c/o Jennifer Beaudry

14205 - 109 Avenue

Edmonton, AB

T5N 1H5

by August 11 at the absolute latest.

Name:

How did you hear about the course?

Group comissioner

Please list any friends or family that are also attending the SIT course or either of the concurrently running WB-II and Family Camps:

V-group none 195

What do you expect to learn from the course (please be as specific as possible)?

I dont know

to deal with parents and other people  
how to be a better Venturer

How long have you been involved in Scouting and what sections have you been a member of?

Venture 1st year

Have you ever held or do you currently hold a leadership role in Scouting (e.g. SIT, Kim, Keo, Patrol Leader, Sixer) and, if so, what?

no

Have you ever held or do you currently hold any leadership positions outside of Scouting (e.g. team captain, student council, etc.) and, if so, what?

no

Please list any previous leadership training courses that you have attended in the past?

none

Please list any other special training courses that you may have attended in the past (e.g. first aid, climbing, canoeing, etc.) archery, first aid, Canoeing, judo

Please list any hobbies or special skills that you have computers, rugby

Please list any sports or other activities that you may participate in Swimming, Basketball, Rugby

Do you have any food allergies or medical conditions that we should be aware of and, if so, what are they? none

Are there any reasons that you might not be able to participate fully in the course that we should know in advance and, if so, what are they? nothing

Please tell us one very cool thing about yourself that nobody would know unless they asked!  
I don't know maybe Computers

What do you want to do with your life? to make a lot of money

Why do you want to do that? because having no money is pointless

If there is anything else you would like us to know, please use the remaining space to do so  
setting up stuff building out door stuff



## S.I.T. 2008 PRECOURSE QUESTIONNAIRE

As much as possible the 2008 S.I.T. course will be customized to provide the training and experiences that *you* require. For this to be possible the training team needs to know a little bit more about you, your past experiences, your expectations, and your dreams for the future *as soon as possible*. Please answer the following questions (both pages) and return them to:

SIT 2008 Precourse Questionnaire

c/o Jennifer Beaudry

14205 - 109 Avenue

Edmonton, AB

T5N 1H5

by August 11 at the absolute latest.

Name:

How did you hear about the course? At Scouting University

Please list any friends or family that are also attending the SIT course or either of the concurrently running WB-II and Family Camps: None

What do you expect to learn from the course (please be as specific as possible)? leadership skills  
entertainment skills

How long have you been involved in Scouting and what sections have you been a member of?

I was in Beavers and one year of Cubs, involved in Beavers and  
Scouts as a Junior Leader (3 years), involved in Beavers as leader (1 year)

Have you ever held or do you currently hold a leadership role in Scouting (e.g. SIT, Kim, Keoo, Patrol Leader, Sixer) and, if so, what? currently a leader in Scouts

Have you ever held or do you currently hold any leadership positions outside of Scouting (e.g. team captain, student council, etc.) and, if so, what? No

Please list any previous leadership training courses that you have attended in the past?

Scouting university, WB-I

Please list any other special training courses that you may have attended in the past (e.g. first aid, climbing, canoeing, etc.) first aid, baby sitting course

Please list any hobbies or special skills that you have baby sitting, scrabbooking

Please list any sports or other activities that you may participate in None

Do you have any food allergies or medical conditions that we should be aware of and, if so, what are they? No

Are there any reasons that you might not be able to participate fully in the course that we should know in advance and, if so, what are they? Bad list

Please tell us one very cool thing about yourself that nobody would know unless they asked!

Love reading, enjoy working with kids, work to the end no matter how much I struggle

What do you want to do with your life? I want to teach elementary children

Why do you want to do that? I love working with children, love taking the time to help learn, look forward to see that light bulb go off, like it did for me

If there is anything else you would like us to know, please use the remaining space to do so

I have trouble with depression, some times I need a push and other times I just need time to be by my self

## S.I.T. 2008 PRECOURSE QUESTIONNAIRE

As much as possible the 2008 S.I.T. course will be customized to provide the training and experiences that *you* require. For this to be possible the training team needs to know a little bit more about you, your past experiences, your expectations, and your dreams for the future *as soon as possible*. Please answer the following questions (both pages) and return them to:

SIT 2008 Precourse Questionnaire

c/o Jennifer Beaudry

14205 - 109 Avenue

Edmonton, AB

T5N 1H5

by August 11 at the absolute latest.

Name:

How did you hear about the course? My mom found it on the NLC website

Please list any friends or family that are also attending the SIT course or either of the concurrently running WB-II and Family Camps: None

What do you expect to learn from the course (please be as specific as possible)? How to help plan meetings, and some new games & activities to teach my Cubs.

How long have you been involved in Scouting and what sections have you been a member of?

I have been in Scouting 9 years - Beavers, Cubs, Scouts & Venturers

Have you ever held or do you currently hold a leadership role in Scouting (e.g. SIT, Kim, Keoo, Patrol Leader, Sixer) and, if so, what?

I was a Patrol Leader, Kim, & currently am an Activity leader with our Cub Pack.

Have you ever held or do you currently hold any leadership positions outside of Scouting (e.g. team captain, student council, etc.) and, if so, what?

No

Please list any previous leadership training courses that you have attended in the past?

None

Please list any other special training courses that you may have attended in the past (e.g. first aid, climbing, canoeing, etc.)

Standard First Aid, Canoeing,  
WHMIS, Job Safety

Please list any hobbies or special skills that you have

Reading, Writing stories,  
archery, collecting dragons

Please list any sports or other activities that you may participate in

Track & Field,  
~~swimming~~ watersports,

Do you have any food allergies or medical conditions that we should be aware of and, if so, what are they?

Food allergies - wheat, tomato, beef (beef must be well done)  
Other allergen - dust, dust mites, cats, dogs, clover, grass, birch, labrador tea.  
Medical Conditions - Asthmatic

Are there any reasons that you might not be able to participate fully in the course that we should know in advance and, if so, what are they?

Exercise induced asthma (carries inhaler)  
only have level 6 swimming

Please tell us one very cool thing about yourself that nobody would know unless they asked!

I'm a dragon fanatic

What do you want to do with your life?

I am going to go to college  
& then university to become a Marine Biologist

Why do you want to do that?

I want to help conserve  
the ocean species for future  
generations.

If there is anything else you would like us to know, please use the remaining space to do so

## S.I.T. 2008 PRECOURSE QUESTIONNAIRE

As much as possible the 2008 S.I.T. course will be customized to provide the training and experiences that *you* require. For this to be possible the training team needs to know a little bit more about you, your past experiences, your expectations, and your dreams for the future *as soon as possible*. Please answer the following questions (both pages) and return them to:

SIT 2008 Precourse Questionnaire

c/o Jennifer Beaudry

14205 - 109 Avenue

Edmonton, AB

T5N 1H5

by August 11 at the absolute latest.

Name:

How did you hear about the course? A scout Leader

Please list any friends or family that are also attending the SIT course or either of the concurrently running WB-II and Family Camps: ✓

What do you expect to learn from the course (please be as specific as possible)? I don't know yet

How long have you been involved in Scouting and what sections have you been a member of?

5 years 4 in the core 1 in inschool

Have you ever held or do you currently hold a leadership role in Scouting (e.g. SIT, Kim, Keeo, Patrol Leader, Sixer) and, if so, what? Yes SIT

Have you ever held or do you currently hold any leadership positions outside of Scouting (e.g. team captain, student council, etc.) and, if so, what? Yes student council

football team captain

Please list any previous leadership training courses that you have attended in the past?

Wood badge one, ~~standard first aid~~, WEB

Please list any other special training courses that you may have attended in the past (e.g. first aid, climbing, canoeing, etc.) Standard first aid, bushcraft outdoors  
Babysitting

Please list any hobbies or special skills that you have playing magic, cooking,  
being active, reading

Please list any sports or other activities that you may participate in Football, water polo  
water games.

Do you have any food allergies or medical conditions that we should be aware of and, if so, what are they? No

Are there any reasons that you might not be able to participate fully in the course that we should know in advance and, if so, what are they? No

Please tell us one very cool thing about yourself that nobody would know unless they asked!

I am not the typical jock.

What do you want to do with your life? Help others out and be a  
mechanic

Why do you want to do that? Because helping others is the  
right thing to do and I like to get dirty.

If there is anything else you would like us to know, please use the remaining space to do so

No.

## S.I.T. 2008 PRECOURSE QUESTIONNAIRE

As much as possible the 2008 S.I.T. course will be customized to provide the training and experiences that *you* require. For this to be possible the training team needs to know a little bit more about you, your past experiences, your expectations, and your dreams for the future *as soon as possible*. Please answer the following questions (both pages) and return them to:

SIT 2008 Precourse Questionnaire

c/o Jennifer Beaudry

14205 - 109 Avenue

Edmonton, AB

T5N 1H5

by August 11 at the absolute latest.

Name:

How did you hear about the course? Group Committee

Please list any friends or family that are also attending the SIT course or either of the concurrently running WB-II and Family Camps: n/a

What do you expect to learn from the course (please be as specific as possible)?

Leadership skills

How long have you been involved in Scouting and what sections have you been a member of?

13 years

beavers through venturers

Have you ever held or do you currently hold a leadership role in Scouting (e.g. SIT, Kim, Keeo, Patrol Leader, Sixer) and, if so, what? Sixer, Patrol leader, President

Have you ever held or do you currently hold any leadership positions outside of Scouting (e.g. team captain, student council, etc.) and, if so, what? Class room rep

Please list any previous leadership training courses that you have attended in the past?



Please list any other special training courses that you may have attended in the past (e.g. first aid, climbing, canoeing, etc.) first aid, babysitting

Please list any hobbies or special skills that you have movies, reading

Please list any sports or other activities that you may participate in bike riding

Do you have any food allergies or medical conditions that we should be aware of and, if so, what are they? n/a

Are there any reasons that you might not be able to participate fully in the course that we should know in advance and, if so, what are they? n/a

Please tell us one very cool thing about yourself that nobody would know unless they asked!

I had part of my brain removed

What do you want to do with your life? still looking for career choice

Why do you want to do that?

If there is anything else you would like us to know, please use the remaining space to do so

## S.I.T. 2008 PRECOURSE QUESTIONNAIRE

As much as possible the 2008 S.I.T. course will be customized to provide the training and experiences that *you* require. For this to be possible the training team needs to know a little bit more about you, your past experiences, your expectations, and your dreams for the future *as soon as possible*. Please answer the following questions (both pages) and return them to:

SIT 2008 Precourse Questionnaire

c/o Jennifer Beaudry

14205 - 109 Avenue

Edmonton, AB

T5N 1H5

by August 11 at the absolute latest.

Name:

How did you hear about the course? Fort Edmonton Camp '08

Please list any friends or family that are also attending the SIT course or either of the concurrently running WB-II and Family Camps: None

What do you expect to learn from the course (please be as specific as possible)? How to keep the groups going, how to keep kids interested, and how to bring more in. Also parent involvement, and game ideas.

How long have you been involved in Scouting and what sections have you been a member of?

Since 1996, Beavers - Ventures

Have you ever held or do you currently hold a leadership role in Scouting (e.g. SIT, Kim, Keoo, Patrol Leader, Sixer) and, if so, what? I have been a sixer, and patrol leader and I am currently a co-president.

Have you ever held or do you currently hold any leadership positions outside of Scouting (e.g. team captain, student council, etc.) and, if so, what? Student council in grade 9,

work experience in high school grade 10-11

Please list any previous leadership training courses that you have attended in the past?

Woodbridge I

Please list any other special training courses that you may have attended in the past (e.g. first aid, climbing, canoeing, etc.) First Aid

Please list any hobbies or special skills that you have Cooking

Please list any sports or other activities that you may participate in

Do you have any food allergies or medical conditions that we should be aware of and, if so, what are they? None

Are there any reasons that you might not be able to participate fully in the course that we should know in advance and, if so, what are they? None

Please tell us one very cool thing about yourself that nobody would know unless they asked!

~~I am a student~~ I want to live in Europe for a year.

What do you want to do with your life? To be either a professional chef or a marine biologist, so I'm undecided

Why do you want to do that? Marine biology interests me because I want to aid in protecting our world from global issues such as pollution and animal extinction. Or to be a chef because I love cooking.

If there is anything else you would like us to know, please use the remaining space to do so

## S.I.T. 2008 PRECOURSE QUESTIONNAIRE

As much as possible the 2008 S.I.T. course will be customized to provide the training and experiences that *you* require. For this to be possible the training team needs to know a little bit more about you, your past experiences, your expectations, and your dreams for the future *as soon as possible*. Please answer the following questions (both pages) and return them to:

SIT 2008 Precourse Questionnaire  
c/o Jennifer Beaudry  
14205 - 109 Avenue  
Edmonton, AB  
T5N 1H5

by August 11 at the absolute latest.

Name:

How did you hear about the course? The email sent out

Please list any friends or family that are also attending the SIT course or either of the concurrently running WB-II and Family Camps: 0

What do you expect to learn from the course (please be as specific as possible)? I want to learn how to be a leader, particularly making good decisions

How long have you been involved in Scouting and what sections have you been a member of? 8 years, 116 Lynnwood, cubs, scouts, venturers

Have you ever held or do you currently hold a leadership role in Scouting (e.g. SIT, Kim, Keoo, Patrol Leader, Sixer) and, if so, what? Patrol leader, sixer

Have you ever held or do you currently hold any leadership positions outside of Scouting (e.g. team captain, student council, etc.) and, if so, what? President of anime club

Please list any previous leadership training courses that you have attended in the past? 0

Please list any other special training courses that you may have attended in the past (e.g. first aid, climbing, canoeing, etc.) First aid, babysitting, pelletary junior  
range master

Please list any hobbies or special skills that you have Reading, playing video  
games, playing flute

Please list any sports or other activities that you may participate in Wind Ensemble (a  
higher level high school band)

Do you have any food allergies or medical conditions that we should be aware of and, if so, what are they? Allergies to penicillin and sulpha

Are there any reasons that you might not be able to participate fully in the course that we should know in advance and, if so, what are they? Ø

Please tell us one very cool thing about yourself that nobody would know unless they asked!  
I can flip my tongue sideways.

What do you want to do with your life? Have a family, own a small  
business

Why do you want to do that? I've always wanted to get married  
and have kids. When considering different career  
options, managing and owning a store felt right.

If there is anything else you would like us to know, please use the remaining space to do so  
Ø

## Supplementary Supporting Materials

In order to make this course a success we designed and used a number of supplementary materials that we believe were instrumental to the success of this course such as advertising flyers, welcome brochures, and a course badge. The value of each of these items and their contribution to the course is the result of three things:

1. **Theme.** We worked long and hard on deciding on a theme for this course. We needed something powerful enough to inspire, yet generic enough to be bent to suit any activity we might come up with. We could not simply have a theme for the sake of having a theme. When Marnie Ferguson suggested “Heroes” we knew in our hearts that it was exactly what we needed.
2. **Quality.** Extrapolating from the well-known principle that spoken words actually account for only 7% of the final message (The other 93% coming from tonality, 38%, and body language, 55%) we knew that we couldn't just tell people that this was going to be a great event, we had to *show* them by making our flyers and other support material great. We are especially proud of the branding we designed for this event (i.e. borrowing the logo from the popular HEROES TV show and cleverly “Scoutatizing” it, as is often done for many camp themes) and for the professional quality that went into the final design and production of all the materials.
3. **Progression and Integration.** The theme was used consistently and in such a way that excitement would build as the start date drew nearer.

### *Advertising One-Sheet*

This was what we used as both a handout and an email blast to generate initial interest about the course and share important information such as dates, location, and contact information. All told there were three versions of this one-sheet. The version attached here was the final version used. The first version did not include the red crayon call-out, which was added to later versions as a way of implicitly reporting registration levels to help build a sense of urgency in anyone considering registering.

### *Welcome Brochure*

We wanted this brochure to be an advertising piece in itself. We wanted this for two reasons. First, we figured that if someone had registered for the course they should know right away that they had made a great choice. Second, anyone who had already registered was obviously already a qualified lead and likely in a position to talk about the course to their fellow Venturers; by giving them a glossy black brochure that spoke from the heart about their future role in Scouting we hoped to help them sell the course to their friends.

### *Course Badge*

Having decided on how to brand the course we needed a badge to match. We could simply have done a badge with the HEROES logo, but we had two reasons against doing this. First, there are guidelines surrounding the use of the World Logo that we were already in slight violation of for our hybrid logo and we didn't want to push these further than we already had. Second, we wanted a badge that was unique for its design as well as its imagery. The solution we settled on was the HEROES logo with a hole cut out just big enough to fit the uniform standard World Scout Badge where the “O” should be.

### *Pre-Course Questionnaires*

These were sent to all registrants. An original blank copy is attached.

*Course Certificate*

This was used to formally recognize graduates of the course. It was used in conjunction with the Heroes Crest and white woggles with the World Scout Emblem that had "S.I.T. 2008" added in embroidery down the side.

*Course Evaluations*

Two months after the course had closed each participant received an evaluation by email and numerous prompts reminding them to complete it. The evaluations from participants and comments from parents that were returned were compiled and included as part of the course summary (see above). What is included here is a blank copy of the course evaluation as it was sent to participants.

The framing of the four questions that make-up the evaluations is the questions that were used during the home group sessions at the close of every day on the course. Given the time that had passed a copy of the schedule was built into each evaluation as a third page to help prompt the participants to remember specifics about what had happened and the flow of events. These schedules have been removed from this report since they are redundant (a copy of the final schedule is included earlier).

*Course Log*

Sorry, the course log is "participant only". This does not mean that no one else is allowed to see it, only that only a participant can give you permission to do so (It is their log after all). Copies of the course log are available in one of two places. First, each participant will receive a copy when they receive back their original set of answers to the vigil questions, roughly six months after the end of the course. Second, the original will be placed in a small chest, along with a collection of mementos from the course that will be placed in the rafters of Woods Hall at Camp Woods, along with all the other paraphernalia from other courses that hangs there. This chest will be locked and each participant will be given either a key or the combination.



# SEEHERS

## CALLING ALL HEROES

August 15 - August 23, 2008

Camp Woods, Sylvan Lake

**Hungry? Depressed? Lonely? Lost? Bored? Kryptonite Poisoning?**

Wondering what Scouting can do for you?

Solve all these challenges and more this summer by taking part in a custom designed event providing leadership training and experience for future heroes become a Scouter in Training (SIT).

**Open to all senior Venturers (16 or 17 years of age)**

**Strictly limited to 24 participants**

The week will focus on making you a hero by giving you a set of skills and competencies to help you become a Leader in your home group. Already acting in a leadership role? Not to worry, we'll help hone your current skills while giving you lots of new experiences to take home. You can look forward to:

- ☒ Canoeing
- ☒ Tomahawk Throwing
- ☒ Learning Tricks to Work with Adults
- ☒ Meditative Archery
- ☒ Group Problem Solving Techniques
- ☒ Scouting for Life
- ☒ Campfires that Amaze
- ☒ Boosting Self Confidence
- ☒ Advanced Outdoor Skills
- ☒ Public Speaking Practice and Advice
- ☒ Section Programming
- And more...

**All activities build toward a full-day quest that will challenge the physical stamina, mental agility, and creativity of your entire six-member team**

To register contact Jennifer Beaudry  
Northern Lights Council Office  
454-8561 ext. 235  
[jbeaudry@scouts.ca](mailto:jbeaudry@scouts.ca)

Strictly limited to 24 participants

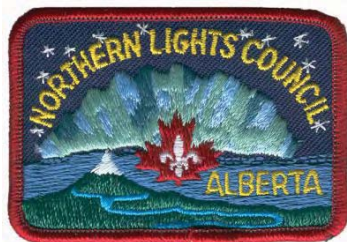
Cost before June 30 \$99, after \$150

Registration deadline August 8<sup>th</sup>

For further information please contact:

John Simpson [john.simpson@ualberta.ca](mailto:john.simpson@ualberta.ca) (780) 920-5845

Garth Fitzner [gfitzner@chiefscout.info](mailto:gfitzner@chiefscout.info) (780) 465-9646



**ACT NOW  
ONLY 17 SPOTS LEFT!**



**You Signed Up.**

# HERSES



**Congratulations.**

**You Passed The First Test.**

**(your life may never be the same)**

## Scouting Needs More Heroes.

Scouting has taken on a truly heroic mission: **Creating a Better World**. This is no small task, but WOSM\* has 28 million members and Scouting exists in almost every country in the world, even in some of the five countries in which it is illegal! Scouts around the world realize this mission in small ways everyday. If only there were more of us. If only we could do it faster. If only we could inspire more people. If only we had more heroes.

### You Can Be This Hero...

Whether you currently see yourself as a hero or not, by attending this course you are declaring your willingness to become one—what else would you call someone who makes the *world* better?

### Welcome to S.I.T. 2008!

The Scouter In Training (S.I.T.) course is a custom designed leadership training program designed to help you become exactly the sort of hero that the world needs: someone who inspires others with their vision and who is capable of bringing together teams to accomplish what others believe isn't possible.

A hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles.  
-Christopher Reeve

\*World Organization of the Scout Movement

## What Can You Expect?

Your training team believes that people learn *and* have fun if they are actively engaged in their own learning so from the moment the course begins you can expect to be busy thinking, playing, talking, sharing, and doing. Much of the course will have you working in small groups, but you can expect to face individual and large group challenges as well.

As a course we will be spending almost every waking hour together. In addition to training together and sharing accommodations, we will also be preparing and eating our meals together. This makes the SIT event very different from the Wood Badge II and Family Camp taking place at the same time:

*If you have friends or family attending these you should plan on seeing them only rarely.*

Plan for a week of tenting (we'll provide the tents!) but hope for a space in the bunkhouse.

### The Bottom Line.

Please complete and return the accompanying pre-course questionnaire by August 11.

On-site registration begins Friday, August 15 at 3pm. The course begins at 8pm.

The course will conclude approximately 4:30pm Saturday, August 23.

## Special Things You Need.

For the best experience you must bring the following, in addition to the gear suggested in the accompanying general info package:

- ☑ 24 copies of a (campfire?) song
- ☑ 24 copies of a (campfire?) skit
- ☑ 24 copies of a story or yarn
- ☑ 24 sets of instructions for a craft PLUS a completed sample AND supplies to make 6 copies
- ☑ 24 sets of instructions for a great game AND one set of materials to play it.
- ☑ A skill or talent that you are willing and capable of teaching others
- ☑ Personal journal
- ☑ A hero costume (Be creative!)
- ☑ Your best cowboy/cowgirl beach adventure wear (Be very creative!)
- ☑ Anything you need to be yourself

## Questions? Concerns? Friends?

To register a friend before all of the 24 available spots are filled, please contact:

**Jennifer Beaudry**  
780-454-8561 x235

If you have any questions or concerns about the event, please contact:

**John Simpson**  
780-920-5845  
john.simpson@ualberta.ca

Artist:黄 审单:

QUANTITY 50	SIZE 2.5"X8"	BOX	ORDER# TE-021B
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• LOOP • HEAT SEAL • PLASTIC

901 GOLD METALLIC

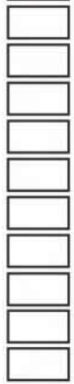
902 SILVER METALLIC

30% ~~50%~~ 75% 90% 100%

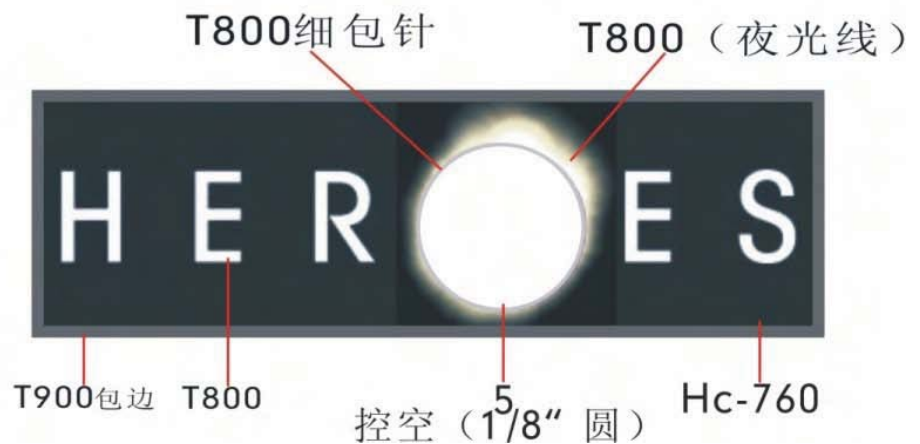
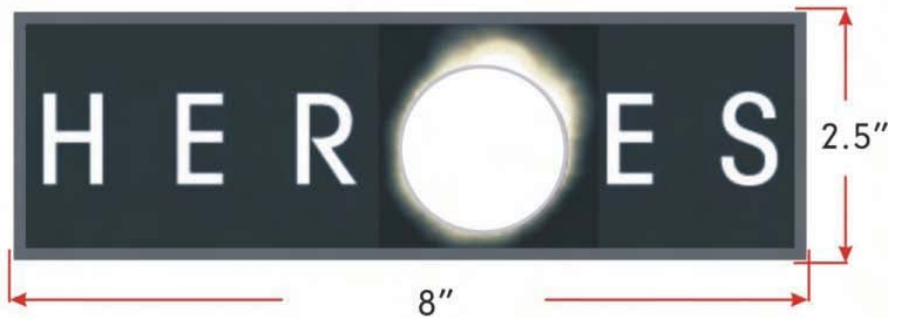
Hc-760

• TWILL/ FELT  
COLORS;

☐ T800  
☒ T900



尺寸非1:1



Note that the hole for the World Scout Badge ultimately turned out to be too small. Why? The badges we used as samples for measuring the hole were world badges that came attached to the Scouts Canada uniform above the left pocket. The World Scouting Badge that is available for sale separate from the uniform has a slightly larger diameter.

## S.I.T. 2008 PRECOURSE QUESTIONNAIRE

As much as possible the 2008 S.I.T. course will be customized to provide the training and experiences that *you* require. For this to be possible the training team needs to know a little bit more about you, your past experiences, your expectations, and your dreams for the future *as soon as possible*. Please answer the following questions (both pages) and return them to:

SIT 2008 Precourse Questionnaire  
c/o Jennifer Beaudry  
14205 - 109 Avenue  
Edmonton, AB  
T5N 1H5

**by August 11 at the absolute latest.**

Name: \_\_\_\_\_

How did you hear about the course? \_\_\_\_\_

Please list any friends or family that are also attending the SIT course or either of the concurrently running WB-II and Family Camps: \_\_\_\_\_  
\_\_\_\_\_

What do you expect to learn from the course (please be as specific as possible)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How long have you been involved in Scouting and what sections have you been a member of?  
\_\_\_\_\_  
\_\_\_\_\_

Have you ever held or do you currently hold a leadership role in Scouting (e.g. SIT, Kim, Keeo, Patrol Leader, Sixer) and, if so, what? \_\_\_\_\_  
\_\_\_\_\_

Have you ever held or do you currently hold any leadership positions outside of Scouting (e.g. team captain, student council, etc.) and, if so, what? \_\_\_\_\_  
\_\_\_\_\_

Please list any previous leadership training courses that you have attended in the past?  
\_\_\_\_\_  
\_\_\_\_\_

Please list any other special training courses that you may have attended in the past (e.g. first aid, climbing, canoeing, etc.) \_\_\_\_\_

\_\_\_\_\_

Please list any hobbies or special skills that you have \_\_\_\_\_

\_\_\_\_\_

Please list any sports or other activities that you may participate in \_\_\_\_\_

\_\_\_\_\_

Do you have any food allergies or medical conditions that we should be aware of and, if so, what are they? \_\_\_\_\_

\_\_\_\_\_

Are there any reasons that you might not be able to participate fully in the course that we should know in advance and, if so, what are they? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please tell us one very cool thing about yourself that nobody would know unless they asked!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do you want to do with your life? \_\_\_\_\_

\_\_\_\_\_

Why do you want to do that? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If there is anything else you would like us to know, please use the remaining space to do so

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# HEROES



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*has successfully completed*

**Scouter-in-Training**

August 15-23, 2008

Camp Woods, Sylvan Lake

*and is a certified Hero!*

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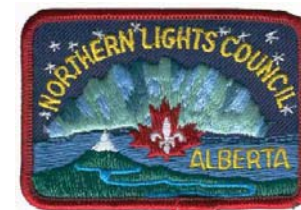
Course Leader

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Course Leader

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Course Leader





# HEROES

## SCOUTER-IN-TRAINING 2008 POST-COURSE PARTICIPANT EVALUATION

Please consider the following as you answer the questions in this evaluation:

1. **Be specific** – Telling us “Everything was AWESOME/TERRIBLE” may tell us how you feel, but it does not tell us what made you feel that way or why. At least tell us what events, activities, or people made you feel this way. See the attached schedule if you need help remembering what events happened and when.
2. **Tell us WHY** – So you liked or didn't like event \_\_\_\_\_, but if you don't tell us WHY you liked that event we won't know what pieces to keep or throw away should we ever use that event or a similar one again.

**What would you be most excited about if you were taking this course for the first time? WHY?**  
(aka What are you feeling good about)

**What would you be concerned about if we ran the exact same course next year? WHY?**  
**(aka What are you concerned about?)**

**What changes have been made in your life as a result of this course, both within Scouting and outside? WHY?**  
**(aka How can we help you?)**

**Is there anything else you would like us to know that will help us improve this course for the future?**

**If you would like to remain anonymous please save and forward to Jennifer Beaudry**  
**([jbeaudry@scouts.ca](mailto:jbeaudry@scouts.ca))**

**If you do not mind losing your anonymity then please email your completed evaluation to**  
**John Simpson ([john.simpson@ualberta.ca](mailto:john.simpson@ualberta.ca)).**

## Selected Photos

Just some pictures from the course.















Thanks to everyone who  
participated, helped and, most  
importantly, believed.

