

SKILL CARDS FOR CUB SCOUTS AND ADVENTURERS

Skill cards for Cub Scouts and Adventurers describe the skills acquired by an individual or group in the Scouts. The cards serve as a good platform for discussing what has been learned during the weekly “Kolo” meetings, trips or camps. Thus, little by little, you learn not only to notice, but also to articulate the competences and skills that the Scouts teach children and young people. Noticing your own competence is useful in many ways, and in addition, knowing and using the “language of competence” is necessary in the future in utilizing, for example, voluntary work in studies.

With the help of the cards, we learn to notice that many different skills are practised during the learning of tangible Scouting skills. For example, the “I learned the reef knot” involves many kinds of skills:

- ▶ I can listen to instructions
- ▶ I trust in my own abilities
- ▶ I learn from my mistakes

Articulating your own skills is a competence that requires practice. Initially, articulating your skills is challenging, and the leader has a significant role to play in completing them, as well as in asking clarifying questions. Once you have learned the basics of articulating your skills at a young age, it will be easier to apply for, for example, badges, compose job applications and plan and monitor the development of your own more goal-directed competences. Thus, the cards serve as a good uptrend tool both for articulating your competences and for the leader to indicate, articulate and monitor the development of your skills.

Card illustrations: Meeri Rasivirta



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EXAMPLES OF HOW TO USE THE CARDS

1. The cards are spread on the table. Each Cub Scout or Adventurer chooses one card that best describes their own learning during the weekly “Kolo” meetings. Everyone briefly explains why they chose that card and in what practical situation that skill was acquired. Cub Scout Leader (Akela) / Adventurer Leader (Sampo) and friends complete the cards if needed.
2. One card is drawn for each, according to which they should come up with a situation in which their own pack / patrol has acquired the competence in question (or in what situation the competence could be acquired).
3. Adventurer Leader / Cub Scout Leader asks the group what they did during the trip, and at the same time articulates it in the language of competence. For example, setting up a tent could be said in the language of competence as follows: “You worked in a group, you knew how to ask for help”. At the same time, the leader turns the cards visible to everyone. Finally, there are a lot of cards on the table, which concretizes for the children how much competence has been gained during the trip.

PARTIO
scout



I dare to try something new for me



I think and act positively



I take care of agreed things



I come up with new ideas



I trust in my own abilities



I trust my group



I learn from my mistakes



I can inspire myself



I can inspire and encourage others



**I can and want to
work together**



I can organize things



**I can take others
into account**



**I can plan with
others**



I can make decisions



**I can work in
larger or
smaller
groups**



**I can influence
mutual matters**



**I can ask for help
if needed**



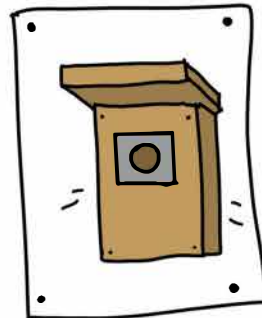
I tolerate uncertainty



I finish what I started



**I work for the
common goal**



I dare to fail