



Education Scheme: The Branch Profile

Kvemo Kartli Organisation of the Scout Movement (KKOSM)

2006-2009

Introduction

Educational Scheme - the Branch Profile of the Kvemo Kartli Organisation of the Scout Movement (KKOSM) is committed to give the full SCOUT training to all members of the organization from all the branches and lasts for three years.

The scouts are divided into four branches:

1. scouts aged 9-11 (cub scouts)
2. scouts aged 12-14 (scouts)
3. scouts aged 15-17 (rangers)
4. scouts aged between 18-25 (rover scouts)

Scouts stay for three years in one branch. There are different Training Programmes for each branch adapted to the characteristics of the specific age group. The programmes will contribute to the children's knowledge on a wide range of topics and relate to the above-mentioned goals. Some of the training will be done in group work, some by individual studies and work. Programmes for different branches may sometimes include the same topics but each area will be adapted to specific wants and needs of scouts from different branches.

Troop and Patrol System

The unit of the organization is the Troop. The complete Troop consists of one or more Cub Scout Patrols, Scout Patrols, and Ranger Patrols, but a Troop may consist of one or two Branches only. Patrol may not consist of more than 10 members. Troops and Patrols are lead by Rover Scouts. The Patrol Leader trains the Patrol through activities at Patrol meetings. Each of them plan to have minimum bi-weekly meetings with their patrols. Troop and Patrol leaders create Troop Committee which is responsible for guarding the honour of the Troop, for deciding on the programme of Troop activities in broad outline, and for other internal matters. Troop Committee has 1 main monthly meeting, which will summarize the outputs of the weekly meetings and will measure against the development plan of the Troop.

Active Leaders Team

The most experienced scout leaders (rover scouts) are united in Active Leaders Team which is responsible for planning and implementation of the training programme. Active Leaders Team ensures that the various Branches of the Troop receive the full scout training according to the educational scheme represented below, helps the troops and patrols to obtain suitable venue and the necessary equipment and opportunities for trainings. They provide also additional assistance to rover scouts (patrol and troop leaders) through trainings, workshops or any other theoretical/practical sessions.

Training Programme

Content

The training programme includes theoretical and practical activities in scouting. Participants also learn different skills and specializations. The training programme contains theoretical and practical work, indoor and outdoors activities, hiking, problem-solving activities, games etc. Participants also take part in camps in order to experience the adventure of scouting.

Apart from the requirements participants have to complete some requirements themselves – in the patrol and in the troop with the help of their patrol and troop leaders. This serves to encourage patrol and troop work.

Timeframe

- 2006-2009

Scouts stay for three years in one branch and they must complete training programme in three-year period.

Structure of the programme

The programme consists of three stages:

- I stage
- II stage
- III stage

When the scouts achieve the requirements of one stage, they move to another and receive a badge, which shows a young person's commitment to scouting and the reward for taking an active part in the programme.

For each stage, the scouts have a person accompanying him/her (usually this is an experienced scout, a patrol and a troop leader). This person explains to the scout how the system works, helps her/him to define the goals of personal development in the respective stage, and advises him/her in the realization of the stage. However, the scouts work independently on his/her stage. They acquire the necessary knowledge at the patrol and troop activities, but it is also possible to work on them outside these 'official' events.

The individual skills and abilities of each child or youngster determine the pace of the success. The active leader team will take in account the special needs of any scout. The active leader team should feel free to adapt the requirements if appropriate to allow a young person to take part and still achieve the aim of the particular requirement.

Structure of a stage

Each stage consists of two elements:

- Acquiring knowledge;
- Checking and applying the acquired knowledge.

Requirements and Commitment

The requirements for the scouts are:

- Attending training courses, patrol and troop meetings;
- Attending Scouting and taking an active part in the patrol and troop programme;
- Working on the personal progress by moving forward to a new stage.

Methods of testing

Methods to check the knowledge are:

- Oral questions;

- Practical examples (build up some scout constructions, care for an injured person, etc);
- Small practical examples (make a knot or a bandage, decipher a secret message, etc);
- A big project (a big scout construction during a camp, organise an orientation course, prepare a spiritual programme, etc.);
- Spontaneously: as soon as a scout has learnt something new, he/she shows it to others
- Multiple-choice questionnaires;
- Open written questions;
- Others.

The scouts will have the opportunity to show in practice what they have learnt. They will not be unnecessarily bothered with written things. The decision on whether the scout has achieved a progress will be made by the active leaders' team.

Training Programme for the First Branch (Cub Scouts)

The Cub Scout section is open to children aged 9-11 years. Children can join this section at the age of 9 years and may stay until they are 12 years old.

The Methods

Training Programme is delivered using a wide range of methods. Sometimes one method will be more suitable than another. On occasions leader may use a number of methods within the same activity. Leaders aim to use a variety of methods, which will make training courses more interesting and in order to adapt them to the specific needs of the age of the children:

- Help other people
- Games
- Explore their world
- Prayer, worship and reflection
- Singing, stories, drama
- Themes
- Visits and visitors
- Handy crafting
- Being outdoors
- Team challenges
- Try new things
- Personal development
- Scout law and promise
- Fun

Stage 1

In the first stage, cub scouts understand the commitment that they are making when they make their promise and become members of the movement and the Cub Scout section. They get basic knowledge on scouting. Cub scouts complete the following requirements before they make their Promise.

For achieving these goals they start with the following topics:

- Get to know other members and leaders in the patrol and troop.
- Find out about ceremonies and traditions in the patrol and troop.
- Find out about activities available in the patrol and troop.
- Scout promise, scout law and the rules in the patrol and troop.
- Scout motto, signs, salute and handshake.

- Know what to do at their investiture
- General knowledge about the family of scouts, worldwide scouting and the history of scouting.
- Structure of scouting in Georgia.

After these requirements are complete, they make their promise, receive a badge showing that they have completed first stage and move on to the second stage.

Stage II

The second stage offers a variety of activities so that Cub Scouts can develop personal interests and skills. These requirements can be attempted by the Cub Scout on their own or within the group. To move on to the next stage, the cub scouts need to complete the following areas:

- First aid;
- Outdoor cooking;
- Fire making;
- Preparation for hiking and camping;
- Codes and Signs;
- Communication and transmission;
- Knots and lashings;
- Pioneering;
- Orientation;
- Mapping and compass;
- Scout creativity and scout crafting;
- Stars and weather;
- Rights of the child – Our Rights, Our Responsibilities;
- Nature and protection of the environment;
- Wildlife of Georgia;
- Ecological problems in Georgia;
- World and Georgian cultural heritage;

To move to the third stage Cub Scouts must also complete the activities according to the above mentioned areas in the patrol and troop with the help of their patrol and troop leaders. The requirements might include:

- Taking part in at least one residential experience (preferably camping) with a minimum of two nights away and take part in activities such as: Help to pitch and strike a tent and show how to take care of it, help to prepare, cook, serve and clear away a simple meal, help to tidy up the campsite before they leave;
- Making a creative presentation about an aspect of cub scouting. This could be in the form of a video, photos or posters. It could show the activities they enjoy doing;

- Finding out about an aspect of international scouting. They could find out about scouting in a country of their choice;
- Planning and running an activity for other cub scouts with the help of their leader;
- Finding out more about four of the following aspects about their faith: important objects at their place of worship, names of people, their titles and what they do at their place of worship, special festivals and customs, stories from their religion. These could be from books, videos or other sources;
- Finding some examples showing how people have damaged the environment and other examples showing how people have conserved or protected the environment;
- Taking part as a group in two projects, such as: clearing a ditch or pond, making, setting up and maintaining a bird feeder, bird table, bird nesting box or bird bath, looking after a piece of land or a garden, tidying up a piece of wasteland, taking part in an anti-litter campaign, planting a tree or shrub;
- Visiting and finding out about a famous old building, monument, or other place of historical interest. Discuss what they have found out with other cub scouts;
- Finding out about at least four aspects of life in another country, for example: national costume, food, currency, climate;
- Visiting places and exploring, for example: a forest or park, woodland, town.
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- After these requirements are complete, they receive a badge showing that they have completed second stage and move on to the third stage.
- Stage III
- On the third stage participants learn the same areas as on the second stage, but they get a deeper insight into the themes they have learnt. Moreover, they must complete requirements that are done in the patrol and in the troop with the help of their patrol and troop leaders. As examples the requirements might include:
- Creating two new games for the patrol;
- Creating something using information technology, for example a birthday card, party invitation or a poster;
- Finding out about the work of an international charity organisation that helps around the world, for example UNICEF. Present their findings to the rest of the patrol;
- Planning a patrol night for other cub scouts about healthy living;
- Organising a fund-raising evening/event for a charity of their choice;
- Making a verbal, taped or newsletter report of a local event either past or present;
- Visiting at least one interesting person in their community, for example a policeman, a dentist, a religious leader, a doctor, a musician;
- Finding out about the people who help the local community, for example police, fire brigades, lifeboats. Explain to others what they have learnt and how we can help them do their job. They could arrange a visit, put on a display, make posters or put on a play to share the message;
- Making a list of at least six books read or used recently, name their authors and being able to tell the leader or other members of the patrol something about three of these books. The three books chosen should include at least one story and one factual book;
- Taking part in or starting a recycling scheme, e.g. bottles, cans, waste paper.

When the first branch is completed, the Cub Scouts receive a badge, showing that they have completed Training Programme for Cub Scouts.

Training Programme for the Second Branch (Scouts)

The second branch is for young people from 12-14 years. They are called scouts. A young person can join this section at 12 and may stay until he/she is 15 years old.

The methods

The programme for the scouts of the second branch is using methods, which intend to give the programme variety and range. If appropriate, leader may use a number of methods within the same activity. Scouts will have opportunities to take part in:

- Outdoors activities
- Games
- Design and creativity
- Visits and visitors
- Service
- Technology and new skills
- Team-building activities
- Activities with others
- Themes
- Prayer, worship and reflection
- Personal development
- Scout law and promise
- Fun

Stage I

In the first stage the scouts acquire basic knowledge of scouting. In the first stage scouts need to:

- know about the patrol and troop
- get to know other members and leaders in the patrol and troop
- find out about the ceremonies and traditions in the troop and the rules of the troop
- find out about the activities that the patrol and troop does

They learn:

- Foundations of scouting
- History of scouting around the world
- Scout law and promise
- Scout motto, sign, salute and handshake
- Scouting and the world
- Structure of scouting in Georgia
- what to do at investiture

Once the young scouts have completed these requirements, and they feel ready to make their promise (if they have not done their promise yet), they receive a badge showing that they have completed first stage and then they can be invested in the second stage.

Stage II

The second stage allows the scouts to achieve a wide range of knowledge concerning scouting. They can work individually or in groups. Each scout is expected to show a personal commitment and to be fully involved in the activities. The level of involvement will depend on the scout's previous experience and personal ability. The activity should offer a challenge to those involved, but should not be seen as a matter of passing or failing. An activity may not be completed successfully to 100%, but the scout still has learnt from the situation and gained experience. In all activities the leaders try to encourage scouts to achieve their full potential and reinforce their promise «to do my best».

The scout must complete these areas:

- First aid;
- Outdoor cooking;
- Fire making;
- Camp construction;
- Codes and Signs;
- Communication and transmission;
- Knots and lashings;
- Pioneering;
- Orientation;
- Mapping and compass;
- Scout creativity and scout craft;
- Preparation for hiking and camping;
- Stars and weather;
- Rights of the child – Our Rights, Our Responsibilities;
- Teambuilding and community mobilization;
- Nature and protection of the environment;
- Ecological problems in Georgia;

- Wildlife of Georgia;
- World and Georgian cultural heritage;

To move to the third stage the scouts must complete the activities according to the above mentioned areas that must be done in the patrol and in the troop with the help of their patrol and troop leaders. As examples the requirements might include:

- Taking an active part in a residential experience, preferably camping, for at least two nights. During the event, they should take part in many different activities (for example: help to pitch and strike a tent, light a fire and cook at least one meal on it, set up a suitable stove and cook a meal on it, demonstrate personal hygiene, keep all belongings organised and tidy within the accommodation, maintain a tidy and orderly site, take part in a campfire or other entertainment, build a simple pioneering project, explore the environment of the camp, with others, successfully complete a two-hour activity, plan a balanced menu for a short camp, show how to use an axe or a saw or both safely, demonstrate knowledge of first aid, etc.);
- Promoting local scouting (for example: a newsletter, poster, video, website, audio broadcast, or display);
- Taking an active part in some form of local community service during at least six hours. The time may be spent doing a number of different projects or by showing commitment to a single project over a longer period of time (for example: running a fund-raising stall or game, delivering leaflets, clearing an area, gardening, collecting materials for recycling, helping with activities for younger children, moving furniture, clearing debris, painting fences or environmental projects);
- Recognising the prominent stellar constellations visible throughout the year, recognize and show a basic knowledge of the stars, know the meanings of basic astronomical terms such as axial rotation, synodic and sidereal periods, opposition, conjunction, meridian, ecliptic and celestial equator, give a general description of the solar system, the individual planets and the galaxy, know about landings made or planned on other bodies in the solar system since 1969 and about human activity in space, explain how astronomy contributes to space missions;
- Knowing the dangers of and understand the fire precautions necessary at home relating to oil heaters and open solid fuel fires, portable electric fires, uses of household gas and petrol, etc. Explain what action should be taken, and why, on an outbreak of fire. Know how to call the fire brigades and the correct procedure to be followed;
- Preparing soil and successfully transplant a young tree;
- Getting involved with others in a project that helps preserve an aspect of national or local heritage, for example, archaeological site, historical monument or museum;
- Finding out more about the origin of their religion, presenting their findings to a suitable audience and exploring the history of their faith. This may be at a local, national or international level. This could be done by finding out about important people in the history of their faith or they could visit a place of importance for their faith;
- Cultivating an area of at least 15 square meters for a year, during which three kinds of hardy annual flowers, three kinds of vegetable and two kinds each of bulbs, herbaceous plants and flowering shrubs or roses should be successfully grown. As an alternative, grow eight types of vegetable;
- Visiting a place of worship for a religion other than their own, and finding out the differences between this building and their own place of worship.

After these requirements are complete, Scouts receive a badge showing that they have completed second stage and move on to the third stage.

Stage III

In the third stage the participants learn the same areas as in the second stage, but they get a deeper insight into the themes they have learnt. Moreover, they must complete requirements that are done in the patrol and in the troop with the help of their patrol and troop leaders. As examples the requirements might include:

- Taking part in an entertainment in front of an audience (for example: a short play, a series of sketches, magic tricks, singing, playing a musical instrument, a scout show, a dance, or a puppet show);
- Choosing an international issue (such as trade, health, water and sanitation, environment, refugees, intolerance, poverty, animal welfare, etc.) and completing a series of activities to help their unit to understand the issue;
- Making or decorating one or more items, using their own design ideas as much as possible (for example: make a container by basket-making, wood turning, pottery, embroidery on plastic canvas, glass-blowing, or fibreglass construction, make a picture using techniques such as mosaic, staining glass, quilling, calligraphy, pyrography, pressed flowers, fabric collage or printing with potato, string, dry point, aquatint, silk screen, make an ornament or decorative article by candle making, arranging flowers, carving wood, slate, stone or soap, fly tying, jewellery-making, pewter work, copper- or silver-smithing, stone polishing, stonemasonry, sculpture or making a corn doll, etc.);
- Taking an active part in activities requiring a number of problem-solving skills, effective teamwork and creative thinking (for example: incident hikes or timed challenges, etc.);
- Preparing a press release for a scouting event or write an article for a magazine or newsletter, reporting a scouting event;
- Providing valuable voluntary service to the community for an agreed period of time;
- Writing and planning an original entertainment with a group. This could take the form of a sketch, film or slide and tape presentation, camp fire or stage routine involving some of the following: mime, drama, music, storytelling, conjuring, photography, sound recording and present the entertainment to an audience such as a patrol, troop or parents;
- Taking an active part in the place of worship of their religion. For example, volunteer to get involved in community work, take a special part in the services, if possible;
- Getting some media coverage for a scouting event, expedition or activity. This can be done by preparing a press release, taking a photograph, producing a publication or writing a short article for the newsletter, magazine or similar;
- Assisting for an agreed period of time long enough to show their ability in the areas, such as the care and storage of tents, including how to do simple repairs;
- Completing community activity, for example, a weekend conservation project, an activity for younger people and scouting activities, for example, website design and maintenance, helping in a younger section.

When the second branch is complete, the Scouts receive a badge, showing that they have completed Training Programme for Scouts.

Training Programme for the Third Branch (Rangers)

The third branch is for young people from 15-17 years. They are called scouts rangers and at a certain age also young leaders. A young person can come into this section at 15 and may stay until he/she is 18 years old. They are young leaders who choose to devote a large proportion of their time in scouting to service in another section.

Young leaders are the leaders of the future. They assist the leaders and the young people and children in the first two branches.

The training programme for the rangers of the third branch focuses on different aspects of leadership. They address everyday issues faced by young leaders and prepare for handling difficult situations and challenging behaviour within their group.

The methods

In the programme, the participants experience a variety of methods implementing the programme. This will make meetings and activities more interesting and appealing to the youngsters:

- Outdoors activities
- Games
- Design and creativity
- Getting on with others
- Leadership and responsibility
- Service
- Technology and new skills
- Team-building activities
- Activities with others
- Themes
- Prayer, worship and reflection
- Personal development
- Scout law and promise
- Keeping the scout promise
- Fun

Stage I

In the first stage scouts learn basic knowledge of scouting. They need to:

- know about the patrol and troop
- get to know other members and leaders in the patrol and troop
- find out about the ceremonies and traditions in the Troop and the rules of the troop
- find out about the activities that the patrol and troop does

They learn:

- Foundations of scouting
- History of scouting around the world
- Scout law and promise
- Scout motto, sign, salute and handshake
- Scouting and the world, local, national and international Scouting.
- Structure of scouting in Georgia
- Know what to do at investiture

Once the young persons have completed these requirements, and they feel ready to make their promise (if they have not done their promise yet), they receive a badge showing that they have completed first stage and they can be invested on the second stage.

Stage II

The second stage allows rangers to achieve a wide range of knowledge concerning scouting. They can work individually or in groups. Each ranger is expected to show personal commitment and be fully involved in the activities. The level of involvement will depend on the ranger's previous experience and personal ability. The activity should offer a challenge to those involved but should not be seen as a matter of passing or failing. An activity may not be completed successfully to 100%, but the ranger still has learnt from the situation and gained experience. In all activities the leaders try to encourage rangers to achieve their full potential and reinforce their promise "to do my best".

To complete this stage the ranger and/or young leader must complete these areas:

- First aid;
- Outdoor cooking;
- Fire making;
- Camp construction, logistics and management;
- Codes and Signs;
- Communication and transmission;
- Knots and lashings;
- Pioneering;
- Orientation;
- Mapping and compass;
- Scout creativity and scout craft;
- Preparation for hiking and camping;

- Stars and weather;
- Rights of the child – Our Rights, Our Responsibilities;
- Teambuilding and community mobilization;
- Nature and protection of the environment;
- Ecological problems in Georgia;
- Wildlife of Georgia;
- World and Georgian cultural heritage;
- Scout methodology;
- Dynamics of individuals and groups;
- Profiles of the branches in scouting;
- How to plan programmes and activities;
- Leadership skills;
- Project cycle management;
- Conflict management;
- Psychology of the different age groups (8-17 years old).

To move to the third stage rangers must complete the activities according to the above mentioned areas that must be done in the patrol and in the troop with the help of their leaders. As examples the requirements might include:

- Organising a three day and two night expedition in rural or adventurous country by foot, cycle, horse, canoe, boat or dinghy. The expedition should involve careful preparation, training, responsibility and review;
- Taking up a skill for three months, and show progress and lasting interest. The skill can be an existing interest or something entirely new;
- Taking up a physical activity for three months, completing an agreed programme of taking part and achievement;
- Demonstrating a continued interest in astronomy. This should involve regular participation in activities, the use of a variety of recording instruments and recording observations for at least 50 hours, demonstrate skills in astronomical recording and observation to a group of young people to encourage them to try the activity, understand the meaning of technical astronomical terms and describe in detail our galaxy and solar system including planets and other bodies, demonstrate a good knowledge of man's activities in space since 1969;
- Organising a series of programmes for their unit on an international theme;
- Organising a series of programmes for their unit on an environmental theme;
- Taking part regularly in activities at their place of worship;
- Taking an active part in a project examining their own faith, for example a retreat;
- Organising a series of programmes for their unit on a values theme.

After these requirements are complete, Scouts receive a badge showing that they have completed second stage and move on to the third stage.

Stage III

On the third stage participants learn the same areas as on the second stage, but they get a deeper insight into the themes they have learnt. Moreover, they must complete requirements that are done in the patrol and in the troop with the help of their leaders. As examples the requirements might include:

- Providing service to an individual or the community for three months. Briefing and training should be given in order to gain the necessary skills. This can include helping with another section as a young leader;
- Organising a four day and three night residential project in an unfamiliar environment with people who are not known. This project should be environmental work, activity based, service to others or personal training;
- Taking part for at least 50 hours in a voluntary service project that is of benefit to your local community. Examples of projects might be: conservation project, assisting at a local library, helping with the administration of a local group or club, helping children with special needs;
- Helping at a home for the elderly or disabled, assisting at a local tourist office, any other service project agreed by the leadership team;
- Demonstrating to the examiner (troop leader) continued involvement in a creative activity for at least 50 hours. Evidence should be in a variety of forms, for example, writing, pictures, photographs, videos, and should show improvement;
- Performing or exhibiting their work to a public audience. Examples of possible activities are: art, dance, photography, cooking, writing, and model making, taking part in a gang show, playing or singing in a band, any other creative activity agreed upon by the leadership team;
- Demonstrating a continued interest in electronics. This should involve regular participation in activities and use of a variety of techniques and equipment for at least 50 hours, demonstrate skills in electronics to a group of young people to encourage them to try the activity, discuss the safety rules or safe working practices of electronics and how to use any equipment in a responsible manner with the examiner or leader, demonstrate detailed knowledge of circuits, components and the symbols used in electronics;
- Completing a project of their own choice. This should involve: deciding with the group that they want to take part in, gathering the necessary information, ensuring that the project meets the aim of scouting, producing a detailed plan of action, organising activities, reviewing their progress, assessing their project and presenting the project to others;
- Organising a series of programmes for another section on an international theme;
- Taking an active part in an environmental project with another organisation;
- Taking an active part in an environmental project in your local community;
- Choosing a current environmental issue to research and then presenting their findings to the unit;
- Organise a series of programmes for another section on an environmental theme;
- Regularly taking part in activities at their place of worship;
- Choosing a current issue to research, such as health or crime, and then presenting their findings to your unit;
- Organising a series of programmes for another section on a values theme

- Promoting activities between the sections;
- Setting up a recycling point in the group meeting place or community centre;
- Working with an institution of their own faith community.

When the training course is complete, the scouts receive a badge, showing that they have completed Training Programme for Rangers.

Training Programme for Fourth Branch (Rovers)

Members of the fourth section are between 18 and 25 years. They are called rovers. A rover could be:

- Active leader (member of the active leaders team)
- Patrol leaders
- Troop leader
- a member in another capacity (participant in management of the organization)

Rover Scouts lead Troops and Patrols. They train Troop and Patrol through activities. As leaders they work at all stages with the young people they lead. They provide young people with exciting and challenging experiences and help them use these experiences in their personal and social development. Leaders are encouraged to develop their own skills through formal and informal training experiences and by sharing ideas with each other.

The most experienced scout leaders (rover scouts) are united in Active Leaders Team which is responsible for planning and implementation of the educational scheme. Active Leaders Team ensures that the various Branches of the Troop receive the full scout training according to the educational scheme represented below, helps the troops and patrols to obtain suitable venue and the necessary equipment and opportunities for trainings.

Active Leaders Team provides additional assistance to rover scouts (patrol and troop leaders) through trainings, workshops or any other theoretical/practical sessions, which allows rover scouts to achieve a wide range of knowledge concerning scouting. Each rover scout is expected to show personal commitment and be fully involved in the activities.

The training scheme provided for the rover scouts by active leaders' team focuses on different aspects of leadership so that rover scouts are able to develop their leadership skills with regard to their factual, self, and social competences, be aware of their role as leaders, self-critically evaluate their position, and plan their personal progress with responsibility. The participants study the development of children and young people, so that the planning, realisation, and evaluation of the activities are adapted to the children and young people's needs and situation. The rover scouts learn to work efficiently in a team.

These training/workshops will cover the following area:

- Leadership skills;
- Teambuilding and community mobilization;

- Scout methodology;
- Dynamics of individuals and groups;
- Profiles of the branches in scouting;
- How to plan programmes and activities;
- Project cycle management;
- Conflict management;
- Psychology of the different age groups (8-25 years old).
- Human rights and rights of the child – Our Rights, Our Responsibilities;
- First aid;
- Camp construction, logistics and management;
- Communication and transmission;
- Knots and lashings;
- Pioneering;
- Orientation;
- Mapping and compass;
- Scout creativity and scout craft