

# **SCOUTS CANADA**

## **COURSE TRAINING STANDARD**



## **COLONY PART I WOOD BADGE**

**JANUARY, 2009  
VERSION 1.4**

**Revision 0.1**

Dated October 17, 2007

- Formatting changes
- Added “Code of Conduct” teaching point to “Understanding Beaver-Aged Youth”

**Revision 0.2**

Dated October 23, 2007

- Changed the Risk Management session to reflect the new “*Wood Badge I Background Information For Leaders*” Document that is posted on the Scouts Canada Website

**Revision 0.3**

Dated August 1, 2008

- Clarified the Outdoor topics and added references

**Revision 0.4**

Dated January 1, 2009

- Revised Risk Management session
- Revised Local Topics session
- Clarified duration

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# Introduction

This document contains the curriculum and associated material for the Colony Wood Badge Part I course. It is understood that it will be used in conjunction with the “Colony Wood Badge Part I Critical Documents Index” that can be found under separate cover. The “Text Book” for this course is the Beaver Leader’s Handbook 2007.

## General Section

**This section contains:**

- **Course Description** – A concise overview of the Course Expected Outcome, the Course Duration, a list of session topics that make up the course, and the prerequisites.
- **Sample Agenda** – This agenda suggests the sequence of session to be presented. It provides a logical grouping of the sessions along with the approximate time needed to present the topic. The module groupings can be used to pace a course either through a series of evenings or around meals and other breaks on a weekend course.
- **Evaluation Strategy** – This form has a suggested approach to the evaluation strategy that could be used for this course. The “Transfer” and “Impact” sections are left for local training teams to establish.
- **Reaction Sheet** – These forms can be used to judge the response of the participants to the course.

## Topic Outlines

The Topic Outlines contain the expectation of each of the topics listed in the Course Description. The teaching points for each topic provide the range of points that should be covered during that session. The details of each of these points will be found in the reference material that is listed for each topic.

## Colony WB I Course Description

<b>Program Name:</b> Adult Volunteer Development		<b>Code:</b>
<b>Course Name:</b> Colony Wood Badge Part I Training		1 weekend or 12-16 hrs (Note: The times allocated to session are minimum requirements. The total time of the course should not exceed the maximum stated.)
<b>Learner Group:</b> Colony Scouters		
<b>Course Learning Outcome:</b> At the completion of a section Wood Badge Part I, the leader will be a contributing member of the leadership team. They will have the skills to help plan and run a youth program as described in the Beaver Leader's Handbook and the program they present will comply with the Mission of Scouts Canada. Their actions and methods of conducting this program will be in line with norms described in the Beaver Leader's Handbook and at all times will follow Scouts Canada's By-Laws, Policies, and Procedures, concerning the conduct and administration of these activities.		
<b>Course description:</b> Face to face lecture, case study, hands-on activities.		
<b>Evaluation process:</b> Observation, feedback sheet		
<b>Module</b>	<b>Topics</b>	
Module 1	<ol style="list-style-type: none"> <li>1. Mission, Principles, and Strategic Direction</li> <li>2. Structure of Scouts Canada and Program Overview</li> <li>3. Wood Badge I Risk Management Information For Leaders</li> <li>4. Spirituality</li> </ol>	
Module 2	<ol style="list-style-type: none"> <li>5. Understanding, Communicating, and Working with Beaver-Aged Youth</li> <li>6. Leadership – Principles and Leading in a Team Environment</li> <li>7. Administering the Program</li> </ol>	
Module 3	<ol style="list-style-type: none"> <li>8. Colony Program Elements</li> <li>9. Program Planning and Evaluation</li> <li>10. Groupings in the Colony Program</li> </ol>	
Module 4	<ol style="list-style-type: none"> <li>11. Conducting a Beaver Meeting</li> <li>12. Linking Activities in the Colony</li> </ol>	
Module 5	<ol style="list-style-type: none"> <li>13. Taking the Program Outdoors</li> <li>14. Outdoor Activities</li> <li>15. Local Topics</li> </ol>	
<b>Prerequisites:</b> Member of Scouts Canada. Read "Child Abuse: A Guide for Scouters" and "Wood Badge I Background Information For Leaders" ( <a href="http://www.scouts.ca/media/documents/WoodBadgebackgroundparticipants.pdf">http://www.scouts.ca/media/documents/WoodBadgebackgroundparticipants.pdf</a> )		
<b>Dress:</b> Uniform and appropriate outdoor wear		
<b>Participant equipment required:</b> Pen and paper, Beaver Leader's Handbook and The Field Book for Canadian Scouting.		
<b>Special notes:</b> Separate rooms for each section offered.		
<b>Equipment and Resources:</b>		
<ul style="list-style-type: none"> <li>• Beaver Leader's Handbook, BP &amp;P, Climate Change Resource Book, Jump Start for Beavers, Field Book for Canadian Scouting</li> <li>• Presentation Support Material (Data projector, overhead projector, flipchart etc.)</li> </ul>		
<b>Course Designers:</b> National Development Forum		<b>Dated:</b> January 2009

# Colony WB I Sample Agenda

## MODULE 1 – FUNDAMENTALS

Time	Topic	Presenter(s)
30 min	1. Mission, Principles, and Strategic Direction	
30 min	2. Structure of Scouts Canada and Program Overview	
30 min	3. Wood Badge I Risk Management Information For Leaders	
30 min	4. Spirituality	
5 min	Wind-Up - Participant Expectations	
125 Min	<b>Total</b>	

## MODULE 2 – PROGRAM SUPPORT

Time	Topic	Presenter(s)
60 min	5. Understanding, Communicating, and Working with Beaver-Aged Youth	
60 min	6. Leadership Principles – Leading in a Team Environment	
60 min	7. Administering the Program	
5 min	Wind-up – Participant Expectations	
185 Min	<b>Total</b>	

## MODULE 3 – PLANNING

Time	Topic	Presenter(s)
30 min	8. Colony Program Elements	
90 min	9. Program Planning and Evaluation	
30 min	10. Groupings in the Colony Program	
5 min	Wind-up – Participant Expectations	
155 Min	<b>Total</b>	

## MODULE 4 – RUNNING AN EFFECTIVE MEETING

Time	Topic	Presenter(s)
120 min	11. Conducting a Beaver Meeting	
	12. Gathering Activities	
	13. Ceremonies	
	14. Crafts and Storytelling	
	15. Games	
	16. Music	
	17. Campfires	
	18. Themes	
30 min	19. Linking Activities in the Colony	
5 min	Wind-up – Participant Expectations	
155 Min	<b>Total</b>	

## MODULE 5 – PUTTING THE “OUT” IN SCOUTING

Time	Topic	Presenter(s)
60 min	20. Taking the Program Outdoors	
60 min	21. Outdoor Activities	
30 Min	22. Local Topics	
15 min	Wind-up – Participant Expectations	
165 Min	<b>Total</b>	

## Evaluation Strategy – Colony Wood Badge Part I

### REACTION:

	<b>INFORMATION REQUIRED</b>	<b>METHODS OF EVALUATION</b>
1.	Learner's Expectations Met	Reaction sheet (attached)
2.	Relevance to Learner's Job	Reaction Sheet, learner comments
3.	Effectiveness of Instructional Method(s)	Reaction Sheet, learner comments
4.	Overall Learning Satisfaction	Reaction Sheet, learner comments

### LEARNING:

	<u>INFORMATION REQUIRED</u>	<u>METHODS OF EVALUATION</u>
1.	Were Learning Outcomes Achieved	Reaction Sheet, learner comments
2.	How was Learning Demonstrated	Discussion, case studies, Q&A

### TRANSFER:

	<u>INFORMATION REQUIRED</u>	<u>METHODS OF EVALUATION</u>
1.		
2.		

### IMPACT:

	<u>INFORMATION REQUIRED</u>	<u>METHODS OF EVALUATION</u>
1.		
2.		

# Colony WB I Reaction Sheet (1 of 2)

Course Date \_\_\_\_\_

(1=low, 5=high)

MODULE 1 – FUNDAMENTALS - FEEDBACK FORM						
TOPIC	Rating	1	2	3	4	5
MISSION, PRINCIPLES AND STRATEGIC DIRECTION	Relevance of topic					
	Is material useful					
	Quality of presentation					
STRUCTURE OF SCOUTS CANADA	Relevance of topic					
	Is material useful					
	Quality of presentation					
WOOD BADGE I RISK MANAGEMENT INFORMATION FOR LEADERS	Relevance of topic					
	Is material useful					
	Quality of presentation					
SPIRITUALITY	Relevance of topic					
	Is material useful					
	Quality of presentation					

(1=low, 5=high)

MODULE 2 – PROGRAM SUPPORT - FEEDBACK FORM						
TOPIC	Rating	1	2	3	4	5
UNDERSTANDING, COMMUNICATING, AND WORKING WITH BEAVER-AGED YOUTH	Relevance of topic					
	Is material useful					
	Quality of presentation					
LEADERSHIP PRINCIPLES – LEADING IN A TEAM ENVIRONMENT	Relevance of topic					
	Is material useful					
	Quality of presentation					
ADMINISTERING THE PROGRAM	Relevance of topic					
	Is material useful					
	Quality of presentation					

(1=low, 5=high)

MODULE 3 – PLANNING - FEEDBACK FORM						
TOPIC	Rating	1	2	3	4	5
COLONY PROGRAM ELEMENTS	Relevance of topic					
	Is material useful					
	Quality of presentation					
PROGRAM PLANNING AND EVALUATION	Relevance of topic					
	Is material useful					
	Quality of presentation					
GROUPINGS IN THE COLONY	Relevance of topic					
	Is material useful					
	Quality of presentation					

(continued)

## Colony WB I Reaction Sheet (2 of 2)

(1=low, 5=high)

MODULE 4 – RUNNING AN EFFECTIVE MEETING - FEEDBACK FORM						
TOPIC	Rating	1	2	3	4	5
GATHERING ACTIVITIES	Relevance of topic					
	Is material useful					
	Quality of presentation					
CEREMONIES	Relevance of topic					
	Is material useful					
	Quality of presentation					
CRAFTS AND STORYTELLING	Relevance of topic					
	Is material useful					
	Quality of presentation					
GAMES	Relevance of topic					
	Is material useful					
	Quality of presentation					
MUSIC	Relevance of topic					
	Is material useful					
	Quality of presentation					
CAMPFIRES	Relevance of topic					
	Is material useful					
	Quality of presentation					
LINKING ACTIVITIES IN THE COLONY	Relevance of topic					
	Is material useful					
	Quality of presentation					

(1=low, 5=high)

MODULE 5 – PUTTING THE “OUT” IN SCOUTING - FEEDBACK FORM						
TOPIC	Rating	1	2	3	4	5
TAKING THE PROGRAM OUTDOORS	Relevance of topic					
	Is material useful					
	Quality of presentation					
OUTDOOR ACTIVITIES	Relevance of topic					
	Is material useful					
	Quality of presentation					
LOCAL TOPICS	Relevance of topic					
	Is material useful					
	Quality of presentation					

## Topic Outlines

Presenter Name \_\_\_\_\_ Date/Time \_\_\_\_\_

<b>TOPIC NAME:</b>	<b>Mission, Principles, and Strategic Direction</b>
<b>DURATION:</b>	30 Minutes
<b>LEARNING OBJECTIVES:</b>	Participants will have a better understanding the Mission, Principles, and Strategic Direction of Scouts Canada.
<b>TEACHING POINTS:</b>	<ul style="list-style-type: none"> <li>• Policy</li> <li>• Mission: <i>The mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in Society.</i></li> <li>• Principles: Duty to God, Duty to Others, and Duty to Self               <ul style="list-style-type: none"> <li>– How do these principles apply to the program and how they work with the Promise, Law &amp; Motto?</li> </ul> </li> <li>• Practices &amp; Methods</li> <li>• Vision</li> <li>• Strategic Direction</li> <li>• Promise</li> <li>• Law</li> <li>• Motto</li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	Beaver Leader's Handbook 1-2, 1-3, 3-1 BP&P Section Cover Pages – <a href="http://sunshine.scouts.ca/bpp/firstpage.htm">http://sunshine.scouts.ca/bpp/firstpage.htm</a> Scouts Canada's Strategic Directions 2006 – 2016 <a href="http://www.scouts.ca/media/documents/p15FEB06.pdf">http://www.scouts.ca/media/documents/p15FEB06.pdf</a>
<b>RESOURCES REQUIRED:</b>	Scouts Canada By-laws, Polices and Procedures, Beaver Leader's Handbook
<b>SPECIAL NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Structure of Scouts Canada and Program Overview</b>
<b>DURATION:</b>	30 Minutes
<b>LEARNING OBJECTIVES:</b>	The Scouter will be able to describe the organizational structure of Scouting and outline the place of: youth members, section, group, sponsor, area councils, regional councils, national council and world council
<b>TEACHING POINTS:</b>	<ul style="list-style-type: none"> <li>• Corporate Services (National)</li> <li>• Council</li> <li>• Service Area</li> <li>• Group</li> <li>• Section and Section Program Overview</li> <li>• Charter</li> <li>• Group Commissioner</li> <li>• Sponsor/Partner</li> <li>• Group Committee</li> <li>• Group Administration</li> <li>• Scouting Auxiliaries</li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	BP&P Section 2000 Scouts Canada Structure
<b>RESOURCES REQUIRED:</b>	Scouts Canada By-laws, Polices and Procedures Beaver Leader's Handbook
<b>SPECIAL NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Wood Badge I Risk Management Information For Leaders</b>
<b>DURATION:</b>	30 Minutes
<b>LEARNING OBJECTIVES:</b>	This session is a review of the reading assignments that are a prerequisite of this course. At the completion of this session the Scouters will have indicated that they understand the “Wood Badge Part I Background Information for Leaders” and “Child Abuse: A Guide for Scouters”.
<b>TEACHING POINTS:</b>	<ul style="list-style-type: none"> <li>• Explain and discuss “What is Risk Management” <ul style="list-style-type: none"> <li>○ Identify and assess potential risks and hazards associated with regular meeting places.</li> <li>○ Take appropriate measures to minimize or avoid the potential risks and hazards.</li> </ul> </li> <li>• Answer any questions on the content of the prerequisite reading assignments.</li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	<ul style="list-style-type: none"> <li>• BP&amp;P Section 7000 Duty of Care document &amp; Section 10000 Camping &amp; Outdoor Activities <a href="http://sunshine.scouts.ca/bpp/firstpage.htm">http://sunshine.scouts.ca/bpp/firstpage.htm</a></li> <li>• “Child Abuse: A Guide for Scouters.” <a href="http://www.scouts.ca/dnn/AdultDevelopment/ChildAbuseAGuideforScouters/tabid/308/Default.aspx">http://www.scouts.ca/dnn/AdultDevelopment/ChildAbuseAGuideforScouters/tabid/308/Default.aspx</a></li> <li>• “Key Information Statements for Scouters” <a href="http://www.scouts.ca/media/documents/Woodbadgebackgroundparticipants.pdf">http://www.scouts.ca/media/documents/Woodbadgebackgroundparticipants.pdf</a>.</li> </ul>
<b>RESOURCES REQUIRED:</b>	<ul style="list-style-type: none"> <li>• By Laws, Policies and Procedures</li> <li>• Section Leader Handbook</li> <li>• “How to Protect Your Child From Abuse: A Parent’s Guide.”</li> <li>• “Key Information Statements for Scouters”</li> </ul>
<b>SPECIAL NOTES:</b>	Risk management should be incorporated into all appropriate sessions throughout the course such as: Outdoor Skills, Program Planning, Program Activities, etc.

<b>TOPIC NAME:</b>	<b>Spirituality</b>
<b>DURATION:</b>	30 Minutes
<b>LEARNING OBJECTIVES:</b>	The Scouter will be able to develop spiritual awareness and respect for faith diversity in Beaver-aged youth
<b>TEACHING POINTS:</b>	<ul style="list-style-type: none"> <li>• Provide examples of activities designed to help youth express and respond to God's love in their daily lives: Opening &amp; Closing prayers, Grace, Sharing Circle, Scout's Own, Nature hike and "Do a good turn everyday"</li> <li>• Provide examples of activities designed to develop respect for others and increased appreciation of diversity in our society: Multi-faith event participation</li> <li>• Explain the purpose of a Scout's Own: To expose youth to multi-faith and spiritual development and as an opportunity to teach/reinforce lessons on acceptance, friendship etc.</li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	Beaver Leader's Handbook
<b>RESOURCES REQUIRED:</b>	Scouts Canada By-laws, Policies and Procedures, Beaver Leader's Handbook Let's Celebrate 2, Thoughts for Sharing, The Best of the Leader's Cut Out Pages
<b>SPECIAL NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Understanding, Communicating and Working with Beaver-Aged Youth</b>
<b>DURATION:</b>	60 Minutes
<b>LEARNING OBJECTIVES:</b>	The Scouter will understand the abilities and characteristics of Beaver-aged youth.
<b>TEACHING POINTS:</b>	<ul style="list-style-type: none"> <li>• Growth &amp; development characteristics of 5-7 year old (physical, mental, social) (6-1, 6-2)</li> <li>• Supporting environment for Beavers</li> <li>• Apply the "Code of Conduct" described in Scouts Canada's Duty of Care document</li> <li>• Effective communication <ul style="list-style-type: none"> <li>○ Active listening</li> <li>○ Body language</li> <li>○ Consideration of attention span</li> <li>○ Tone &amp; volume of speech</li> <li>○ Multi-senses</li> </ul> </li> <li>• Beaver hand signal – stop and be quiet</li> <li>• Reinforce positive behaviour</li> <li>• Awareness (of above) in planning</li> <li>• Code of Conduct (for youth)</li> <li>• Needs of Beaver-aged children (6-2, 6-3)</li> <li>• Behaviour &amp; discipline (6-5, 2-2) <ul style="list-style-type: none"> <li>○ Handling disruption</li> </ul> </li> <li>• Beavers with Disabilities (6-7)</li> <li>• Choosing appropriate activities for Beavers (6-3)</li> <li>• Beaver Terminology</li> </ul> <p>Note: All references are to the <i>Beaver Leader Handbook</i>- chapter and page</p>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	BP&P Section 7000 Duty of Care document Beaver Leader's Handbook
<b>RESOURCES REQUIRED:</b>	Scouts Canada By-laws, Polices and Procedures, Beaver Leader's Handbook
<b>SPECIAL NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Leadership Principles - Leading In A Team Environment</b>
<b>DURATION:</b>	60 Minutes
<b>LEARNING OBJECTIVES:</b>	The Scouter will be able to describe the principles of working within a leadership team environment and how to include the youth in this team.
<b>TEACHING POINTS:</b>	<ul style="list-style-type: none"> <li>• Job description (5-1)</li> <li>• Youth leadership roles (5-2)</li> <li>• Shared responsibilities (5-2, 5-4, 5-5, 5-6)</li> <li>• Assessing leadership team (5-7)</li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	Scouts Canada By-laws, Policies and Procedures, Beaver Leader's Handbook
<b>RESOURCES REQUIRED:</b>	Beaver Leader's Handbook, Beaver Leader Job Description, Keeo Book
<b>SPECIAL NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Administering the Colony Program</b>
<b>DURATION:</b>	60 Minutes
<b>LEARNING OBJECTIVES:</b>	The Scouter will be able to understand the administration of a Colony
<b>TEACHING POINTS:</b>	<ul style="list-style-type: none"> <li>• Youth/Adult registration</li> <li>• Forms in Camping and Outdoor Activity Procedures</li> <li>• Financial record keeping (BP&amp;P)- why it is important</li> <li>• Lines of Accountability between sections and Group Committee</li> <li>• Budgets – learn what is needed to submit to Group Committee</li> <li>• Funds &amp; Fundraising (Scout popcorn, Scoutrees) (10-4)</li> <li>• Fundraising for Beavers</li> <li>• Membership Growth</li> <li>• Inventory of assets</li> <li>• Use of Logo and intellectual property</li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	Scouts Canada By-laws, Policies and Procedures, Section 11000, Financial and Fundraising Procedures, Section 3000, Membership and Registration Beaver Leader's Handbook
<b>RESOURCES REQUIRED:</b>	Beaver Leader's Handbook, Scouts Canada By-Laws, Policies and Procedures, Section 10000, Camping & Outdoor Procedures; Section 3000 Membership and Registration
<b>SPECIAL NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Colony Program Elements</b>
<b>DURATION:</b>	30 minutes
<b>LEARNING OBJECTIVES:</b>	The Scouter will be able to list and understand the seven program elements that are the guideposts for a well rounded program and satisfy the Beaver program goals.
<b>TEACHING POINTS:</b>	<p><b>Beaver Program Goals</b></p> <p><b>Seven Program Elements</b></p> <ul style="list-style-type: none"> <li>• Games:</li> <li>• Crafts:</li> <li>• Storytelling</li> <li>• Playacting</li> <li>• Music:</li> <li>• Outdoors:</li> <li>• Spiritual Fellowship: (Chapter 16) <ul style="list-style-type: none"> <li>○ Spiritual development for Beavers</li> </ul> </li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	Beaver Leader's Handbook
<b>RESOURCES REQUIRED:</b>	Beaver Leader's Handbook, Friends of The Forest
<b>SPECIAL NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Program Planning and Evaluation</b>
<b>DURATION:</b>	90 Minutes
<b>LEARNING OBJECTIVES:</b>	The Scouter will be able to create a short term plan and understand the process of long term planning. They will be able to develop plans that reflect the youth's age, characteristics, and development.
<b>TEACHING POINTS:</b>	<ul style="list-style-type: none"> <li>• Beaver Quality Program Standards (3-4)</li> <li>• Programming steps (8-2) <ul style="list-style-type: none"> <li>○ Program Start (8-1)</li> <li>○ Program development (8-1) <ul style="list-style-type: none"> <li>▪ Section goals (3-2)</li> <li>▪ Seven program elements (3-2, 3-3)</li> <li>▪ Jumpstart for Beavers (8-2)</li> </ul> </li> <li>○ Program delivery (8-3)</li> <li>○ Program evaluation (8-3)</li> </ul> </li> <li>• Program tips</li> <li>• Program ideas <ul style="list-style-type: none"> <li>○ Generating ideas (8-4)</li> <li>○ Themes (8-4)</li> </ul> </li> <li>• Friends of the Forest <ul style="list-style-type: none"> <li>○ Leaders names according to story</li> <li>○ Incorporating into meetings</li> </ul> </li> <li>• Program Planning <ul style="list-style-type: none"> <li>○ Short range (1 month)</li> <li>○ Medium range (3 months)</li> <li>○ Long range (1 year)</li> </ul> </li> <li>• Youth input</li> <li>• Meeting flow</li> <li>• Delegating</li> <li>• Evaluating the program</li> <li>• Resources <ul style="list-style-type: none"> <li>○ Calendar of Events (Area, Holidays, etc.)</li> </ul> </li> </ul> <p><b>Remember!</b></p> <ul style="list-style-type: none"> <li>• Structuring weekly meetings to meet the varying energy levels of the youth.</li> <li>• Adjust a program activity to accommodate the different ages, skills and abilities of the youth.</li> <li>• Identify faiths and cultural considerations affecting programming for your section</li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	Scouts Canada By-laws, Policies and Procedures, Beaver Leader's Handbook, Jumpstart Packages, Climate Change Resource Book
<b>RESOURCES REQUIRED:</b>	Beaver Leader's Handbook, Quality Program Standards
<b>SPECIAL NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Groupings In The Colony Program</b>
<b>DURATION:</b>	30 minutes
<b>LEARNING OBJECTIVES:</b>	The Scouter will understand the importance of the various sized groups and to encourage the use of them in the Colony program.
<b>TEACHING POINTS:</b>	<p>Groupings – what is the purpose of groups in the colony program?</p> <ul style="list-style-type: none"> <li>• Colony – as a whole</li> <li>• Lodges - small groups symbolized by the lodge patch or lodge flag</li> <li>• Tail Group – small groups of age appropriate youth and symbolized by the different colour tails on their hats.</li> </ul> <p>What activities dictate what grouping would you use?          Colony – ceremonies, wide game; Lodges – games, crafts; Tails – games, crafts, white tail camp with the pack</p>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	Scouts Canada By-laws, Policies and Procedures, Beaver Leader's Handbook
<b>RESOURCES REQUIRED:</b>	Beaver Leader's Handbook
<b>SPECIAL NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Conducting a Beaver Meeting</b>
<b>DURATION:</b>	120 Minutes
<b>LEARNING OBJECTIVES:</b>	The Scouter will be able to effectively manage weekly program and to understand elements of proper meeting.
<b>TEACHING POINTS:</b>	The Beaver Meeting is a series of Beaver Activities as describe in the following set of Subtopics
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	Beaver Leader's Handbook - Chapter 8 Beaver Jumpstart package Climate Change Resource Book
<b>RESOURCES REQUIRED:</b>	Scouts Canada By-laws, Polices and Procedures, Beaver Leader's Handbook
<b>SPECIAL NOTES:</b>	

Presenter Name _____ Date/Time _____	
<b>SUBTOPIC NAME:</b>	<b>Beaver Activities...Gathering Activities</b>
<b>TEACHING POINTS:</b>	Pre meeting activities Beavers can join as they arrive (8-7)
<b>REFERENCES:</b>	Beaver Leader's Handbook

Presenter Name _____ Date/Time _____	
<b>SUBTOPIC NAME:</b>	<b>Beaver Activities...Ceremonies</b>
<b>TEACHING POINTS:</b>	Opening Ceremony (Tail Slap) (8-7, 8-8) Feeding the Beaver (8-8) Investiture (youth / leader) (12-4, 12-5) Tail celebration – a celebration of growth (12-5) Closing Ceremony (Lodging) (8-8) Swimming-up (12-6, 12-7)
<b>REFERENCES:</b>	Beaver Leader's Handbook

Presenter Name _____ Date/Time _____	
<b>SUBTOPIC NAME:</b>	<b>Beaver Activities...Crafts and Storytelling</b>
<b>TEACHING POINTS:</b>	Provide crafts and stories which nurture a child's creative mind. (8-9) Supplies, Ideas, Resources (Chapter 14) Introduce story, Act it out, Aids, Resources (Chapter 14)
<b>REFERENCES:</b>	Beaver Leader's Handbook, Friends of The Forest

Presenter Name _____ Date/Time _____	
<b>SUBTOPIC NAME:</b>	<b>Beaver Activities...Games</b>
<b>TEACHING POINTS:</b>	Games are essential to the full development of children (8-10) Value, Ability of youth, Cooperative games, Choosing games, Tips when teaching games, Ideas, Resources. (Chapter 13)
<b>REFERENCES:</b>	Beaver Leader's Handbook

Presenter Name _____ Date/Time _____	
<b>SUBTOPIC NAME:</b>	<b>Beaver Activities...Music</b>
<b>TEACHING POINTS:</b>	Music can express a mood, release emotion or bring a group closer together. Songs to sing, Tips, Resources (8-13)
<b>REFERENCES:</b>	Beaver Leader's Handbook

Presenter Name _____ Date/Time _____	
<b>SUBTOPIC NAME:</b>	<b>Beaver Activities...Outdoors</b>
<b>TEACHING POINTS:</b>	This is an extended session described later.
<b>REFERENCES:</b>	Beaver Leader's Handbook

Presenter Name _____ Date/Time _____	
<b>SUBTOPIC NAME:</b>	<b>Beaver Activities...Campfires</b>
<b>TEACHING POINTS:</b>	The purpose of conducting campfires for Beaver programs Types of Campfires - formal, informal, sing songs Building a campfire (Field Book 136, 183) Ceremonial fires (138) Clean up (138, 139) Fire pits (135) Environmental issues (130, 131)
<b>REFERENCES:</b>	Beaver Leader's Handbook Field Book For Canadian Scouting

Presenter Name _____ Date/Time _____	
<b>SUBTOPIC NAME:</b>	<b>Beaver Activities...Themes</b>
<b>TEACHING POINTS:</b>	Elements to Themes (9-1) Using Themes (9-1) Developing Themes (9-1)
<b>REFERENCES:</b>	Beaver Leader's Handbook

<b>TOPIC NAME:</b>	<b>Linking Activities in the Colony</b>
<b>DURATION:</b>	30 Minutes
<b>LEARNING OBJECTIVES:</b>	The Scouter will understand the importance of linking activities and will be able to list activities that include linking
<b>TEACHING POINTS:</b>	<p>Linking activities contribute to the development of youth  Broadens youth and leaders' awareness of other sections of the Scouting family.  Encourages youth to go onto the next level of Scouting</p> <p>Examples of linking activities:  multi-section camps, white tails visiting pack, ceremonies, end-of-year events</p> <p>Guidelines for Linking Beavers to the Cub Program (7-10)  Linking Colony &amp; Pack Leaders  General guidelines for Beaver Leaders and for Pack Leaders  Section Program Linking Chart (7-12)  Keo role and selection process (7-10)</p>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	Scouts Canada By-laws, Policies and Procedures, Beaver Leader's Handbook 7-10, 7-11, 7-12, Keo Book
<b>RESOURCES REQUIRED:</b>	Beaver Leader's Handbook, Keo Book
<b>SPECIAL NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Taking the Program Outdoors</b>
<b>DURATION:</b>	60 Minutes
<b>LEARNING OBJECTIVES:</b>	The Scouter will learn the process of holding regular weekly meetings outdoors, organizing a day-long outdoor activity that will encourage youth to be active and maintain a healthy lifestyle.
<b>TEACHING POINTS:</b>	<p>The objectives of holding a regular weekly meeting in the outdoors (Category I activity as described in the COAP)</p> <ul style="list-style-type: none"> <li>meetings are more fun outside</li> <li>enhance the colony program</li> <li>provide new opportunities/experiences</li> <li>requirement of National Program Standards</li> <li>provides variety to the program</li> <li>allows youth to learn about their urban environment</li> <li>opportunity to learn, develop and practice outdoor skills</li> <li>provides spiritual and environmental awareness</li> </ul> <p>Identify implications of taking the programs outdoors</p> <ul style="list-style-type: none"> <li>increased supervision</li> <li>need for specialized planning – risk assessment, travel, first aid, etc.</li> <li>proper outdoor wear for adults and youth</li> <li>safety</li> <li>any forms needed to be filled out</li> </ul> <p>What needs to be done to take your meeting outdoors?</p> <p>What kind of meeting/activities can be done outdoors?</p> <p>Brainstorm ideas</p>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	Scouts Canada By-laws, Policies and Procedures, S10000- Camping & Outdoor Activity Procedures(COAP), Beaver Leader's Handbook, Climate change Resource Book Scouts Canada By-laws, Policies and Procedures, S20000 - Forms
<b>RESOURCES REQUIRED:</b>	Beaver Leader's Handbook, The Campfire Book, The Song Book, The Beaver Song Book, Climate Change Resource Book
<b>SPECIAL NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Outdoor Activities</b>
<b>DURATION:</b>	60 Minutes
<b>LEARNING OUTCOME:</b>	At the completion of this session the learner will be aware of the skills that are needed to participate in outdoor activities. This session is not intended to ensure the participants have these skills.
<b>TEACHING POINTS:</b>	<ol style="list-style-type: none"> <li>1. Weather conditions and the hazards that can be encountered outdoors. – Pg. 343-358.</li> <li>2. The causes and symptoms, signs, prevention, and treatment of the following: <ol style="list-style-type: none"> <li>a) Hypothermia, - Pg. 192-194</li> <li>b) Hyperthermia, - Pg. 337-338</li> <li>c) Frostbite, - Pg. 191-192</li> <li>d) Sunburn/sunstroke, - Pg. 329-330</li> <li>e) Dehydration. – Pg. 43-44</li> </ol> </li> <li>3. Basic personal equipment and their uses. – Pg. 22-24 and 63-115.</li> <li>4. The rules and procedures the section uses to prevent getting lost or separated from the group – Pg. 26</li> <li>5. Contents and the purpose of a personal emergency kit. – Pg. 27, 28 &amp; 196.</li> <li>6. Environmental conditions and the hazards that can be encountered in the outdoors, including <ol style="list-style-type: none"> <li>a) Severe storms and how to protect against lightning, hail storms and tornadoes, - Pg. 10</li> <li>b) Biting and stinging insects and how to provide first aid treatment – Pg. 390-392</li> <li>c) Wild animals and how to minimize dangerous encounters – Pg. 141-143</li> <li>d) Poisonous wild plants that may be encountered and how to provide first aid treatment. – Pg. 144-145</li> </ol> </li> <li>7. Nutrition and hydration for outdoor day activities appropriate to the section.</li> <li>8. A leader's Guide to LEAVE NO TRACE – 7 Principles <a href="http://www.scouts.ca/Int">www.scouts.ca/Int</a></li> </ol> <p>Note: All references are to the “<i>Field Book for Canadian Scouting</i>”</p>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	Field Book for Canadian Scouting Camping and Outdoor Activity Procedures
<b>RESOURCES REQUIRED:</b>	Beaver Leader's Handbook, Climate Change Resource Book Various resource books on camping etc.
<b>SPECIAL NOTES:</b>	Discuss with participant that more information is available at Specialized Outdoor Skills courses.

<b>TOPIC NAME:</b>	<b>Local Topics</b>
<b>DURATION:</b>	Not to exceed 30 minutes
<b>LEARNING OBJECTIVES:</b>	This session is to be used to cover the local scouting environment. Topics should be specific to the council in which training is provided. This may or may not be applicable to other Councils.
<b>TEACHING POINTS:</b>	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. Prepared general information on program resources.</li> <li>2. Urban vs. Rural topics.</li> <li>3. Other Council information.</li> <li>4. Special topics which pertain to the training area such as Disabilities, Substance Abuse, ADD and ADHD etc. See special notes below.</li> </ol>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	
<b>RESOURCES REQUIRED:</b>	
<b>SPECIAL NOTES:</b>	The content must be approved by the Council Commissioner and filed with the Course Report.