



Volunteer Development Team Guide to the Woodbadge

All adult volunteers have an opportunity to develop their skills and knowledge through our Learning Tree.

This Learning helps you to undertake your role effectively and with confidence.

Adult learning is designed to support you as a volunteer, so the learning provided is relevant and tailored to your role.

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

We aim to make learning accessible to all, regardless of geography, education, personal circumstances or additional needs. Learning will also provide you with the opportunities to interact and share your experiences with other volunteers.

The development opportunities available are dependent on your role but they range from skills-based training such as first aid, risk assessment, safeguarding and public relations through to experience in

leadership, management, communication, organisation, child protection, executive training and experience of working with young people.

The Wood Badge

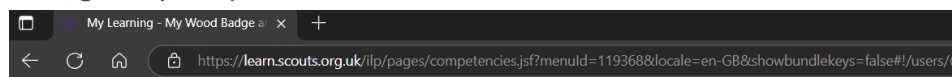


Completing the award is optional and volunteers can choose to work towards it as part of their ongoing development. Moreover, we would recommend that volunteers do consider working towards this award.

Why?

The Wood Badge is an international award demonstrating a volunteer's personal commitment to learning and development with Scouts. It will provide you with the correct skills and knowledge to enhance your program and in turn the enjoyment of yourself, your team and your members.

The Section Wood Badge is for volunteers focussed on programme delivery. To begin, sign in to Scouts.org.uk, head to My Learning and assign the Section Wood Badge to your profile:

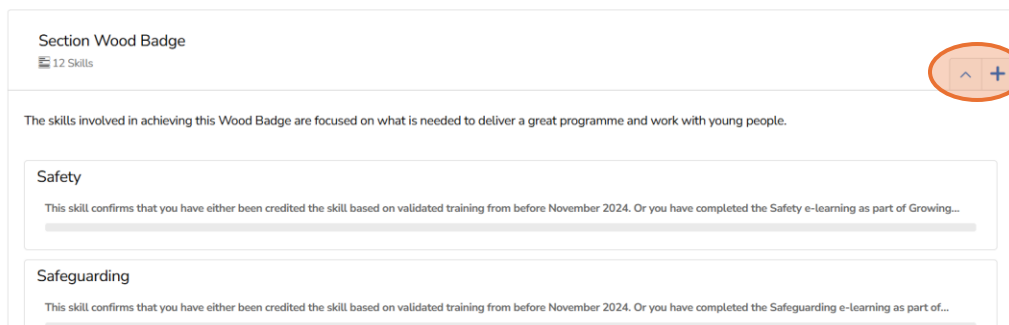


Click on wood badges



Click on the plus

1 Wood Badges ☐ Display my selected Wood Badges



You can expand to see the modules then Click on Plus to add the enrol on the Woodbadge

The wood badge will now show when you click on Woodbadge and skills and will let you see the modules required and completed.

For the Section Woodbadge you will need to complete the following modules:

These should be completed with growing roots training:

- Safety
- Safeguarding
- Data protection in Scouts
- Who we are and what we do
- Creating inclusion*
- Delivering a great programme*

These are the additional modules needed to achieve the award:

- Module 8 - Skills of leadership
- Module 9 - Working with adults
- Module 13 - Growing the section
- Module 16 - Residential
- Module 18 - Practical skills
- Module 19 - International

*To gain the Section Wood Badge, you'll still need to do this learning even if you have an automatic sign-off of Growing Roots learning on joining the new digital system.

Once you have added the Woodbadge please let our Volunteer Development Team Know by emailing judith.roberts@stockportscouts.org.uk

What do I need to do?

Your Growing Roots learning can be completed Online, except for first response which is a blended course. You can find details of First response courses run by GME on their website: [First Aid | main](#)

The additional modules needed to complete the Woodbadge training may need some additional learning before they are validated. This may be done in a number of ways:

- “on the job” learning completed informally with more experienced members of your team
- Workbooks may be available so you can work through the content at your own pace
- A face to face course may be another option. It does not have to be done within our district, or even county, have a search and see if there is a course near you.

After completing the learning, or if you believe you already have the knowledge needed you will need to have the module validated.

The next few pages act as a guide for each module so you can see what is covered and what is needed for validation

Module 8 - Skills of Leadership

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

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

Learning checklist:

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

To validate this module you need to:

complete two of the following:

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

Additional validation criteria can be created in consultation with a learning adviser if necessary.



Where can I find help for my learning?

- [ACTION CENTRED LEADERSHIP](#)
- [LEADERSHIP WITH THE BRITISH ARMY](#)
- [LEADERSHIP STYLES – SUMMARY](#)
- [SYSTEMATIC PLANNING \[DOOR\]](#)
- Check the web for local training course

Module 9 - Working with adults

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

This module covers:

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

Learning checklist:

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

To validate this module you need to:

complete two of the following:

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

Additional validation criteria can be created in consultation with a learning adviser if necessary.



Where can I find help for my learning?

- [ACTIVE LISTENING SKILLS](#)
- [BUILDING EFFECTIVE TEAMS – LEARNING GUIDE](#)
- [GROUP DEVELOPMENT](#)
- [THE POWER OF WORKING TOGETHER](#)
- [WORKING WITH PEOPLE](#)
- Check the web for local training course

Module 13 - Growing the section

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

This module covers:

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

To validate this module you need to:

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

AND complete two of the following:

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

Additional validation criteria can be created in consultation with a learning adviser if necessary.

Learning checklist:

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



Where can I find help for my learning?

- [MANAGING A JOINING LIST](#)
- [GROWTH & COMMUNITIES](#)
- [STARTING A NEW SECTION](#)
- [WELCOMING BEAVERS AND MOVING ON](#)
- [WELCOMING CUBS AND MOVING ON](#)
- [WELCOMING SCOUTS AND MOVING ON](#)
- [Growing Scouts | Scouts](#)
- Check the web for local training course

Module 16 - Residential

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

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

To validate this module you need to:

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

Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role

Learning checklist:

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

Holding a nights away permit will help you validated this module – completing this module does not give you a nights away permit, you must apply for one seperately



Where can I find help for my learning?

- [ADULT to YOUNG PEOPLE RATIOS](#)
- [CAMPSITES & ACTIVITY CENTRES](#)
- [NIGHTS AWAY RESOURCES](#)
- [NIGHTS AWAY FOR SCOUTS WITH DISABILITIES](#)
- [NIGHTS AWAY PERMIT – APPLICANTS GUIDE](#)
- [NIGHTS AWAY RESPONSIBILITIES](#)
- Check the web for local training course

Module 16: Residential experiences quiz

1) Why do we have a Nights Away Permit scheme?

2) What are the four types of Nights Away Permit available to adults in scouting?

- a)
- b)
- c)
- d)

3) True or False?

The type of permit available is based on the section an adult volunteers with.

4) True or False?

A Section Leader can lead an event for another section if they hold the correct permit

5) What is the maximum possible term for each type of permit?

6) Is a Nights Away Permit needed for each County/Area/Region in which you camp?

7) Family camps are a good way to enthuse parents. Which sections can attend a family camp?

8) a. What are the specific rules for Beaver Scouts attending a family camp?

b. Where can you find this information?

9) True or false?

Parents don't need to have any DBS (criminal records checks) to attend a family camp

10) True or false?

Parents or supporters will need to have extra insurance to cover them on a family camp

11) How many international residential experiences can be organised?

12) Where can you find more information about international residential experiences?

13) What are Nights Away Event Passports and who are they for?

14) True or false?

Any Permit holder can grant a Nights Away Event Passport

15) True or false?

The Permit Holder who grants the Nights Away Event Passport must attend the event

16) True or false?

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

Module 18 - Practical skills

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

This module covers:

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

Learning checklist:

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

To validate this module you need to:

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

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

Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role



Where can I find help for my learning?

- [Bushscout.UK](https://www.bushscout.uk)
- [Activities | main](#)
- [Digital skills and inclusion | Scouts](#)
- Check the web for local training course

Module 19 - International

Providing an international dimension to a section.

This module covers:

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



Where can I find help for my learning?

- [A MILLION HANDS](#)
- [BRITISH SCOUTING OVERSEAS](#)
- [JAMBOREE ON THE INTERNET \[JOTI\]](#)
- [SUPPORTING REFUGEES](#)
- [OVERSEAS BRANCHES OF THE SCOUTS](#)
- [OVERSEAS TRAVEL PACKAGES](#)
- [WORLD SCOUTING](#)
- [WORLD MEMBERSHIP BADGE](#)
- Check the web for local training course

Learning checklist:

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

To validate this module you need to:

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

and complete two of the following:

1. plan and run an international themed event or activity for young people exploring either:
 - the global nature of scouting
 - the role of the world membership badge
 - international events in scouting
2. be involved in the planning and running of an international trip, for example a camp abroad, including producing an event plan
3. support young people taking part in an international experience
4. establish or actively maintain a link, and exchange information, with a Scout Group outside of the UK

Any additional validation criteria created will need to check what you have learnt and that you can apply the skills that you have acquired to your role

Next steps

Have you...

- Added the Woodbadge to your profile in the Learn module of the membership system (page 2)?
- Let Judith.Roberts@stockportscouts.org.uk know that you have started a Woodbadge?

You are good to start learning. You will need to arrange validation of your learning. You can do this in small chunks or in one go – it is up to you, but you may find small chunks better to manage.

If you have a Learning Advisor you can let them know when you are ready for validation (check the guidance above) or email Judith.Roberts@stockportscouts.org.uk to arrange for your validation

'The validation of training should always be something that volunteers do as part of their normal volunteer role, and should not generate extra work.'