

## Orientation and Probation Period – Program

Following the *Selection Interview* and *Reference Checks*, the new volunteer becomes active in a section. Provide the new volunteer with the information described below.

The learner will:	Requirements:
<b>Describe the outline of a typical meeting</b>	<ol style="list-style-type: none"> <li>1. Describe the format of a typical meeting.</li> <li>2. Identify where and when the section meets.</li> </ol>
<b>Describe use of outdoor activities</b>	<ol style="list-style-type: none"> <li>1. Emphasize the importance of outdoor activities.</li> <li>2. Provide three examples of outdoor activities for the section.</li> </ol>
<b>Describe the structure of the Scouting group</b>	<ol style="list-style-type: none"> <li>1. Identify the age groupings of the different sections in the group.</li> <li>2. Describe the structure of the section including the small groupings used in the sections (plus tail levels for Beavers).</li> <li>3. Explain the benefits of using small groups.</li> <li>4. Explain the role of the Group Committee.</li> <li>5. Identify the local structure directly supporting the learner up to the region including contacts.</li> </ol>
<b>Describe the role of the leadership team</b>	<ol style="list-style-type: none"> <li>1. Describe the Shared Leadership Model.</li> <li>2. Identify youth leadership roles.</li> <li>3. Identify adult roles.</li> <li>4. Explain the need to be flexible in direction and support.</li> </ol>
<b>Explain our commitment to involving youth in decision making</b>	<ol style="list-style-type: none"> <li>1. Explain three benefits of involving youth in program planning.</li> <li>2. Identify three methods of involving youth in decision making.</li> <li>3. Identify the value of youth being able to make mistakes in a supportive environment.</li> <li>4. Make a commitment to involving youth in program planning and decision making.</li> </ol>
<b>Explain expectations for personal development</b>	<ol style="list-style-type: none"> <li>1. Provide expectation that within one year, new leaders are expected to develop the skills and knowledge covered in the Basic Program Planning and Delivery. The Key Leader is expected to develop the Basic Section Management set of skills and knowledge within the first three months of taking on the role.</li> <li>2. Explain the various opportunities available to acquire and to be recognized for abilities.</li> <li>3. List other development opportunities e.g. First Aid available.</li> </ol>
<b>Identify essential leader resources</b>	<ol style="list-style-type: none"> <li>1. Identify essential resources for the position.</li> </ol>
<b>Manage exposure to risk</b>	<ol style="list-style-type: none"> <li>1. Identify an example of each of the three categories (Green, Yellow, Red) of typical Scouting activities defined in the Camping/Outdoor Activity Guide.</li> <li>2. Describe for one activity the process of identifying, assessing and appropriately minimizing risks according to the Camping/Outdoor Activity Guide.</li> <li>3. Provide two examples of how to incorporate safety considerations into the program.</li> </ol>

### Follow-up

Do separate follow-up for creating a Personal Development Plan including:

1. Identifying the specific skills and knowledge the individual brings to the role.
2. Discussing methods the learner will use to develop his or her abilities.
3. Identifying some specific opportunities and methods in which the learner will participate.
4. Ask the leader to commit to a Personal Development plan.