

SCOUTS CANADA

COURSE TRAINING STANDARD



COLONY

PART 1 WOODBADGE

OCTOBER, 2007
VERSION 1.2

Version 1.0

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 “*Woodbadge / Background Information For Leaders*” Document that is posted on the Scouts Canada Website

Table of Contents

Table of Contents	1
Introduction	3
Colony WB I Course Description	4
Colony WB I Sample Agenda	5
Evaluation Strategy	6
Colony WB I Reaction Sheet	7
Topic Outlines	9
Mission, Principles, and Strategic Direction	9
Structure of Scouts Canada and Program Overview	10
Woodbadge I Background Information For Leaders	11
Spirituality	12
Understanding, Communicating and Working with Beaver-Aged Youth	13
Leadership Principles - Leading In A Team Environment	14
Administering the Colony Program	15
Colony Program Elements	16
Program Planning and Evaluation	17
Groupings In The Colony Program	18
Conducting a Beaver Meeting	19
Beaver Activities...Gathering Activities.....	20
Beaver Activities...Ceremonies	20
Beaver Activities...Crafts and Storytelling	20
Beaver Activities... Games	20
Beaver Activities...Music	21
Beaver Activities...Outdoors	21
Beaver Activities...Campfires	21
Beaver Activities...Themes.....	21
Linking Activities in the Colony	22
Taking the Program Outdoors	23
Outdoor Activities	24
Local Environment	25

Introduction

This document contains the curriculum and associated material for the Colony Woodbadge Part I course. It is understood that it will be used in conjunction with the “Colony Woodbadge 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

Program Name: Adult Volunteer Development		Code:
Course Name: Colony Woodbadge Part I Training		1 weekend or 12-16 hrs
Learner Group: Colony Scouters		
Course Learning Outcome: At the completion of a section Woodbadge 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.		
Course description: Face to face lecture, case study, hands-on activities.		
Evaluation process: Observation, feedback sheet		
Module	Topics	
Module 1	<ol style="list-style-type: none"> 1. Mission, Principles, and Strategic Direction 2. Structure of Scouts Canada and Program Overview 3. Part I Supplementary Information Review 4. Spirituality 	
Module 2	<ol style="list-style-type: none"> 5. Understanding, Communicating, and Working with Beaver-Aged Youth 6. Leadership – Principles and Leading in a Team Environment 7. Administering the Program 	
Module 3	<ol style="list-style-type: none"> 8. Colony Program Elements 9. Program Planning and Evaluation 10. Groupings in the Colony Program 	
Module 4	<ol style="list-style-type: none"> 11. Conducting a Beaver Meeting 12. Linking Activities in the Colony 	
Module 5	<ol style="list-style-type: none"> 13. Taking the Program Outdoors 14. Outdoor Activities 15. Local environment 	
Prerequisites: Member of Scouts Canada. Read "How to protect your child from child abuse - A parent's guide" and "Woodbadge I Background Information For Leaders" (http://www.scouts.ca/media/documents/Woodbadgebackgroundparticipants.pdf)		
Dress: Uniform and appropriate outdoor wear		
Student equipment required: Pen and paper, Beaver Leader's Handbook and The Field book for Canadian Scouting.		
Special notes: Separate rooms for each section offered.		
Equipment and Resources:		
<ul style="list-style-type: none"> • Beaver Leader's Handbook, BP &P, Climate Change Resource Book, Jump Start for Beavers • Presentation Support Material (Data projector, overhead projector, flipchart etc.) 		
Course Designers: National Development Forum		Dated: September 2007

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	
15 min	3. Woodbadge I Background Information For Leaders	
30 min	4. Spirituality	
5 min	Wind-Up - Participant Expectations	
110 Min	Total	

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	Total	

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	Total	

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	Total	

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 Environment	
15 min	Wind-up – Participant Expectations	
165 Min	Total	

Evaluation Strategy – Colony Woodbadge Part I

REACTION:

	INFORMATION REQUIRED	METHODS OF EVALUATION
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					
WOODBADGE I BACKGROUND 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 ENVIRONMENT	Relevance of topic					
	Is material useful					
	Quality of presentation					

Topic Outlines

Presenter Name _____ Date/Time _____

TOPIC NAME:	Mission, Principles, and Strategic Direction
DURATION:	30 Minutes
LEARNING OBJECTIVES:	Participants will have a better understanding the Mission, Principles, and Strategic Direction of Scouts Canada.
TEACHING POINTS:	<ul style="list-style-type: none"> • Policy • 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> • Principles: Duty to God, Duty to Others, and Duty to Self <ul style="list-style-type: none"> – How do these principles apply to the program and how they work with the Promise, Law & Motto? • Practices & Methods • Vision • Strategic Direction • Promise • Law • Motto
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Beaver Leader's Handbook 1-2, 1-3, 3-1 BP&P Section Cover Pages – http://sunshine.scouts.ca/bpp/firstpage.htm Scouts Canada's Strategic Directions 2006 – 2016 http://www.scouts.ca/media/documents/p15FEB06.pdf
RESOURCES REQUIRED:	Scouts Canada By-laws, Policies and Procedures, Beaver Leader's Handbook
SPECIAL NOTES:	

TOPIC NAME:	Structure of Scouts Canada and Program Overview
DURATION:	30 Minutes
LEARNING OBJECTIVES:	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
TEACHING POINTS:	<ul style="list-style-type: none"> • Corporate Services (National) • Council • Service Area • Group • Section and Section Program Overview • Charter • Group Commissioner • Sponsor/Partner • Group Committee • Group Administration • Scouting Auxiliaries
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	BP&P Section 2000 Scouts Canada Structure
RESOURCES REQUIRED:	Scouts Canada By-laws, Polices and Procedures Beaver Leader's Handbook
SPECIAL NOTES:	

TOPIC NAME:	Woodbadge I Background Information For Leaders
DURATION:	15 Minutes
LEARNING OBJECTIVES:	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 Part I Supplementary Information” and “How to Protect your Child from Abuse: A Parent’s Guide.”
TEACHING POINTS:	Answer any questions on the content of the prerequisite reading assignments.
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	BP&P Section 7000 Duty of Care document & Section 10000 Camping & Outdoor Activities http://sunshine.scouts.ca/bpp/firstpage.htm “How to Protect your Child from Abuse: A Parent’s Guide.” http://www.scouts.ca/inside.asp?cmPageID=107 “Woodbadge I Background Information For Leaders” found at: http://www.scouts.ca/media/documents/Woodbadgebackgroundparticipants.pdf .
RESOURCES REQUIRED:	Scouts Canada By-laws, Policies and Procedures, Beaver Leader’s Handbook “How to Protect Your Child from Child Abuse: A Parent’s guide.” “Woodbadge I Background Information For Leaders”.
SPECIAL NOTES:	

TOPIC NAME:	Spirituality
DURATION:	30 Minutes
LEARNING OBJECTIVES:	The Scouter will be able to develop spiritual awareness and respect for faith diversity in Beaver-aged youth
TEACHING POINTS:	<ul style="list-style-type: none"> • Provide examples of activities designed to help youth express and respond to God's love in their daily lives: Opening & Closing prayers, Grace, Sharing Circle, Scout's Own, Nature hike and "Do a good turn everyday" • Provide examples of activities designed to develop respect for others and increased appreciation of diversity in our society: Multi-faith event participation • 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 tolerance, friendship etc.
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Beaver Leader's Handbook
RESOURCES REQUIRED:	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
SPECIAL NOTES:	

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

TOPIC NAME:	Leadership Principles - Leading In A Team Environment
DURATION:	60 Minutes
LEARNING OBJECTIVES:	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.
TEACHING POINTS:	<ul style="list-style-type: none"> • Job description (5-1) • Youth leadership roles (5-2) • Shared responsibilities (5-2, 5-4, 5-5, 5-6) • Assessing leadership team (5-7)
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scouts Canada By-laws, Policies and Procedures, Beaver Leader's Handbook
RESOURCES REQUIRED:	Beaver Leader's Handbook, Beaver Leader Job Description, Keeo Book
SPECIAL NOTES:	

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

TOPIC NAME:	Colony Program Elements
DURATION:	30 minutes
LEARNING OBJECTIVES:	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.
TEACHING POINTS:	<p>Beaver Program Goals</p> <p>Seven Program Elements</p> <ul style="list-style-type: none"> • Games: • Crafts: • Storytelling • Playacting • Music: • Outdoors: • Spiritual Fellowship: (Chapter 16) <ul style="list-style-type: none"> ○ Spiritual development for Beavers
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Beaver Leader's Handbook
RESOURCES REQUIRED:	Beaver Leader's Handbook, Friends of The Forest
SPECIAL NOTES:	

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

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

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

Presenter Name _____ Date/Time _____

SUBTOPIC NAME:	Beaver Activities...Gathering Activities
TEACHING POINTS:	Pre meeting activities Beavers can join as they arrive (8-7)
REFERENCES:	Beaver Leader's Handbook

Presenter Name _____ Date/Time _____

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

Presenter Name _____ Date/Time _____

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

Presenter Name _____ Date/Time _____

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

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

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

Presenter Name _____ Date/Time _____	
SUBTOPIC NAME:	Beaver Activities...Campfires
TEACHING POINTS:	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)
REFERENCES:	Beaver Leader's Handbook Field Book For Canadian Scouting

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

TOPIC NAME:	Linking Activities in the Colony
DURATION:	30 Minutes
LEARNING OBJECTIVES:	The Scouter will understand the importance of linking activities and will be able to list activities that include linking
TEACHING POINTS:	<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 & 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>
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scouts Canada By-laws, Policies and Procedures, Beaver Leader's Handbook 7-10, 7-11, 7-12, Keo Book
RESOURCES REQUIRED:	Beaver Leader's Handbook, Keo Book
SPECIAL NOTES:	

TOPIC NAME:	Taking the Program Outdoors
DURATION:	60 Minutes
LEARNING OBJECTIVES:	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.
TEACHING POINTS:	<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"> meetings are more fun outside enhance the colony program provide new opportunities/experiences requirement of National Program Standards provides variety to the program allows youth to learn about their urban environment opportunity to learn, develop and practice outdoor skills provides spiritual and environmental awareness <p>Identify implications of taking the programs outdoors</p> <ul style="list-style-type: none"> increased supervision need for specialized planning – risk assessment, travel, first aid, etc. proper outdoor wear for adults and youth safety any forms needed to be filled out <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>
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	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
RESOURCES REQUIRED:	Beaver Leader's Handbook, The Campfire Book, The Song Book, The Beaver Song Book, Climate Change Resource Book
SPECIAL NOTES:	

TOPIC NAME:	Outdoor Activities
DURATION:	60 Minutes
LEARNING OUTCOME:	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.
TEACHING POINTS:	<ol style="list-style-type: none"> 1. Basic personal equipment and its' uses. 2. Rules and procedures to prevent getting lost or separated from the group 3. The purpose of a personal emergency kit. 4. The impact of outdoor activities on the environment 5. Environmental conditions and the hazards that can be encountered in the outdoors 6. Causes and symptoms, signs, prevention, and treatment of weather relate conditions 7. Use of camping equipment, including tents, tarps, knives, axes, saws, stoves, lanterns, and cooking equipment. 8. How to use a map (both road and topographical) and compass 9. Sleeping arrangements
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Field Book for Canadian Scouting Camping and Outdoor Activity Procedures
RESOURCES REQUIRED:	Beaver Leader's Handbook, Climate Change Resource Book Various resource books on camping etc.
SPECIAL NOTES:	Discuss with participant that more information is available at an Outdoor Skills course.

TOPIC NAME:	Local Environment
DURATION:	Not to exceed 30 minutes
LEARNING OBJECTIVES:	This session is to be used to cover the local scouting environment. The content must be approved by the Council Commissioner and forward to the Assistant Deputy Executive Commissioner for Adult Development.
TEACHING POINTS:	
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	
RESOURCES REQUIRED:	
SPECIAL NOTES:	