



Venturer Chairperson's and Unit Executive Course

**ADVENTURE
PLUS!**



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Acknowledgements

Published by the Scout Association of New Zealand
P.O. Box 11348
Manners St, Wellington

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September 2013

COURSE INTRODUCTION

Aim of the course

The purpose or aim of this course is to provide Venturers in SCOUTS New Zealand the knowledge, skills, attitude and confidence to lead their Unit effectively.

It is a course for all Venturers undertaking the Unit Chairperson or other Unit Executive roles. It provides training for chairing meetings and for the roles of Treasurer, Communications Officer, Membership Officer and Activity Leader, together with training to assist them with carrying out these roles.

Course facilitators

The course leader / facilitator would benefit from completing the Scout "Training Delivery Techniques" Course before setting up and running this course. It is equally desirable that anyone presenting any of the sessions have also completed the "TDT" course as it is in the Venturer Section's best interests that the presentations achieve a high standard.

The facilitator must have the approval of the National Venturer Leader before leading the course and tutors helping on the course should also have attended this course so that they have a sound understanding of how it works and the desired outcomes.

Course Notes

The booklet sets out the Performance Criteria (the specific skill to be achieved or knowledge that is to be learned) for each session and follows those with notes detailing the key points that need to be covered in each session. These are the notes the trainers use to prepare their sessions.

While trainers are expected to achieve all the Performance Criteria (PC 1.1 etc) requirements listed in these notes, they have free reign to be innovative in the way they create and present their sessions so that the skills and information learned will 'stick' in the participants minds and be used.

Resources

The resources that support the sessions are provided in this booklet and also as separate electronic files (PowerPoint etc). Handouts are also provided in PDF format.

Venue

The venue needs to be warm and comfortable so the participants are relaxed and receptive to the information and skills being learned. While every effort should be made to make the sessions interactive and to move about, the fact remains that this is an intensive course with lots of discussion in groups. This is another reason why the venue needs to be comfortable and warm. A draughty Scouts Hall may not be the most suitable location to hold a course such as this.

Targeted approach to advertising

By all means advertise the course in the Regional and Zone newsletters and of course directly to the Venturer Units, but if you really want to make a difference to the effectiveness of the Unit Executives, talk directly to the Venturer Leaders and ask them to identify those who would benefit from attending the course.

Once you have those names and addresses, send a personal invitation to them pointing out that the Venturer Leader has nominated them for the course.

Certificate

A Certificate of Completion should be issued to acknowledge attendance at the course. See an example in the 'Resources' section.

Modular sessions

There are three modules, two of about 1 hours duration and a third which has 3 parts and takes about 1 hour 45 minutes. They may be run as a half day course or over several evenings for either one Unit or several getting together at a central location. The modules are:

1. Unit Executive Responsibilities (1 hour)
2. Chairmanship and Meeting Procedures (1 hour)
3. (a) Public Speaking,
(b) Standards,
(c) Self Motivation.(1 hour 45 mins in total)

Timing

The time slots suggested within the modules are indicative only. According to the requirements of those attending these may change.

Presenters and Tutors notes

Presenters should use these notes to plan their session, making sure that the key points listed below are included in the presentation.

Module 1 - Unit Executive Responsibilities

Time	Objective and Key Points	Resources
5mins	Welcome and introduction Course objectives and outline Facilities Safety and emergencies	
15 mins	<p>PC 1.1 Demonstrate an understanding of the purpose of the Unit Executive</p> <ul style="list-style-type: none"> Explain why it is important that each Venturer Unit has an effective Unit Executive. (see page 6 of the Guide) <ul style="list-style-type: none"> Use the 'Unit Executives Responsibilities' hand out and have the participants rate the responsibilities in order of importance as they see them. Hold a discussion about any other responsibilities that could/should be added. Know where to source information about setting up a Unit Executive. <ul style="list-style-type: none"> Refer to the 'Venturer Chairpersons and Executive Committee Guide' Discuss the main tasks of a Unit Executive Committee. <ul style="list-style-type: none"> Ascertain where problems exist with any of these tasks and how the concerns can be addressed. 	<p>'Venturer Chairpersons and Executive Committee Guide'</p> <p>Handout: 'Unit Executive Responsibilities' rating sheet.</p>
15 mins	<p>PC 1.2</p> <p>List the Officers of a Venturer Unit Executive Committee and describe in broad terms the purpose of each.</p> <ul style="list-style-type: none"> See page 5 of the 'Venturer Chairman and Executive Committee Guide'. Call for feedback and write it on a chart or whiteboard. Ask the participants for some of the key tasks and write them up to get them started. List only one or two tasks for each role. Divide into groups of three and hand out the 'Task' and the 'Role' cards. Have the participants match up the task with the roles and lay the cards out in priority order. 	<p>1 set of 'Task' cards per a group of 3.</p> <p>1 set of 'Role' cards per Group of 3.</p>
10 mins	<p>PC 1.3</p> <p>Demonstrate an understanding of the Job Descriptions for each of the roles.</p> <ul style="list-style-type: none"> Know where to find the Job Descriptions for each of the role <ul style="list-style-type: none"> In the Guide. Have discussed and understood the main tasks for each role. <ul style="list-style-type: none"> Seek feedback to check their understanding. 	

Time	Objective and Key Points	Resources
5 mins	<p>PC 1.4 Explain how the roles may change depending on the size of the Unit</p> <ul style="list-style-type: none"> • In big Units some roles could be shared. • In very small Units, everyone is on the Unit Executive and is allocated one or more responsibilities. 	
10 mins	<p>PC 1.5 Explain how the Activity Leaders role leads to gaining leadership and organising experience.</p> <ul style="list-style-type: none"> • Explain why the Activity Leader is a short term appointment to the Unit Executive <ul style="list-style-type: none"> ○ They only serve on the Executive for the duration of the activity. They do not need to attend if their activity is not being discussed. • Explain how the Activity Leadership role provides opportunity for leadership experience. <ul style="list-style-type: none"> ○ They start to learn organising skills with support from the Chairperson and VL. ○ They start to develop leadership skills through mentoring from the Chairperson. • Explain that the Venturer Leader and Unit Chairperson are responsible for supporting and training the Activity Leaders. <ul style="list-style-type: none"> ○ How would you feel if you were asked to do a responsible job you had never done before, and have few if any ideas on how to do it effectively? ○ Never delegate to people that have not yet developed the required skills, unless you are prepared to work alongside them, guiding them and training them until they are competent. • Activity Leaders should use the resource material in the "Programme Planning for Venturer Units" covering 'Planning an Activity', 'Activity Checklist' and 'Risk Management'. 	Refer to: "Programme Planning for Venturer Units"

This is the end of Module 1.

Module 2 – Chairmanship and Meeting Procedure

Time	Objective and Key Points	Resources
20 mins	<p>PC 2.1 Demonstrate an understanding of the skills a Chairperson can use to lead and manage the Unit effectively.</p> <ul style="list-style-type: none"> • Be able to explain the difference between a formal Committee Meeting and a Discussion Group. <ul style="list-style-type: none"> ○ See page 7 of the guide. • Explain where to find resources to help learn about running meetings effectively. <ul style="list-style-type: none"> ○ Pages 10, 11, and 12 of the guide. • Discuss and demonstrate an understanding of the skills and how and when to use them. Hold a general discussion. <ul style="list-style-type: none"> ○ Openness. ○ Timeliness. ○ Preparedness. ○ Firmness and Fairness. ○ Recording decisions. ○ Check and double check. 	‘Venturer Chairpersons and Executive Committee Guide’
20 mins	<p>PC 2.2 Discuss meeting procedures</p> <ul style="list-style-type: none"> • Demonstrate an understanding of meeting procedure. Seek feedback about each of the following: <ul style="list-style-type: none"> ○ Agenda ○ Minutes ○ Proposals ○ Seconding a proposal ○ Voting ○ Resolutions 	Page 12 of the guide for Agenda details.
20 mins	<p>PC 2.3 Experience a formal Venturer Meeting</p> <ul style="list-style-type: none"> • Take part in a Unit meeting role play <ul style="list-style-type: none"> ○ Appoint a chairperson and other members of the Executive. ○ Run a short meeting using the partial agenda supplied • Experience carrying out one or more of the roles in the Unit Executive. • Demonstrate where to find the Zone and Regional calendars that show Venturer activities and training courses that may need to be on the Unit’s meeting agenda. <ul style="list-style-type: none"> ○ Seek feedback about where these resources might be found. ○ Zone Leader and Regional Service Centre are the most likely sources. 	See resource sheet.... and the handouts for help running the meeting.

This is the end of module 2.

Module 3a – Public Speaking

Time	Objective and Key Points	Resources
10 mins	<p>PC 3.1 Demonstrate an understanding that fear of public speaking is the number one fear of people everywhere and why that is so.</p> <ul style="list-style-type: none"> • Discover that public speaking is the number one fear of people worldwide. <ul style="list-style-type: none"> ○ Many surveys over many years consistently confirm this. ○ Fear of becoming tongue tied and looking silly. • Understand that Public Speaking is a learned skill and that practice makes it much easier. <ul style="list-style-type: none"> ○ How do you feel if you have to give a speech? ○ Most people are nervous about making a speech. ○ The trick is to get all your 'butterflies' flying in unison. ○ Practice is the only way you can improve and sound confident. 	See the handout in the resources section of these notes.
10 mins	<p>PC 3.2 Identify the sort of occasions where a Venturer may have to make a short and simple speech.</p> <ul style="list-style-type: none"> • List the occasions where Venturers may be called upon to make a short speech. Seek feedback and write up on a chart <ul style="list-style-type: none"> ○ Introducing a speaker ○ At meetings to put a point of view forward. ○ Presentations about activities. ○ Birthdays. ○ At school • Understand that we use speeches to sell our ideas and influence people. <ul style="list-style-type: none"> ○ We need to have a purpose for the speech ○ The opening – Tell them what you are about to tell them ○ The middle – Tell them about the topic. ○ The end – Tell them what you have just told them, and ask for their support or help etc. 	See the handout in the resources section of these notes.
20 mins	<p>PC 3.3 Understand the process of preparing and making a speech. Seek feedback on each of the following.</p> <ul style="list-style-type: none"> • List the steps involved in organising and making a speech. <ul style="list-style-type: none"> ○ Understand your topic thoroughly ○ Write out the aim and create a catchy title ○ Write down the points you want to cover ○ Condense them down to bullet points on a cue card ○ Develop an ending that asks for support, or help etc. ○ Run through it in your head and time yourself. • List the techniques involved in making a speech. <ul style="list-style-type: none"> ○ Rehearsal is essential for a great presentation. ○ Be enthusiastic and remember to smile. ○ Vary your voice tone up and down for emphasis. ○ Show humour if you feel you can carry it off. ○ Turn slowly from side to side as you speak so as to address everyone present. 	See the handout in the resources section of these notes.

	<ul style="list-style-type: none">• Use your voice to good effect<ul style="list-style-type: none">○ Speak up so everyone can hear clearly○ Vary the volume when wanting to emphasise a point• Discuss practice and rehearsal techniques.<ul style="list-style-type: none">○ Rehearsal is essential for a confident presentation.○ Practice in your head whenever you have some time.○ Visualise yourself in the room speaking confidently.○ Practice out loud in private if you wish.○ The best rehearsal is when you are actually creating the notes.○ Try and avoid using other people notes unless you are simply reading them at short notice.○ If you have to stand in for someone, look at re-writing the notes onto your own cue cards and make the speech yours.	
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This completes Module 3A.

Module 3b – Setting Standards for the Award Scheme

Time	Objective and Key Points	Resources
15 mins	<p>PC 4.1 Demonstrate an understanding of the need for standards in the Award Scheme.</p> <ul style="list-style-type: none"> • Understand that the Scout Promise and Law are in fact standards, also known as values. <ul style="list-style-type: none"> ○ Seek feedback as to the general acceptance that the Scout Promise and Law applies to the Award Scheme. • Understand the need for flexibility when assessing achievement of the requirements of the Award Scheme. <ul style="list-style-type: none"> ○ Handout the “Standard in the Award Scheme” rating sheet ○ Discuss the answers and answer questions. 	See the handout in the resources section of these notes.
10 mins	<p>PC 4.2 Identify parts of the Award Scheme that are subject to external standards and those that are not.</p> <ul style="list-style-type: none"> • Understand that other organisations such as St John, Red Cross, Mountain Safety and abseiling have standards that Scouting adopts and are not flexible. <ul style="list-style-type: none"> ○ Seek feedback and list on a chart. • Understand that the Unit needs to accept responsibility for setting standard requirements for the remaining subjects. <ul style="list-style-type: none"> ○ Seek feedback about the remaining requirements. ○ Explain that the Unit Executive needs to assess with the VLs input, whether or not the Unit member has done enough to earn the certificate. ○ Realise that most assessments will be straightforward, but some people may need encouragement to get them ‘to go the extra distance’ and really earn the certificate. 	
15 mins	<p>PC 4.3 Experience being part of a Unit Executive assessing a member for a physical certificate.</p> <ul style="list-style-type: none"> • Hold a discussion about whether or not a Unit member should be awarded a physical certificate. <ul style="list-style-type: none"> ○ See the handout in the resource notes . ○ Form a unit Executive, or two or three depending on numbers, and with the VLs help make a recommendation. ○ Did the applicant really do enough to earn the certificate? 	

This completes Module 3B.

Module 3C – Promoting Self Motivation

Time	Objective and Key Points	Resources
10 mins	<p>PC 5.1 Demonstrate acceptance that leaders cannot motivate people. All leaders can do is create an environment that promotes self motivation amongst the Unit members.</p> <ul style="list-style-type: none"> • Understand that self motivation can only come from within a person. <ul style="list-style-type: none"> ○ How do you respond to being threatened to shape up? ○ How do you feel if no one seems to care whether you take part or not? ○ How do you feel if you are constantly pressured to take part in something? ○ Most of us have to want to do something rather than be pressured to do it...right? ○ So the motivation to succeed has to come from within ourselves. • Understand that self confidence, having clear goals, persistence and a positive mental attitude are essential for the development of self motivation. <ul style="list-style-type: none"> ○ If you learn to do something well, how does that make you feel? ○ How do you feel if you are expected to do something but you are unsure exactly what? ○ So having a good leader/Chairperson who treats with respect and guides and mentors us, makes us feel good? ○ How do you react then when they suggest a course of action or a project? ○ Now do you understand how important it is that a chairperson develop the skills we have talked about at this course? 	
15 mins	<p>PC 5.2 Discuss increasing Unit motivation</p> <ul style="list-style-type: none"> • Why do some Venturer Units never get around to doing anything? • How do we start to remedy this? • How do we encourage more Venturers to become Activity Leaders? • How do we continue to keep motivation high within the Unit? <p>Refer to the 'Questions on Motivation' facilitator's reference sheet for possible summing up comments.</p>	Reference: 'Questions on Motivation'

Time	Closing
5 mins	Wrap up the course and present certificates

COURSE HANDOUTS AND RESOURCES

The pages in this section are handouts or reference sheets used to support the modules.

Module 1

1. Unit Executive Tasks – Rating sheet (Handout)
2. Unit Executive Role Cards
3. Unit Executive Task Cards

Module 2

1. An incomplete meeting agenda with additional notes. (Handout)
2. Calendars (Handout)

Module 3A

1. Stand Up – Speak Out (Handout)

Module 3B

1. Award Standards Discussion information

Module 3C

1. Questions on Motivation.

UNIT EXECUTIVE RESPONSIBILITIES Handout

Consider the following list of responsibilities with your own Unit in mind.

Rate them on a scale of 1 to 5, according to the priority each has in your own Unit. (highest priority is 5).

You can have several on the same priority if you wish.



Your rating

Programme Planning

Encouraging all members to contribute ideas to enable the Executive to plan and develop an interesting and active programme, utilising the theme of the National Programme.

Finance

Providing effective and realistic budgeting, setting targets for Unit fundraising to meet anticipated expenditure, maintaining accurate accounts and controlling expenditure.

Recruitment

Actively recruit new members to the Unit, so that the Unit continually grows and the Scout Section has an active and effective Unit to join.

Standards

Set and maintain Unit standards of safety, good conduct and Award achievement so that the Unit members can take pride in their Unit and its reputation. This includes creating a 'Code of Conduct' for the Unit members that is reviewed regularly.

Representation

Ensuring that the Unit is represented at Group Council, Zone and Regional council meeting and that representatives report back.

Relationships

Establishing and maintaining good relationships within the Unit, with other sections of Scouting and with the community in general.

List any other tasks the Unit Executive carry out in your unit.

Unit Executive Role Cards

Print this sheet on light card and cut it into cards. If possible use a different colour card from the sheet over leaf. This sheet will give you cards for 4 teams. The blanks can be issued so the participants can add a role such as 'Log Book Keeper', or 'Transport Officer' etc.

Role Card The Unit Chairperson	Role Card The Unit Chairperson	Role Card The Unit Chairperson	Role Card
Role Card The Unit Executive working together	Role Card The Unit Executive working together	Role Card The Unit Executive working together	Role Card
Role Card Communications Officer	Role Card Communications Officer	Role Card Communications Officer	Role Card
Role Card Treasurer	Role Card Treasurer	Role Card Treasurer	Role Card
Role Card Activity Leader	Role Card Activity Leader	Role Card Activity Leader	Role Card

Unit Executive Task Cards

Print this sheet on light card and cut it into cards. If possible use a different colour card from the sheet over leaf. This sheet will give you a set of cards for 1 team.

<p>Task Card</p> <p>Prepares the Annual Accounts</p>	<p>Task Card</p> <p>Assesses and awards Certificates to members</p>	<p>Task Card</p> <p>Looks after Unit Equipment</p>	<p>Task Card</p> <p>Sets Unit behaviour standards</p>
<p>Task Card</p> <p>Takes the lead in planning joint activities with a Scout Troop</p>	<p>Task Card</p> <p>Recommends the purchase of new Equipment</p>	<p>Task Card</p> <p>Decides the standard required for the Award Scheme</p>	<p>Task Card</p> <p>Produces Unit promotional material</p>
<p>Task Card</p> <p>Sets targets for fund raising</p>	<p>Task Card</p> <p>Arranges static displays in schools etc</p>	<p>Task Card</p> <p>Maintains the contact list for the Unit</p>	<p>Task Card</p> <p>Maintains the Unit Activity Log</p>
<p>Task Card</p> <p>Maintains Unit records</p>	<p>Task Card</p> <p>Represents the Unit at Zone Venturer Council Meetings</p>	<p>Task Card</p> <p>Plans the Unit Programme</p>	<p>Task Card</p> <p>Chairs the Unit Executive meetings</p>
<p>Task Card</p> <p>Welcomes new members</p>	<p>Task Card</p> <p>Approves payments and may be able to co sign cheques if any.</p>	<p>Task Card</p> <p>Takes the lead in preparing the Unit budget</p>	<p>Task Card</p> <p>Ensures that a Unit Budget is prepared</p>

<p>Task Card</p> <p>Ensures the Unit programme is adequately prepared</p>	<p>Task Card</p> <p>Collects Sub from members</p>	<p>Task Card</p> <p>Prepares and sends out the agenda for the meetings</p>	<p>Task Card</p> <p>Represents the Unit outside Scouting</p>
<p>Task Card</p> <p>Keeps the Unit accounts</p>	<p>Task Card</p> <p>Records the decisions of the Unit meetings</p>	<p>Task Card</p> <p>Pays all cash received into the bank promptly</p>	<p>Task Card</p> <p>Decides the business of the Unit Executive</p>
<p>Task Card</p> <p>Sets targets for fund raising</p>	<p>Task Card</p> <p>Arranges static displays in schools etc</p>	<p>Task Card</p> <p>Maintains the contact list for the Unit</p>	<p>Task Card</p> <p>Maintains the Unit Activity Log</p>
<p>Task Card</p> <p>Ensures the Venturer Leader is kept up to date</p>	<p>Task Card</p> <p>Reconciles the units accounts with the Bank Statements</p>	<p>Task Card</p> <p>Distributes the Unit Programme to all members</p>	<p>Task Card</p> <p>Maintains the membership records</p>
<p>Task Card</p> <p>Checks progress of actions approved by the Executive Committee and reports back</p>	<p>Task Card</p> <p>Writes and issues press releases and articles for newsletters</p>	<p>Task Card</p> <p>Takes the lead in preparing the Unit's current activity</p>	<p>Task Card</p> <p>Writes the Units Annual Report</p>

AGENDA FOR THE NEXT MONTHS VENTURER UNIT MEETING

Handout

Welcome

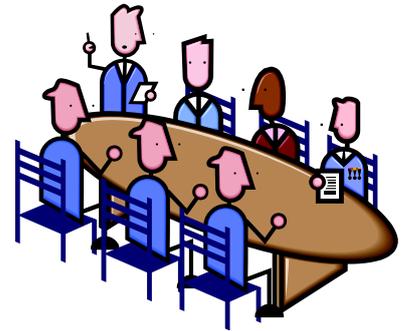
Apologies – Phil (in hospital)

Previous minutes confirmed (have been circulated)

Matters requiring action

Decision on fund raising ideas for next Venture

Appoint reps for Zone Council Meeting in two weeks



Matters requiring discussion

Zone wants help with Zone campfire

Proposal for a Unit camp

Raft race query from other Unit

Matters for information

Finance Report

Correspondence

Zone calendar

Other activity progress reports.

Next meeting date

Notes:

Matters arising from the previous minutes to be added where thought appropriate.

- Group fund raising ball in 3 months. Will we be waiters. Haven't answered yet.
- Quad Bike expedition – have to make a decision this meeting for booking bikes.
- Zone KL wants our thoughts on helping with the Kea Outing next month. Act as wardens to keep the Keas on the track.

Ideas received

- Should we have a movie night next term or have a semi formal dinner?

Correspondence received

- Group wants our fees paid on time this term. Due at end of term.
- Fundraising offer – selling Scout Chocolates.

Calendars Handout

The following calendars are available and should be referred to when planning the programme.

- Regional Venturer Calendar: Available for the Regional Service Centre.
- Zone Calendar : Available from then Zone Leader
- Group Calendar: Available from the Group Leader

Regional Venturer Calendar (Example)

29 Mar	Regional Scout Regatta for Scouts and Venturers
14 Apr	Velocity Course for new Venturers
1 st May	Chairpersons and Unit Executive course
20 May	Tramping Competition
28 Jul	JRH Cooksey Leadership Course for Venturers
15 Aug	Adventure Plus Camp and outdoor challenge weekend
23 Oct	Pioneering Camp and competition
8 Dec	Sailing Challenge for all Units with charge certificate holders

Zone Venturer Calendar

22 Feb	Founder Day Raft Race (all sections)
10 Mar	Venturing Explained for older Scouts.
27 Apr	Community Service Day – Starter Gardens
30 Jul	Venturers Mid Winter Dinner and Dance
26 Sep	Venturers Outdoor Practical Skills weekend
31 Dec	Buses leave for the Venture

Group Calendar

22 Feb	Founders Day Raft Race
9 Apr	Group Easter Camp
13 May	Kea Activity Day - hike
25 Jun	Group Winter Christmas Dinner fund raiser
5 Nov	Guy Fawkes Camp for the Scouts

STAND UP and SPEAK UP - Hints for Public Speaking Handout

Sooner or later everyone finds themselves saying a few words to an audience of some sort. The following points should help you.

Organise yourself

- **The purpose of the presentation.** *Write it down and keep it in front of you.*
- **The opening** – Tell them what you are going to tell them
 - “Good evening everyone, I am going to tell you about our recent Unit tramp and some of the great sights we saw”.
- **The middle** – *Tell them about the topic.*
 - Jot down the key words e.g.
Travelled for 4 hours in cars, started in a canyon, sunrise on the ridge unforgettable, we forgot the meat, bunkhouse was almost empty, sunset was amazing, freezing in the hut, had a campfire, trampers joined in etc.
- **The end** – *Tell them what you have just told them.*
 - “That concludes my talk. I hope you got a sense of the fun we had during our tramp. We had a most enjoyable time and if you know anyone who would like to join us, we will be going on another tramp on two months. Thank you for listening.”

Hints for organising and making a presentation

- Understand your topic thoroughly.
- Write out the purpose and create a catchy title.
- Write down the points you want to cover.
- Condense them down to bullet points, one to a cue card.
- Develop an ending that asks for support, help, or an offer etc.
- Run through it in your head and time yourself.



The techniques involved in making a presentation

- Rehearsal is essential for a great presentation.
- Be enthusiastic and remember to smile.
- Vary your voice tone up and down for emphasis.
- Show humour if you feel you can carry it off.
- Turn slowly from side to side as you speak so as to address everyone present.

Use your voice to good effect

- Speak up so everyone can hear clearly
- Vary the volume when wanting to emphasise a point



Practice and rehearsal techniques

- Rehearsal is essential for a confident presentation.
- Practice in your head whenever you have some time.
- Visualise yourself in the room speaking confidently.
- Practice out loud in private if you wish.
- The best rehearsal is when you are actually creating the notes.
- Try and avoid using other people's notes unless you are simply reading them at short notice.

If you have to stand in for someone, look at re-writing the notes onto your own cue cards and make the speech yours. Try not to speak using another person's notes. It seldom works.

STANDARDS IN THE AWARD SCHEME Handout

Consider the following list of statements with your own Unit in mind.

Rate them on a scale of 1 to 5, according to the priority each has in your own Unit. (highest priority is 5).

You can have several on the same priority if you wish.



Your rating

There is no such thing as a standard Venturer Scout, so standards will vary from person to person.

The Award Scheme is based on personal best, not natural ability.

The Award Scheme is based on self assessment, combined with a consultation process which involves the Unit Executive or a member delegated by the Venturer Leader.

The best person to assess your personal effort is you, with help from someone who knows you well.

Suggested activities and ideas allow you to set your own targets in terms of your personal interests. These targets are your decision, after checking with the Unit Executive and or Venturer Leader.

After the standard has been achieved and requirements met, the appropriate certificate is presented at a suitable ceremony as soon as possible.

Although personal effort is important, the Unit Executive and the Venturer Leader provide support and guidance.

My notes:

ROLE PLAY – STANDARDS IN THE AWARD SCHEME

Format

Work in groups of four Venturers. Cut this sheet into the separate roles and hand them to the participants. The course facilitator may choose the roles. An observer could join each group to record how the discussion progressed and to report the final decision. These people could be Venturer Leaders or tutors.

The Executive in discussion with the Venturer have to reach a decision on whether or not to issue the certificate.

There may be different outcomes. The observer or facilitator should ensure that a reasonable decision is reached. Ideally either the certificate is granted, or some small additional effort is called for, such as completing 3 lengths instead of 2.

Scenario

The Unit Chairperson, Communications Officer, and Treasurer are meeting with a Venturer who wishes to be assessed for a physical certificate for the Bronze Level of the Award Scheme.

The Venturer

You are applying for a Physical Certificate (swimming) for the Bronze Level Award.

- You have been with the Unit for 9 months.
- Until 6 months ago you never went swimming.
- You could not swim and were frightened of water.
- A friend encouraged you to go swimming at the local pool and you have gradually mastered most of your fear of water.
- You have been taking swimming lessons but the additional homework and cost meant you have had to stop them.
- Last Saturday you managed to swim two lengths of the pool for the first time.
- You feel that the progress you have made means you have earned the Bronze level certificate.

Chairperson

- You cannot swim and have never been tempted to try.
- You are not sure whether being able to swim two lengths of the local baths is an acceptable personal best.
- You are looking for advice from the Unit Treasurer.

Treasurer

- You have been able to swim for as long as you can remember.
- You are keen on all water sports and swim competitively for the local club.
- You believe swimming two lengths is easy and is not an acceptable standard for the Bronze.

Communications Officer

- Although you can swim you are not a keen swimmer.
- You feel strongly that more encouragement needs to be given to members of the Unit to try and achieve certificates.
- But you also feel that standards need to be maintained.

Questions about Motivation

Question

Why does our venture Unit never get around to doing anything?

Comment

There may be individual desire for activity but there may be a group reluctance to actually get going. This may arise due to the reluctance to be different. That is, to be the person who suggests that the Unit becomes involved in something when it is presently inactive.

Question

Where do we start?

Comment

The Unit Chairperson and Venturer Leader must use suggestion, support, and encouragement. Make use of the publication 'Programme Planning for Venturers'.

Question

How do we encourage more Venturers to become Activity Leaders?

Comment

Often the lack of volunteers for leadership comes from either a poor self image or a fear of failure. Activity Leaders must understand that they will not just be appointed and left alone. They will be fully trained and supported. They must also understand some simple rules for achievement.

1. You must believe you have the ability and try your best.
2. You must understand that effort always comes before enjoyment and success.
3. You must set clearly defined goals. Start with small goals with a chance of achievement.
4. You must have persistence and learn from any failures.
5. You must have a positive mental attitude.
6. You must use every opportunity for training and self-development.
7. You must accept full responsibility for your success and failures.

Question

How do we continue to keep motivation high?

Comment

When was the last time you thanked a member of the Unit for carrying out a task? Do you use praise both in public and in private as a sincere acknowledgement of a good job done well? Don't always wait for the completion of an activity – thanking people when you see good progress being made can also help people keep their self-motivation high.

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The Chairpersons Role
The role of the Officers of the Committee
Job Descriptions
Running a meeting
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