

SCOUTS CANADA

COURSE TRAINING

STANDARD



It starts with Scouts.

COLONY

WOOD BADGE PART I

MAY 2011
VERSION 2.0

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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 2008](#) .

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 can be used to judge the response of the participants to the course. This evaluation form will be produced as an editable form on the web so as to have the option of participants completing it at home after the course or printed and completed at the course.

Topic Outlines

The Topic Outlines contain the expectation of each of the topics listed in the Course Description. The key objectives 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 Wood Badge I Course Description

Program Name: Volunteer Development		Code: TMS1/B
Course Name: Colony Wood Badge Part I		1 weekend or 12-16 hrs or E-Learning. (Note: Topic times are minimum requirements. Total course time not to exceed the maximum stated.)
Learner Group: Colony Scouters		
Course Learning Outcome: At the completion of a section Wood Badge Part I, the Leader will be a better contributing member of the leadership team through exposure to the necessary knowledge, skills, and attitudes required to help plan and run a program as described in the Program Handbook that will comply with the Mission of Scouts Canada and Scouts Canada's By-Laws, Policies, and Procedures.		
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. Program Foundations 2. Organization Framework and Program Structure 3. Risk Management 4. Spirituality 	
Module 2	<ol style="list-style-type: none"> 5. Understanding, Communicating, and Working with Beaver Scouts 6. Leadership – Principles and Leading in a Team Environment 7. Administering the Beaver Colony 	
Module 3	<ol style="list-style-type: none"> 8. Colony Program Elements – Using the Badges and Awards 9. Groupings in the Beaver Colony 10. Program Planning and Evaluation 	
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. Promoting Outdoor Activities 14. Outdoor Essentials 15. Local Topics 	
Prerequisites: Member or potential member of Scouts Canada. Read Welcome available at http://www.scouts.ca/nswk/new/welcome-e.html		
Dress: Uniform and appropriate outdoor wear		
Participant equipment required: Pen and paper, Beaver Leader's Handbook and The Field Book for Canadian Scouting, and New Scouter Welcome Kit		
Trainer Notes: Separate rooms for each section offered.		
Equipment and Resources:		
<ul style="list-style-type: none"> • Beaver Leader's Handbook, By-Laws, Policies & Procedures, Jump Start for Beavers, Field Book for Canadian Scouting • Presentation Support Material (Data projector, flipchart, markers, etc.) 		
Course Designers: National Training Network		Dated: May 2011

Colony Wood Badge I Sample Agenda

MODULE 1 – FUNDAMENTALS

Time	Topic	Presenter(s)
45 min	1. Program Foundation and Position Statements	
45 min	2. Organization Framework and Program Structure	
45 min	3. Risk Management	
30 min	4. Spirituality	
5 min	Wind-Up - Revisit Participant Expectations	
170 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 Beaver Colony	
5 min	Wind-up –Revisit Participant Expectations	
185 Min	Total	

MODULE 3 – PLANNING

Time	Topic	Presenter(s)
60 min	8. Colony Program Elements – Using the Badges and Awards	
30 min	9. Groupings in the Colony Program	
90 min	10. Program Planning and Evaluation	
5 min	Wind-up – Revisit Participant Expectations	
185 Min	Total	

MODULE 4 – RUNNING AN EFFECTIVE MEETING

Time	Topic	Presenter(s)
120 min	11. Conducting a Beaver Scout Meeting	
30 min	12. Linking Activities in the Colony	
5 min	Wind-up – Revisit Participant Expectations	
155 Min	Total	

MODULE 5 – PUTTING THE “OUT” IN SCOUTING

Time	Topic	Presenter(s)
60 min	13. Taking the Program Outdoors	
60 min	14. Outdoor Essentials	
30 Min	15. Local Topics	
15 min	Wind-up – Revisit Participant Expectations and Presentations	
165 Min	Total	

Evaluation Strategy – Colony Wood Badge Part I



Competent and confident leadership is the cornerstone of a high quality and successful youth program that will enable Scouts Canada to attract and retain more members, volunteer and youth alike. The key to providing Scouters with the skills and knowledge they need to deliver high quality programming is access to engaging, consistent, and relevant Wood Badge Training Courses.

As outlined in Scouts Canada's Volunteer Support Strategy, training activities should be undertaken with the aim of achieving the following primary outcomes:

1. 100% volunteers trained with Wood Badge I for their primary role
2. Training quality is measured at each Scouts Canada accredited course; 60% of participants strongly agree with core quality statements

Consistent evaluation of course quality enables continuous improvement of both content and delivery while also supporting sustainment of the learner-focused training system.

The National Training Network (NTN) of Scouts Canada has developed a standard evaluation form that must be used for all Scouts Canada accredited training courses (e.g. Wood Badge, Outdoor Skills, Commissioners' Course). The core quality statements contained within the standard evaluation are standard across all assessments of training quality regardless of delivery method. Course Leaders for in- person training opportunities must forward the collective results of these evaluations to the DCC Training (or appropriate Training Manager).

By employing a standardized approach to training quality assessment, the NTN is better able to understand the overall effectiveness of training opportunities provided within Scouts Canada. The collective results further enable the NTN to ensure that course standards and offerings remain relevant to the Scouters who attend them. Standard measurement of training quality will permit the sharing of best practices as well as identification of focus areas for support and improvement.

The standard training evaluation form is contained within the Volunteer Support Toolkit located at www.scouts.ca/vstk .

Topic Outlines

Presenter Name _____

Date/Time _____

TOPIC NAME:	Program Foundations
DURATION:	45 Minutes
AIM:	Participants will acquire a better understanding of the foundation of Scouting.
KEY OBJECTIVES:	<ul style="list-style-type: none"> Outline the Mission which outlines the primary focus of the organization. <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> Outline the Principles: Duty to God, Duty to Others, and Duty to Self. Explain how the principles that represent our fundamental beliefs form a “code of ethics” for how Scouting expects all members to conduct themselves while participating in activities. Outline the Scouting Practices & Methods and how they assist in a progressive self-education approach Outline the 3 Position Statements and 7 Strategic Directions as Pillars of our Organization State the Scout Promise and Law and compare the progression of the Promise, Law and Motto among the sections, and the change and growth between each section
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	<p>Section Leader’s Handbook</p> <p>BP&P Section Introduction - Updated Feb 2009</p> <p>Brand Promise</p> <p>Mission, Principles and Practices</p>
QUALITY STANDARDS SECTIONS:	Spiritual Emphasis
RESOURCES REQUIRED:	Scouts Canada By-laws, Polices and Procedures, Section Leader’s Handbook
TRAINER NOTES:	Have the Mission, the Principles, the Promise and Law on display.

TOPIC NAME:	Organization Framework and Program Structure
DURATION:	45 Minutes
AIM:	Participants will be able to better understand the organizational structure of Scouts Canada and identify the support available to them. Participants will understand all of the section programs within Scouts Canada.
KEY OBJECTIVES:	<ul style="list-style-type: none"> • Outline the Structure of Scouts Canada. Point out that all of these roles support the youth, either through working directly with the youth or supporting the adults that work with the youth. <ul style="list-style-type: none"> ○ World Council ○ National Services ○ Council ○ Area ○ Group Commissioner ○ Group ○ Sponsor/Partner ○ Group Committee ○ Section • Explain the program structure for youth between the ages of five and twenty-six and their parameters or emphasis on age and service and badge framework. <ul style="list-style-type: none"> ○ Beaver Scouts ○ Cub Scouts ○ Scouts ○ Venturer Scouts ○ Rover Scouts ○ ScoutsAbout ○ Extreme Adventure
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	BP&P Section 2000 Scouts Canada Structure
QUALITY STANDARDS SECTIONS:	
RESOURCES REQUIRED:	Scouts Canada By-laws, Polices and Procedures Section Leader's Handbook
TRAINER NOTES:	Participants should be able to identify at least one other person who can offer support. Participants should not go away from the course thinking they are on their own.

TOPIC NAME:	Risk Management
DURATION:	45 Minutes
AIM:	Participants will be able to explain and apply Scouts Canada method of risk assessment to the Scouting activities being conducted.
KEY OBJECTIVES:	<ul style="list-style-type: none"> • Explain and discuss “What is Risk Management” <ul style="list-style-type: none"> ○ Identify and assess potential risks and hazards associated with regular meeting places. ○ Take appropriate measures to minimize or avoid the potential risks and hazards.
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	BP&P Section 7000 Duty of Care National Risk Management for Leaders PowerPoint BP&P Section 20000 Forms BP&P Section 10000 Camping and Outdoor Activities How to Protect Your Child From Abuse: A Parent's Guide
QUALITY STANDARDS SECTIONS:	Training/Leadership
RESOURCES REQUIRED:	Scouts Canada By-Laws, Policies and Procedures Section Leader Handbook How to Protect Your Child From Abuse: A Parent’s Guide
TRAINER NOTES:	Risk management should be incorporated into all appropriate sessions throughout the course, such as: Outdoor Skills, Program Planning, Program Activities, etc. This topic is only an orientation to risk management practices and is meant to have participants understand the value and importance of the “ <i>Right people in the right place at the right time with the right equipment.</i> ”

TOPIC NAME:	Spirituality
DURATION:	30 Minutes
AIM:	Participants will be able to develop spiritual awareness and respect for faith diversity, for and with the youth in their section or group.
KEY OBJECTIVES:	<ul style="list-style-type: none"> • Provide examples of activities to help youth express and respond to God's love in their daily lives: Opening & Closing prayers, Grace, Scout's Own, storytelling, nature hike and "Do a good turn everyday" • Provide examples of activities to develop respect for others and to increase their appreciation of diversity in our society: Multi-faith event participation • Explain that the purpose of a Scout's Own is to expose youth to multi-faith and spiritual development and as an opportunity in order to teach/reinforce lessons on acceptance, friendship etc.
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	<p>Section Leader's Handbook</p> <p>Spirituality Award – The Rationale</p> <p>Spirituality Award</p> <p>Religion in Life Awards</p> <p>Thoughts for Sharing, Let's Celebrate2</p> <p>The Best of the Leader's Cut Out Pages</p>
QUALITY STANDARDS SECTIONS:	Spiritual Emphasis
RESOURCES REQUIRED:	Scouts Canada By-laws, Polices and Procedures, Section Leader's Handbook Program Builder Online
TRAINER NOTES:	<p>This is not a religious topic but an opportunity to share opportunities for youth to grow within their own spiritual development at their own pace.</p> <p><i>"Duty to God" as defined by the World Organization of the Scouting Movement, means a person's relationship with the spiritual values of life, the fundamental belief in a force above mankind."</i></p>

TOPIC NAME:	Understanding, Communicating and Working with Beaver Scouts
DURATION:	60 Minutes
AIM:	Participants will better understand some of the typical physical, mental and social abilities of Beaver Scouts.
KEY OBJECTIVES:	<p><u>Understanding Beaver Scouts</u></p> <ul style="list-style-type: none"> • Describe the growth & development characteristics of 5-7 year olds (physical, mental, social) • Creating a supporting environment for Beaver Scouts • Apply the "Code of Conduct" described in Scouts Canada's Duty of Care document • Establish a Code of Conduct for the youth • Describe the needs of Beaver-aged children <p><u>Communicating with Beaver Scouts</u></p> <ul style="list-style-type: none"> • Demonstrate effective communication skills of a Leader <ul style="list-style-type: none"> ○ Active listening ○ Body language ○ Consideration of attention span ○ Converse at eye level ○ Tone & volume of speech ○ Multi-senses • Demonstrate Beaver hand signals – stop and be quiet • Demonstrate the need for short, clear communication that is understandable • Creating an awareness (of above) in planning <p><u>Working with Beaver Scouts</u></p> <ul style="list-style-type: none"> • Discuss ways to integrate youth with challenges • Recognize and reinforce positive behaviour • Discuss appropriate behaviour & discipline (firm kindness and kind firmness) <ul style="list-style-type: none"> ○ How to handle disruption ○ What do youth expect from their leadership team • Choosing appropriate activities for Beavers Scouts; i.e. activities at proper age level • Explain common Beaver Scout terminology; i.e. build a dam, river banks, etc.
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	BP&P Section 7000 Duty of Care Beaver Leader's Handbook 2008 – Chapter 6
QUALITY STANDARDS SECTIONS:	Spiritual Emphasis, Family/parent involvement, Youth Input
RESOURCES REQUIRED:	Scouts Canada By-laws, Policies and Procedures, Beaver Leader's Handbook
TRAINER NOTES:	

TOPIC NAME:	Leadership Principles - Leading in a Team Environment
DURATION:	60 Minutes
AIM:	Participants will be able to describe the principles of working within a leadership team environment and how to include the youth in this team.
KEY OBJECTIVES:	<ul style="list-style-type: none"> • Discuss the role and responsibilities in the Beaver Scout Leader Job Description • Discuss the value and importance of youth leadership roles <ul style="list-style-type: none"> ○ Activity Leaders(AL's) and Scouters-in-Training(SIT's) ○ Keoo ○ Consultation with the Beaver Scouts for input in short and long term planning • Discuss the merits of shared responsibilities for all members of the leadership team, to ensure roles and responsibilities can be interchangeable • Discuss opportunities to evaluate the leadership team <ul style="list-style-type: none"> ○ Through self-assessment at regular planning meetings ○ Through open and honest essential review • Discuss the value of recruiting and retaining leaders <ul style="list-style-type: none"> ○ Proper and complete VRAD process will ensure the right person for the right job ○ Frequent informal and formal leader recognition
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scouts Canada By-laws, Polices and Procedures The Keoo Book Beaver Leader's Handbook 2008 – Chapter 5
QUALITY STANDARDS SECTIONS:	Youth Input, Training/Leadership
RESOURCES REQUIRED:	Beaver Leader's Handbook 2008, Beaver Leader Volunteer Job Description, The Keoo Book
TRAINER NOTES:	

TOPIC NAME:	Administering the Beaver Colony
DURATION:	60 Minutes
AIM:	Participants will better understand the administration of a Colony.
KEY OBJECTIVES:	<ul style="list-style-type: none"> • The importance of Youth/Adult registration information: <ul style="list-style-type: none"> ○ Current medical information and emergency contacts available ○ Duty of Care compliance ○ Ensures members are properly registered to reduce risk ○ Potential for parents/guardians to act as program resources • Explain the procedure for using the Camping and Outdoor Activity Application Form for Colony programs • Discuss the importance of financial record keeping according to BP&P • Explain the lines of accountability between sections and Group Committee • Learn what budget requirements need to be submitted to Group Committee as per BP&P • Identify acceptable fundraising activities; i.e. Popcorn, Scoutrees and acceptable use of funds • Discuss safe fundraising practices for Beaver Scouts • Identify how accurate record keeping can aid in a group's membership growth • Explain the reasoning for the inventory of assets • Define the accepted use of Scouts Canada logos and intellectual property • Explore ways to retain and grow membership by: <ul style="list-style-type: none"> ○ Inviting members back at the beginning of each year ○ Leaders contacting non-returning youth at any time of year • Hosting one activity per year that focuses on increasing membership
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	BP&P Section 3000 Membership & Registration BP&P Section 20000 Forms BP&P Section 10000 Camping and Outdoor Activities BP&P Section 11000 Financial and Fundraising Procedures Beaver Leader's Handbook 2008
QUALITY STANDARDS SECTIONS:	Administration, Membership/Retention/Growth
RESOURCES REQUIRED:	Scouts Canada By-Laws, Policies and Procedures, Beaver Leader's Handbook
TRAINER NOTES:	

TOPIC NAME:	Colony Program Elements – Using the Badges and Awards to Support the Program
DURATION:	60 minutes
AIM:	Participants will be able to list and utilize the seven program elements to help build well-balanced Beaver Scout programs that will satisfy the Beaver Scout program standards.
KEY OBJECTIVES:	<ul style="list-style-type: none"> • Awareness of the Beaver Scout program standards and how to incorporate activities which encourage Beavers Scouts to: <ul style="list-style-type: none"> ○ Find examples of God’s love for them and the world ○ Experience and express love and joy ○ Express themselves ○ Be healthy and have good feelings about themselves ○ Develop a sense of belonging and sharing in small group activities ○ Develop a sense of cooperation through non-competitive activities ○ Appreciate nature • Identify the program elements and their utilization in the Beaver Scout Program <ul style="list-style-type: none"> ○ Games ○ Crafts ○ Storytelling ○ Playacting ○ Music ○ Outdoors ○ Spiritual Fellowship • Identify the segments and how the Badges and Awards support the Beaver Scout program • Identify how the program elements can help meet the requirements for the Beaver Scout Quality Program Standards and Award
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Beaver Leader’s Handbook Badge Program Quality Program Standards and Award Application
QUALITY STANDARDS SECTIONS:	Badge Program
RESOURCES REQUIRED:	Beaver Leader’s Handbook, Friends of The Forest
TRAINER NOTES:	This session provides an introductory outline of the program elements. Later sessions provide details on how to incorporate these elements into the program.

TOPIC NAME:	Groupings in the Beaver Colony
DURATION:	30 minutes
AIM:	Participants will understand the importance of working within small groups, including Lodges and Tails.
KEY OBJECTIVES:	<ul style="list-style-type: none"> • Explain the structure of Tail and Lodge groupings • Discuss the benefits of dividing youth into the following small groups: <ul style="list-style-type: none"> ○ Lodges – team building, or when Beavers will benefit from more individual attention, older Beavers can provide mentorship and peer support ○ Tail Groups – allows for different skills to be taught, as youth usually have similar likes, abilities and work at similar speed/level ○ Colony - may be the only appropriate grouping for activities with a small Colony or when a large grouping is beneficial • Discuss merits of what activities would govern which grouping to use: <ul style="list-style-type: none"> ○ Lodges – games, crafts, discussions ○ Tails – games, crafts, white tail camp with the pack ○ Colony – ceremonies, game
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scouts Canada By-laws, Policies and Procedures Beaver Leader's Handbook 2008 – Chapter 7
QUALITY STANDARDS SECTIONS:	Youth Input
RESOURCES REQUIRED:	Beaver Leader's Handbook
TRAINER NOTES:	Most activities can be done in any of the groupings listed above. It is the Leaders' job to identify which would work best in any given situation, with the youth present at that time.

TOPIC NAME:	Program Planning and Evaluation
DURATION:	90 Minutes
AIM:	Participants will understand the program planning process, in order to meet the Beaver Scout program standards, which reflect the Beavers' age, characteristics and development.
KEY OBJECTIVES:	<p><u>Program Planning</u></p> <ul style="list-style-type: none"> • Explain the value and the benefits of planning • Define and explain the programming steps: <ul style="list-style-type: none"> ○ Program start ○ Program development ○ Program delivery ○ Program evaluation • Explain the value of sharing tasks among the leadership team while planning • Explain the planning process: <ul style="list-style-type: none"> ○ Short range (1 month) ○ Medium range (3 months) ○ Long range (1 year) • Explore resources available to aid in planning, such as: calendar of events, faith and cultural calendars, school, Council and Area calendars <p><u>Program Evaluation</u></p> <ul style="list-style-type: none"> • Discuss the need for the evaluation of events and programs, both for the leader and the youth • Explain the value of youth input and incorporate a method of gaining input • Evaluate the meeting flow in terms of the youth's energy level, activity and abilities • Know how and when to modify the program • Use the Beaver Scout Quality Program Standards and Award as a measurement tool <p><u>Program Exercise</u></p> <ul style="list-style-type: none"> • Conduct a planning exercise
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scouts Canada By-laws, Policies and Procedures, Friends of the Forest, Beaver Leader's Handbook, Jumpstart Packages, Climate Change Resource Book, Multi-Faith and Cultural calendar, Beaver Quality Program Standards and Awards
QUALITY STANDARDS SECTIONS:	Program Planning, Community Service, Youth Input, Membership/Retention/Growth
RESOURCES REQUIRED:	Beaver Leader's Handbook Quality Program Standards and Awards Calendar
TRAINER NOTES:	The use of the three tools (i.e program goals, program elements and program standards) ensures the delivery of well-balanced and diversified programs, that meet the requirements for the Program Quality Award and the mission of Scouts Canada

TOPIC NAME:	Conducting a Beaver Scout Meeting
DURATION:	120 Minutes
AIM:	Participants will be able to effectively manage the weekly meeting program and to understand the elements of the typical meeting.
KEY OBJECTIVES:	The Beaver Scout Meeting is a series of Activities as described in the following set of Subtopics. Any one of these elements can be introduced at any time in any meeting as it becomes appropriate to develop and enhance the theme.
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Beaver Leader's Handbook 2008 – Chapter 8 Jumpstart packages The Campfire Book The Song Book Campfire Sing Along CD Field Book Climate Change Resource Book Friends of the Forest New Scouter Welcome Kit
QUALITY STANDARDS SECTIONS:	Program Planning, Outdoors, Spiritual Emphasis
RESOURCES REQUIRED:	Scouts Canada By-laws, Polices and Procedures, Beaver Leader's Handbook
TRAINER NOTES:	Much of this module should be presented as "Learn by Doing" if possible.

Presenter Name _____

Date/Time _____

SUBTOPIC NAME:	Beaver Activities...Theme Program
AIM:	Participants will understand how theme programs help achieve our Mission, Programs Standards and aids in a well-rounded program.
KEY OBJECTIVES:	<ul style="list-style-type: none"> • Use theme programs often • Explain the value of theme programs <ul style="list-style-type: none"> ○ Helps with planning and less chance to repeat activities ○ How you can relate the theme to the program elements ○ Engage the youth to help pick the themes • Incorporate Friends of the Forest early in the program year as <ul style="list-style-type: none"> ○ It familiarizes the youth with the value of the Leaders Names ○ Forest games make more sense
REFERENCES:	Beaver Leader's Handbook 2008 – Chapter 8 Friends of the Forest

Presenter Name _____

Date/Time _____

SUBTOPIC NAME:	Beaver Activities...Gathering Activities
AIM:	Participants will understand how Gathering activities help leaders control and focus activity of youth before meeting starts, preventing potential problems from “uncontrolled” time.
KEY OBJECTIVES:	<ul style="list-style-type: none"> • Explain value and use of gathering activities • Create a list of possible gathering activities
REFERENCES:	Beaver Leader's Handbook 2008 – Chapter 8

Presenter Name _____

Date/Time _____

SUBTOPIC NAME:	Beaver Activities...Ceremonies
AIM:	Participants will have an understanding of the different ceremonies in the Colony program.
KEY OBJECTIVES:	<ul style="list-style-type: none"> • Explain the value and importance of Ceremonies • Discuss the different Ceremonies available: <ul style="list-style-type: none"> ○ Opening (Tail Slap) ○ Feeding the Beaver ○ Investiture (Youth/Leader) ○ Tail Celebration ○ Closing (Lodging) ○ Swimming Up – moving to pack
REFERENCES:	Beaver Leader's Handbook 2008 – Chapter 8

Presenter Name _____

Date/Time _____

SUBTOPIC NAME:	Beaver Activities...Games
AIM:	Participants will have an understanding of how a variety of games are essential to the full development of the youth and will help achieve our Mission and Program Standards.
KEY OBJECTIVES:	<ul style="list-style-type: none"> • Explain the value and use of games • Discuss the importance of variety of games offered to meet the needs of the youth • Explain the difference between competitive vs. cooperative • Discuss the types of Games available <ul style="list-style-type: none"> ○ Gathering ○ Steam-off ○ Quiet ○ Skill ○ Outdoor • Create a list of possible games and sources for new games
REFERENCES:	Beaver Leader's Handbook 2008 – Chapter 8, Games from A to Z

Presenter Name _____

Date/Time _____

SUBTOPIC NAME:	Beaver Activities...Crafts
AIM:	Participants will understand how Crafts help achieve our Mission, Programs Standards and are essential to the full development of the youth.
KEY OBJECTIVES:	<ul style="list-style-type: none"> • Explain the value and use of crafts • Discuss the steps in organizing a craft and when and how to modify it depending on level of youth • Discuss the importance of variety of various craft projects to meet the needs of the youth • Create a list of possible crafts and craft sources
REFERENCES:	Beaver Leader's Handbook 2008 – Chapter 8

SUBTOPIC NAME:	Beaver Activities...Music
AIM:	Participants will understand how Music helps achieve our Mission, Programs Standards and are essential to the full development of the youth.
KEY OBJECTIVES:	<ul style="list-style-type: none"> • Explain the value and use of music • Discuss the importance of variety of music offered to meet the needs of the youth • Steps in how to teach or lead a song • Explain when to sing i.e. outdoors; on a hike; at a campfire • Discuss the types of Music <ul style="list-style-type: none"> ○ Singing ○ Strike up a band • Discuss the types of songs available <ul style="list-style-type: none"> ○ Quiet ○ Rounds ○ Chants ○ Echo or repeat after me songs • Create a list of possible songs and sources for new songs
REFERENCES:	Beaver Leader's Handbook 2008 – Chapter 8

SUBTOPIC NAME:	Beaver Activities...Storytelling and Playacting
AIM:	Participants will understand how Storytelling and Playacting helps achieve our Mission, Programs Standards and nurtures a creative mind.
KEY OBJECTIVES:	<ul style="list-style-type: none"> • Explain the value and use of storytelling and playacting • Discuss the importance of variety of stories offered to meet the needs of the youth • Steps in how to prepare and tell a story • Determine whether to read or tell: what's better? • Determine when to tell a story i.e. outdoors; on a hike; at a campfire • Discuss the types of stories available <ul style="list-style-type: none"> ○ Action ○ Quiet ○ Stories with games ○ Tales and myths • Discuss the opportunities for playacting • Steps in how to incorporate playacting within the stories i.e. different voices for different characters • Discuss the types of playacting available <ul style="list-style-type: none"> ○ Pantomime ○ Finger-Plays ○ Skits • Create a list of possible stories and sources for new stories • Create a list of possible plays and sources for new playacting and skits
REFERENCES:	Beaver Leader's Handbook 2008 – Chapter 8 Friends of the Forest

Presenter Name _____

Date/Time _____

SUBTOPIC NAME:	Beaver Activities...Outdoors
TEACHING POINTS:	This is an extended session described later.
REFERENCES:	Beaver Leader's Handbook 2008 – Chapter 8

Presenter Name _____

Date/Time _____

SUBTOPIC NAME:	Beaver Activities...Spiritual Fellowship
AIM:	Participants will understand how Spiritual Fellowship helps achieve our Mission, Programs Standards and aids in spiritual development.
KEY OBJECTIVES:	<ul style="list-style-type: none"> • Explain the value and use of spiritual fellowship and not as a religious education • Explain that the Love of self as one important aspect in spiritual development • Integration of spiritual activities into all parts of the program with very little effort by building them into the program elements
REFERENCES:	Beaver Leader's Handbook 2008 – Chapter 16

SUBTOPIC NAME:	Beaver Activities...Campfires
AIM:	Participants will understand how campfires help achieve our Mission, Programs Standards and aids in a well-rounded program.
KEY OBJECTIVES:	<ul style="list-style-type: none"> • Explain the value and purpose of campfires <ul style="list-style-type: none"> ○ Fun, fellowship, sharing and singing • Discuss the types of campfires available <ul style="list-style-type: none"> ○ Formal, informal, sing songs, indoor, outdoor • Discuss the elements of campfires <ul style="list-style-type: none"> ○ Fires ○ Opening ○ Songs ○ Skits ○ Cheers ○ Games ○ Yarns ○ Closings • Emphasize the risks and the value of assessing campfires <ul style="list-style-type: none"> ○ Knowledge required to build, run and cleanup a campfire, leaving as little impact on the environment as possible <ul style="list-style-type: none"> ▪ Ways to build a campfire ▪ Ceremonial fires ▪ Clean up ▪ Fire pits ▪ Environmental Issues ▪ Resources
REFERENCES:	<p>Beaver Leader's Handbook 2008</p> <p>The Campfire Book</p> <p>The Song Book</p> <p>Campfire Sing Along CD</p> <p>Field Book for Canadian Scouting</p>

TOPIC NAME:	Linking Activities in the Colony
DURATION:	30 Minutes
AIM:	Participants will understand the importance of linking activities in the Colony.
KEY OBJECTIVES:	<ul style="list-style-type: none"> • Explain what a linking activity is • Discuss benefits of linking activities <ul style="list-style-type: none"> ○ Younger sections have older role models ○ Insight into what they have to look forward to – great succession tool ○ Advertising and promotion for the older section • Discuss how linking activities contribute to the development of youth <ul style="list-style-type: none"> ○ Broadens youth and leaders' awareness of other sections of the Scouting family. ○ Encourages youth to go onto the next level of Scouting ○ Explain the role of Keeo in linking the sections • Incorporate tracking and presentation of Link Badge • Provide examples of linking activities <ul style="list-style-type: none"> ○ Multi-section camps ○ Multi-section advancement ceremonies ○ White tails visit pack ○ End of Year Events
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	<p>Scouts Canada By-laws, Polices and Procedures</p> <p>Beaver Leader's Handbook 2008 – Chapter 7</p> <p>The Keeo Book</p>
QUALITY STANDARDS SECTIONS:	Linking, Membership/Retention/Growth
RESOURCES REQUIRED:	Beaver Leader's Handbook, Keeo Book
TRAINER NOTES:	

TOPIC NAME:	Promoting Outdoor Activities
DURATION:	60 Minutes
AIM:	Participants will know the range of outdoor activities that the Beavers Scouts can explore in holding weekly meetings outdoors, day activities and overnight camps and the role the Leader must play during the planning of these outings.
KEY OBJECTIVES:	<p><u>Explain the value of Outdoor Activities</u></p> <ul style="list-style-type: none"> • Acknowledge that meetings are more fun outside • Provide new opportunities/experiences to enhance the pack program • Fulfills a requirement of the Beaver Quality Program Standards and Awards Application • Provides variety to the program • Allows youth to learn about their environment • Offers an opportunity to learn, develop and practice outdoor skills • Provides spiritual and environmental awareness <p><u>Discuss the availability of Outdoor Activities</u></p> <ul style="list-style-type: none"> • Awards and council activities • Service activities • Beaverees, Group Camps, Family Camps, Sleepovers etc. • Online sources – Event calendars <p><u>Discuss the managing risk of Outdoor Activities</u></p> <ul style="list-style-type: none"> • Need for assessing level of activities – Green, Yellow, Red • Appropriate use of forms for outdoor activities • Importance of evaluating the outdoor activities <ul style="list-style-type: none"> ○ Increased supervision and safety precautions ○ Appropriate outdoor wear • Fulfills the requirement of meeting leader/youth ratio • Appropriate first aid qualifications
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	<p>BP&P Section 10000 Camping and Outdoor Activities</p> <p>BP&P Section 20000 Forms</p> <p>Beaver Leader's Handbook</p> <p>Climate Change Resource Book</p> <p>Leave No Trace booklet</p> <p>World Scout Environment Award</p>
QUALITY STANDARDS SECTIONS:	Outdoors, Environmental Awareness
RESOURCES REQUIRED:	Beaver Leader's Handbook, Climate Change Resource Book Scouts Canada By-laws, Policies and Procedures, Leave No Trace
TRAINER NOTES:	

TOPIC NAME:	Outdoor Essentials
DURATION:	60 Minutes
AIM:	Participants will be aware of the skills that are needed for outdoor activities. This session is not intended to ensure the participants have these skills.
KEY OBJECTIVES:	<ul style="list-style-type: none"> • Explain the necessary knowledge and skills required for outdoor activities for: <ul style="list-style-type: none"> ○ Basic personal equipment and its' uses. ○ Common knots and their correct use ○ Basic camping equipment and cooking equipment ○ Map (road and topographical) and compass reading ○ Impact of our activities on the environment ○ Potential environment conditions and hazards ○ Causes and symptoms, signs, prevention, and treatment of the following: <ul style="list-style-type: none"> ▪ Dehydration, ▪ Frostbite, ▪ Hypothermia, ▪ Sunburn/sunstroke, and ▪ Heatstroke ○ Procedures to prevent getting lost or separated from the group ○ Purpose of a personal emergency kit
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	<p>Field Book for Canadian Scouting</p> <p>BP&P Section 10000 Camping and Outdoor Activities</p> <p>Beaver Quality Program Standards and Awards</p> <p>World Scout Environment Award</p> <p>Leave No Trace booklet</p>
QUALITY STANDARDS SECTIONS:	Outdoors, Environmental Awareness
RESOURCES REQUIRED:	Field Book for Canadian Scouting, Wolf Cub Leaders' Handbook Various resource books on camping, outdoor skills, Leave No trace booklet, etc.
TRAINER NOTES:	This session is not intended to ensure the participants have these skills. The National Outdoor Skills will be covering the knowledge and opportunity to practice these skills.

TOPIC NAME:	Local Topics
DURATION:	Not to exceed 30 minutes (optional)
AIM:	<p>This session is to be used to cover the local scouting topics. Topics should be specific to the council in which training is provided. This may or may not be applicable to other Councils.</p> <p>The content must be approved by the Council Commissioner and forward to the Deputy Council Commissioner for Volunteer Services.</p>
KEY OBJECTIVES:	<ol style="list-style-type: none"> 1. Council Direction and Information 2. Council/Area Activities 3. Urban vs. Rural topics 4. Prepared general information on program resources 5. Special topics which pertain TRAINER topics which pertain to the training area such as Disabilities, Substance Abuse, ADD and ADHD etc. See Trainer notes below.
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	
QUALITY STANDARDS SECTIONS:	
RESOURCES REQUIRED:	
TRAINER NOTES:	<p>The content must be approved by the Council Commissioner and forward to the Deputy Council Commissioner for Volunteer Services. To be filed with the course report.</p>