



BASIC PROGRAM PLANNING AND DELIVERY

Specific Learning Objectives for Beaver Leaders

Scouts Canada – Mission Statement

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.

National Volunteer Services Committee
Approved May 25, 2002



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Developing Leader Competencies

Scouts Canada's **Volunteer Recruitment and Development (VRAD)** strategy recognizes the attitudes, skills and knowledge volunteers bring to their role in Scouting. Volunteers naturally acquire additional knowledge and skills for their roles from their first contact with Scouting through to retirement in a variety of self-initiated and organized learning situations. This development may come from both Scouting and non-Scouting sources. The strategy promotes a very flexible approach to developing and recognizing a volunteer's competencies as a program leader.

Core Learning Objectives for Basic Program Planning and Delivery

Leaders recruited to all sections require certain common basic knowledge, skills and attitudes in order to be able to contribute to the delivery of a quality program. The leader must demonstrate that he or she has met the following **Core Learning Objectives** in the following six subject areas:

Core Learning Objectives for Basic Program Planning and Delivery <i>(required for all program leaders in all sections)</i>					
Scouts Canada's Mission and Principles	Basic Program Planning	Basic Program Delivery	Basic Leadership Skills	Basic Administration	Basic Outdoor Skills

Section Specific Learning Objectives for Basic Program Planning and Delivery

Having demonstrated the Core Learning Objectives, a leader then undertakes more specific development in the **Section Specific Learning Objectives**, including the objectives of the specific section program, program requirements, working with youth in that section and delivering the section program. When a leader is recruited to a different section, that leader completes only the **Section Specific Learning Objectives** for the new section.

Section Specific Learning Objectives for Basic Program Planning and Delivery <i>(required for leaders recruited to a specific section)</i>				
Beaver Leaders	Cub Leaders	Scout Leaders	Venturer Advisors	Rover Advisors

All leaders are expected to achieve the Core Learning Objectives and the Section Specific Objectives for the role into which they have been recruited within their first year of involvement.

Section leaders are expected to achieve Manage Section Programs Objective of the Section Specific Learning Objectives within three months of accepting the role.

All learning objectives are based on the program as defined in Scouts Canada's publications, applicable bylaws, policies, procedures, the National Program Standards and any other guidelines established by Scouts Canada. All program planning and delivery must be appropriate to the physical, intellectual, social and spiritual capabilities of the youth involved. Note: Objectives may call for a set number of demonstrations or examples for evaluation purposes only.

Developmental/Learning Activities

Typical developmental and learning activities may be undertaken in one or more formats, including on-the-job training and experience, self-study, peer interaction, being coached, or by participating in training modules or a formal developmental course.

These activities may include such methods as the following, appropriate to the learning objectives:

- demonstration,
- reading,
- pre-course study,
- individual assignment,
- role play,
- lecturette,
- case study,
- working in pairs,
- peer coaching,
- mentoring relationship,
- expert panel discussions,
- simulation,
- small group discussion, and
- audio, visual or interactive media.

Completion and Recognition of Basic Program Planning and Delivery

Leaders complete their development in Basic Program Planning and Delivery by demonstrating competence in the Core Objectives for All Section Leaders and the Section Specific Objectives for the relevant section. Leaders receive the Woodbadge I recognition when they successfully complete both the Core Learning Objectives and the Section Specific Objectives for the section for which they are recruited. Leaders are encouraged to continue their personal development. It is not necessary to complete objectives in a particular order. Anyone completing learning objectives should be recognized for their achievement.

The objective of 'Basic Program Planning and Delivery' (formerly known as the Woodbadge Part I) is:

Given a variety of learning activities, the learner will plan and deliver Scouting programs as shown by the following:

- apply Scouts Canada's Mission, Principles, Scout Method/Practices, policies, procedures, and program standards,
- apply basic program planning and delivery techniques,
- conduct weekly meetings and outings,
- build a leadership team, and
- contribute to the management of the section.

Evaluation

The learner and one or more competent evaluators designated by the local Scout Council will evaluate the successful completion of the core and section specific learning objectives. Typically, Scout Councils may appoint evaluators from among the following roles:

- experienced section leaders,
- experienced peers,
- Service Scouters,
- group committee members, and
- outside resource people.

Youth, parents or guardians, and group committee members may provide relevant feedback on the learner's knowledge, skills and attitude.

Section Specific Basic Learning Objectives for Beaver Leaders

The Learner will:	Requirements:
<p>1. Apply the <i>Friends of the Forest</i> theme to the colony program</p>	<ol style="list-style-type: none"> 1. Describe ways to incorporate the <i>Friends of the Forest</i> theme into the weekly program. 2. Identify opportunities to incorporate the <i>Friends of the Forest</i> theme into program elements throughout the year. 3. Describe how leaders are named according to characters in the <i>Friends of the Forest</i> book.
<p>2. Plan Beaver programs</p>	<ol style="list-style-type: none"> 1. Describe the benefits of consulting Beavers about program choices. 2. Describe the benefits of dividing Beavers into each of the following small groups: lodges, tail levels, ages, interests, skill level and random selection. 3. Develop a meeting plan which includes programming by tail levels and lodges. 4. Provide an example of a back-up plan for a meeting or an outing. 5. Describe how your meeting plan meets the National Program Standards.
<p>3. Develop annual program plans</p>	<ol style="list-style-type: none"> 1. Explain the planning process for creating nightly, monthly, three months, and annual program plans. 2. Develop a three month and an annual program plan with your leadership team with input from your youth, that supports age-appropriate development, provides progressive challenge and minimizes repetition for the youth involved.
<p>4. Work with Beaver-aged youth</p>	<ol style="list-style-type: none"> 1. Apply the “Code of Conduct” described in Scouts Canada’s <i>Duty of Care</i> document. 2. Describe or demonstrate how to reinforce positive behaviour. 3. Briefly describe or demonstrate how the following methods contribute to effective communication in the section: <ol style="list-style-type: none"> a. active listening b. body language and position c. consideration of attention span d. tone and volume of speech e. encouragement of multi-sense (hear, see, touch, taste, smell) learning f. choice of words 4. Demonstrate the hand signal to tell Beavers to “Stop and be quiet.” 5. Describe the characteristics of a supporting environment necessary for the development of Beaver-aged youth. 6. Describe how the activities of a weekly meeting support the developmental characteristics of Beaver-aged youth.
<p>5. Conduct Tail Activities</p>	<ol style="list-style-type: none"> 1. Explain three reasons for grouping youth into tail levels. 2. Describe how to use these groupings to structure activities. 3. Design an activity that reflects the needs and abilities of each grouping.

The Learner will:	Requirements:
6. Apply spiritual emphasis/religious diversity	<ol style="list-style-type: none"> 1. Provide three examples of activities designed to help Beavers express and respond to God's love in their daily lives. 2. Provide three examples of activities designed to develop Beavers' respect for others and increased appreciation of diversity in our society. 3. Explain the purpose of a Scouts' Own. 4. Plan and conduct a Scouts' Own.
7. Conduct gathering activities	<ol style="list-style-type: none"> 1. Lead a gathering activity for Beavers in which: <ol style="list-style-type: none"> a. all youth are involved as they arrive, b. youth continue their involvement until they are called to the Opening, c. the interest of the youth is maintained, and d. youth are able to exit as required, eg. to meet with a Leader. 2. State three benefits of using gathering activities.
8. Conduct large and small group activities	<ol style="list-style-type: none"> 1. Conduct a large group and a small group activity for Beavers which: <ol style="list-style-type: none"> a. has clear instructions, b. uses age appropriate materials, c. allows all participants to interact throughout the activity, d. responds to the needs of the group (large group activity), e. responds to the needs of each individual (small group activity), f. encourages participants to do their best, and g. provides a fun and meaningful experience. 2. Compare and contrast three benefits of conducting a large group and a small group activity.
9. Conduct games	<ol style="list-style-type: none"> 1. Explain how cooperative games are consistent with the Beaver program philosophy. 2. Describe the appropriate use of each of the following types of games for Beavers: steam-off, quiet, and co-operative. 3. Demonstrate each type of game.
10. Conduct crafts	<ol style="list-style-type: none"> 1. Conduct a craft which: <ol style="list-style-type: none"> a. challenges Beavers to use their skills and creativity, b. varies in difficulty to match the development of the Beavers, c. maintains the interest of the Beavers, d. provides sufficient time for Beavers to complete the craft or a way for Beavers to complete the craft on their own, and e. supports and enhances a program theme.
11. Teach skills	<ol style="list-style-type: none"> 1. Describe three approaches to teaching and reinforcing a skill. 2. Teach a skill where: <ol style="list-style-type: none"> a. the leader demonstrates the skill, b. the leader demonstrates the skill in a step-by-step manner, c. Beavers try the skill, d. the leader checks progress and encourages Beavers to do their best, e. the leader guides and coaches Beavers to make progress, f. Beavers try again until successful,

The Learner will:	Requirements:
	<ul style="list-style-type: none"> g. the leader praises and affirms progress according to each Beaver's capabilities, and h. the leader challenges Beavers to use new skills appropriately.
12. Conduct play acting	<ul style="list-style-type: none"> 1. Provide an opportunity for Beavers to participate in playacting which: <ul style="list-style-type: none"> a. encourages Beavers to explore creative self-expression, b. permits the use of appropriate props and costumes, and c. supports the theme of the weekly meeting or outing.
13. Promote music and singing	<ul style="list-style-type: none"> 1. Describe the benefits of incorporating music into the Beaver program. 2. Conduct the following types of songs: round, action, repeat, quiet and spiritual, appropriate for Beavers.
14. Conduct campfires	<ul style="list-style-type: none"> 1. Describe the benefits of conducting campfires for Beavers. 2. Plan and conduct a campfire program.
15. Tell/read stories	<ul style="list-style-type: none"> 1. Describe five reasons for using stories in your Beaver program. 2. Tell a story that achieves its purpose.
16. Conduct ceremonies	<ul style="list-style-type: none"> 1. Participate in the following: Opening, Closing, Investiture, Tail Celebration and Advancement (Swim-up) according to the description in the <i>Beaver Leader's Handbook</i>. 2. Explain why River Banks and Build a Dam are used in the Beaver program. 3. Explain the origin of the left handshake and the Beaver sign. 4. Demonstrate appropriate flag etiquette, including raising, lowering and folding the flag.
17. Participate in regular weekly meetings in the outdoors	<ul style="list-style-type: none"> 1. Identify the objectives of holding a regular weekly meeting in the outdoors (Category I activity as described in the Scouts Canada <i>Camping/Outdoor Activity Guide</i>). 2. Identify the implications of taking the program outdoors. 3. Participate in the organizing of a regular meeting in the outdoors according to the policies and guidelines for Category I activities as described in the Scouts Canada <i>Camping/Outdoor Activity Guide</i>. 4. Participate in a regular weekly meeting in the outdoors. 5. Participate in the evaluation of a regular weekly meeting.
18. Participate in an outdoor activity away from the regular weekly meeting place and a short-term camp of one night	<ul style="list-style-type: none"> 1. Identify the objectives of an outdoor activity away from the regular weekly meeting place or a short-term camp of one night for Beavers. 2. Read the Scouts Canada <i>Camping/Outdoor Activity Guide</i>. 3. Participate in the organizing of: <ul style="list-style-type: none"> a. Two outdoor activities away from the regular meeting place and, b. A short-term camp of one night according to the policies and guidelines for Category II activities as described in the Scouts Canada <i>Camping/Outdoor Activity Guide</i>. 4. Participate in the evaluation of these activities.

The Learner will:	Requirements:
19. Conduct linking activities from Beavers to Cubs	<ol style="list-style-type: none"> 1. Conduct a linking activity which: <ol style="list-style-type: none"> a. broadens Beavers' awareness of the other sections of the Scouting family, b. promotes advancement to the next level of Scouting, and involves Beavers in the program of the Cub section. 2. Explain the role of Keeo in linking Beavers to Cubs.
20. Conduct the colony meeting	<ol style="list-style-type: none"> 1. Provide three examples of when it may be necessary to modify a meeting plan. 2. Explain how you would respond to these three situations. 3. Identify the religious and cultural considerations affecting program planning for your section.
21. Manage section programs	<ol style="list-style-type: none"> 1. Describe or demonstrate how to structure your weekly meetings to meet the varying energy levels of the youth. 2. Describe or demonstrate how to adjust the program activities to accommodate the different ages, skills, and abilities of the youth. 3. Incorporate special needs of participants into the program plan, such as diets, medication, allergies, and special supervision, for a regular meeting or day outing. 4. Describe or demonstrate how to include the youth in establishing section rules or Code of Conduct. 5. Conduct a regular meeting outdoors according to guidelines for Category I activities as described in the Scouts Canada <i>Camping/Outdoor Activity Guide</i>. 6. Conduct an outdoor activity away from the regular meeting place or a short-term camp of one night according to guidelines for Category II Activities as described in the Scouts Canada <i>Camping/Outdoor Activity Guide</i>.