



You will need to fill in ONLY the yellow boxes in this document (like this one, but don't fill this one in, the OTHER Yellow boxes).

Phase 1 - Initial Assessment (PLAN)

		Level Detail Descriptions
1	click on the "assessment" tab at the bottom	
2	fill in the top yellow squares for name, council and start date (today). You can use the TAB button as other cells are protected.	Give yourself a 4 if, YOU HAVE ...
3	for each of the 156 yellow boxes, select a number from the pull-down menu 	Give yourself a 3 if, YOU CAN ...
	<div style="border: 1px solid blue; padding: 5px;"> <p>NOTE: you are not trying to get a high score. You are trying to do an honest personal assessment of your skills and training to determine what additional learning you need to reach your Canadian Path Wood Badge II. </p> </div>	Give yourself a 2 if, YOU KNOW ...
		Give yourself a 1 if, YOU DON'T KNOW ...

Phase 2 - Training (DO)

- 4 invite someone to be your Support Scouter. This can be any active scouter with a Canadian Path Wood Badge I and you can utilize many different Support Scouters through your learning.
- 5 go to the **"summary"** tab to review where you are. You can do this alone or with a Support Scouter. Review each of the 26 Scouter Development Cards.
 - 5.1 If you are a 4 already (**your line will be light grey**), you are in a great position to be mentoring other scouters by being a Support Scouter or by seeing what it takes to be an instructor with the WTC (Western Training Committee).
 - 5.2 If you are a 3 already (**your line will be green**), congratulations! You are already CP Wood Badge II qualified in this Scouter Development Card and with more skills, experience and a little training you could be working with mentors and trainers offering workshops!
 - 5.3 If you are already a 2 (**your line will be dark orange**), work with a mentor who is a 3 or 4 and spend time practicing what you have learned to gain more experience getting all of the **"Learning Objectives"** to a 3 or 4.
 - 5.4 If you are a 1 (**your line will be red**), you are a perfect candidate to take a CP Wood Badge workshop with this Scouter Development Card. These will be offered at FTE (Family Training Event) in August and various other events throughout the council. If you only need help with one **"Learning Objective"**, you are more than welcome to work with your Support Scouter or other Scouters to create learning opportunities or let the WTC know what you need and we will try to get a presenter in for that **"Learning Objective"** at an upcoming Scouting University or Indaba Day. 

What is a Wood Badge II Support Scouter?

Wood Badge II Support Scouters will serve as coaches, mentors and facilitators for Scouters who pursue the Wood Badge II program. This is done with the same skill set and methodology that is used for facilitating the Scouting program.

An important distinction to make is that Wood Badge II Support Scouters are not necessarily responsible for training Scouters. Rather, Support Scouters should focus on connecting Scouters with the resources that they need to progress in the Wood Badge II program.

Email scouterratchet@gmail.com if you need the unlock password to this document

Phase 3 - Submission (REVIEW)

- 6 Review your Scouter Development Cards and decide, alone or with a Support Scouter, that you are ready to submit your personal assessment for review to attain your Canadian Path Wood Badge II
- 7 Email your assessment to wb2@westerstraining.ca and you will receive an email back with more information on the process of attaining your Canadian Path Wood Badge II.

Name: Sample Scouter

Start Date: 2017-03-18

Group: Your Council

Submission Date:

Program Area	Scouter Development Card	Learning Objectives	Level	Calculated			
Outdoor Skills	Camping Skills	I have the skills to conduct a safe and fun camping trip in all four seasons.			2		
		I can explain Group emergency equipment for a camp.	4. I Have	4			
		I can demonstrate how to care for, store and maintain Group gear for camp.	4. I Have	4			
		I can help youth plan a menu and purchase food for a weekend camp that will meet the nutritional needs of all participants.	4. I Have	4			
		I can demonstrate how to store food for standing and backwoods camps.	3. I can	3			
		I can use multiple safe water purification methods that would be suitable for both standing and lightweight camping.	2. I Know	2			
		I can teach how to pitch a tent at camp.	4. I Have	4			
		I can demonstrate measures to secure a tent for inclement weather.	4. I Have	4			
		I can recognize weather signs and prepare for their impact on camp activities.	4. I Have	4			
		I can describe the seven principles of Leave No Trace and have demonstrated the ability to put them into practice.	2. I Know	2			
		I can describe how to choose the best equipment for a specific camp.	2. I Know	2			
		I can help facilitate campsite setup and takedown.	4. I Have	4			
		I can describe an ideal campsite layout.	4. I Have	4			
		I can develop an emergency plan for a camping trip.	4. I Have	4			
	I have spent at least one night camping in a tent or temporary shelter in each of the four seasons. These camps do not have to be part of a Scouting activity.	4. I Have	4				
	Facilitating Winter Adventures	I have the skills to conduct fun and safe cold-weather adventures.				3	
		I can describe the additional risks associated with outdoor activities in cold weather and can develop safety plans that account for these risks when facilitating youth camping in winter.	4. I Have	4			
		I know the principle of layering when dressing for winter activities and apply it to different weather conditions, and can explain it to Scouting youth.	4. I Have	4			
		I can keep my feet dry while I am outside in the winter, and I can instruct youth on how to do the same. I have worked with youth on these skills while at camp.	4. I Have	4			
		I have completed one winter hike, snowshoe trek or crosscountry ski outing of at least 2 km.	4. I Have	4			
		I understand the additional nutritional and hydration needs of all program participants when involved in an active outdoor activity in cold weather. I am able to guide Scouting youth in their nutritional and hydration needs.	4. I Have	4			
	Outdoor Safety Skills	I can demonstrate how to prevent, recognize and treat cold related injuries such as hypothermia, frostbite and snow blindness.	3. I can	3			
		I have attended one overnight winter camp or sleepover with the youth.	4. I Have	4			
		I can demonstrate skills and describe equipment needed for safe outdoor adventures appropriate for my Section.			1		
		I can describe the equipment that needs to be in a first aid kit for an activity of at least one weekend in the wilderness.	4. I Have	4			
	I have successfully completed a Standard First Aid with CPR (Level C) course or have equivalent experience.	4. I Have	4				
	I can identify common poisonous plants in my area and treat for exposure.	1. I Don't Know	1				
	I can identify signs of dangerous animals in my area and can describe strategies to manage contact.	3. I can	3				
	I can identify local hazards (e.g. industrial, seasonal, tidal, geographical) and develop safety plans that take these into account.	4. I Have	4				
	I can create a trip plan with detailed risk management strategies for an activity with my Section.	4. I Have	4				
	I can explain what to do if I become lost in the wilderness.	4. I Have	4				
	I can demonstrate food safety routines and can put them into practice while at camp.	4. I Have	4				

Scoutcraft	I can demonstrate the safe and effective use of tools required to have adventures in the outdoors.			1	
	I can lay and start a fire with only matches and materials found in the forest.	4. I Have	4		
	I can identify four trees by direct observation in a wild field, bush or forest.	4. I Have	4		
	I can demonstrate safe practices around fires and cooking equipment to minimize the risks of burns, scalds and other injuries.	4. I Have	4		
	I can demonstrate to others how to use a variety of cooking stoves at camp and explain to others when each type is most effective.	3. I can	3		
	I can demonstrate how to use a pocket knife or camp knife safely (opening, closing, passing, cleaning, caring for, sharpening, cutting).	2. I Know	2		
	I can demonstrate how to use a camp axe and camp folding or bow saw safely (opening, closing, passing, cleaning, caring for, sharpening, cutting).	3. I can	3		
	I have put together a personal outdoor survival kit.	4. I Have	4		
	I can tie a reef knot, half hitch, clove hitch, trucker's hitch, sheet bend and bowline.	1. I Don't Know	1		
	I can make a personal shelter out of plastic sheeting (such as tarp) and rope.	4. I Have	4		
	I have built a small structure or Scoutcraft project using rope and spars.	4. I Have	4		
	As part of a team, I have participated in a large pioneering project using ropes and spars (e.g. tower, bridge, gate).	2. I Know	2		
Assessing Program Quality	I can facilitate a Program Quality Assessment with a Patrol (Team) in my Section.			4	
	I can identify the Four Elements in planning and executing Scouting activities.	4. I Have	4		
	I can describe how the Program Quality Assessment process helps improve the Scouting experience for youth.	4. I Have	4		
	I have reviewed the outcomes of a seasonal Program Quality Assessment with my Group Commissioner or Group Committee.	4. I Have	4		
	I have facilitated a Program Quality Assessment with a Patrol (Team) in my Section.	4. I Have	4		
	I have created an environment where youth are fully engaged in planning, doing and reviewing their program cycles.	4. I Have	4		
Engaging Parents	I understand why an engaged team of parents is important and can implement parent-engagement strategies.			1	
	I can describe the key drivers of parent engagement.	1. I Don't Know	1		
	I can facilitate an orientation night for parents.	2. I Know	2		
	I have facilitated at least two parent meetings.	2. I Know	2		
	I understand the importance of involving parents in the seasonal review process.	3. I can	3		
	I have conducted a program review with parents.	2. I Know	2		
	I have facilitated opportunities for youth to showcase personal progression and skill development to parents.	4. I Have	4		
	I understand the importance of regular communication with parents and its effect on program quality.	3. I can	3		
Facilitating Adventures	I can demonstrate my role as a facilitator to enable a youth-led adventure that uses the Plan-Do-Review process.			3	
	I can define Adventure and describe how it takes place in each of the six Program Areas.	3. I can	3		
	I can demonstrate the Plan-Do-Review cycle for every adventure.	4. I Have	4		
	I can demonstrate how to facilitate the review of an adventure using age-appropriate questions that incorporate the SPICES.	3. I can	3		
	I can demonstrate the Scout Method and apply it to facilitate adventures.	3. I can	3		
	I have facilitated an adventure that was led by youth from start to finish.	4. I Have	4		

Program Facilitation	Facilitating a Balanced Program	I can incorporate the six Program Areas over the course of the year's adventures to ensure that the youth have the opportunity to develop in all of the SPICES.			3
		I can explain how activities sometimes fit into more than one Program Area and how to prioritize them.	4. I Have	4	
		I can describe the six Program Areas to youth and explain how each dimension applies to personal growth.	3. I can	3	
		I can explain the Program Quality guide and how to use it when assisting the youth in planning a balanced program.	3. I can	3	
		I have facilitated one complete program cycle (season) of Scouting that includes at least one adventure in each of the six Program Areas.	4. I Have	4	
		I have facilitated an adventure for each of the six Program Areas.	4. I Have	4	
	Facilitating for Diverse Youth	I can describe the differences in age-appropriate program facilitation between my Section and an older or younger Section.			3
		I have a good understanding of the diversity within my Section.	4. I Have	4	
		I can gather information on the disabilities youth in my Section have.	3. I can	3	
		I have cultivated a good relationship with the parents and guardians in my Section.	4. I Have	4	
		I can demonstrate how to modify program activities to accommodate all youth in my Section.	3. I can	3	
	Facilitating Personal Progression	I can explain how Scouting develops well-rounded youth, better prepared for success in the world.			3
		I can describe how a youth develops on The Canadian Path through personal progression.	3. I can	3	
		I can guide youth through regular reviews of their personal progression.	4. I Have	4	
		I can describe the different badge programs available through Scouting.	3. I can	3	
		I have conducted at least one personal progression review with youth in my Section.	4. I Have	4	
	Facilitating Section Meetings	I can facilitate a fun, safe and constructive Section meeting.			3
		I can explain how to complete a risk assessment before every meeting.	4. I Have	4	
		I can describe how to facilitate a youth-led meeting.	4. I Have	4	
		I can facilitate an Opening and Closing Ceremony appropriate for my Section.	3. I can	3	
		I understand the Two-Scouter Rule and Scouter-youth ratio of 1:8 (and ensure that it is always maintained during Section meetings).	4. I Have	4	
		I can use the Scout Sign to regain control of a room.	4. I Have	4	
		I can recognize when a Section is operating effectively and know how to get the meeting back on track when it is not operating effectively.	3. I can	3	
		I have supported Section Leadership Teams when planning meetings.	3. I can	3	
		I meet with the Scouter Team after a Section meeting to debrief and review.	3. I can	3	
	Facilitating SPICES Development	I can describe the SPICES to youth members, and explain how each dimension applies to personal growth.			3
		I can demonstrate awareness of the SPICES opportunities available in each adventure the Section plans.	3. I can	3	
		I can demonstrate how to incorporate the SPICES over the course of the year's adventures to ensure that youth have the opportunity to develop in all of the SPICES.	3. I can	3	
	I can identify specific SPICES where each youth in my Section might need encouragement to grow.	3. I can	3		
	I can demonstrate how to use the SPICES as a guide during program review, and understand how to ask age-appropriate SPICES review questions.	3. I can	3		
Facilitating STEM Adventures	I can facilitate a youth-led STEM activity that allows youth to take charge in the design and implementation of the product, process or the experiment.			1	
	I can explain how STEM fits into The Canadian Path.	1. I Don't Know	1		
	I can explain how the Plan-Do-Review cycle parallels the design and inquiry processes in STEM.	1. I Don't Know	1		
	I have facilitated two STEM activities with my Section.	1. I Don't Know	1		
	I have completed the eLearning course "What is STEM?" or participated in a Scouts Canada STEM presentation or workshop.	3. I can	3		
	I can describe the resources that are available through the Scouts Canada STEM program.	1. I Don't Know	1		
	I can identify STEM organizations in my area that I can use to complement the program.	1. I Don't Know	1		



Facilitating the OAS Program	I can facilitate the Outdoor Adventure Skills program for youth in my Section.			3
	I understand the role of OAS in marking the youth's personal progression through adventure.	3. I can	3	
	I understand that there are OAS competencies that I am not qualified to facilitate or instruct.	4. I Have	4	
	I can help youth be aware of safety and risk management while pursuing the OAS program.	4. I Have	4	
	I can find a resource person to help youth in my Section learn Outdoor Adventure Skills that I may not be qualified to facilitate or instruct. This resource person could be a youth or Scouter from another Section, or a third-party resource.	4. I Have	4	
Fundraising	I can describe Scouts Canada's three official fundraisers (Scout Popcorn, Scoutrees, Apple Day).			4
	I can develop a fundraising plan.	4. I Have	4	
	I can define a purpose for the funds raised.	4. I Have	4	
	I can create and share a budget based on funds raised.	4. I Have	4	
	I can communicate the vision for the fundraising to key stakeholders.	4. I Have	4	
Incorporating Spirituality	I can incorporate spirituality, as part of the SPICES, into the Canadian Path program.			2
	I can explain to youth and parents how spirituality is used within Scouts Canada.	4. I Have	4	
	I can incorporate spirituality in an age-appropriate way.	4. I Have	4	
	I can explain the Internal Compass model for spirituality to youth and parents.	3. I can	3	
	I can lead a review of an adventure using the Internal Compass model.	2. I Know	2	
	I can use the Internal Compass to reflect upon my own Scouting experiences as a Scouter.	2. I Know	2	
	I can facilitate common Scouting ceremonies such as Scouts' Owns and formal campfires.	4. I Have	4	
Incorporating the Badge Program	I understand the role of badges and can facilitate the use of badge programs appropriately.			3
	I can explain and understand how to facilitate the different badge programs available for youth in Scouting (Personal Progression, Personal Achievement, Outdoor Adventure Skills, Top Section Awards, Canadian Path Link badges, etc.).	3. I can	3	
	I can support the pursuit of Personal Achievement badges using self-set goals (Colony, Pack, Troop).	3. I can	3	
	I can facilitate the opportunity for youth to achieve the Top Section Award in my Section.	4. I Have	4	
	Company and Crew Scouters: I can facilitate personal development goal setting.	4. I Have	4	
Planning for Youth-led Scouting	I can facilitate the planning of a safe program that encourages youth leadership in age-appropriate ways.			3
	I can facilitate youth-led planning.	4. I Have	4	
	I can recognize and employ opportunities for linking with other Sections.	4. I Have	4	
	I can involve youth in the budgeting process in an age-appropriate way.	3. I can	3	
	I can explain how to use the Program Quality guide to facilitate youth-led planning in an age-appropriate way.	4. I Have	4	
Using the Patrol (Team) System	I can facilitate a Scouting program that functions primarily in Patrols.			2
	I can describe how a Patrol functions within my Section.	3. I can	3	
	I can describe the function of the Section Leadership Team, and its role in relation to the Patrols.	3. I can	3	
	I can demonstrate how to form Patrols, and I know when the youth in my Section should gather in their Patrols.	2. I Know	2	
	I can demonstrate how to encourage youth leadership in a Patrol setting and help the youth in my Section set a positive example for others.	3. I can	3	
	I have facilitated at least three Patrol-based adventures using the Plan-Do-Review process.	4. I Have	4	
Working With Your Section Leadership Team	I can apply the youth-leadership structure appropriate to my Section.			4
	I understand how the shared leadership model applies to my Scouter Team, the Section Leadership Team and the Patrol (Team) System.	4. I Have	4	
	I understand my role as a Section Scouter is to be a mentor, facilitator and guide of youth.	4. I Have	4	
	I have helped facilitate two Section Leadership Team meetings.	4. I Have	4	
	My Section maintains an active Section Leadership Team.	4. I Have	4	
	I have participated in at least two Scouter meetings.	4. I Have	4	
Youth-led Camping	I can facilitate an age-appropriate, youth-led weekend camp with my Section.			2

		I can facilitate budgeting for a camp with my Section.	4. I Have	4	
		I can help youth in my Section select equipment for camp.	4. I Have	4	
		I can facilitate an age-appropriate adventure (the right place, at the right time, with the right people and with the right equipment).	4. I Have	4	
		I can help youth select a safe and age-appropriate location for a camping trip.	4. I Have	4	
		I can facilitate the completion of an Camping and Outdoor Activity Application and Emergency Plan.	4. I Have	4	
		I can ensure that youth plan a menu that meets the dietary requirements of the group and the activity.	3. I can	3	
		I can facilitate a hazard assessment with youth.	4. I Have	4	
		I can develop a contingency plan.	4. I Have	4	
		I can describe the seven principles of Leave No Trace.	2. I Know	2	
	Conducting Crucial Conversations	I can conduct a crucial conversation that results in a timely, constructive and respectful outcome.			1
		I can use the AID (Action, Impact, Do) model to provide developmental feedback.	1. I Don't Know	1	
		I can identify when a situation requires a crucial conversation.	3. I can	3	
		I can explain how crucial conversations can prevent conflict escalation.	3. I can	3	
		I can use the EASE (Engage, Absorb, Share, End) model to structure crucial conversations.	1. I Don't Know	1	
	Developing Effective Scouter Teams	I can demonstrate the shared leadership model as it applies to a team of Scouters.			3
		I can describe how my team contributes to Scouts Canada's five strategic priorities.	3. I can	3	
		I can describe the support systems available to my team at a Section, Group and Area level.	4. I Have	4	
		I can describe my role and responsibilities within my team, as well as the roles and responsibilities of my team members.	4. I Have	4	
		I can demonstrate how my Scouter Team facilitates youth leadership.	3. I can	3	
		I can demonstrate how to solve problems within my team.	4. I Have	4	
		I can demonstrate effective communication with my team.	4. I Have	4	
		I can demonstrate how to provide recognition to my team members.	4. I Have	4	
	Growing the Movement	I can explain how providing a Scouting experience to more young people helps accomplish Scouts Canada's mission.			3
		I can describe the benefits of Scouting to an individual not familiar with the movement.	4. I Have	4	
		I can demonstrate how to develop a recruitment plan with the other Scouters in my Section.	3. I can	3	
		I can demonstrate how to facilitate a recruitment event for youth.	3. I can	3	
		I can demonstrate how to facilitate a Bring-A-Friend event in my Section.	4. I Have	4	
		I can demonstrate how to facilitate a linking activity in my Section.	4. I Have	4	
		I can demonstrate how to develop a retention plan with the other Scouters in my Section.	3. I can	3	
	Recruiting Volunteers	I can identify and recruit Volunteers to help facilitate the Scouting program.			2
		I can describe the benefits of volunteering with Scouts Canada.	4. I Have	4	
		I can describe the selective recruitment process.	3. I can	3	
		I can explain how to engage prospective Volunteers.	3. I can	3	
		I can identify and use Volunteer recruitment pools.	2. I Know	2	
		I have recruited a Volunteer for Scouts Canada or another volunteer organization.	4. I Have	4	
	Volunteer Support	I can describe the five pillars of Volunteer Support (orientation, formal training, program tools, in-person support, feedback and recognition).			1
		I can explain the screening process for new Scouters.	4. I Have	4	
		I have assisted with the orientation of new Scouters.	4. I Have	4	
		I can demonstrate to a new Scouter how to access the David Huestis Learning Centre.	3. I can	3	
		I can provide feedback using the AID (Action, Impact, and Desired outcome) model.	1. I Don't Know	1	
		I have thanked a Scouter for his or her outstanding service using Scouts.ca/thanks.	4. I Have	4	
Totals					64



Name: Sample Scouter



Start Date: 2017-03-18

Group: Your Council

Submission Date:

Program Area	Scouter Development Card	Learning Objectives	
Outdoor Skills	Camping Skills	I have the skills to conduct a safe and fun camping trip in all four seasons.	2
	Facilitating Winter Adventures	I have the skills to conduct fun and safe cold-weather adventures.	3
	Outdoor Safety Skills	I can demonstrate skills and describe equipment needed for safe outdoor adventures appropriate for my Section.	1
	Scoutcraft	I can demonstrate the safe and effective use of tools required to have adventures in the outdoors.	1
Program Facilitation	Assessing Program Quality	I can facilitate a Program Quality Assessment with a Patrol (Team) in my Section.	4
	Engaging Parents	and can implement parent-engagement strategies.	1
	Facilitating Adventures	I can demonstrate my role as a facilitator to enable a youth-led adventure that uses the Plan-Do-Review process.	3
	Facilitating a Balanced Program	the year's adventures to ensure that the youth have the	3
	Facilitating for Diverse Youth	I can describe the differences in age-appropriate program facilitation between my Section and an older or younger Section.	3
	Facilitating Personal Progression	I can explain how Scouting develops well-rounded youth, better prepared for success in the world.	3
	Facilitating Section Meetings	I can facilitate a fun, safe and constructive Section meeting.	3
	Facilitating SPICES Development	I can describe the SPICES to youth members, and explain how each dimension applies to personal growth.	3
	Facilitating STEM Adventures	I can facilitate a youth-led STEM activity that allows youth to take charge in the design and implementation of the	1
	Facilitating the OAS Program	I can facilitate the Outdoor Adventure Skills program for youth in my Section.	3
	Fundraising	I can describe Scouts Canada's three official fundraisers (Scout Popcorn, Scoutrees, Apple Day).	4
	Incorporating Spirituality	I can incorporate spirituality, as part of the SPICES, into the Canadian Path program.	2
	Incorporating the Badge Program	I understand the role of badges and can facilitate the use of badge programs appropriately.	3
	Planning for Youth-led Scouting	I can facilitate the planning of a safe program that encourages youth leadership in age-appropriate ways.	3
	Using the Patrol (Team) System	I can facilitate a Scouting program that functions primarily in Patrols.	2
	Working With Your Section Leadership Team	I can apply the youth-leadership structure appropriate to my Section.	4
Youth-led Camping	I can facilitate an age-appropriate, youth-led weekend camp with my Section.	2	
Volunteer Support	Conducting Crucial Conversations	I can conduct a crucial conversation that results in a timely, constructive and respectful outcome.	1
	Developing Effective Scouter Teams	I can demonstrate the shared leadership model as it applies to a team of Scouters.	3
	Growing the Movement	I can explain how providing a Scouting experience to more young people helps accomplish Scouts Canada's mission.	3
	Recruiting Volunteers	I can identify and recruit Volunteers to help facilitate the Scouting program.	2
	Volunteer Support	I can describe the five pillars of Volunteer Support (orientation, formal training, program tools, in-person support, feedback and recognition).	1
Totals	0	0	64