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Beaver Leader's Handbook



BEAVER LEADER'S HANDBOOK



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Scouting's Mission Statement

As a member of the World Scouting Movement, Scouts Canada adopts the following statement as its Mission:

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.

Important Contact Information:

COLONY LEADERS

Name:



Name:



Name:



OTHER LEADERS

Name:



Name:



Name:



Name:



Name:



Name:



GROUP COMMISSIONER

Name:



Name:



COUNCIL OFFICE

Name:



Name:



SERVICE SCOUTERS/COMMISSIONER

Name:



Name:



EMERGENCY SERVICES

FIRE



POLICE



HOSPITAL



MEETING SPACE CARETAKER

Name:



OTHER

Name:



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WELCOME!



Welcome to the magical world of Beavers. You have joined more than 40,000 other adults in Canada who are serving young people through Scouts Canada.

This handbook is designed to help leaders through the early stages of leadership in a Beaver colony. As you read through these pages, you'll find answers to many of the questions most Beaver leaders have, and reference to other resources which can help broaden your knowledge and Beavering skills.

It also contains detailed information about subjects discussed in early chapters to give those with some experience as Beaver leaders more specific information to increase their effectiveness.

Use this handbook. Refer to appropriate chapters as you build your program and develop your leadership skills. Even if you have a good grasp of Beavering, compare what you're doing with what the handbook offers. You may find some new ideas, or come up with suggestions for its next revision.

A number of leaders like you from across the country have contributed much of the material in this book. Scouts Canada thanks all of them. As you use the handbook and gain experience as a Beaver leader, you'll undoubtedly develop your own ideas and come up with suggestions for future revisions to the book. Please don't hesitate to share them. Send your thoughts and idea outlines to the National Program Director, Beavers, Scouts Canada, 1345 Baseline Road, Ottawa, Ontario K2C 0A7.

Best of luck with your colony and happy Beavering!



Chapter 1

WELCOME TO BEAVERS



So You've Volunteered ▶ What is Beavers? ▶ Typical Colony Set-up
Beavers Are Part of the Scouting Family ▶ Scouting's Principles and Mission

SO YOU'VE VOLUNTEERED TO JOIN SCOUTING



Hats off to you for your willingness to share some of your valuable time to enrich your community! Welcome to the *World Brotherhood of Scouting*.

More than 28 million people, in 155 countries and territories, are Scouting members. As adult leaders, we are together because we enjoy working with others and believe that Scouting's mission, principles and programs can help Beavers get the most out of life, now and in the future. Sure, a leadership job in Beavering will take some of your time, but we believe that as you give, you will also get a lot of enjoyment, new skills and sheer joy from your participation.

If you feel a bit unsure or overwhelmed at the beginning, that's normal. We all did. The rest of this chapter is designed to help you get over the awkward feeling of being a new leader.

WHAT IS BEAVERS?

Beavers are children aged five to seven-years-old. Fun and friendship are the cornerstones of the Beaver program. Through an adventurous program of outdoor activities, creative play, music and cooperative games, Beavers enjoy time with their friends (and meet new ones), learn how to get along within a group, and develop the confidence to be themselves.

Like all Scouting members, Beavers enjoy many outdoor adventures with their friends in the colony. Nature walks, short hikes, tree plantings and family sleepovers give Beavers a taste of outdoor fun. Through these activities, Beavers develop an appreciation and a sense of caring for the environment.

Beavers are a vital part of the community, country and world in which they live. Visits to parks, power plants, fire and police stations thrill young Beavers, and illustrate the many important facets of their community.

TYPICAL COLONY SET-UP

- Unit Name:** When a group of Beavers come together for a meeting they are called a colony.
- Typical Ages of Beavers:** five to seven years of age.
- Typical Meeting:** 1 to 1½ hours. After school, evening or on weekends.
- Typical Meeting Place:** Partner/sponsor facility or outdoors.
- Leadership Team:** A team of men and women, Keo (a Cub), activity leaders and Scouters-In-Training (S.I.T.). Beavers have some chance to offer program ideas.
- Activity Groups:** As a colony, small mixed groups (lodges), and by ages (tails).
- Major Focus:** Sharing, cooperation, non-competitiveness, teamwork.
- Activities:** Learn about nature, playing together, being creative through crafts, songs, stories, outdoor exploration, cooperative games and spiritual fellowship.
- Partner/Sponsor:** Typically a church, school, community centre or some other community group that wishes to provide a program for youth.
- Section/Group Committee:** A committee to oversee the program on behalf of the sponsor/partner. Typically the committee includes a representative from the sponsor/partner, parents, leaders, etc.



BEAVERS ARE PART OF THE SCOUTING FAMILY

Beavers are the youngest members of the Scouting family. After completing the Beaver program, they can move into other Scouting sections.

Wolf Cubs: 8 to 10 years-old

Scouts: 11 to 14 years-old

Venturers: 14 to 17 years-old

Rovers: 18 to 26 years-old

SCOUTSabout: 5-10 years-old

Extreme Adventure: 14-18 years-old



SCOUTING'S PRINCIPLES AND MISSION

Scouting's Principles and Mission are the foundation of all programs. The Mission outlines the primary focus of the organization; the Principles state some basic beliefs which we hold to be fundamental.

Principles

Scouting is based on three broad principles which represent its fundamental beliefs.

Duty to God: This is defined as "adherence to spiritual principles, loyalty to the religion that expresses them and acceptance of the duties resulting therefrom."

Duty to Others: This is defined as "loyalty to one's country in harmony with the promotion of local, national and international peace, understanding and cooperation," and "participation in the development of society, with recognition and respect for the dignity of one's fellow-being and for the integrity of the natural world."

Duty to Self: This is defined as "responsibility for the development of oneself". This is in harmony with the educational purpose of the Scout Movement whose aim is to assist young people in the full development of their potentials.

Scouting's core philosophy and values are expressed by the Principles. These form a "code of ethics" for how Scouting expects all members to conduct themselves while participating in activities.

Mission

Scouting's Principles are put into action and focus through our Mission Statement, which follows:

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.

Scouting achieves its Mission by:

- ▶ Involving Beavers throughout their formative years in a non-formal educational process.
- ▶ Using a specific method that makes each individual the principal agent in his or her development as a self-reliant, supportive, responsible and committed person.
- ▶ Helping them to establish a value system based upon spiritual, social and personal principles, as expressed in the Promise and Law.

The following text provides a short explanation of some of the key words used in the first paragraph of the Mission Statement. These explanations constitute the framework for Scouting's specific educational approach described in the three bullet points of the Mission Statement.



Chapter 2

DUTY OF CARE



- Code of Conduct ▶ Position Statement
- ▶ Duty of Care: – Child Abuse – Guidelines – Resources

CODE OF CONDUCT FOR ADULTS



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.

This Code of Conduct is expected of all adults who volunteer within Scouts Canada, recognizing that at all times they are expected to act responsibly and exercise a "Duty of Care" to the youth members.

Adults in Scouting:



- ▶ Respect the rights and dignity of themselves and others.
- ▶ Demonstrate a high degree of individual responsibility, recognizing that at all times their words and actions are an example to other members of the Movement.
- ▶ Act at all times in accordance with Scouting Principles, thereby setting a suitable example for all.
- ▶ Do not use the Movement to promote their own beliefs, behaviors or practices where these are not compatible with Scouting Principles.
- ▶ Act with consideration and good judgement in all interpersonal relationships, both inside and outside Scouting.
- ▶ Respect everyone's right to personal privacy at all times. Scouters take special care when sleeping, changing clothes, and bathing are associated with any Scouting activity.
- ▶ Avoid unaccompanied and unobserved activities with youth members wherever possible. Remember, "in earshot and in vision."
- ▶ Avoid potentially compromising situations by ensuring, where reasonably possible, that at least two adults are in attendance while supervising and/or accompanying youth members.
- ▶ Realize that bullying, physical, verbal or cultural abuse, sexual harassment, neglect or any other type of abuse, is unacceptable conduct by any member of the Movement.

POSITION STATEMENT

The primary responsibility of adults in the Scout Movement is the welfare and development of youth members. The single most important function of the Volunteer Recruitment and Development (VRAD) process of Scouts Canada is to ensure that only suitable adults are recruited.

DUTY OF CARE

Our section programs and our ethic requires us to provide an environment in which children and young people feel valued and secure; and can grow as individuals while developing a sense of self-worth, personal integrity and increasing competence through the acquisition of skills and achievements. Any adult behaviour which is not supportive of this developmental process is inappropriate and requires appropriate intervention/action.



We have a duty of care to keep youth members safe and protect them from physical and emotional harm. In adventurous activities, this duty is exercised through sensible risk management. In our general program activities, this duty is exercised through a respectful, caring, empathetic and friendly relationship with young people. In the recruitment and selection of adult leaders, their personal standards, character and ability to develop this relationship is much more important than any technical skills or experience.

1. Encouraging Positive Behaviour (Discipline)

Occasionally, there may be a necessity for appropriate disciplinary action. Scouts Canada encourages positive reinforcement to correct inappropriate behaviour.

The following examples are **inappropriate discipline methods**:

- ▶ Physical blows or force
- ▶ Emotional/humiliation/name-calling
- ▶ Confinement
- ▶ Any other form of abuse.

Alternatives to Punishment

If we allow Beavers to experience the consequences of their actions, there is potential for an honest and real learning situation to occur. Discipline can be maintained through both natural and logical consequences.

Natural consequences represent the pressure of reality without interference. Disrespecting others, for example, will ordinarily invite similar treatment. But it isn't always appropriate to let natural consequences take their course.

Logical consequences involve an intervention by someone else. So, disrespecting someone carries a consequence, like removal from a program activity. The disadvantage, of course, is that this can deteriorate into another form of punishment imposed externally. Logical consequences should be negotiated as much as possible beforehand by everyone involved. Thus, an agreement is reached as to the consequences of foul language or put-downs (Code of Conduct). Because everyone is part of the agreement, everyone is also responsible for seeing that it works. By adults and youth taking responsibility together, logical consequences become an alternative to punishment.

2. Physical Contact

When dealing with youth, there is acceptable touching and unacceptable touching. A handshake is generally acceptable; a hug is sometimes acceptable; and an embrace is usually unacceptable. Touching which gives offence or causes any unease is not acceptable.

3. Relationships

Scouts Canada affirms a duty to its youth members for their welfare and development. Adults accept a responsibility to Scouts Canada to care for youth members and deliver the program. Adults enjoy Scouting and benefit from the training and experience it brings.

However, adults are deliverers of the program. It is the youth members who are entitled to the benefits and protection of a safe, quality Scouting program. The correct relationship between an adult and a youth member is that of the adult being an instructor, guide, dispassionate friend and protector. It is a position of integrity, trust and maturity.



4. Language

Scouting ethic requires that we do not use vulgar or inappropriate language when working with youth members. Language should be acceptable to the reasonable onlooker, and appropriate to the development of good citizenship.

5. Discrimination

Scouting is a worldwide, multi-cultural movement. We welcome people to membership regardless of gender, race, culture, religious belief, sexual orientation or economic circumstances. Youth members are strongly influenced by the behaviour of adults. We need to be sensitive to the traditions and beliefs of all people, and to avoid words or actions which "put down" anybody.

6. Harassment

Harassment breaks down the positive and protective environment we seek to develop; at its worst, harassment is emotionally harmful. It is contrary to our objective of individual growth and development. Some examples include ongoing teasing, disparagement, belittling or excluding individuals.

Sexual harassment includes any verbal or physical behaviour of a sexual nature which is unwelcome and offensive.

7. Privacy

The individual's right to privacy must be recognized, and taken into consideration in such matters as sleeping places and sanitary facilities.

Adult members should, where possible, have sleeping accommodations separate from youth members, unless discipline, safety or available facilities dictate otherwise. (If sleeping accommodations are shared with youth for any of the above reasons, at least two adults must be present at all times.)

8. Alcohol Policy

- (i) There shall be no alcohol or recreational drug/substance consumed or made available on any Scout property – owned or leased.
- (ii) There shall be no alcohol or recreational drug/substance consumed or made available during any Program activity. "Program activities" include meetings, camps, hikes, training programs (Wood Badge, workshops, etc), Scouters conferences, "Scout Night" with sports teams and similar functions.
- (iii) No person shall consume alcohol or any other recreational drug/substance within a time-frame that would negatively affect his/her ability to carry out a duty of care.
- (iv) There shall be no exclusion of youth from any Scouting activity so alcohol or recreational drugs/substances may be consumed by adult members.

9. Smoking

It is inappropriate for any member to smoke in front of youth at any Scouting activity.

10. General Conduct

Adult leaders **should**:

- ▶ Help to establish safe and open communication in each section of the group.
- ▶ Have an "open door" policy. Declare all meetings open to parents or leaders.
- ▶ Treat all children, and others, with respect and dignity befitting their age.
- ▶ Be conscious of other's "personal space."
- ▶ Encourage participation by all, while being sensitive to each child's individual capacity.
- ▶ Be a role model for children. Be friendly, courteous and kind.

Adult leaders should **not**:

- ▶ Show favoritism for particular youth members.
- ▶ Invite youth member(s) alone to your home or other private accommodation.
- ▶ Have private talks with individual youth members away from the presence of other Scouts or adults.
- ▶ Carry one youth member alone in your vehicle.
- ▶ Go on a hike or other activity with one youth member alone.
- ▶ Demonstrate first aid on a youth member.
- ▶ Assist youth members with personal hygiene or dressing, except where health or disability requires it, and then only in the presence of another adult.
- ▶ Take part inappropriately in body contact games.
- ▶ Let children involve you in excessive attention-seeking behaviour that is overtly physical or sexual in nature. Be particularly careful with the very needy child. Re-direct the behaviour to "healthy" activities and provide caring attention before it is asked for.

11. General Duty

Every adult's responsibility goes beyond the confines of his or her specific appointment to their own youth. Adults are expected to intervene when they identify breaches of any part of this Duty of Care document.

There are three primary areas of responsibility: **to the parents, to youth, and to yourself.**

11a. Responsibility To Parents

At the simplest level, parents have a right to know everything that their daughter or son is going to be involved in. Of course, they have the right to say no if they feel any activity is inappropriate. Parents are also your greatest ally, and you should keep them as well informed as possible. Parents will sometimes defer to you, but only if you have convinced them that you merit their confidence, and have earned their trust and respect.

The best way to start achieving this trust is to talk with each parent. The initial visit with parents when a youth first joins your section is critical for future relationships. This visit takes time, effort and commitment, but it is well worth it. Discuss with the parents what Scouting is about, its Mission and Principles, program, weekly meetings and special events. Allow them to question you. It is better to deal with issues and concerns that parents may have in a relaxed setting, rather than later in a "crisis" situation.

Where unsupervised activities take place, they are done with a parent's/guardian's written approval (e.g. Scouts or Venturers camping alone).

Take a personal interest in their child and communicate regularly, simply and clearly with parents. Knowing parents personally is a great asset.

11b. Responsibility To Youth

By knowing each individual young person, you'll be in a better position to anticipate how the youth may react in various situations. In physical activities, you may get fears and concerns being expressed which are easy to understand, but you may also get displays of bravado covering up real fears. In intellectual activities, you may get questions if a person does not understand, but you may also get disruptive behaviour as a way of saying the same thing.



11c. Responsibility To Yourself

It is important to know your own limits and abilities. If you are leading an activity with any potential risks, always make sure that you are working well within your own capabilities. If you are working on the edge of your own skills, you are endangering the young people in your charge. Seek out and obtain skills and knowledge to enable you to perform your designated role.

Child Abuse

Scouts Canada, like all youth organizations, can face situations where Scouters/adult members are accused of abusing youth members. Even with our current risk management initiatives and the policy regarding the screening of all adult volunteers, the possibility of a youth member being abused is still a reality.

Scouts Canada has an excellent process in place for suspending, investigating and, if necessary, terminating Scouters/adult members accused of abusing youth members. We also have a procedure in place to handle media inquiries regarding abuse cases.

In addition, this procedure provides a process to communicate with other Scouters/adult members, parents and youth in a group where a current leader has been accused or charged with child abuse. The procedure will involve the Child Protection Authority (Children's Aid), the Police or other investigating agencies. When necessary, the provision of counseling for affected youth members and others involved will be arranged.

In most Canadian jurisdictions, there is a legal duty to report if a child has been or is at risk of being physically or emotionally harmed (including sexually molested) by a person having charge of the child. There is also a duty to report if a child less than 12 years of age has seriously injured another person or caused serious damage to another person's property and is either not appropriately supervised or is not getting the treatment that the child requires. (Taken from Scouts Canada's booklet, "How to Protect Your Children from Child Abuse: a Parent's Guide")

Procedure For Handling Allegations Of Harassment Or Abuse Of Youth Members:

When a youth member or parent contacts a member of Scouts Canada with a complaint of abuse against a youth member, or if the police contact Scouts Canada to inform us of charges against a current Scouter/adult member, the following steps should be taken immediately. **Please note that in all cases the needs and interests of our youth members must take precedence.**

(i) When a youth or parent advises that an abuse has taken place:

1. Listen, believe and reassure. Stay calm. Don't panic or overact to the information. Listen compassionately and take what the person is saying seriously. Don't criticize or tell the person they misunderstood what happened.
2. Advise the person that you are required to and will report the occurrence to the appropriate Child Protection Authority as well as the Scouts Canada Council Executive Director. No judgment statement should be made about the alleged abuser, nor should you show alarm or anger.
3. Ensure the child is not in any further danger.
4. Advise the person they will hear further directly from the Child Protection Authority.
5. Advise the child or parent that all information will be kept confidential and only the Council Executive Director, the Scouts Canada Risk Manager and Child Protection Authority will be provided with the information.
6. Contact your Council Executive Director and the Child Protection Authority immediately following the discussion.
7. As soon as possible, write a detailed report of your discussion regarding alleged or suspected abuse, including who, what, when, where, how, but not why. Give your written statement to your Council Executive Director as soon as possible following such a discussion.

- (ii) Council Executive Directors are to immediately:
1. Contact Child Protection Authority at once.
 2. Contact the Scouts Canada Risk Manager and Director of Communications.
 3. Take action to suspend accused as quickly as possible.
 4. Refer **ALL** media calls to the Director of Communications.
- (iii) If abuse charges are filed against a current member, on the advice and with the cooperation of the police or Child Protection Authority, the Council Executive Director (in consultation with the Scouts Canada Risk Manager and the Director of Communications) will:
1. Meet with the Scouters and Group Committee of the Group involved.
 2. Meet with the parents of the affected Group.
 3. Arrange for a youth-oriented abuse education/awareness session for youth members of the Group.
 4. Offer and arrange for the provision of individual counseling for youth, parents and other adults.
- (iv) This process should also be used for “historical” cases where there are affected youth and adults active as current members.
- (v) In any abuse case, the Council Executive Director **MUST** inform and consult with the Scouts Canada Risk Manager and the Director of Communications. The Council Executive Director **MUST** also seek the advice of Police and Child Protection Authority.

Note: Requests from police or any other investigating agencies, including lawyers for information or records, must be directed to the Scouts Canada Risk Manager.

12. Guidelines

- ▶ Do not rely on your good name to protect you.
- ▶ Do not, for one moment, believe “it can never happen to me.”
- ▶ While respecting the need for privacy and confidentiality, every effort should be made not to be completely alone with a young person. When it is appropriate to work one to one, make sure that others are within earshot and preferably within vision.
- ▶ Never touch a young person in a way that could be misconstrued.
- ▶ Never make suggestive or inappropriate remarks.
- ▶ If you suspect a young person is developing a “crush” on you, discuss it with other leaders and, if appropriate, the parents.
- ▶ If you notice any of your colleagues are at risk from their behaviour or a young person’s crush, discuss it with them.
- ▶ Co-ed leadership in co-ed Scouting situations is highly desirable.
- ▶ The presence of an adult leader is a requirement for any activity which involves Beaver and Cub sections.

RESOURCES

Scouts Canada’s *By-law, Policies & Procedures*
 Scouts Canada’s *Camping & Outdoor Activities Section 10000 in B.P.&P.*
 Scouts Canada’s Help Line: 1-800-339-6643, or
 e-mail: pgmhelp@scouts.ca
 Scouts Canada’s web site (www.scouts.ca)
 Scouts Canada’s *How to Protect your Children From Child Abuse: A Parents Guide.*
 Local or Council Scout office
 Provincial and local laws



Chapter 3

ABOUT BEAVERING



- Beaver Law, Promise and Motto ▶ Beaver Section Goals
- ▶ Seven Program Elements ▶ Beaver Program Standards ▶ Groupings
- ▶ Beaver Terms ▶ Origin of the Left Handshake ▶ Friends of The Forest

BEAVER LAW, PROMISE AND MOTTO



For Beaver-aged children, Scouting's Principles and Mission are rather deep and difficult to grasp. They appear in a simplified and more age-appropriate form in the Beaver Law, Promise and Motto.

Because the Law, Promise and Motto are intended to be used regularly in the colony (i.e. for opening and/or closing ceremonies), they are written to appeal and have meaning to a Beaver.

Beaver Law

A Beaver has fun, works hard and helps family and friends.

Beaver Promise

I promise to love God and to help take care of the world.

Beaver Motto

Sharing, Sharing, Sharing



In Beavering, "sharing" is the major focus upon which all activities are based. Scouts Canada believes the best way to teach young children and give them a chance to begin growing towards fully responsible adulthood is to provide a program in which they can try and experience encouragement and caring in an atmosphere of cooperation and non-competitiveness.

This type of programming builds self-confidence and feelings of self-worth. Through it, Beavers develop a sense of respect and caring for others because they don't have to meet the added pressures of competition. They don't need to win status and advancement through badge schemes and similar incentives. They don't have to strive to meet specific goals.

Competition and advancement schemes are more appropriately introduced in older sections as children grow older and build a strong base of confidence, self-worth and experience.

For Beavers, it's more important to:

- ▶ Try than to achieve
- ▶ Experience than to win
- ▶ Share than to keep
- ▶ Learn to work and play with each other, rather than to pit themselves against each other.

Colony Scouters are expected to model sharing through the idea of shared leadership. Leaders share the responsibilities and accountability, and rotate duties among themselves. *In the Beaver colony, there is no one leader in charge.* However, one leader is designated the colony contact Scouter so one person is readily available by phone to other Scouting people and the community in general. (See Chapter 10 for more information about shared leadership, and how it works.)

BEAVER SECTION GOALS

Each program section (Beavers, Cubs, Scouts, Venturers, Rovers) emphasizes meeting the Principles and Mission at a level appropriate to the age range and capabilities of members in the section. In Beavers, the Program Goals have been purposely selected to correspond with accepted early childhood education and development guidelines. Together, the programs for all sections lead towards the development of the whole person and an in-depth appreciation of and commitment to Scouting's Principles and Mission.

In the Beaver program, we place emphasis on activities which encourage Beavers to:

- ▶ 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.



In Beavering, the Principles, Mission and Goals are achieved through using a program of understanding, supportive fun, and activities built around seven program elements: games, crafts, music, storytelling, playacting, spiritual fellowship and outdoors.

SEVEN PROGRAM ELEMENTS

Program elements are useful guideposts for planning a well-rounded program that satisfies the Beaver program goals. Each activity provided at colony meetings should relate to one of the program elements. You'll find examples of programming ideas in the sample meetings section in Chapter 8. But first, let's have a brief introduction of the program elements.

Games

Play is a vital part of a child's growth and development. Most of a child's learning about who he or she is and how he or she relates to the world occurs through play. Very young children move from a stage of playing alone, to playing near others and, finally (around 4 or 5 years of age), to playing with other children. To help make these early experiences in group play fun and non-threatening, Beavering focuses on activities which emphasize feelings of belonging, sharing and cooperation. Competitive activities are more suitable for older children. They are introduced in Cubbing and become a stronger focus in the Scout section and beyond.

Beavering uses a wide variety of both quiet and active cooperative games to provide fun and an energy outlet. At the same time, these help children learn the basic skills of getting along with others.

Crafts, Music, Storytelling, Playacting

As indicated in the Beaver goals, one of the program's primary goals involves encouraging self-expression. Beavers provides a place for young children to learn more about themselves. Through dramatic activities such as puppetry, they can try on new roles and identities so important to social development. Crafts enable them to express themselves through the use of a variety of materials. Through crafts, Beavers experience the pleasure of creating a piece of artwork, and the good feelings which result when others admire and encourage their production.

Few activities bring a group as close together as some verses of a favourite song or an exciting story told by a good storyteller. (See Chapter 14 for more information.)

Outdoors

To be able to help “take care of the world” a Beaver must be exposed to, and learn more about, the natural wonders which separate many children from nature’s mysteries. Adults can stimulate their young interest and appreciation for our natural environment with hands-on experience. Through Beaving, children can come to know and appreciate the beauty and fragile nature of open spaces, forests, streams, ponds and wildlife ecosystems in our world.

Leaders can expose Beavers to the facts about nature by telling stories and legends, or showing wildlife films. But the impact on children is far greater when leaders give them opportunities and guidance to experience outdoor activities, such as hikes, picnics, and visits to conservation areas.

All seasons provide a wide variety of opportunities for outdoor experiences. Although taking Beavers out requires extra planning and care, the benefits are immeasurable in terms of helping children better perceive their world. (See Chapter 15 for more details.)



Spiritual Fellowship

The Beaver program works toward the same ideals as the other six Scouting programs. All seek to help young people become well rounded citizens. Scouting is a worldwide fellowship based on the belief in adherence to spiritual principles and human dignity. What is the basis of spiritual fellowship in Beavers? It involves showing children how they can relate to their spiritual principles by the way they treat other people and nature.

This concept is fundamental to the Beaver Promise and Law. Helping others by doing something useful for them is easy for young Beavers to understand. Beaver leaders try to encourage thoughtfulness towards other members of the lodge and colony, brothers and sisters, parents and friends, and people at school or in the community.

The Beaver motto, “Sharing, Sharing, Sharing” encourages Beavers to share themselves, their abilities, their efforts and their joy with others. When leaders set a personal example of honesty, fairness, trust and supportiveness, it provides active examples of how we can all try to live up to our own spiritual principles of caring for others. (See Chapter 16 for more details.)

BEAVER PROGRAM STANDARDS

The Beaver Program Standards (listed here) tie in with the program goals and elements listed on pages 3-2 and 3-3. Scouts Canada has developed Program Standards for each section to help ensure a measure of consistency when delivering programs.

▶ Program Planning

The colony has a:

- Short-range (one month)
- Medium-range (three months), and
- long-range (one year) program plan which reflects the program goals as outlined in *B.P.&P.*, and/or elements as outlined in the *Beaver Leader's Handbook*.
- Weekly programs are typically conducted as described in the *Beaver Leader's Handbook*, and incorporate appropriate safety precautions.

▶ Outdoors

Opportunities are provided for Beavers to participate in outdoor activities as often as possible. Beaver minimum standards require:

- One regular meeting per month outdoors
- One weekend outing every two months
- One night at camp annually
- All activities follow Policies and Accepted Practices, as outlined by *Camping/Outdoor Activities, Section 10000, B.P. & P.*

▶ Youth Input

- Beavers are regularly consulted and utilized, when and where appropriate, in program planning and delivery.
- Small groups (lodges) are used to deliver activities to different aged members which reflects their skills/interests.
- Youth are actively engaged in the creation of their section's Code of Conduct.

▶ Environmental Awareness

- Opportunities are provided (as often as possible) for Beavers to participate in activities which increase their understanding and awareness of their role in preserving the environment, with the minimum standard being one project/activity annually.
- All activities are conducted in a manner which reflects appropriate environmental awareness and practices.

▶ Spiritual Emphasis

Spiritual emphasis is regularly incorporated throughout the program. Examples may include, but are not limited to:

- Opening and Closing Prayers
- Use of Promise, Law and Motto
- Scouts Own and Scouter's Five

▶ **Community Service**

Opportunities are provided for Beavers to participate in community service projects/events as often as possible.

- Minimum standard: one annually.

▶ **Membership/Retention**

- No youth who is willing to subscribe to the Promise and Law is denied membership (i.e. Scouts Canada does not want any waiting lists).
- Leaders personally invite Beavers back at the beginning of each year.
- Those not returning at any time of the year are contacted by a leader to determine the reasons why.

▶ **Linking**

Opportunities are provided (as often as possible) for Beavers to interact with Cubs, with the minimum standard being:

- One regular meeting and one other activity with a Cub pack annually.
- Keo is utilized as part of the leadership team.
- Senior Beavers of swimming up age have at least one other opportunity to interact with a Cub pack.

▶ **Family/Parental Involvement**

- Parental involvement is encouraged. Opportunities are provided for family/parent involvement as often as possible.
- Minimum standard: four events annually.
- Regular communication occurs to inform parents of program plans and changes through contacts, such as meetings, phone calls, calendars and newsletters, etc.

▶ **Training/Leadership**

- Scouts Canada expects all leaders to achieve Woodbadge Basic during the first year.
- Scouts Canada expects at least one leader to have Woodbadge Advanced (Beavers).
- At least one member of the leadership team holds a current, recognized first aid qualification.
- The leadership team has obtained the necessary attitude, skills, knowledge and/or training required to conduct outdoor programs, or has recruited a skilled resource person(s) with such knowledge to attend the outing/activity.
- Youth members (e.g. activity leaders, Scouters-in-Training, Keo) are included as part of the leadership team.

▶ **Administration**

The following are performed to administer the colony:

- Submit a budget to the group committee for a year's activities.
- Maintain appropriate financial records, and submit proper financial statements to the group committee.
- Provide an annual inventory of all equipment and property to the group committee.
- Ensure a representative from the section leadership team attends at least 90 percent of group committee meetings.
- Participate in Scouts Canada's official fundraisers.

GROUPINGS

Beavers have a special place where they meet each week. It's a mystical place called the pond, where life revolves around special people, ceremonies, a motto, uniforms, and many Beaver terms. These elements all enhance the experience of belonging to Beavers.

You will soon be introduced to a variety of terminology but, to set the scene, we'll first describe the three main structural groupings in the Beaver program.

The Colony

A colony includes the entire group of Beavers and leaders. Experience shows that the ideal number of Beavers in a colony is 20 to 25. Because of the need for quality and personal interaction between Beavers and leaders, Scouting has also established a policy requiring the leader-Beaver ratio be no greater than one to five. In other words, a colony of 20 should have four adults. Through experience, we've learned that having more Beavers and fewer leaders leads to a frustrating and depersonalized experience for everyone.

The Lodge

All Beaver colonies are divided into family groupings (a mixture of ages) called lodges. Lodges are useful for some activities like crafts and discussions, or at times during the meeting when Beavers would benefit from more individual attention.

Lodges are working groups of five or six Beavers and a leader. Beavers usually decide upon a name and symbol for their lodge, and attach this symbol (lodge patch) to the right hand pocket of their uniform. It represents a sign of identification and belonging. (See Chapter 7 for more details about lodge patches.)

Lodges provide a secure home base, especially for younger members of your Beaver colony. At the start of a year, five-year-olds sometimes find being one of 20 Beavers is rather overwhelming. (See Chapter 7 for more discussion.)

The Tail Group

The tail group is another very useful sub-grouping system which you can use to create special program designs. Tail groups are made up of Beavers of typically the same age; so, all five-year-olds, six-year-olds and seven-year-olds form different tail groups. This type of grouping is very practical at different points in your program. It allows you to give older Beavers a different or more challenging activity than younger or newer Beavers.

Beavers receive their tail colour once in the fall. Seven-year-olds (Busy Beavers) may change from a White Tail to a White Tail with a magic light symbol a few months prior to Swim-up. In Chapter 7, you'll find more detailed information about how to use tail groups, and in Chapter 12, information about tail celebrations.

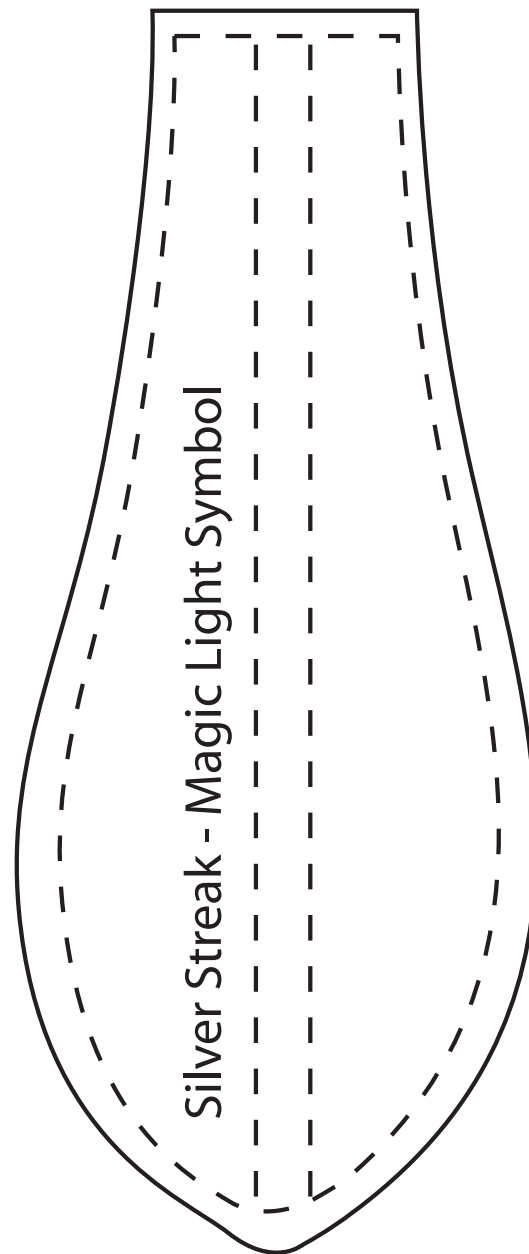
Typical Age	Fall Tail Colour
Five-years-old	Brown
Six-years-old	Blue
Seven-years-old	White
Prior to Swim-up	White with magic light symbol (silver streak down centre of tail).

Making Tails

Beavers can make their tails with help as needed from leaders and parents. Or, leaders may simply buy tails from their nearest Scout Shop. You can provide five-year-olds with a pre-cut felt tail with pre-punched holes, and help them stitch the tail to their hat. Give six-year-olds a pre-cut tail, but let them punch the holes and stitch. Seven-year-olds often have the fine muscle coordination to handle all steps of the operation.

A Beaver wears only one colour of tail stitched to the back of his or her hat at a time. Tails worn in previous years can be saved and put into a special scrap book, or on a campfire blanket for each Beaver. (See Chapter 12 on tail ceremonies.)

Trace and attach to back
of Beaver hat



BEAVER TERMS

To set the scene and fuel growing imaginations, Beavers have a special language they use at their meetings. Here are some words to get you thinking in Beaver terms.

Beaver Position

Is sitting cross-legged on the floor.

Beaver Sign

A Beaver sign is a special sign of greeting. Make it as you would a peace sign, but with bent fingers. It represents the two front teeth of a beaver.

Chopping Position

Assume the chopping position by squatting down with elbows on knees, and both hands making a Beaver sign.

Dam Formation

This is a circle formation used for organizing Beavers.

Eager Beaver

This is a Beaver who has learned his or her Law and Promise, and has been invested.

Feeding the Beaver

Feeding the beaver is the act of collecting dues – weekly money that children contribute for supplies or special activities. Procedures vary from group to group.

Grand Tail Slap

Do this by sitting cross-legged on the floor, raising your right hand above your head, and bringing it down to slap the floor in front of you.

Investiture

This is the ceremony in which a Kit is invested (receives a scarf), and becomes an Eager Beaver.

Keeo

Keeo is a Cub who works in a colony. This youth serves as a link between the Beaver and Wolf Cub sections, and strengthens communications between Beavers and the adult leadership team. Keeo is also a member of the leadership team.

Kit

A Kit, both in nature and in the story *Friends of the Forest*, is a young, growing beaver. In the Scouting program, a Kit is a Beaver who has not yet been invested.

Lodging

Lodging is the name of the closing ceremony (the end of each meeting).

Pond

A pond is the place where a Beaver colony meets (e.g. a church, school, community club, auditorium, etc.).



River Banks

This is a formation used to organize Beavers quietly. Beavers stand side-by-side in two wavy lines about one metre apart.

Swimming-up

Swimming-up is the ceremony in which the oldest Beavers are transferred to the Wolf Cub program. A Beaver goes to Cubs when he or she is between 7 and 8 years old. The ceremony ties in to Chapter 8 in the *Friends of the Forest* story.

Tail Celebration

A Tail Celebration is the meeting in the fall at which the colony officially recognizes that all Beavers have grown older. Beavers make, or are presented with, a new tail to symbolize this growth. Tails are colour-coded.

Tail Slap

A tail slap is the name of the opening ceremony (the official start of each meeting). It is also the action of clapping hands behind the back.

ORIGIN OF THE LEFT HANDSHAKE

Members of Scouting have a special handshake, for they use the left hand instead of the right. This tradition has its roots in a legend that Baden-Powell heard when he was in West Africa. Two tribes lived next to each other, and they fought bitterly; but at last one of the chiefs dropped his weapon, held in the left hand; he advanced to his enemy and said: "I come unarmed and I hold out my left hand to you as a sign of friendship and trust. We are neighbours and should not live as enemies. From now on we wish to live in peace and we trust you to do the same and be friends."

At the beginning of Scouting, B.-P. suggested the left handshake (the left hand is also closer to the heart) as a sign of trust and brotherhood. Today, in cultures where it is acceptable, Scouts around the world shake hands with the left hand. It is a sign they are all members of the worldwide Scouting family.

FRIENDS OF THE FOREST

This story is the background resource which provides terminology, setting, theme and program material for operating a Beaver colony.

Leaders are expected to use the story for planning initial colony meetings and for weekly storytelling sessions with the Beavers. *Friends of the Forest* is a separate publication available from your local Scout Shop.

Friends of the Forest includes a grown-up's guide. It explains the story, and gives tips on how to present and discuss each chapter with your Beavers.

We've included Chapter 1 of *Friends of the Forest* in this Handbook to introduce you to the story. It explains how colony leaders get their names, and introduces concepts like the pond and the tail slap.

Further chapters discuss the Beaver Promise, Law and Motto, the world of Beavers and swimming-up to Cubs.

Chapter 1: Meeting New Friends

Big Brown Beaver had a very important announcement to make. Swimming to the middle of the pond, he slapped his tail on the water three times. Smack! Smack! Smack!

Hearing his sharp signal, all the other beavers in the pond wondered, "What do you suppose is happening?"

From all over the pond, beavers, young and old, swam quickly to Big Brown Beaver. He was such a wise animal, and he knew so much about the forest and the pond. All of the other animals and birds in the forest were his friends.

"Big and little beavers," Big Brown Beaver announced. "Some people have come to live in the clearing along the river bank. Tic Tac, the squirrel, told me they are called the Jones family. They seem very friendly. When I slapped my tail, they all waved to me. If they are to be our friends, we should go and give each of them a forest name."

There was much excitement amongst the beavers as they swam from the pond down the river to the forest clearing where the Jones family lived.

At first, none of the Jones family saw the beavers who were quietly peeking over the side of the river bank. Then, one of the taller people finally noticed the beavers' brown heads and whispered, "I think we have some beaver visitors. Don't turn around too quickly, or we might frighten them away."

The other five family members slowly looked around and saw the beavers watching them. With a big smile, one of the people said, "Didn't I tell you that we would meet new friends in the forest? There must be a beaver colony in the pond near the river."

The beavers watched carefully to see if they could pick a name that would describe each member of the Jones family. Finally, a loud tail smack from Big Brown Beaver signalled that it was time to return to the pond.

Later, as the beavers sat inside their lodge, they began to share everything they had seen at the clearing. They began to suggest their ideas for forest names for the members of the Jones family.

"Beavers, do you remember the tall person who saw us first?" asked Big Brown Beaver. "He must have eyes as sharp as a hawk's. Let's call him 'Hawkeye'."

"Oh, that's a splendid name!" chorused all the other beavers.

Chip and Chatter, the beaver twins, remarked, "When we saw the one who was wearing the clothes of many colours, we thought of the beautiful rainbow that arches over the forest after a rainstorm. Why don't we call her 'Rainbow'?"

"Wonderful!" cheered the beavers.



"I saw a person who moved by using a chair with wheels. He seemed very clever to be able to do that," observed another beaver.

"Then why don't we call him 'Ringtail' since he's as clever as a racoon," suggested several beavers.

When the smallest beaver began to talk, everyone became quiet and still so they could better hear each of her words. "One of the people had such sparkling eyes, and when she smiled, her smile made me feel so warm and good inside. Could we name her 'Sunshine'?"

"Warm as sunshine," agreed the beavers. "Yes, let's name her that."

"And then there was the person having so much fun splashing her feet in the water," observed one of the beavers. "We could call her 'Bubbles'."

"Yes, yes. And don't forget the one whose hair was the colour of a red fox," shouted yet another beaver. "He could be called 'Rusty'."

And so it was that the pond's beavers named the people in the Jones family so they could be friends of the forest.

Here's a description of other chapters in *Friends of the Forest*, and how they might tie into your program.

Chapter 2: the Beaver Law

Building beaver lodges in the hall, recreation room, or wherever your colony meets is an excellent program activity. You can build them in dozens of ways (literally). Use your imagination. Keep in mind that it's important for Beavers to have the fun of building their own lodge. They can gain a great deal of satisfaction from using the simplest materials (e.g. brown paper, burlap, twigs and wood). The end result is not half as important as the playing and working together.

Chapter 3: the Beaver Motto

This chapter introduces Beavers to the concept of sharing, which is emphasized throughout the Beaver program.

Keep in mind that sharing means more than simply sharing physical and material things. Whenever possible, teach Beavers that they can share happiness and laughter, the beauty of things around them and the pleasure of being alive. They can share a sound, a story, the fun of a snowball fight, and the feel of a cold winter's wind or a warm summer's sun. Sharing brings happiness; it lets Beavers develop a positive approach to life as they begin to understand the rewards of sharing.



Chapter 4: Keo and the Magical Light

Use this chapter to introduce Keo, a silver beaver. In the story, Keo is the contact between the beavers and the Jones family. In the colony, Keo is the contact between the Beavers and the leaders. The position of Keo is filled by an older Wolf Cub who wears his regular uniform, a silver neckerchief and a Keo badge in recognition of their special position in the colony.

Chapter 5: An Invitation for Fun at the Pond

This chapter introduces the idea of inviting friends to get together. Learning how to be polite and courteous to guests, along with extending an invitation are good social skills to develop. Your colony can expand on this theme by inviting family members or another colony to visit. Multicultural themes also relate to this chapter.

Chapter 4

STARTING OUT



Starting a New Colony ▶ Reviving a Lapsed Colony ▶ Taking Over an Existing Colony
The Pond (Meeting Place) ▶ Time and Equipment ▶ Record Keeping
▶ Uniforms ▶ Constructing Big Brown Beaver

In Chapter 18, you will learn about the leadership team, and the help and support you can obtain from your group/section committee members, sponsor/partner and parents.

There's still another team ready to help you. It reaches from your colony to the National Office; it includes volunteers and/or professional staff at many levels. They may be called service team members or council executive staff members. Whatever their titles, these members are there to help and guide you when you need them.

Scouts Canada also provides a Help Line (1-800-339-6643 or e-mail pgmhelp@scouts.ca) to help new leaders get started, or to answer questions leaders may have.

The most important source of help is found as close as your local council office. People there can help you get started, such as by arranging a visit with a local colony for observation.



STARTING A NEW COLONY

Before you start a new colony, your service team can take you to visit a colony in action, help you plan your registration night, explain various procedures, inform you of development opportunities and suggest songs, games, stories and more.

Wherever you may live, a key contact person on the service team is usually only a phone call or e-mail away. Contact your local Scout council office to find out who this person is. Keep his or her name, number and e-mail address near; make use of the knowledge and help he or she can give. See Chapter 8 for the necessary steps to take when organizing the first few Beaver meetings.

REVIVING A LAPSED COLONY

With the sponsor/partner and group/section committee, review the colony records and accounts. Recruit and screen new leaders. Arrange for the purchase or replacement of equipment, books, etc., and decide on a meeting night. Ask the group/section committee to phone or send a notice to former Beavers and parents, inviting them to attend a "reunion party." Provide games and refreshments, introduce the new leaders and outline (in general terms) your plans for the future of the colony.

TAKING OVER AN EXISTING COLONY

If possible, visit the colony with other members of your new leadership team while the Scouters you will replace are still running it. These Scouters can introduce you to the Beavers and, perhaps, you can join the evening's fun.

During the visit, your team will have the opportunity to see the colony in action. Take special note of routines like the gathering activity, opening and closing ceremonies and feeding the Beaver. How are crafts organized? What about games, songs, stories? Can the leader provide you with a list of the colony's past activities? Where are other records and equipment kept? Are there special arrangements regarding access to the meeting room (pond)? If you make good use of your visit with the former leaders, you'll save a lot of time. If possible, make arrangements to work with the existing leaders for a few weeks so they can coach you. Keep the parents in mind. The new leaders can be introduced to them at a parent's meeting or special event. Carefully plan the initial program (see Chapter 8 on Program Building). Plan an active and diversified program to



develop the Beavers, and build their interest and enthusiasm, but keep it simple and flexible. Be prepared to change items or discard them if you sense they are not appealing to the Beavers. Ask for the Beaver's opinions, and welcome their ideas.

THE POND (MEETING PLACE)

Keep the following details in mind when choosing a pond.



Size

A multi-purpose school room, a small gymnasium, a church basement, a hall or a community club is a good size. If the room is too large, your Beavers will have more room to wander and be more difficult to organize. Other factors to consider include: access to bathrooms, a source of water for clean-up, accessibility for special needs such as a wheelchair and possible use of kitchen facilities.

Type of Floor

Beavers are often messy when doing handicrafts; few caretakers appreciate glue, crayons or paint on their floors. Several large pieces of plastic sheeting or newspaper will help solve potential difficulties. Similarly, ensure your Beavers wear proper shoes on gym floors.

Cupboard Space

If cupboard space is available for colony equipment, it's a great help to leaders. If no space is available, look for a large trunk which can be stored somewhere within the building. This will save transporting regularly-used items each week.

Make sure you have a firm understanding about the day and hours of the meeting. Check with your group/section committee, the sponsor/partner and the caretaker of the building you're using. The agreement should provide for either exclusive rights to the time period and place, or sufficient advance notice of changes. Make sure you also know what equipment you may use, what you can hang on walls, which entrance and washrooms are available and whether you are required to turn off lights, sweep floors, etc. Check the location of fire exits, and develop an evacuation plan in case of fire.

Time

Some colonies meet in the afternoon after school or on Saturdays, but most meet on weekday evenings from 6:00 p.m. or 6:30 to 7:15 or 7:45 p.m. Be consistent about time and place; it's essential with children of this age, and only fair to parents. Set expectations that parents will drop-off and pick-up Beavers promptly, or make you aware of other arrangements.

Sixty to 75 minutes of actual program time is generally a suitable length for a colony meeting. Preliminaries and tidying up after the meeting may add half an hour for the leaders.

Colony Equipment

You need equipment to run the colony. If you don't already have it, make it a priority to gather together what is best suited to your needs and the activities your Beavers enjoy.

Here's a basic list you may want to gather. You can get by with less, of course, but it's nice to have a good supply.

First Aid

First aid equipment appropriate to Beaver activities should be provided, and personnel familiar with its use should be available. Physical Fitness Certificates completed by parents should be close at hand.



A first aid kit should be accessible at all meetings and contain such items as an antiseptic wipe, bandages, adhesive strips, scissors, safety pins, gauze pads, bandaids, cotton balls, large arm slings, paper towels and disposable rubber gloves. These can be kept in a small, carry-along, plastic tub.

Familiarise yourself with the First Aid Kit Usage Log and Emergency Plan found in *Camping & Outdoor Activities, Section 10000 in B.P.&P.*

Big Brown Beaver

All colonies should have a Big Brown Beaver mascot. Big Brown Beaver is used in all ceremonies. Be creative and design your own, or follow the pattern at the end of this chapter.



Games Box

Fill an old suitcase or trunk with anything that might be used in the assorted games Beavers play: volleyball, nerf ball, bean bags, cards, board games.

Dress-up Box

Fill your dress-up box with discarded clothing, hats, shoes, and other odds and ends, which Beavers can use for dressing up games, skits, plays or charades.

Craft Box

This box provides initial supplies for the handicraft part of the program. In the ideal situation, you will also have a separate box for each lodge, containing enough scissors, glue, paint, tape, etc., for everyone. This minimizes the need to organize prior to craft time. You can obtain many items of equipment free, borrow others, and have Beavers bring some. Your group/section committee will supply a few major items, or they may be purchased from colony funds.

Make sure colony members are aware of their responsibility for looking after the equipment, and putting it away after each meeting.

Flag

Many colonies have made their own flags showing Big Brown Beaver and their colony number. A standard flag is also available from your local Scout Shop. See page 4-7 for Flag Etiquette.

Lodge Decorations

You can make decorations to identify the lodges, which are the Beavers' home bases in the pond.

The Caretaker

Arrange for leaders and the group/section committee chair to meet with the caretaker to discuss the latter's duties with respect to colony meetings. Beavers and leaders may offer to tidy up after each meeting and help the caretaker prepare the room for another organization. Help of this kind, and an occasional expression of appreciation for the caretaker's work, usually ensures a good cooperative relationship.

RECORD KEEPING

As a new colony leader, focus your attention on the essential information you'll need to have:

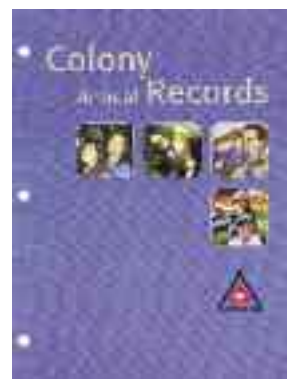
- ▶ Your Beavers' Physical Fitness Certificates and attendance
- ▶ Your weekly program activities
- ▶ Other useful information.



The Colony Annual Records Sheets are available from Scout Shops. It's a handy document which helps you keep these important records together at your fingertips, as well as other important information such as names and numbers of resource people, service team contacts, libraries, and a list of reference books and magazines.

The Financial Record Book is also available from Scout Shops. Use it to make budgets, keep monthly financial records, and produce a year end income statement for your colony.

Chapter 5 contains more information about administering your colony.



UNIFORMS

Beaver

The Beaver uniform is blue and brown. The colours symbolize nature; brown for the earth and the beaver's fur coat, and blue for the clear sky and the fresh sparkling water. (See Chapter 7 for more discussion on colour significance.)

The official uniform for Beavers includes:

- ▶ Coby hat in blue and brown, with Beavers Canada crest
- ▶ Brown vest with blue pockets, Beavers Canada strip on the top edge of the left pocket and coloured lodge patch on the right
- ▶ Blue neckerchief or group neckerchief worn cross-over style
- ▶ Neckerchief slide
- ▶ Group, Area or Council and sponsor/partner emblems and service stripes are worn as directed by *Scouts Canada's Policies and Procedures*.

Teach your Beavers at the very beginning to respect their uniform and to wear it proudly. After individual Beavers are invested, encourage each to wear the full uniform.

Other items worn on the uniform include the registration flash (positioned below the Beavers Canada strip on the vest), and the Beaver tail (attached to the back of the hat). Also, an appropriate emblem identifying their ethnic background can be worn by groups that are essentially of one ethnic background. Refer to *Scouts Canada's Policies and Procedures* section on Multiculturalism in Scouting.

Leader

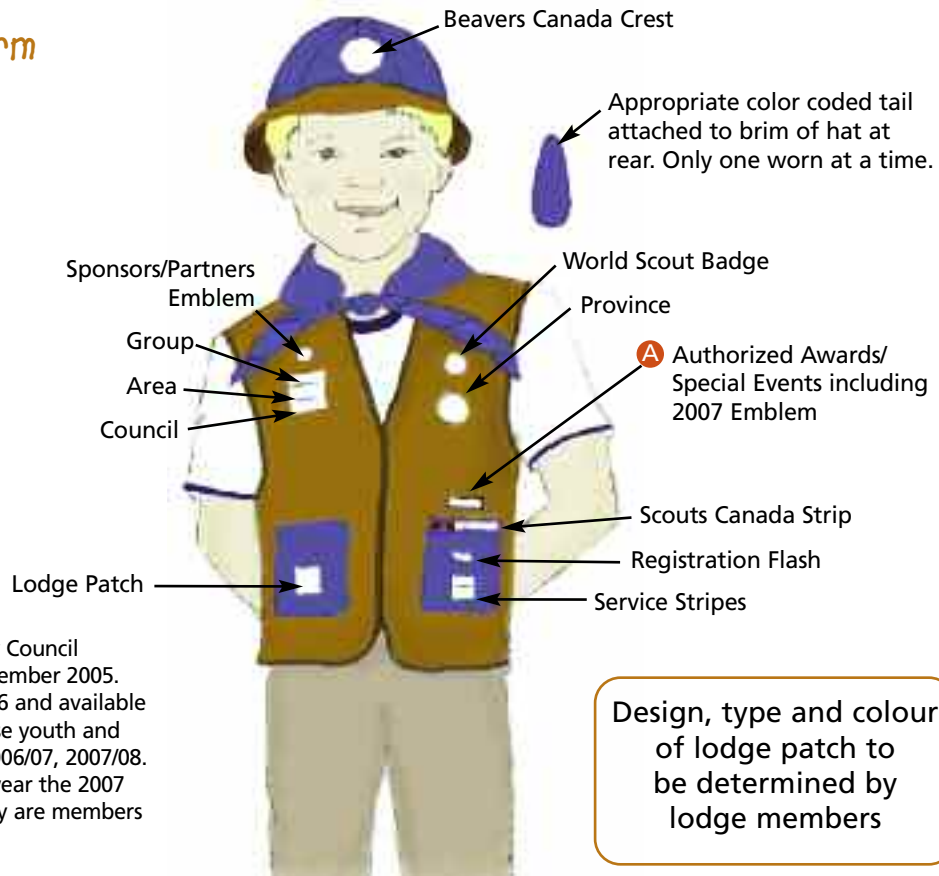
The uniform for Beaver leaders is the regular tan shirt or blouse, blue slacks or skirt, and Scouts Canada national neckerchief.

With the uniform and the approval of the group/section committee, Beaver leaders may also choose to wear a group neckerchief or, if qualified, the Gilwell neckerchief with the Gilwell woggle as a slide.

Young leaders registered in other sections, and serving as activity leaders or Scouters-in-Training, should wear the uniform of their section.

Keeo wears the Cub uniform and a special silver scarf with the Keeo badge sewn at the tip.

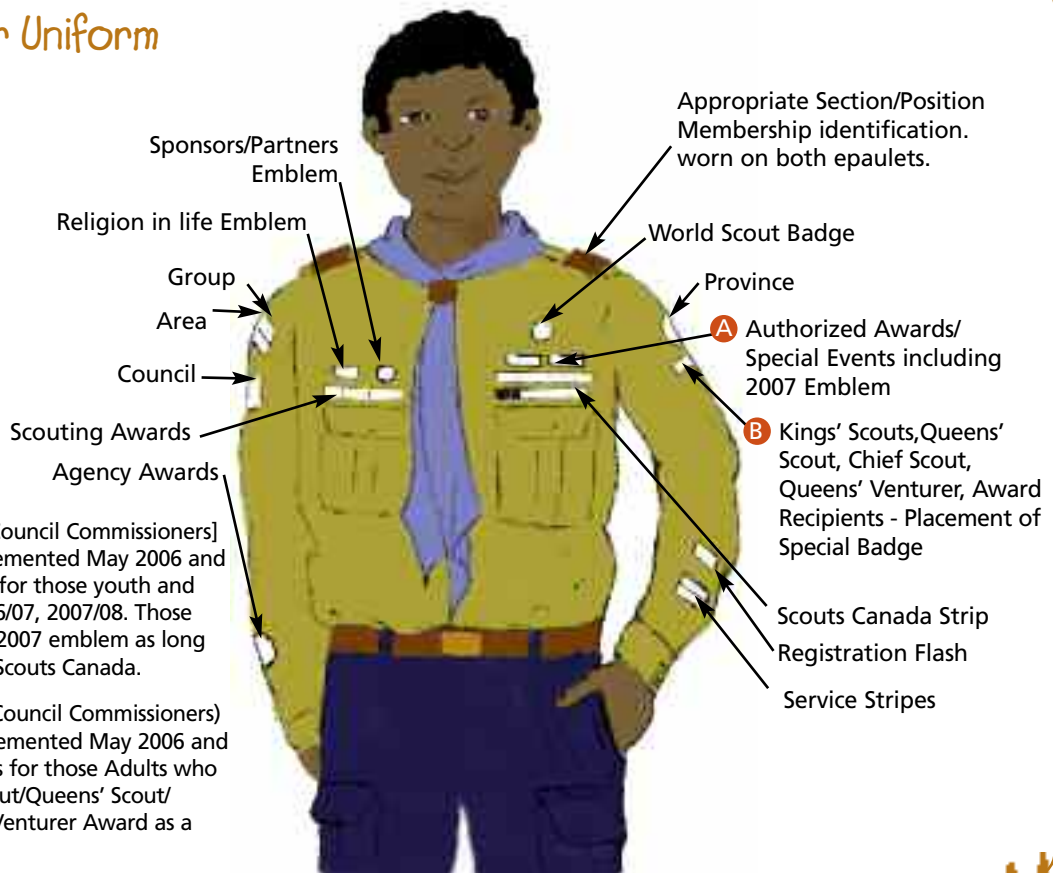
Beaver Uniform



A Approved for wear [by Council Commissioners] in November 2005. Implemented May 2006 and available in Scout Shops for those youth and adults registering in 2006/07, 2007/08. Those members may wear the 2007 emblem as long as they are members of Scouts Canada.

Design, type and colour of lodge patch to be determined by lodge members

Beaver Leader Uniform



A Approved for wear [by Council Commissioners] in November 2005. Implemented May 2006 and available in Scout Shops for those youth and adults registering in 2006/07, 2007/08. Those members may wear the 2007 emblem as long as they are members of Scouts Canada.

B Approved for wear (by Council Commissioners) in November 2005. Implemented May 2006 and available in Scouts Shops for those Adults who have received Kings' Scout/Queens' Scout/Chief Scout or Queens' Venturer Award as a youth member.

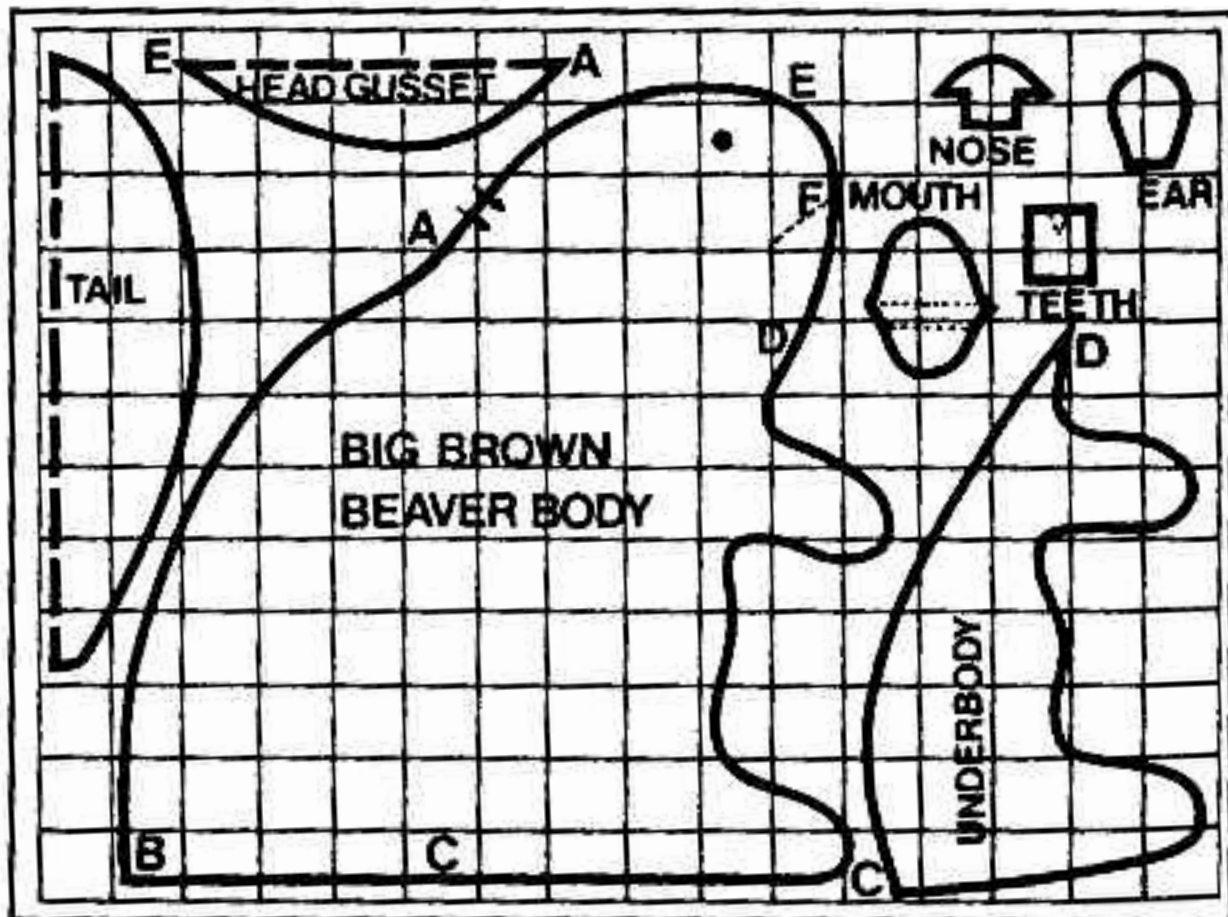
CONSTRUCTING BIG BROWN BEAVER

Materials

You will need: tracing paper or heavy paper for the pattern; pencil; ruler; scissors; straight pins; 1 metre of brown fun-fur material (1 metre wide); 45 cm x 60 cm brown felt, plus scraps of pink, white and black; fabric cement; old nylons and cotton batting for stuffing; sewing thread to match materials; and two black shank buttons.

Enlarge Pattern

Copy the pattern onto paper ruled in five centimetre squares. Cut half-patterns, indicated by broken lines, on the fold of double thickness. Add a 0.75 cm seam allowance around all pieces, except those cut from felt.



Instructions

1. Cut two bodies and two underbodies, reversing the pattern for the second body and underbody. Cut four ears, and one head gusset of brown fur fabric. For each ear, pin two pieces together along curved edges with right sides facing. Sew them together, then turn the ears right side out.
2. Pin the head gusset in place on both sides of the head, matching A and E. At cross lines, insert the ears between the gusset and the head on each side, matching open edges of the ears to gusset seams. Sew seams A to E on both sides of the head. Cut a slit for a mouth at the broken line on the pattern.

3. Sew body seams together from F to D.
4. Cut teeth from white felt. Fold them in half where indicated, and glue them together to add stiffening.
5. Cut a mouth from pink felt; at the dotted lines on the mouth, pin the tuck and sew across.
6. With teeth turned to the inside (right side of material), pin the mouth in the opening.
7. Using back stitches and double thread, sew the mouth into place around the edges.
8. With right sides together, pin underbodies to body sides, matching letters on both sides. Sew from D to C on both sides.
9. Sew the centre underbody seam, leaving 14 cm open at the bottom.
10. Turn the beaver right side out. Stuff it carefully, making sure the whole animal is firmly packed. Oversew, closing with double thread.
11. Cut a slash in the centre of the teeth to make two teeth with a space between.
12. Cut a nose from black felt. Bring the side corners together, and whip-stitch. Stuff the nose lightly with cotton batting; glue it into place above the mouth.
13. Sew buttons at the dots in the pattern to make eyes.
14. Cut two tails from brown felt. Cut one from cotton batting, approximately 12.5 mm smaller all around. Pin felt tails together with a cotton layer between. Leaving a 5 mm edge, stitch all around the tail. To quilt the tail, stitch seven rows on the diagonal and seven rows across the diagonal. Sew and glue the tail to the bottom back of your beaver.

CANADIAN FLAG ETIQUETTE

The white square represents our great land. The red borders represent the sun rising and setting in the oceans, reminding us of our motto "From Sea to Sea". In the centre of the flag is one maple leaf, the official emblem of our country, depicting unity; as well, it is a symbol of valour and sacrifice.

Our national flag is a symbol of Canada and identifies our country throughout the world. It is natural, therefore, that Canadians will wish to treat the flag with the respect that such a symbol deserves and will expect others to do the same. For the same reasons we should treat the flags of other countries with similar respect.

A few customs are:

1. When the flag is raised, one customarily stands.
2. Officially the flag is flown only in daylight hours, with the exception of ships at sea.
3. It is raised at sunrise and lowered at sunset.
4. No flag is flown above the national flag.
5. The flag is never used for advertising purposes.
6. The flag is used as a drape only on a casket or in the unveiling of a monument. It is not used as a table covering.



When you fly two flags, they must be on separate staffs of the same height. The Canadian Flag should fly to the left of the Colony flag when viewed from the front. When you fly three or more flags, the Canadian Flag should take the central position.

When flags are mounted flat on a wall, hoists should lie at the top left corner as you face them.

FLAG RAISING AND LOWERING

Preparing a flag to break at the top of the staff has been a traditional method used in Scouting for many years and is done as follows:

Tie with loose halyard and raise to top of staff. At the appropriate moment a simple pull on the loose halyard releases the flag, following which both halyards should be secured. When the flag is "broken", a colony should stand at attention and salute with the Beaver sign.

When the flag is lowered, it should not be allowed to touch the floor or ground, but be gathered up in one's hands. At the lowering of the flag, the company again stands at attention, removing any headgear, but NOT giving the Beaver sign.

Some colonies open their meetings with a flag break, which is often followed by a few moments of silence or a prayer; and they end the meeting by lowering the flag, and finally repeating the Beaver promise together, or offering a brief prayer of thanks for fellowship and fun.

For more information on the Canadian Flag, consult:
http://www.pch.gc.ca/progs/cpsc-ccsp/etiquette/index_e.cfm



Notes

Chapter 5

SHARED LEADERSHIP



Leadership Requirements ▶ Shared Leadership ▶ The Leadership Team ▶ Keep
Sharing Responsibilities ▶ Administering Colony Needs ▶ Assessing the Leadership Team



LEADERSHIP REQUIREMENTS

Beaver leaders are mature persons who have agreed to help promote Scouting's Mission and Principles. They have a willingness to work harmoniously with five to seven-year-olds and other adults, and are interested in developing their own leadership skills. (Refer to *Scouts Canada's Policies and Procedures* for leader/adult to youth ratios for Beaver activities.)



BEAVER LEADER VOLUNTEER JOB DESCRIPTION

(This can also be found in Bylaw Policies and Procedures, Section 4000.)

Position: Scouters in a Beaver colony are called Beaver leaders and are members of a leadership team. A colony will have at least two registered Scouters, both of whom are 18 years of age or older. One Scouter will be registered as the contact person.

Accountable to: Group Commissioner

Time Required: 10-12 hours per month for planning and colony meetings, plus one weekend outing every two months. Additional time may be required for training, sharing sessions, Group Committee and Council meetings.

Scope of Position: This position requires working as part of a leadership team conducting colony programs in accordance with guidelines in Beaver program handbooks and By-Law, Policies and Procedures.

Responsibilities:

- ▶ Provide children 5-7 years of age with appropriately challenging, weekly meetings. Weekly meetings include all elements of the Beaver program.
- ▶ Ensure that the health and safety of all members is maintained continually. This is a primary concern.
- ▶ Participate in colony planning meetings. Use program ideas that come from the Beavers themselves.
- ▶ Develop close working relations with other members of the team, and share the responsibility of operating the colony with all colony leaders.
- ▶ Help carry out the weekly program.
- ▶ Support and participate in special meetings and activities, including outings and camping experiences.
- ▶ Know and use resource material available, including various handbooks.
- ▶ Maintain good relations with parents/guardians, and encourage activities, which involve them.
- ▶ Encourage recruitment of members, and help the Group Committee recruit other leaders.
- ▶ Maintain good relations with leaders in other Sections and attend Group Council, Group Committee and local Council meetings as required.
- ▶ Take training for the position, including regular sharing sessions, special interest and outdoor activity skills.
- ▶ Meet specific requirements of the sponsoring body, where applicable.



Attitudes

" Selective recruitment" and "appropriate training" are two key ways to get and keep volunteers who will provide quality program opportunities to the children and youth in Scouting's Sections. New Scouting leaders will have been recruited principally because of their attitudes. Those involved in the recruiting process must be satisfied that the individual is:

Prepared to:

- ▶ Accept, and demonstrate personal values compatible with, Scouting's Mission and Principles.
- ▶ Subscribe to the Beaver Section's program goals.
- ▶ Be comfortable with, enjoy, and care about Beaver-aged children in developmentally appropriate ways.
- ▶ Ensure that Beaver-aged children in the colony experience the outdoors on a frequent basis.
- ▶ Be accountable for his/her actions.
- ▶ Follow Scouting's policies and procedures.

Willing to:

- ▶ Acquire the knowledge and skills appropriate to his/her volunteer role in Scouts Canada.
- ▶ Work co-operatively with other adults.
- ▶ Be open and honest.
- ▶ Be objective in evaluations.
- ▶ provide a role model of appropriate adult behaviour.
- ▶ Wear the official Scouter uniform.
- ▶ Participate in, and support, Scouting's volunteer screening measures.

Scouter's Promise

On my honour,
I promise that I will do my best,
To do my duty to God and the Queen,
To help other people at all times,
And to carry out the spirit of the Scout Law.



Scout Law

A Scout is helpful and trustworthy, kind and cheerful, considerate and clean, and wise in the use of all resources.

Leaders are invested as Scouters during a colony meeting where they confirm the Scouter Promise. (See Meetings and Ceremonies in Chapter 12 for more details.)

SHARED LEADERSHIP

The Beaver concept of shared leadership allows leaders to become models of cooperative behaviour for young children. In concrete terms, it means that all leaders equally share in the successful operation of a Beaver colony. Through your example, you will be demonstrating most of the values you want young Beavers to learn.

An effective team of leaders uses all the concepts of teamwork, shared responsibility, belonging, cooperation, group decision-making, sensitivity towards other's feelings, supportiveness, encouragement, feedback, and compromise. What could be more important than to share with Beavers the spirit of friendship, enthusiasm and good will that is a product of enjoyable teamwork?

THE LEADERSHIP TEAM

Scouters in a Beaver colony are called Beaver leaders; they're members of a leadership team. A colony will have at least two registered Scouters, both of whom are 18 years of age or older. One of these leaders will be registered as the colony contact person. It's best to have both male and female leaders in your Beaver section – preferably some of them parents of Beavers in the colony. See B.P.&P. Section 3000 "Screening Level Chart" for using parents and resource people in your colony.

You can also supplement the team with a Keoo (a registered Cub), Scouters-in-Training (S.I.T.), ages 16 – 17, and/or Activity Leaders, ages 14 - 15. S.I.T.'s working with the Colony can be included in the Scouter/member ratio provided they have successfully completed the Basic Learning Objectives for Beavers.

Each colony can benefit from having a Keoo as a leadership team member. Chosen by a joint consultative effort between pack, colony and prospective Keoo's parents, Keoo is a Cub who offers a good role model and serves as a friendly link between the Beaver and Cub sections. This youth also strengthens communications between Beavers and the adult leadership team.



Forest Wisdom: Ratio's

There are different ratio's of adults to youth that your colony must maintain depending on the activity (such as conducting a meeting at your regular meeting place or going for an overnight camp). Review these in Bylaw, Policies and Procedures, section 4000 and 10000.



KEEO

In the story *Friends of the Forest*, Keoo is the biggest beaver in the pond. One day he is covered in a magical light which turns him into a silver beaver. He finds he is able to talk in human language, and the other beavers decide it's up to Keoo to talk to their human friends on behalf of all beavers.

In your colony, Keoo wears a Cub uniform with a silver scarf that has on its back the Keoo crest – the symbol of the youth's connection with the Beaver program.

Usually an older Cub, Keoo is part of the leadership team. As such, he or she attends program planning and sharing sessions, and takes an active part in colony meetings.

Keoo is a valuable part of the leadership team for a number of important reasons. Let's look at those reasons.

- ▶ Keoo is closer to the age of your Beavers, and sometimes can see things from their point of view more easily than adult leaders can.
- ▶ Sometimes Beavers with problems prefer to talk to Keoo who is an older child and a friend.
- ▶ Keoo is a link between the Beaver program and the Cub program.
- ▶ Your Keoo can inform Cub leaders about the Beaver program, and Beaver leaders about the Cub program.
- ▶ He or she helps introduce Cubbing to the Beavers, and helps make the transition easier for them.
- ▶ Keoo participates in the Swimming-up ceremony, and escorts the Beavers up the river to Cubs.
- ▶ Keoo is an example of what Beavers can become as they grow into Cubs.

Training Keoo

When a Cub becomes a Keoo, it can lead to a really important growth experience. It gives a youth a chance to work with a team of adults in program planning, and to see the results of his or her efforts during the colony meeting. It's an opportunity for the Cub to make an important contribution to the Scouting Movement, and feel the satisfaction of a job well done.

Once you've selected a Keoo, ask one of your leaders to spend time with the Cub so the youth knows all about the Beaver program, specific Keoo duties, the types of crafts, games and songs used in the program, and anything else which might be helpful. Give the Cub a copy of *The Keoo Book*. This is important! It explains Keoo's role, and provides further ideas and guidelines.

Usually, Keoo remains with the colony for one year, but don't stick to this standard if it doesn't fit your requirements. The Cub may not work out well, or may find that he or she can't manage the time because of other activities. You might even find that there's another Cub who is eager to work as Keoo for part of the year. Make the arrangements flexible enough to suit your circumstances.

Selecting Keoo

If there is a pack in your council, discuss Keoo's role in the colony with Cub leaders and the Cub's parents or guardians. Invite the youth to visit one of your meetings to see where Keoo fits in. Cub leaders know their Cubs and will be able to help you find a Keoo with the necessary qualities. Here are some of the qualities to look for; someone who is:

- ▶ Warm and friendly and able to get along with Beaver-aged children
- ▶ Reliable
- ▶ Responsible and able to set a good example
- ▶ Able to work and communicate with others
- ▶ Mature enough to work as a young leader, rather than as an old Beaver
- ▶ Able to gain satisfaction through giving as well as getting
- ▶ Capable of helping with activities.



SHARING RESPONSIBILITIES

Beaver leaders pool their knowledge, skills, interests and ideas to develop a program which ensures that every child has a fun-filled personal growth experience in the colony.

This task requires a close working relationship among team members. It's necessary for each team to work out its own methods of group decision-making, program planning, implementation and evaluation. Keep the following key factors in mind.

- ▶ Leaders have a joint and equal responsibility for the colony's operation.
- ▶ Success requires all members to work towards establishing open communication.
- ▶ It's important to hear and encourage ideas of all members at planning meetings.
- ▶ It's important for all members to support a member who is trying leadership in a new activity area.
- ▶ The team should rotate duties throughout the year to ensure that all members can learn all functions, including conducting ceremonies; the one exception is the contact person.
- ▶ It's important for all team members to foster a sense of cooperation and mutual acceptance.



ADMINISTERING COLONY NEEDS

A number of tasks need to be done so your colony can run smoothly. With the exception of the contact person, rotate these tasks among your team members during the year. Depending on your team's particular needs and circumstances, rotate jobs by the week, month or seasonal periods of your program.

You can expand or change somewhat the task areas described below; you may even identify others for your own colony.

Contact Person

Each colony is required to identify a contact person who will provide a communications link for general information and correspondence during a program year. Because it's necessary to have a consistent address and telephone number for mailing lists, community bulletins, newsletters, etc., this task must be the responsibility of one member of the leadership team. It's the only job in Beavering you *cannot* rotate within the year.

Initiator

This job is similar to that of the committee chair. The position involves getting things started in specific areas. Some of the tasks the initiator needs to do include:

- ▶ Calling and/or hosting leadership meetings
- ▶ Keeping a list of items which need to be discussed
- ▶ Reminding members of the task each is expected to do for meetings
- ▶ Seeing that leaders accept necessary tasks
- ▶ Starting a colony meeting
- ▶ Coordinating a segment of the program.

You can rotate this initiator role on a weekly, monthly or bi-monthly basis, particularly when it comes to coordinating meetings of the leadership team.

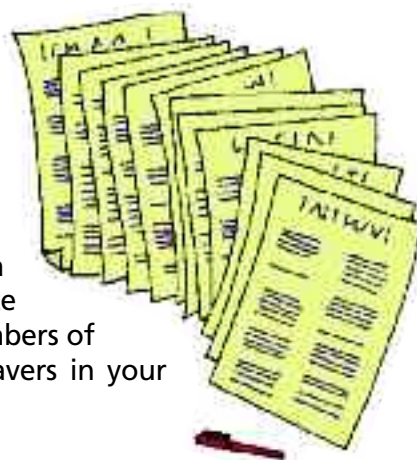
In your program, you can rotate the role on a seasonal or theme basis. For instance, one leader might handle the coordinator's job for the complete fall program, for a special theme like nature lore, or for all craft nights, sing songs or spiritual development programs.

Apply the role in a number of ways. In fact, you may need more than one initiator. For example, you may have one initiator who calls a leadership meeting, another who gets a colony meeting going, yet another one who takes care of the nature-theme craft activities over a series of meetings.

Record Keeping

This is a very important team task. It's important to establish efficient record keeping as soon as a colony is formed. The process begins with the annual registration of your group, for which standard forms are available on-line through the Scouts Canada web site www.scouts.ca.

The Colony Annual Record Sheets are a wonderful record keeping resource; they're available through Scout Shops. To make a leader's job simpler, *Colony Annual Record Sheets* contain space for recording colony leader information, names and phone numbers of specialty or resource persons, vital information about the Beavers in your colony, and a record of attendance.



This resource also includes some JUMPSTART planning sheets for recording your planned programs; it has space for reminders about the equipment you'll need, notices and the timing of activities. It's very helpful to keep track of your colony programs, noting how Beavers enjoyed various activities. A record like this enables your leadership team to review program areas which should be covered in future plans to ensure a balanced program, or to identify popular games so your Beavers can play them again.

This information will help a new leader fit in with the team and be in tune with the kinds of activities used in the colony. Through good record keeping, Beavers are assured of high quality programming now and into the future.

Whether your team has just taken over a colony or you've joined an established leadership team, ask for information about the group's past activities.

Resource Recruitment

You need one leader to look after the colony resource list, and to contact or produce resources when required. If program planning identifies the need for a resource person, place, publication or other material, the leader who happens to hold the resource responsibility at the time makes arrangements to get what is needed, either personally or through the group committee. (The Resources section of Chapter 11 has information to help you identify the kind of help you may need.)

Home Resources

Parents or guardians are a very important source of support to a leadership team. Older brothers and sisters are good resource people, too. Well-organized Beaver colonies establish a good rapport with parents immediately; the relationship benefits leaders, parents and children. One of the team's tasks is to boost parental interest and commitment. Do this by:

- ▶ Informing parents about the program
- ▶ Writing a short newsletter
- ▶ Keeping in touch about coming events
- ▶ Asking for feedback about their child's involvement.



Many colonies encourage parents to take part in colony meetings on a rotating basis. Others draw from a regular pool of special event helpers, telephone message people, bakers and craft specialists. Ask parents about special interests and talents that they might be willing to share. You'll find it most effective to ask a person to do a specific job. Provide helpers with good instructions, help them to be relaxed and comfortable, and thank them for their help.

Group and Area Representatives

Unlike other sections, the Beaver colony doesn't have one leader in charge of the section who is a member of the group committee, and attends its meeting.

It's important that the colony is represented at these meetings, because this is where key funding, recruiting and resourcing decisions are made. These decisions affect your colony's operation. Select a representative to carry the colony's voice, and participate in the decision-making.

Also, you need a representative to attend Area Scouters' meetings. Why? This is where your colony's participation in the wider Scouting picture usually starts. Here you'll learn about sharing sessions, Scouter's Clubs and area events. You want your colony to be represented at area gatherings.

Rotate this representative role frequently among team members to give every leader first hand experience at these meetings, and to spread the work load.

Equipment and Supplies

Any colony that has existed for a while starts to accumulate quite a bit of equipment and supplies. (See Chapter 4 for the kinds of equipment you need.) Choose one leader to take care of colony equipment for a fixed period of time. You can assign this task for as long as it takes to cover a certain period, theme or outing in the program.

Some of the responsibilities include: repairing equipment, adding new items, keeping an up-to date inventory list, securing suitable storage (lockers, closet, supply room), and providing equipment and supplies for program activities.

ASSESSING THE LEADERSHIP TEAM

Working in a collective manner requires mutual support and encouragement mixed with generous amounts of caring, flexibility and openness. Remember the first time it was your turn to do the opening ceremony? How about the first time you led a song?

When team members are learning many new skills, they often find it easier to stay with the simple activities and leave higher profile jobs to more experienced hands. Yet, the essence of cooperative group building is that each member develops his or her abilities.

The next time your leadership team evaluates program events, suggest that you also spend some time sharing ideas about the team itself. Plan this informal discussion when all members have time to relax and reflect. You might like to share thoughts on questions like the following.

- ▶ Do all leaders accept responsibility, and participate?
- ▶ Do quieter members have a chance to voice their opinions?
- ▶ Do we give Keetoowah a positive role as part of the leadership team?
- ▶ Do we use community resource people in our activities?
- ▶ Do we involve parents in, or keep them informed of, planned activities?

Why not invite your Service Scouter to your next leader's get-together? This person can help you explore ways to evaluate and improve both your program and your team's performance.



Notes _____

Chapter 6

UNDERSTANDING, COMMUNICATING AND WORKING WITH BEAVERS



Growth and Development Characteristics of Beavers ▶ Characteristics of Brown, Blue and White Tail Beavers ▶ Needs of Beaver-aged Children ▶ Your Influence on Beavers
▶ Choosing Appropriate Activities for Beavers ▶ Helping Beavers to Communicate
▶ Behaviour and Discipline ▶ Beavers with Disabilities ▶ References



GROWTH AND DEVELOPMENT CHARACTERISTICS OF BEAVERS

Physical Growth

At this stage in life, a Beaver's body does not grow at a fixed speed. Instead, there will be periods of slow and steady growth followed by rapid growth spurts. As a result, a Beaver whose movements were stable and comfortable may begin feeling awkward and uncoordinated.

Your Beavers' large muscles are stronger and more highly developed than their fine muscles, such as fingers. As children mature, their smaller bones and fine muscle control become more developed, giving them more precise coordination and dexterity.

The Beavers' five senses are almost completely developed and are beginning to work together. This, with their improving ability to handle objects, enables children to perceive and explore their world better.

Beavers have high energy levels and are good starters. However, they can tire easily and may not always be interested in completing a task.

Mental Growth

At this stage, children gather information through direct physical contact. Beavers need and take great pleasure in handling objects: weighing, touching, turning, and placing them. They are very sensitive to shapes and colours, and fascinated by motion.



Beavers have a limited ability to concentrate. They need variety, change and movement from one activity to another. They also have limited ability to project in time. They see everything in concrete terms. This means that planning is beyond the mental grasp of Beaver-aged children.

The vocabulary of Beavers is still expanding. Often, although they are clear about the meaning of their words, their listeners may not be. Beavers have a strong desire to improve their language skills, and love to listen to stories, sing songs and recount activities. Through language, children can ask "how" and "why" questions about their world.

It's at this stage that their perception of relationships begins to evolve. They start to understand cause and effect, and realize that actions have consequences.

Up to age 10 to 12, children have not fully developed their values or moral reasoning. They look to adults for active examples of what is right and wrong. Since Beavers learn much by watching what you do and repetition, you can help them develop good values through activities such as repeating the Beaver Promise and Law every week, role modelling, sharing, and treating all people equally and fairly.

Social Growth

Beavers have a natural desire to play with friends. They're becoming less self-centred and more interested in others. You can encourage them to share, take turns, and participate in colony or lodge activities. But Beavers can also be impatient if they find they have to wait long.

Children of this age need ongoing recognition and reinforcement for their participation in activities. It's important to show them your appreciation or disapproval. Such reinforcement often enables them to carry on with something that interests them.

Routines and structure are important to Beavers. They provide a clear beginning and end to activities and security through familiarity. Beavers need to know what is expected of them in simple language. They develop a healthy self image through successfully completing routines.



Your Beavers' emotions are very intense, visible, and readily perceptible. Youngsters react to everything that goes on around them. Any disruption in their environment provokes an emotional response of one kind or another.

Beavers are sensitive to their relations with other people. They react at once to the quality of emotional, social or physical relationships. Both a warm welcome and indifference will affect them. Respect this fragile dimension of your Beavers.

CHARACTERISTICS OF BROWN, BLUE AND WHITE TAIL BEAVERS

Although five to seven-year-olds share most of the age characteristics described in the profile, you'll find subtle differences in the three tail groups. This makes sense when you consider that they have had varying degrees of exposure to school, colony meetings, family life, and other social situations. Here are some characteristics of the three groups of Beavers.

Brown Tails

Everything is fresh and unique. These children are most likely entering kindergarten and beginning to experience the world outside their family and close friends. Initially, Brown Tails may be shy, unsure, and in awe of everything happening around them. Because Beavers is new to them, it's important to give them clear, straight-forward directions using simple words for activities.

Brown Tails are learning to read and write; encourage their efforts and reassure them about their attempts.

Blue Tails

Through school, family activities and (perhaps) last year in Beavers, Blue Tails have some previous experiences to build on. These Beavers still like using physical contact to gather information, but are beginning to use their imagination in activities and projects.

Blue Tails may show willingness to take on more responsibility; support their initiative and let them help.

White Tails

The last two years of school and Beavers have given these youngsters self-confidence; they're familiar with routines and activities. Their improved physical, mental and social abilities enable them to show their imagination and emerging personality.

White Tails still need clear understandable instructions for activities, but now they can put more of their own personal touches on projects and will show initiative to do more things.

Older White Tails may even be able to complete projects that stretch over several meetings. Such projects will stimulate their concentration, listening ability and budding sense of industry. They will also help prevent these Beavers from becoming bored with the program.

NEEDS OF BEAVER-AGED CHILDREN

If you're aware of the developmental characteristics of Beaver-aged children, you can help Beavers grow by:

- ▶ Being at ease with them, and letting them know you enjoy working with them.
- ▶ Letting them make mistakes that can't harm them, and letting them know adults aren't perfect.
- ▶ Expressing confidence in them through words, and giving them chances to try new things.



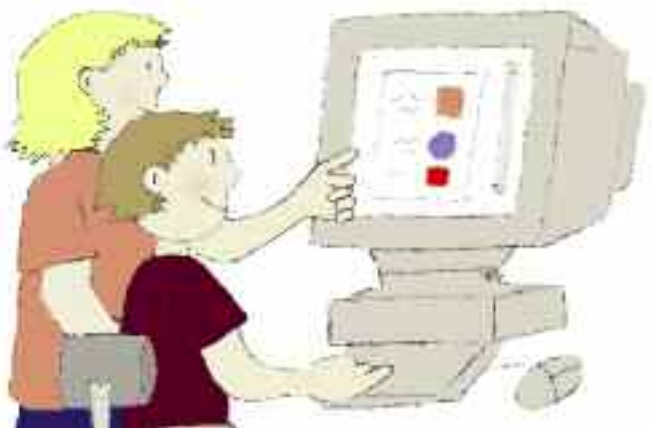
- ▶ Understanding that they are trying to achieve and supporting their efforts.
- ▶ Listening to them, their doubts and other feelings.
- ▶ Helping them develop decision-making skills appropriate to their age level.
- ▶ Dealing with them fairly and consistently.
- ▶ Helping them succeed when they need help, but letting them struggle when they're making progress on their own.
- ▶ Behaving as adults in a mature manner.
- ▶ Gearing your expectations of their behaviour to their capacity for that behaviour.
- ▶ Helping them feel strong within themselves so that they relate expectations about their own performance to themselves rather than others.
- ▶ Enabling them to meet emotionally-charged life situations, and deal with them successfully with or without adult help.

YOUR INFLUENCE ON BEAVERS

As a leader, you play a very important part in a Beaver's life. You are the source of praise and recognition – two things that help develop children's self-esteem and self-image. Often, your Beavers' motivation to continue in an activity will depend on whether or not you tell them you appreciate what they're doing.

Age-appropriate activities are important not only to help Beavers develop specific skills, but also to enhance their overall feeling of self-worth. Beavers trust that adults are always right. If your team plans an inappropriate activity and the Beavers are unable to do it, the children won't blame the activity, but themselves for failing to live up to your expectations.

Beavers may often see leaders as role models, and may mimic your behaviour, attitudes and actions. Be a good adult role model for them.



CHOOSING APPROPRIATE ACTIVITIES FOR BEAVERS

- ▶ Take into account the concrete nature of a Beaver-aged child's thinking. Beavers need to see, touch, hear, smell and even taste the activity. Doing is better than watching.
- ▶ Keep activities brief, but not rushed. Several short activities are preferable to one long program.
- ▶ Because Beavers are very in touch with their emotions, avoid introducing anything shocking.
- ▶ Choose warm and inviting activities that involve human relationships.
- ▶ Present activities gently. Show Beavers that they are important, and you're looking after their feelings.
- ▶ Build in time to listen. Recognize and allow for any emotions or questions the Beavers might have. Handle these with consideration and patience.
- ▶ Check activities to see if they satisfy the Beaver program goals.

HELPING BEAVERS TO COMMUNICATE

Whether you're an adult or a child, a friendly, warm and understanding atmosphere is an important aid to communication. Consistency is also a key to successful communication. It's important for children to see adults behaving as adults.

Active listening skills are essential to good communication. Listen with full attention and respond to the feelings that lie behind the words. It's easy to tell if someone is really listening, because we can see it in a person's body posture. When children are talking to you, face them and try to position yourself at their level to increase the intimacy of the communication.



If you acknowledge the feelings you hear coming through, and couple your recognition with a caring attitude, you help children explore their own thoughts and feelings. In this way, you help them work towards developing their own solutions to problems. It can't happen if you simply ask questions and give advice.



When children are upset, it's important not to deny their feelings and simply try to get them back on track. Instead, try to give what they are feeling a name (e.g. "It seems that you are feeling hurt."). This approach helps children understand their emotions.

Beware of long-winded explanations. If children are behaving badly, express your feelings, tell them in simple words what behaviour you expect from them and, if necessary, help them get started in a positive way.

Hawkeye's Tip:

Be aware and creative when communicating with Beavers. Beavers can't understand complicated messages or large unfamiliar words. They have relatively short attention spans; you will notice their attention start to wander. When you approach communicating with Beavers, use a different tone and volume to convey a message and grab their attention. Don't just talk to them, allow them to experience something through their senses (e.g. taste, touch, smell). If you have a visitor, ask them to get down to the Beaver's level and talk to them one on one. Beavers sometimes have difficulty asking questions; it doesn't hurt to paraphrase their question to make sure you understand.

Here are some key words Beavers might use when trying to express their true feelings. Add your own to the list.

Happy, Friendly, Peaceful: cheerful, brotherly, glad, good, gentle, laughing, wonderful, nice, warmhearted.

Playful, Confident, Interested: brave, clever, excited, funny, smart, lively, thinking, interested, wondering.

Angry, Hostile, Frustrated: angry, boiling, cranky, cross, fierce, fighting, mad, mean, out-of-sorts, pushy, ready to explode.

Afraid, Guilty, Worried: put down, silly, sorry, wrong, afraid, frightened, trembling, worried, nervous, troubled.

Lonely, Miserable: alone, forgotten, lost, hurt, lousy, miserable, rotten, sore, troubled, unlucky.



BEHAVIOUR AND DISCIPLINE

(See also *Duty of Care* in Chapter 2)

Beaver leaders always think about discipline. Without it, programs dissolve into chaos, fun disappears, and sometimes people get hurt. The challenges you face include: how to establish and maintain a necessary degree of control, when and how to intervene in a difficult situation, and how to encourage acceptable behaviour in positive ways.

Sit down with your leadership team and fully discuss the areas of discipline and cooperation. Ask yourselves a number of questions.

“What is Discipline?”

In short, discipline is self control. It comes from much practise and experience – something Beavers are learning from family and exposure to school. Helping children develop discipline is different from being a disciplinarian, just as having authority is different from being authoritarian. Using positive reinforcement rather than threats or force, you can let children know what you expect from them, and encourage appropriate behaviour.

“What Behaviour Do We Expect From this Age Group?”

Keep in mind the age characteristics and limited experiences of five to seven-year-olds. Let Beavers know exactly what you expect of them, and make sure both they and you follow through on these expectations.



Routines are extremely important for young children. They offer security and a way of dealing with reality. For example, if you read a child a favourite story and skip a word, the child quickly points out your mistake. Children are not being picky here; it's just that you have altered their sense of the world, and they wish to make it right. Skipping an opening or closing ceremony or other colony routines also creates confusion, and your Beavers may not be able to settle down again until you do the missed routine.

Children also need time to adjust from one routine to the next. If you suddenly rush Beavers, they may lose their sense of self-control and reality, and try to fight against whatever is causing the confusion. Because their power to verbalize or deal mentally with frustration is not well developed, they may resort to physical misbehaviour. This is how they blow off steam and try to regain control, or draw attention to their problem. Although it may take you great effort and patience, try to stay calm and show that you really care by helping Beavers explain their concerns and find positive solutions.

Before moving on to the next activity, announce the change well in advance. This gives children time to clean up or complete the present activity, and to start mentally shifting to the next program routine.

Simple rules help retain order. Beavers soon learn that their actions have consequences. If they're ignoring a rule and causing disruption, stop the colony program. Explain the proper routine, ensure they understand and will follow it, then begin the program again.

“How Can We Influence Behaviour?”

A well planned program gives a feeling of confidence to both Beavers and leaders. Most experienced leaders will tell you that discipline is more an attitude than a technique. When you feel in control of a situation, you convey this feeling to the Beavers. On the other hand, if you're unprepared or unsure of your role or abilities, you pass along these feelings. Confidence makes it easier to exercise authority.

The children ultimately set your program time schedule. When a story is too long, Beavers begin showing signs that it should end. Your adult sense of routine may say the story must be finished, but you need to learn to leave your routine when you notice early warning signs that Beavers are restless. Wiggling, staring into space, or fidgeting with a neighbour are cues to move on to the next activity.

Be flexible in your programming to accommodate the children's needs. It's a good idea to have handy an extra game or song to fill unexpected gaps of time left when an original activity doesn't go as expected.

As a leadership team, discuss ways you can communicate better to improve shared leadership. Cooperation (e.g. leaving things in good condition for the next leader) helps build team spirit and confidence.

Encouragement, and positive words and actions sends a strong message to your Beavers. Treat your Beavers with respect, and praise them; both the group and individuals who are succeeding well. By highlighting examples of good behavior, this reinforces what you expect.



HANDLING DISRUPTIONS

If your team finds a program item meets with disruptive behaviour, change the pace. You can break into lodges to talk about the matter, restate the rules, change to a different activity, or stop the proceeding and tell the colony how you feel about what is happening. Keep rules and instructions short but clear.

Yelling, unpleasant for you and the Beavers, is generally ineffective and unproductive. Instead, catch attention with the Beaver sign, and wait for silence. Sometimes a Beaver simply does not want to conform. When you face inappropriate behaviour, use warnings sparingly, make sure they're a logical consequence to the behaviour, and always follow through.

Never embarrass or humiliate a Beaver, especially in front of the colony. Quietly take the child aside to a public area and discuss the problem. A short time out from activities is not so much a punishment as an opportunity for both Beaver and leaders to collect their emotions and make a fresh start.

Follow time-outs with encouragement. Let erring Beavers know that you only disapprove of the behaviour; you still care about them.

In cases of serious or repeated misbehaviour, talk over the problem with both the child and parent or guardian. The leadership team may also wish to consult the group committee or Service Scouter for other options.

Don't be afraid to put one hand up in the air, form your fingers into the Beaver sign, and say loud enough for Beavers to hear, "Beavers, I have my hand up". You can start by making a game of this early in the year similar to musical chairs. Allow them to dance or run around a little then put your hand up; they want to look for the hand signal to "STOP, LOOK, and LISTEN". When you notice that your colony is starting to get rambunctious grab their attention with the Beaver

signal. This is likely a clue that you need to change the pace of what you are doing. A steam off game or a cool down game may be just what is needed.

Whenever possible, recognize group behaviour that is on the right track. Be your colony's best cheerleaders. Your Beavers want your attention and approval. Be generous with it.

IN SHORT

There are a number of simple things you can do to ensure colony discipline.

Before Colony Meetings

- ▶ Take time to learn about age-appropriate programs, and five to seven-year-old characteristics.
- ▶ Have back-up or fill-in activities for when Beavers get restless.
- ▶ Be well prepared so that you show confidence in what you're doing.



During Colony Meetings

- ▶ Set and explain rules and routines, and follow them consistently.
- ▶ Use tail groups and lodges for programs.
- ▶ Set personal examples for Beavers to see.
- ▶ Give lots of notice when routines are about to change.
- ▶ Watch for warning signals that Beavers are losing interest, and change activities then.
- ▶ Use praise to reinforce positive behaviour and establish good routines.
- ▶ Deal with problems calmly, quietly and without embarrassing the Beaver.

After Colony Meetings

- ▶ Talk with other leaders about any concerns or ideas for improvements.
- ▶ Talk to parents about colony expectations and to gain insight into their child's behaviour patterns or feelings.

Don't be afraid to talk to your Beavers about what is and is not appropriate behavior. Have a discussion at their level to explore why respecting themselves, other Beavers and leaders is important. Take time to discuss expectations and ask the Beavers how they would like to be treated, then work together to set those parameters.

One last tip. The Beaver program has a 5:1 child/leader ratio. A good way to remember this is God put five fingers on our hands – one finger for each Beaver to hold, while the other hand points the way.

BEAVERS WITH DISABILITIES

At some point, your colony may be asked to register a child with a disability. The opportunity can be very rewarding both for the child and the colony. It will also present challenges for programming and leadership.

The best person to help you understand how a child with a disability can fit into your colony is the child's parent, guardian or social worker. Talk with these people about the child's limitations and abilities so that, together, you can plan a team approach.

Other resources available to you may include the Canadian National Institute for the Blind or any other agency geared to the child's specific disability.



Your Scouts Canada council office can also provide information on how other colonies have integrated children with disabilities. Take time to visit these colonies and talk with their leadership teams. Some councils also have special service teams available to provide assistance and training.

Whatever the child's disability, use a team approach to discuss all the options and potentials, gather information from knowledgeable adults, and communicate openly, keeping the child's best interests at heart.

CHILD ABUSE

(See Duty of Care in Chapter 2)

As a leader, you may meet a child whom you suspect is being abused physically, emotionally, sexually, or through neglect. What should you do? You have a legal responsibility to report the suspected abuse to the police or child welfare authorities, who will assume responsibility and provide the best possible help for the child. Confidentiality is of the utmost importance.

Never try to investigate or counsel yourself. These duties belong to professionals who can ensure the safety and well-being of the child. Your role is to provide support and share positive experiences with the child and all the other Beavers.

A useful book on this subject for both parents and leaders can be found on Scouts Canada's web site (www.scouts.ca) under Resources. It's called, How to Protect Your Children From Child Abuse: A Parent's Guide.

REFERENCES

This chapter only briefly discusses the subject of understanding, communicating and working with children. You'll find more information in the easy-to-read references below.

- ▶ How to Talk So Kids Will Listen and Listen So Kids Will Talk, by Adele Farber and Elaine Mazlish.
- ▶ Encouraging Children to Learn, by D. Dinkmeyer and R. Dreikurs.
- ▶ Raising Kids Who Love to Learn, by Children's Television Workshop.
- ▶ Miseducation and the Hurried Child, by David Elkind



Notes



Chapter 7

TAIL GROUPS AND LODGES



- Why Tails? ▶ Purpose of Tails ▶ Tail Colours ▶ Determination of Tail Colour
- ▶ Program Use of Tails ▶ Benefits of Lodges ▶ Choosing a Lodge Patch ▶ Activity Ideas for Tails and Lodges ▶ Busy Beavers (White Tails) ▶ Keo ▶ Guidelines for Linking Beavers to Cubs

WHY TAILS?



"I like to wear my Beaver tail because it makes me look like a real beaver." You'll hear these words from many Beavers. The Beaver tail is important to them because it's part of their magical world, and they identify very closely with real beavers.

Beaver tails symbolize the stages of development different age groups are going through. They're concrete recognition that the children are growing bigger physically and developing socially and emotionally.

Chapter 6 talks about understanding and working with Beavers. It also looks at characteristics and abilities of children in the Beaver age group, and suggests leaders take them into consideration when building programs. Tail groups are designed to help you do this effectively.

PURPOSE OF TAILS

Beaver tails have a special purpose. They are meant to celebrate personal change and growth in children at their specific age. Goals include, to:



- ▶ Provide a means to build Beavers' self-esteem by positive recognition of personal growth and development.
- ▶ Provide Beavers with the opportunity to interact with peers who are at a similar stage of development.
- ▶ Help leaders plan programs by grouping Beavers of similar abilities and levels of understanding.

TAIL COLOURS

The colours used for the Beaver tails (brown, blue and white) echo traditional Beaver colours and shades of brown and blue used in the Beaver hat and flag. They also reflect colours in nature.

Brown represents the colour of wild beavers' fur, and the Earth where we live and where things grow. (Remind Beavers of their responsibility to help take care of the world.) Brown can also symbolize a time of discovery, when Beavers are entering a new phase in life and discovering a broader world beyond family and close friends.

Blue represents the sky and water. It symbolizes the immense opportunities to explore now opened up to Beavers whose abilities are expanding and changing.

White is the colour of the moon and the stars. They give us light to help us find our way through the darkness of the night. As well, white symbolizes distant goals – seemingly far away, but attainable.

Don't limit yourself to these ideas. Use the colours to mean many things in your program.

DETERMINATION OF TAIL COLOUR

When Beavers join your section, fit them into tail groups under these guidelines:

Typical Age	Tail Colour
5 years	Brown
6 years	Blue
7 years	White
Before Swim-up	White with Magic Light symbol



Generally, a five-year-old Beaver will wear a brown tail; a six-year-old will wear a blue tail; and a seven-year-old will wear a white tail. They remain in those tail groups for the Scouting year.

In early fall, give a Beaver who is still five, but soon to be six, a blue tail so the child will be in the same tail group as peers who have already had their sixth birthday. Similarly, give a six-year-old (but soon to be 7) a white tail.

Based on the needs of each Beaver, the colony leadership team has to decide what the word “soon” means in actual time. What’s the most important consideration? It’s the Beaver’s comfort level within the group – the child’s ability to feel a sense of belonging and accomplishment.

Because Beaver-aged children show marked individual differences in their rate and degree of growth, you can’t expect all Beavers with the same colour tails to interact and perform at the same level in all activities. But more Beavers in a tail group will be at a similar developmental level than those in a lodge group where ages (and stages) range from five to seven years.

Consider the ages suggested for these various tail colours as only guidelines. Be flexible. You may encounter an exception (e.g. a Beaver who is developmentally impaired for physical, mental or social reasons). In these exceptional cases, the leadership team, in cooperation with the parents, needs to determine where a child with certain abilities and a certain degree of maturity will be able to function most effectively.

Make every effort to move each Beaver through the program and the three tail groupings. It’s important to ensure that every seven-year-old wears a white tail, and is ready to move to Cubs when eligible to join that section when the youth reaches eight years old.

You can successfully use tail groupings for crafts, games, stories, outings, etc. Just vary the difficulty of the tasks to suit the stages of Beaver development and relative abilities.

Tail groupings are most effective when used in partnership with lodge groupings. Lodges are similar to family units (children of different ages), and offer Beavers opportunities for different kinds of interaction (e.g. older Beavers helping younger ones, and younger Beavers looking to older ones for leadership).

PROGRAM USE OF TAILS

Tails are an important way to show Beavers they are growing and changing. Five, six and seven-year-olds have some noticeably different needs (discussed in Chapter 6). Tail groups will help you plan a program in which all Beavers can work at their respective levels of ability. You can apply tails to programs in several ways.

Use the tail and lodge systems to your advantage. Youth at different ages have different skills and abilities. Focus the program to one age level through tails or have older youth work with younger ones in the lodges.

By Colony

When you organize the whole colony into tail groups, you give Beavers the chance to play with their peers in small groups. When they share and work together at their level of maturity, Beavers have the freedom to grow at their own pace.

By Lodges

You can break lodge activities into tasks that enable all Beavers to work at their ability level, and feel like full contributing members. For example, if the activity is to create a lodge picture, Brown Tails can colour, Blue Tails can glue, and White Tails can cut shapes for glueing.

Strike a balance in the way you use tail groups. Sometimes Beavers want to be with others their own age. Other times, they prefer the security of a family setting, and the chance to be with older or younger friends.

In both settings, the important thing to consider is providing activities at the ability level of each age. That way, Beavers learn that each person's achievement can contribute to the whole group (tail group, lodge or colony), or stand by itself.



BENEFITS OF LODGES

Just as there are developmental benefits when children play with Beavers of similar age, there are other benefits when children play with Beavers who are younger or older. Scouting seeks to help develop the whole child. A balance between playing in tails and mixed-age lodges provides the most complete growing experience.

Because of their small size, lodges offer Beavers a feeling of safety; lodges also give leaders a way to maintain control and fun in the colony. There's one caution... When you work with lodges, you may find you tend to do things at a White Tail's ability level, which leaves Blue and, especially, Brown Tails feeling they've been cast adrift. If you're aware of this tendency, avoid it. Your lodge activities will provide Beavers with some extremely positive benefits.

Belonging

Perhaps the most important function of lodges is that they provide a feeling of belonging. The lodge is a “family,” complete with a name and older and younger friends. A healthy feeling of belonging can help Beavers develop empathy and a capacity to understand other Beavers’ points of view.

Studies have shown that physical appearance (such as size and attractiveness) can influence peer acceptance. Studies have also shown that children as young as four years old can discriminate on the basis of race. Through lodges, Beavers learn to see people’s differences as something positive; they begin to understand that everyone brings special skills and abilities to the lodge.

Activities that strengthen lodge identity and promote social interaction and sharing help build a sense of belonging in Beavers.

Trust

When Beavers feel they belong to a lodge and the overall colony, it enhances their sense of trust. Trust is very important in developing friendships, listening to leaders, and accepting new or changing experiences.

Beavers are more likely to approach new situations eagerly in a lodge environment that gives them a sense of safety and security. You can build trust by encouraging Beavers to help one another, share and play together cooperatively in lodge activities.



Initiative

Finally, when the lodge provides a sense of belonging and trust, it gives Beavers the support base that enables them to risk striking out on their own. You see this when Beavers begin to talk more, and share their ideas. Enhance the feeling by being an active and interested listener. It shows you consider each Beaver a unique and special person.

Cheer on Beaver attempts at trying new things. It helps them to cope with guilt feelings that may come from fear and fumbling. A pat on the back and praise after a good try are great initiative builders.

Tail groupings provide Beavers with a healthy sense of competence in their abilities. Lodge activities provide opportunities to promote feelings of belonging, trust and initiative. Use both kinds of groups. Together, tails and lodges provide a well-rounded growing experience for children.

CHOOSING A LODGE PATCH

When choosing a lodge patch, Beavers and leaders have many options to consider. Lodges can opt to make a felt lodge patch based on the Beavers’ ideas and preferences. This choice provides opportunities for creative ideas and craft activity. As well, it builds lodge unity.

If the felt becomes worn because of normal play, lodges can make a brand new patch. Beavers may even choose to give it a different design because their ideas have changed as they’ve developed. Instead of felt, you might decide to use polyester or another long-wearing fabric.

With the growth in emblem and crest technology, some Beavers may prefer an embroidered lodge patch. An embroidered animal crest provides opportunities to link the lodge to nature, *Friends of the Forest*, and the Beaver Promise.

Your Beavers may wish to combine the two ideas; that is, design their own crest but have it made in a way that looks neater and wears longer than a self-made felt symbol. Consult your local Scout Shop for approved embroidery businesses.

Beavers might also enjoy learning how to do some simple silk screening, and make their lodge patch using this technique.

Here's another idea. Use potatoes as printing blocks. Carve the lodge symbol into the potato, then let the Beavers dip it into waterproof ink and stamp it onto a cloth square.

One important element remains, whatever style, design or material you use – the Beavers themselves decide on their lodge name and symbol. Help them by giving as many options as possible for lodge patch selection.

ACTIVITY IDEAS FOR TAILS AND LODGES

Here are some activity ideas that use tail groups and lodges. Adapt them to suit your own needs and ideas. Check Chapter 6, and try to match them with the characteristics and abilities of each age.

How do you decide when to run activities by tails or by lodges? These guidelines may help.

There are times in your program where an activity is best done in a larger group setting or sometimes, a smaller setting such as lodges or tail groups is best. Consider how the activity may work by experiencing it as a large group, a small group like a tail level or an intimate group such as a lodge. When working with a larger group:

- ▶ it may be easier to plan or require fewer materials for an activity,
- ▶ everyone will get the same experience such as a story,
- ▶ and your Beavers benefit from a sense of belonging.

In smaller groups:

- ▶ youth are more likely to participate,
- ▶ good opportunities are provided for leaders to know youth,
- ▶ and activities such as crafts may be more successful due to closer supervision.

For Tails

Activities that introduce or involve doing something new (e.g. theme crafts, an unfamiliar song or skit, complex or skill games) are great for tail groups.

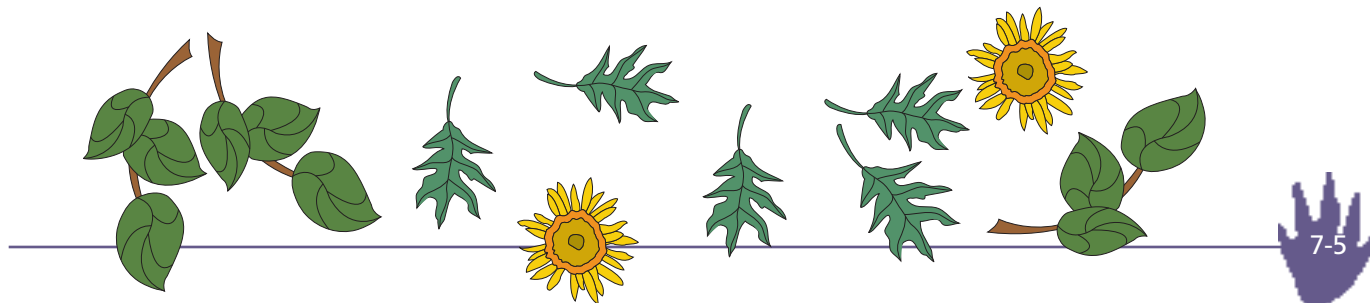
For Lodges

Activities with a cooperative and exploring/discovery spirit (e.g. noncompetitive games, nature hikes, familiar songs) are terrific for lodges. A Brown Tail is as likely as a Blue or White Tail to find two pine cones on a nature hunt, or to sing out the verses to a favourite song.

By Lodges

Nature Scavenger Hunt

Here's a good activity for an outdoor program. For about an hour, each lodge collects things a squirrel (or some other animal) might use. One or two leaders accompany each group to help the Beavers find fallen objects so they don't damage trees and shrubs as they collect their samples.



Later, come together in lodges where Beavers, in turn, show what they found. Let them tell what it means to them. Then suggest ways your Beavers can display their collections.

The Beavers help each other build individual displays which, when put together, make up a lodge display. Finally, they choose someone to describe the lodge display to the whole colony.

By Tails in Lodges

Advertisement Hunt

Give each lodge a magazine containing many advertisements, some craft paper and a list of items for Beavers to find in the magazine (e.g. an ad for toothpaste, cereal, shampoo). Brown Tails can find the ads, White Tails can cut them out, and Blue Tails can tape or glue them to the paper.

Moving Relay

Line up your Beavers in lodges with the White Tails at the front, Blue Tails behind and Brown Tails at the back. The purpose of the game is to let Beavers try new ways of moving, and give them a chance to encourage each other. Reserve the most difficult tasks in the relay for your White Tails.

- ▶ Somersault to the end.
- ▶ Hop on one foot, hands behind back.
- ▶ Crab Walk. (Sit with your back to the finish line, place your hands palms down on the floor behind, and lift your bottom and walk.)
- ▶ Foot and Nose. (Hold your right ankle with your right hand, and your nose with your left hand. Hop to the finish.)
- ▶ Dizzy Izzy. (Run to the finish line, place your forefinger on the floor, and run around your finger three times.)
- ▶ Oyster Walk. (Place a large elastic band around your ankles, and walk to the finish line.)



Remember, you can do these activities indoors and out.

By Tail Groups

Mother's Day Wall Plaque

Brown Tail

Leaders prepare all the materials: cut the paper and ready the plaque design or the actual plaque. The Beavers simply assemble and decorate the plaque with the help of a leader or Keeo.

Blue Tail

The Beavers choose pictures, and cut out what they want to put on their plaques. Leaders may not have to help very much with the cutting and glueing.

White Tail

Simply act as guides and helpers for these Beavers. Let the children shape the plaques – an excellent opportunity to develop dexterity and hand/eye coordination. If the material is wood, they can also sand and stain them. Depending on their abilities, they may use découpage to decorate their plaques.

Music

Brown Tail

Explore the many ways you can make music. Demonstrate by singing, tapping feet and clapping hands. Play a tape or CD, and move with the rhythm – walk, sway, run, skip, march. Learn to sing a short song.

Make shakers and tom-toms from plastic bleach bottles. Use sticks, wooden blocks, tom-toms, and shakers to make music.

Make a collage of pictures of musical instruments.



Blue Tail

Talk about how music affects animals like cows, dogs and birds. Take your Beavers to visit a band during its rehearsal. Learn the names of different instruments. Make tambourines from two paper plates and bottle caps in which you've punched holes. Glue plates rim-to-rim; tie bottle caps in pairs around the edge.

White Tail

How do different kinds of music (happy, sad, soft, loud) affect Beavers? Play CDs or tapes to demonstrate. Feel the vibrations of the music. Visit a church to hear the organ. Learn how many strings are on a violin, banjo and guitar. Tell stories about famous musicians. Make hand shakers from bottle caps by punching holes in them and threading them on wire loops. Cover combs with tissue paper and learn to play them.

As a Colony

Hold a musical evening and invite guests. Use the instruments Beavers have made in a sing-song. Leaders might make a gutbucket or play washboards and jugs. Perhaps someone can play a guitar or piano. Invite guests to teach the colony songs in different languages.

Helping

Let your Beavers set up the meeting place, and tidy up after the meeting. Give a different tail group a special chore to do each week, according to the ability of the Beavers in that group. Post the duty roster where Beavers can see it (e.g. Special Duty Tonight – Blue Tails). Perhaps Keo can supervise these duties.

BUSY BEAVERS (WHITE TAILS)

White Tails are in transition from Beavers to Cubs. Busy Beavers wear the white tail and are preparing to leave the colony to swim up to the Cub pack. When programming for these Beavers, remember to take into account their experience, maturity and need to be prepared for Cubs. One

way to keep the interest of older Beavers is to spend time in tail groups each meeting or every few meetings. There, when all White Tails are together, you can do things aimed particularly at their stage of development; program special stories, projects, outdoor activities, or visits that will hold their interest until pre-Cub preparations begin.

Before tail celebration time, have the leadership team contact the closest Cub pack to find out if there will be room for the Beavers who are ready to swim up to Cubs. (For more information on swimming-up, see Chapter 12, Ceremonies.)

Activities for White Tails reflect the fact that older children are developing initiative and looking for chances to become responsible persons. Busy Beavers can:

- ▶ Help collect dues and exchange them for wood chips to feed the Beaver.
- ▶ Set up and dismantle flags.
- ▶ Help Brown Tails with crafts.
- ▶ Take part in a special introduction to camping with a parent, guardian, relative or adult friend.
- ▶ Visit a Cub camp, and take part in some of the program.
- ▶ Plan, organize and participate in a special craft project they work on for a length of time each week over the period of a month.

WHITE TAIL ACTIVITIES

Sometimes it's difficult to maintain the interest of older Beavers. At times, you may want to build a program activity specially for their age group while other tail groups pursue other interests.

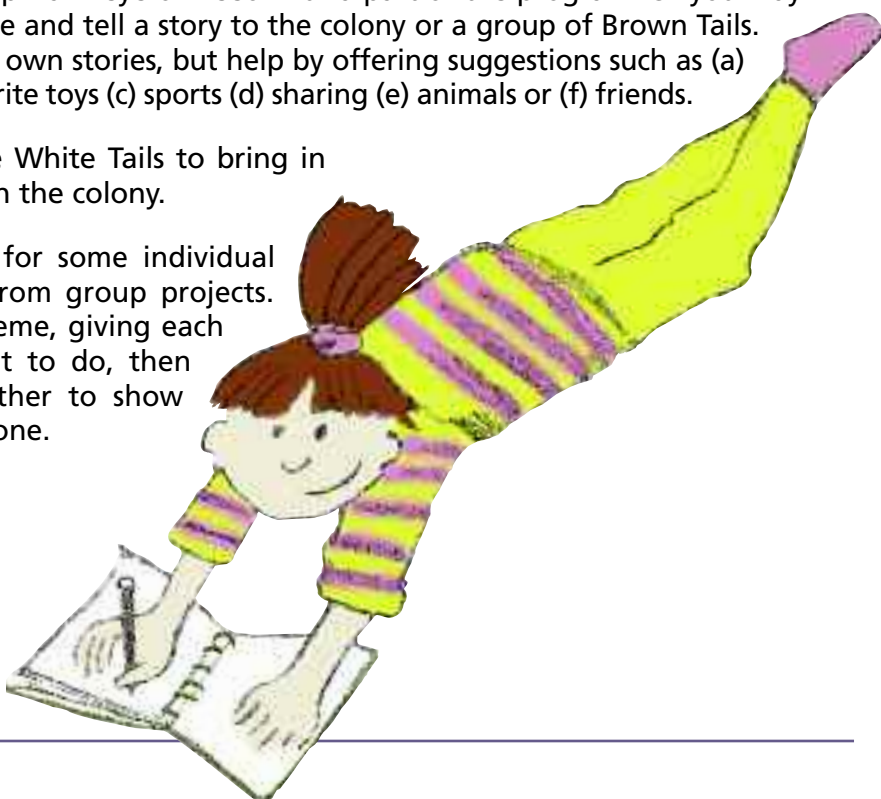
White Tails are able to do projects that take more than one week. You can plan for this and prepare them for the more structured Wolf Cub program by helping them become more self-reliant.

White Tails want to be helpful and feel important. Some colonies use this characteristic to their advantage by encouraging them to help younger Beavers. Ask them to give important, meaningful help and they will give it with a tremendous sense of responsibility and duty.

Each week, a White Tail can help Hawkeye or Keeo with a part of the program. Or you may invite each White Tail to prepare and tell a story to the colony or a group of Brown Tails. Let the White Tails choose their own stories, but help by offering suggestions such as (a) my favourite smell (b) my favourite toys (c) sports (d) sharing (e) animals or (f) friends.

If you have a CD player, invite White Tails to bring in their favorite CD's to share with the colony.

White Tail Beavers are ready for some individual projects. All Beavers benefit from group projects. Design them on a common theme, giving each tail group something different to do, then bring the whole colony together to show and talk about what they've done.



Transportation Theme

Here's a suggestion for a theme you can program for several weeks. They need not be consecutive.

BASIC TRANSPORTATION

Feet

Beavers draw an outline of a foot, and colour it.



Discuss

Working animals, and transportation (e.g. horses, oxen, dogs, sleighs, covered wagons).

Ships and Boats

If possible, arrange a trip to docks or locks. Ask these questions: Who used the earliest ships? What did they look like? What powered them? From what materials were they made? Who built them? How are they different from the boats of today?

Get pictures of boats from a travel agency. Pick a country and plan a boat trip with pictures of the people, food, trees and flowers. Among parents, you might find someone who has lived or visited that country willing to talk to the Beavers about the national dress, traditions, games, songs, etc.

Trains

Take a short trip by train. What powers trains: steam, diesel, electricity? Look for a retired train engineer who might come in to tell your Beavers about his experiences.

Talk about what freight trains carry. Draw a large map of Canada with provinces roughly outlined. On the map, get Beavers to sketch in tracks leading to each province. Then draw pictures of trains, and glue them on the map. Bring in pictures of manufactured goods, or produce to glue to each province.

Visit someone who has a model train layout, or make a trip to a science museum.

Automobiles

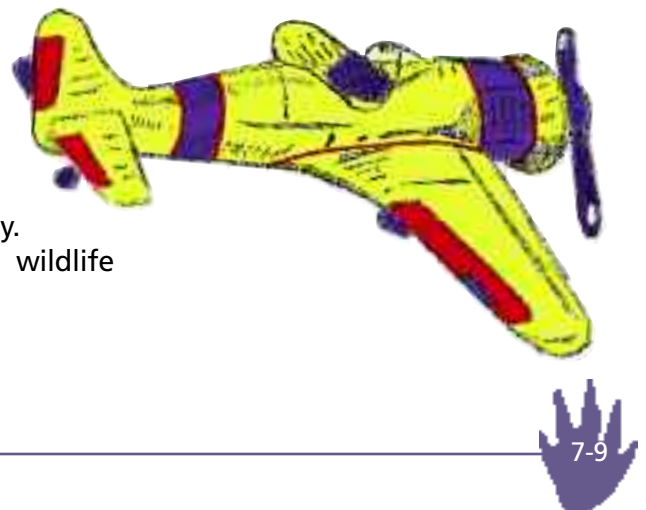
Ask your White Tails to bring in pictures of different car parts, learn what they are, and make a collage from them. Your Beavers may draw their personal dream cars, and combine the drawings to make a book to send to a sick Beaver.

Teach road safety. Help your Beavers to make road signs, learn what they mean, and demonstrate the meaning to younger Beavers. Ask each White Tail to bring in a favourite toy car for "show and tell."

Planes and Balloons

Find out how many different types of planes the White Tails know (passenger, cargo, bush, crop spraying, fighter, sea, helicopter). Pick up a storybook about balloons from the local library.

Please do not release helium balloons as an activity. Deflated balloons become litter, and can injure wildlife who mistakenly eat them.



Space Travel

Tell space stories. Discuss weightlessness, and how your Beavers would react to being weightless while walking on the moon. How would they move? Eat? Help your Beavers to make rockets and space helmets from foil-covered cardboard cartons, and their imaginations.

KEEO

For an in-depth understanding of Keo's place in the colony, read Scouts Canada's *The Keo Book*. With the help of your Service Scouter, you and other colony Scouters in your Council may want to organize a day for local Keos to learn about their role. And, of course, make sure your Keo has a copy of *The Keo Book*.

With the cooperation of the Cub leader, give Keo some responsibilities for readying your White Tails for Cubs. To ensure the White Tails will want to swim up and make a firm link between the program sections, arrange for a Cub leader to visit them at the pond and then for them, with Keo, to visit a pack meeting.

Get together with a Cub leader to discuss what Keo should tell your Busy Beavers. Some possible areas are:

- ▶ How the Cub pack meets and what it does (the six system, Cub salute, Grand Howl).
- ▶ The seven elements of the Cub program (playacting, games, outdoors, crafts, story-telling, spiritual fellowship and music).
- ▶ Stars and badges (how Keo earned his).
- ▶ The jungle theme (the names of the Old Wolves, and who they represent). Encourage Cub leaders to work with Keo to help the youth plan what he or she will do with the Busy Beavers. For example, Keo will not teach them the Cub Promise and Law, because that job is reserved for Akela. (See Chapter 12, Ceremonies)



Throughout the year before Swim-up, set aside time each meeting when Keo can talk to Busy Beavers about Cubbing.

Have Keo invite the Busy Beavers to a Cub meeting four to eight times over the year, where Keo can introduce them to the pack, and the pack can include them in the program. Keo may also invite them to join the pack on a day outing. Discuss the program and invitations with Keo and the Cub leaders.

GUIDELINES FOR LINKING BEAVERS TO THE CUB PROGRAM

Linking the colony with the pack is a critical aspect of encouraging Beavers to move on to Cubs. For Beavers, a sudden change to a pack environment can create a high level of anxiety in a seven to eight-year-old child who has grown accustomed to colony routines. To encourage a successful transition from Beavers to Cubs, White Tail Beavers should have a gradual and rewarding exposure to pack activities over the course of the year. In keeping with their age characteristics, White Tail Beavers can be considered in transition from Beavers to Cubs. Here are some linking concepts to consider.

1. Linking Colony and Pack Leaders

In the beginning of the Scouting year, colony and pack leaders should meet to discuss having White Tail Beavers participate in a series of pack meetings and events. Close cooperation between section leaders is essential for creating a positive experience for all the children involved. Compare and schedule program plans to accommodate both sections. White Tails do not have to wait until the spring to get involved in a pack. It's better to have them visit a number of times over the course of the year to build their comfort level and familiarity with pack routines and Cub leaders. Since White Tails are in transition from colony to pack, let White Tails spend four to eight meetings or more participating in pack activities. Blending the security and familiarity of Beavers with the excitement and challenge of Cubs is a positive step in meeting the White Tails changing personal developmental needs. How often White Tails go to the pack will depend on the children involved, and the programs offered in both the colony and pack at certain times of the year. Keep parents informed as much as possible about program changes.

2. General Guidelines for Beaver Leaders

After making arrangements with the Cub leaders, spend time meeting with your White Tails to introduce them to the idea of visiting the pack for special activities. Keo can help tell the White Tails what goes on in a pack. Invite a Cub leader to visit the colony and talk with your White Tails about what the pack does and the various activities the children will be involved in over the course of the year.

When it's time for the White Tails to begin visiting pack meetings, a colony leader should accompany the Beavers. What's the Beaver leader's role? The Scouter will provide a friendly adult face to the White Tails, and help pack leaders with the extra children. Colony leaders can rotate this job, but it's best to choose a colony leader who plans to move up to the pack the following year. This will provide additional emotional support to the White Tails who will eventually swim up. It also establishes a steady contact for both pack leaders and Beaver parents who have questions about White Tails attending Cubs. When White Tails are visiting the pack, don't expect them and their Beaver leader also to attend colony meetings during the same week.

If White Tails have the opportunity to participate in a pack program that leads to them successfully completing a star or badge, the Beavers may be given the badge as long as they clearly understand that it is to be saved and worn on the Cub sash when they become invested. Earning a star or badge is not the purpose of attending pack meetings. Cub badges are not to be worn on the Beaver uniform, nor are Cub badges to be worked on during Beaver meetings. By following these guidelines, it preserves the non-competitive emphasis of the colony. Your White Tails will receive the extra program challenge often desired at this age, while creating gradual familiarity and anticipation to swim up to Cubs.

3. General Guidelines for Cub Leaders

After making arrangements with the colony, have a Cub leader visit the White Tails at a Beaver meeting. Talk to the children about what Cubs is about, what kinds of activities the pack does, and generally dispel any fears or answer questions the White Tails may have.

Review the pack's schedule of activities that your White Tails are invited to attend. Include a note home to parents about the pack, and meeting details. Find out which Beaver leader will be accompanying the White Tails, and make the necessary arrangements.

Before the White Tails visit the pack, spend some time with the Cubs talking about having Beavers coming to the meetings. Discuss the importance of making the White Tails feel welcomed, and how the Cubs can look out for the Beavers. Creating a caring big brother or sister attitude in the Cubs will foster a warm and friendly meeting atmosphere. Twinning the White Tails with an older Cub may also help make your Beavers feel secure.




When the White Tails first arrive at the pack meeting, greet them with a special Grand Howl. After teaching the Beavers about the Grand Howl and how it is performed, let them take part in performing this ceremony.

In order to make White Tails, and other new Cub members feel accepted and part of the group, include all children in pack ceremonies. With brief instruction, any child may participate in the Grand Howl, which serves to create a sense of belonging in the child and team spirit in the pack.

After pairing the White Tails with a six and/or Cub, the Beavers may be involved in all pack activities. Part of the meeting should be reserved to instruct White Tails in Tenderpad requirements.

Try to include White Tails in a variety of pack programs throughout the year, such as outings, camping trips, banquets and other events beyond meetings. Before White Tails swim up to Cubs, encourage your White Tails to complete their Tenderpad requirements. At Swim-up, the White Tails can be invested as Cubs and presented with their Cub epaulets, and any previously earned stars and badges.

By providing White Tail Beavers with a coordinated and gradual exposure to pack activities, they will look forward to moving up to Cubs with eagerness. It will seem like a natural progression.

Section Program Linking							
Section	 BEAVERS			 CUBS			 SCOUTS
Age Grouping	Brown Tails	Blue Tails	White Tails	1st year	2nd year	3rd year	1st year
Linking Tool	<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> PACK ACTIVITIES			<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div> ACTIVITY AWARDS TROOP ACTIVITIES			

Chapter 8

PROGRAMMING



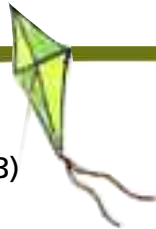
- Program Building ▶ Programming Tips ▶ Program Ideas ▶ Program Outline
- ▶ Gathering Ceremonies ▶ Crafts and Storytelling ▶ Games
- ▶ Music ▶ Outdoors ▶ Sample Programs

This chapter is designed to help colony Scouters build and present a good program. It contains basic information and steps to get you going right away.

Whenever you feel ready to move on, refer to other chapters of this handbook for more details on program planning, meetings and ceremonies, and program ideas. Check the table of contents or the index for specific references.

PROGRAM BUILDING

(Refer to Program Standards in Chapter 3)



Programming Steps

Leaders must provide an active Program to meet the needs of today's youth. Four basic steps to programming exist (described below, and shown on the accompanying chart).

1. Program Start

Programs stem from two main sources: the expressed interests of the children, and their developmental needs. Meet routinely with youth members to seek their input on proposed activities. Children will enjoy programs more that reflect their personal interests. You can solicit input through any number of ways: individual feedback, from lodges or the whole colony at once.

Your Beaver's feedback will give you a list of possible activities which include themes, events and special activities. Now you must turn this list into fun and interesting programs.

2. Program Development

Scouting's Principles, Practices and Methods guide program development. These practices already form part of section programs. The concept of "learn by doing," however, ties directly to the program elements. Program elements are the means by which children learn in a play environment. Therefore, activity ideas are worked through the elements, which in turn creates a program. The elements are where the "fun" is in the program.

Most Beaver activities consist of one or more of the seven program elements:

- ▶ Games
- ▶ Crafts
- ▶ Music
- ▶ Storytelling
- ▶ Playacting
- ▶ Spiritual fellowship
- ▶ Outdoors



Later chapters will deal with each of these elements, and provide how-to's and activity ideas.

Games encourage fitness and teach fair play, cooperation and learning the value of rules. They also teach skills. Most important, games are fun.

Crafts encourage a Beaver's creativity; after making something, they lead to a sense of accomplishment.

Music teaches rhythm and movement. Everyone contributes to the sound, and shares the emotions the song releases.

Storytelling kindles youth imagination. It helps Beavers join the adventures of real or fictional characters. Stories help convey a better understanding of values such as honesty, loyalty, caring for others and loving God.

Playacting gives Beavers a chance to role play and imagine they are someone else. It also encourages confidence, making public speaking easier.

Spiritual fellowship provides time to introduce and reinforce important value lessons. These values can be highlighted in other activities, such as community service, outdoors, and lodge teamwork.

The Outdoors encourages adventure, new experiences, challenge, self-reliance and learning about our relationship with nature. Being outdoors can also help draw us closer to God.



Programming Steps

Program Start

Child interest

Section Program Goals
(Child Development Needs)

Program Ideas, Themes, Events, Section Achievement Activities

Program Development

Program Elements

Games ▶ Crafts ▶ Music ▶ Storytelling ▶ Playacting ▶ Spiritual Fellowship ▶ Outdoors

Program Delivery

A variety of structured activities which are fun, age-appropriate and that satisfy child interests and developmental needs within a given time frame

Program Evaluation

Activity success is measured against meeting child interests and developmental needs for the age group and achieving the Program Standards provided.

JUMPSTART For Beavers

Have you heard about JUMPSTART? JUMPSTART packages are a month's worth of program material based on a theme. With an easy to follow outline, and all the resources described, a new (or experienced) leader can pick it up and be ready for their next meeting. Find JUMPSTART packages at your local Scout Shop and special themes on the scouts.ca website.



3. Program Delivery

The first part of program delivery involves planning out how and when activities will be done. Plans cover a single meeting, several months and the whole year in detail. (See Chapter 10 for details.)

The second part of program delivery involves actually running a variety of fun, age-appropriate activities that satisfy child interests and developmental needs within the given time frame. Flexibility in program delivery helps accommodate unforeseen concerns or new activity opportunities.

4. Program Evaluation

The final step deals with evaluating whether the activities were successful. Measure success by asking if the children's expressed interests were met, as well as the program goals. When making future plans or changes consider program effectiveness, cost efficiency and delivery effort.

PROGRAMMING STEPS SUMMARY

- | | |
|----------------------------------|------------------------|
| 1. Program Start | 2. Program Development |
| <i>Child Interests</i> | 3. Program Delivery |
| <i>Section Program Goals</i> | 4. Program Evaluation |
| <i>(Child Development Needs)</i> | |

PROGRAMMING TIPS

Plan Your Work/Work Your Plan

It's important for all leaders to be involved in planning programs, and each to have a definite part to play in the colony meetings.

- ▶ Plan monthly themes from September to June
- ▶ Plan six months in outline
- ▶ Plan three months in detail
- ▶ Put the plan on paper
- ▶ Keep parents and group/section committee informed.

Get 60 minutes out of every hour.

- ▶ Have a gathering activity which all Beavers can join as soon as they enter the pond
- ▶ Start on time (i.e. opening ceremony at 6:30 p.m. sharp if you meet at 6:30 p.m.)
- ▶ Use games to keep Beavers busy and active
- ▶ Keep things moving so there's no lag between program items
- ▶ Keep games short; five minutes is long enough
- ▶ Fun is important.

Atmosphere

Make the pond and the program distinctive, unusual and magical through:

- ▶ Terminology (use leaders' Beaver names)
- ▶ Opening and closing ceremonies
- ▶ Stories, crafts, excitement.

Discipline

- ▶ Keep things happy, fair and consistent
- ▶ Use the Beaver hand sign to signal for quiet (one arm straight up with Beaver salute)
- ▶ Speak in a quiet firm voice
- ▶ Keep the program moving
- ▶ Be aware that uniform and ceremonies help provide a sense of belonging
- ▶ Control games well; explain rules fully
- ▶ Change activities fairly often; include changes from noisy to quiet games, mental to physical activities, and change work activities to play activities.
- ▶ Variety is vital for Beavers.
- ▶ Remember, Beaver-aged children (especially Brown Tails) have short attention spans.

See Chapter 2, Duty of Care, and Chapter 6 for more information on discipline.

Final Tips

- ▶ KISMIF (Keep It Simple, Make It Fun.)
- ▶ To progress, you need to do both short and long-term planning
- ▶ Use resource people, parents and others
- ▶ Use games as a teaching method
- ▶ Plan for the equipment you need to use
- ▶ Evaluate. Learn from your mistakes as well as your successes. Take time after each meeting to evaluate your program. What things went well? What needs improvement?
- ▶ Experiment with new ideas. Make the best possible use of community resources.

For more detail about planning, see Chapter 10.

PROGRAM IDEAS

Generating Program Ideas

You can generate program ideas in a number of ways. The purpose is to stimulate, inspire and expand your thinking.

Brainstorming is the most commonly used idea generator. Ask all colony members to suggest ideas, and write them down on a blackboard or flip chart. Give yourself a time limit, say five minutes. The secret of brainstorming is to avoid any judgment and discussion of the ideas. Strive, in this first step, for quantity rather than quality. In the next step, analyse, combine, split and generally play with the ideas to come up with program ideas you can use.

Themes

By combining a Beaver idea or theme (like "fur animals") with games, crafts, stories, songs and outings, you can generate ideas for a number of activities.



A B C D E F

Alphabet Brainstorming System

When you use this brainstorming method, simply run through the alphabet and list program ideas which begin with each letter. Or, you can take a key word for a program and go through the alphabet to develop ideas in rhyming variations of the word.

Turn The Page System

Use any current magazine or newspaper and turn the pages slowly, looking at each page to see if something on it will start ideas flowing.

Ask The Beavers

One of the best ways to develop a program which will be exciting to children is to incorporate their ideas.

Encourage your Beavers to talk things over in colony meetings. Beaver activities and programs must appeal to the children. Adjust your format to meet the needs of each age group. You might spend part, or all, of your meetings in tail groups (Brown, Blue, White Tails). In this way, you can include the interests of each age group, which is very significant if older children have been in the colony for more than a year. If the ideas come from the Beavers, you can be sure the program will interest them.

Relate an idea to the goals and elements of the Beaver program, and then build the activities from there.

Initially, a Beaver's world consists of his or her home and those of his or her neighbours. Gradually it expands to include the local community. Because it's important to introduce Beavers to their local communities, it's vital to view program ideas in this context.

Try new things which fit into Beaver program concepts, and then share them with others.

Here are some ideas to help stimulate your imagination. By themselves, the ideas are only words, but with your imagination, they can lead to some exciting fun programs. Remember that an idea must meet the needs of the Beavers to be effective.



Rides

Bus, Tricycle, Hay wagon, Row boat, Street car, Subway, Pony, Boat, Go-cart, Sleigh, Train.

Tours

Supermarket, Bakery, Farmer's market, High school, Farm, Ranch, Cookie factory, Drugstore, Service station, Dairy, Library, Zoo, Meat market, Scout office, Fire hall, Scout Camp, Hardware store, Museum.

People At Work

Firefighter, Letter carrier, Baker, Soldier, Pottery maker, Stewardess, Conductor, Policeman, Carpenter, Plumber, Sailor, Mechanic, Chief, Alderman, Mountie, Customs officer, Bricklayer, Road maker, Pilot, Miner, M.P., Senator, Railway engineer, Sports coach, Scout executive, Make-up man, Dentist, Farmer, Clown, Chef/cook, Athlete, Reporter, Cowboy, Doctor, Actor/T.V. person, Photographer, Fisherman, Pharmacist.

Machines

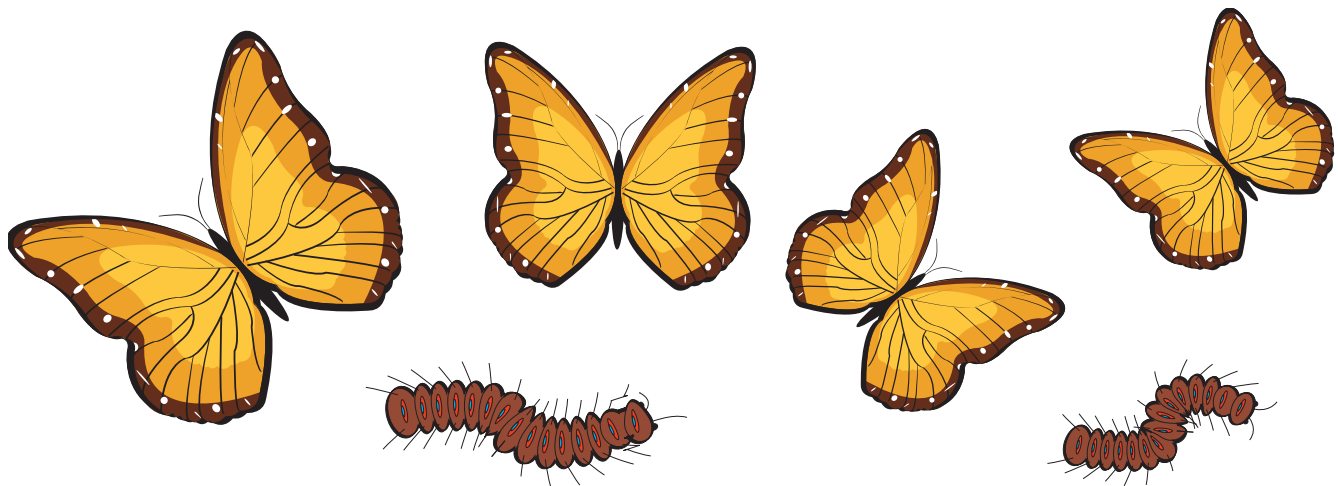
Telephone, Radio, Can opener, Appliances, Printing press, Sail boat, Adding machine, Tractor, Camera, Telescope, Automobile, Airplane, Tractor trailer, Bulldozer, Computer, Typewriter, Microscope, Hovercraft, Ocean liner.

Projects

Beaver pond, Other lands, Get-well cards, Rhythm band, Setting a table, Friendship, Water-safety rules, Money, Making cookies, Murals, Historical sites, Pollution, Growth chart, Being lost, Simple experiments, Bike safety, Different foods, Emergency, Sharing a cookie, UNICEF, Magic.

Nature

Seasons, Ponds, Rivers, Parks, Flowers, Grain, Rocks, Winter, Animal sounds, Lake/oceans, Trees, Sand, Minerals, Marshes, Streams, Seashore, Pasture, Grass, Weather, Fossils, Earth, Pets, Light, Thunder, Insects, Leaves, Baby animals, Birds, Sunsets, Air, Lightning, Flowers, Pine cones, Fish, Scavenger hunt, Sunrise, Wind, Stars, Ice, Life cycle, Snow, Trails, Reptiles.



Special Days

Halloween, Thanksgiving, Valentine's Day, Christmas, Hanukkah, St. Patrick's Day, 'Id-al-filtr, Mother's and Father's Day, Environment Day, Mardi Gras, Carnival, Leap Year (for more on Canada's special days, see the book by Caroline Parry, *"Let's Celebrate Canada's Special Days"*).

Other Ideas

Hats, Sources of light, Gardens, Band, Mother Goose, Heat, Stone age night, Power, Telling time, Circus, Knowing your body, Fairy tales, Looking after pets, Whistling, Western night, Posture, Polishing shoes, Jigsaw puzzles, Introducing people, Bringing a toy and sharing, Orchestra, Tying shoes, Indoor garden, Acting out a story (lodge or tail groups), Cleaning up, Dinosaurs, Space.

Questions to Evaluate Your Program

- ▶ Are you using all of the program goals and the seven program elements?
- ▶ Are you over-stressing some parts, and ignoring others?
- ▶ Is every Beaver in the colony having an opportunity to experience personal growth?
- ▶ Are the programs fast-moving and diversified?
- ▶ Is cooperation the focus of all activities, rather than competition?
- ▶ Are you successful in working towards the Program Standards?

PROGRAM OUTLINE FOR COLONY MEETINGS

Give your meetings an orderly beginning and ending. Include as the meat of your program all kinds of exciting and interesting activities which cover the full spectrum of program elements. Be prepared to change program activities to fit the mood and situations as they develop.

Each colony meeting usually contains these components.

Minutes:

- 10 Gathering activity
- 5 Opening ceremony, Feed the Beaver, Attendance
- 10 Active game or activity, Quiet game or activity
- 20 Theme activity – craft, playacting, outdoors
Instruction period, if required.
- 10 Lodge meeting
- 10 Songs/story
- 5 Spiritual fellowship
- 5 Closing ceremony
- 15 Leader discussion time

At the end of this chapter you'll find some sample programs for a new colony that will show how the components fit together. But first, here's some information on each of them.

GATHERING ACTIVITIES

This is a pre-meeting activity Beavers can join in as they arrive for the meeting until everyone is present. Beavers love to play together, and gathering is like a warm-up exercise. When you use a brief quiet game or action song as a gathering activity, you catch their attention and bring them together in one place. Then you can easily take a head count. It's also a good time to exchange dues for wood chips if this is how your colony feeds the Beaver.

- ▶ Call Beavers together for the activity
- ▶ Exchange wood chips
- ▶ Play a game or sing a song
- ▶ Call for dam formation.

Remember, you want to get attention and gather Beavers. Avoid activities which scatter and excite the children.

CEREMONIES

Ceremonies form an important part of any program because they highlight colony unity, change in activities and time. The ceremonies we describe here are those you will need to know about and make use of right away. For more information on specific ceremonies and ceremonies in general, see Chapter 12.

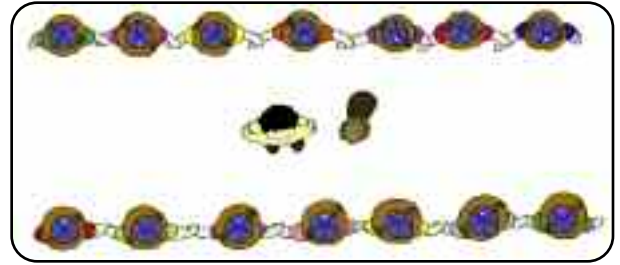
Opening Ceremony (Tail Slap)

The opening Tail Slap is conducted by any invested leader at the beginning of every meeting. All other leaders and Keeo join the Beavers in the ceremony.

To an outsider, the Tail Slap may not mean much, but it gives Beavers an opportunity to let off steam in a controlled manner. They take it most seriously, and enter into it with their whole heart and lungs. It's a way for them to express their joy in being alive and their enjoyment of being Beavers. It's also a tangible start to the meeting's activities.



All Kits and Eager Beavers take part in the opening ceremony. To start the ceremony, a leader stands in the middle of the pond next to Big Brown Beaver and calls, "River Banks." At this command, the Beavers form two wavy lines (river formation) – one line on each side of the hall – and face inward, holding hands.



The leader then calls out, "Build the dam." At this command, the Beavers go into dam formation by closing the ends of each bank to make a dam across the river which encloses Big Brown Beaver and the leader in the middle.



The leader stretches out her arms sideways, and then lowers them. At this signal, all Beavers take the chopping position: feet on floor and body in crouching position, with elbows touching knees, forearms straight up and both hands in Beaver Sign (position representing paws on tree trunks).

When the Beavers are in the chopping position, the leader asks, "Who are you and what do you do?"

As loudly as they can, the Beavers reply: "Beavers, Beavers, Beavers, Sharing, Sharing, Sharing."

Immediately after this, in unison, the Beavers call, "Ooo-oo-OO!", starting quietly and building ever louder. At maximum volume Beavers leap up to do a Tail Slap (clap hands behind back). What they're imitating is the swishing sound of the water as the beavers swim from the bottom of the pond to break the surface.

Feeding The Beaver

This ceremony accomplishes the collection of the Beavers' dues, which can be done at each meeting. Beavers bring "food for the Beaver" (their dues) into the dam to feed Big Brown Beaver by putting the food either into a slot in Big Brown Beaver or into a dish in front of him.

You can collect dues in many different ways. Some groups collect them as the children come in the door and hand out, in exchange, small logs or wood chips which they can feed to the Beaver. Other groups have each child leave the dam to come into the centre to put his dues into Big Brown Beaver.

Give all children an opportunity to feed the Beaver. If one of them has forgotten his dues, this child should still go up to pat the beaver. Take attendance at this time.

Closing Ceremony (Lodging)

Any invested leader may conduct this ceremony, and all other leaders join the Beavers during the ceremony.

The ceremony marks the conclusion of every meeting, and all Kits and Eager Beavers take part.

As in the opening ceremony, the closing ceremony begins with the leader standing in the centre of the hall next to Big Brown Beaver and calling out, "River Banks," followed by, "Build the dam," so that the Beavers end in dam formation.

The leader then calls out, "Lodge." At this command, all sink slowly to the floor into the Beaver position (seated cross-legged). As the Beavers go down, they say the sleepy sound "Sh, sh, sh, sh, sh, sh," until all Beavers are sitting cross-legged on the floor. The leader then claps her hands once and all "sh-ing" ceases. Softly, Beavers call out, "Sleeping, Sleeping, Sleeping."

The leader raises an arm above the head and Beavers follow the action. With the palms of their hands, both leader and Beavers make one resounding slap on the floor in front of themselves.

The leader calls out, "Good night and busy building tomorrow."

The Beavers reply, "Good Night, (name of the leader who is conducting the ceremony)."



CRAFTS AND STORYTELLING

Imagination thrives throughout the Beaver age range, and one of the primary roles of Beaver leaders is to provide crafts and stories which nurture a child's creative mind. Puppetry, skits and drama are all marvellous ways to tap their vivid imaginations (see Chapter 14 for more on crafts and creative expression).

Try to make crafts simple yet interesting to each child in the tail groupings. Encourage Beavers to work together, but at the same time, allow individual expression to surface.

These are some basic materials you can supply to each lodge, or store collectively for the whole colony.

- ▶ Construction paper (all colours)
- ▶ Three or four pairs of blunt-end scissors
- ▶ Scotch and masking tape
- ▶ White and clear glue
- ▶ Anything else you may find useful
- ▶ Paint brushes for water colours
- ▶ Felt (all colours)
- ▶ Scrap magazines for pictures
- ▶ Scrap cloth, beads, wool, etc.
- ▶ Water paint, non-toxic (basic colours; red, blue and yellow; black and white)

Use *Friends of the Forest* for storytelling. Each chapter has an important message for the colony. Invite Beavers to tell their own stories at storytime, but keep them short. Remember, you only have about one hour for your total program.

Give Beavers an opportunity to act out stories. Keep a well-stocked dress-up box of used, discarded clothing. When they take on character roles, give Beavers a chance to act out who they'd like to be and what they'd like to do.



GAMES

Games are essential to the full development of children. To grow and be happy, they need to create fun through games. As they do, they also learn to communicate and interact with others in a meaningful way.

Appropriate games for Beavers stress cooperation, rather than individual competition. In other words, a group of children playing must cooperate with each other in order to play the game; cooperation helps the group as a whole. What is important about the game is that the child has learned to cooperate while having fun.

A child plays a game for the fun and experience of playing, not for the sake of winning.

The outcome of a game is less significant than the fact a child has participated to the Beaver's fullest, and has really tasted enjoyment. Each time the child plays a game, the Beaver tries to play it better. If you stress these elements of game-playing with Beavers, they'll gain more from the games they play because they're not caught up in inter-personal competition.

Octopus

Start with an "octopus" of one or two people. Explain to the Beavers that an octopus is on the loose. If the octopus tags you, you become part of it (hold onto its hands). The octopus gets bigger and bigger as Beavers are tagged until the last child is tagged and everyone enjoys being part of a now gigantic octopus.



Password

The Beavers sit in a circle. The first child whispers a sentence to the Beaver sitting beside him or her (e.g. "It's a nice day if it doesn't rain"). The second Beaver passes the message on to the next Beaver, and so on around the circle. The fun comes when the last child in the circle repeats out loud the message heard.

Name Ball

Through this simple game, Beavers can learn the names of all the children around the group. Give one child a ball, and tell players to form a circle. The Beaver with the ball calls out another child's name, and gently throws the ball to him or her. When the child catches it, he or she calls out another name, and the game continues. Once things are going smoothly, add another ball or two for greater excitement.

Beaver Ball

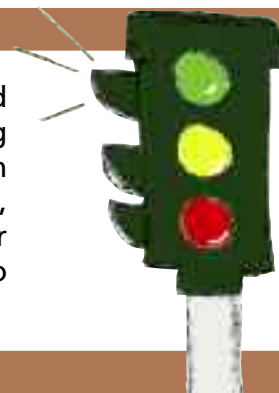
This circular form of dodge ball involves continuous play; no player is knocked out of the game. Beavers form a circle with one lodge or tail group in the centre. Those in the circle throw a soft volleyball to try to hit the Beavers inside, but only below the waist. When hit, a Beaver in the centre exchanges places in the circle of throwers with the Beaver who threw the ball.

Big Beaver Says

This game is a variation of the old favourite "Simon Says." One person leads the action, while the others follow only when the leader starts the command with "Big Beaver Says." Beavers take turns being leader; those who make mistakes remain in the game. This game is not a contest.

Red Light, Green Light

In this age-old favourite game, all but one of the Beavers are at one end of the pond, while the single person stands at the opposite end, playing the leader. Facing the wall away from the others, the leader yells, "Green Light." Players begin to move towards the leader until the Beaver shouts, "Red Light!" and whirls around to face them. If the leader spots a player moving, that player must return to the start line. Change leaders often so all Beavers get a turn.



Jaws

In the centre of the pond, one or two Beavers stand on their knees with arms outstretched as "Jaws." The other players swim (run) back and forth across the pond. As they do, the Jaws try to tag them. Tagged swimmers join the Jaws in the centre of the pond so that, near the end of the game, there are many Jaws just waiting to bite the few remaining swimmers. This generates lots of excitement.

Farmyard

Give each Beaver an animal name to keep secret from other players. Allot the same animal name to two Beavers so everyone has a secret partner. Players form a large circle. On a signal, each Beaver makes his or her animal's noise and tries to find his partner. When pairs find each other, they sit down together.

Find the Leader

Beavers sit cross-legged in a circle. Choose one to play the detective and ask the child to leave the room. When this child is gone, choose a Beaver in the circle as the leader. The leader starts an action (e.g. clapping hands on knee), and all the others follow. Call back the detective and give the Beaver three chances to locate the leader, while the leader occasionally changes actions

(e.g. slaps floor, claps hands over head, taps chest); all the others carefully try to imitate the leader. Make sure everyone knows who the leader is, and warn Beavers not to look directly at the child. Change actions and detectives often.

Hug Tag

This friendly form of tag is a good “icebreaker.” The only way a player can be safe from the tagger is to hug someone; it’s not surprising to see a few giant hugs as the game proceeds.

Charade Tag

In two groups, Beavers stand facing one another in the centre of the pond. The wall behind each group is their home base. One group begins the game in a huddle to choose an animal or profession they will pantomime for the others. When they decide, they return to face the opposite team and then the fun begins. They act out their character while their opponents yell out what they think the team is doing. If they guess correctly, the actors yell, “Right!” and race for their home base while the other team tries to tag them. Tagged Beavers join the opposing team, which in turn forms a huddle to start a new round.

Lap Sit

Here’s a great way to get a large group cooperating in a fun way. Beavers and adults form a tight shoulder-to-shoulder circle. When everyone is ready, ask all players to face either left or right. Then, they slowly and simultaneously try to sit on the knees of the person behind them. It doesn’t matter if they do it successfully or not because it’s the trying that produces the giggles. If they’re successful, everyone tries to waddle forward.

Poor Kitty

All but one Beaver who is “Poor Kitty” sit around in a circle. On all fours, Poor Kitty proceeds around the circle from Beaver to Beaver, then selects a victim and pleadingly says, “Meow, Meow.” The victim must pat Kitty on the head and say, “Poor Kitty, Poor Kitty” without cracking a smile. If the child succumbs to even the slightest upward twitch of the mouth, the Beaver takes the place of the Kitty and the game continues.

Crabwalk Soccer

Great fun indoors or out, this game equalizes abilities because everyone must kick the ball while in the crab position. It slows down the action, but speeds up the laughter.

Sleeper

Sleeper is a great game during the early stages of friendship; it’s lots of fun. The object is to shake hands and introduce yourself to as many people as possible without being put to sleep. Before the action begins, a leader chooses the Sleeper(s). They do their “sandman” trick by tapping a victim’s palm with a finger during the handshake. Tell victims to delay a few seconds before falling asleep. Those who are still awake try to guess the identity of the Sleeper. Those who guess wrong lie down and immediately go to sleep, too.



Balloon Breaking

Insert pieces of paper inside balloons with instructions (e.g. be an elf, be a hopping rabbit, sing a chorus of "Mary Had a Little Lamb"). The Beavers in a circle pass the balloon around until a leader calls "Stop!" The Beaver holding the balloon breaks it by sitting down on the balloon, and carries out the instruction inside. Keo can help Beavers who have trouble reading.

Beaver Pond 1

Print four large signs reading "Dam," "Lodge," "Cottage," "Woods," and tape them to the walls of the pond – one on each wall. When a leader calls out one of the names, your Beavers run to the corresponding wall. When the leader calls "Pond!", everyone dives into the centre of the room (pond). The last Beaver down becomes the caller for the next round.

Beaver Pond 2

Beavers sit in the middle of the room and imagine that they're in a big lodge. The leader yells out, "There's a leak in the front of the lodge!" and Beavers race to the front of the room to fix the leak by pretending to hammer something over it. The leader then may yell, "There's a leak in the back of the lodge!" and the action continues, with the location of the leak changing each time. This is a good game if your Beavers need to run off some energy.

Train Game

Make a circle of outward-facing chairs, but have one chair less than the number of players. The Beaver without a chair is the engineer and runs around the circle, tapping other Beavers on the shoulder randomly. When tapped, Beavers join the train, and the engineer continues until all children are up. Then a leader calls out: "Slow Train" (walk slowly); "Fast Train" (run); "Reverse" (walk backwards); "Tunnel" (crouch run); "Station" (sit on chairs). The Beaver left standing becomes the new engineer.

MUSIC

Happy songs, sad songs, quiet songs, loud songs: it's fun to sing. Music can express a mood, release emotion or bring a group closer together, all of which are important in a colony of Beavers.

In Beavering, music is used to:

- ▶ Develop music appreciation
- ▶ Teach simple songs
- ▶ Develop rhythm sense
- ▶ Encourage group activity
- ▶ Stimulate imagination, and motivate activity.

For greatest success, choose music which is simple, appropriate, varied, adaptable and repetitive. Here are some to get you started.



I Hear Thunder

(Frere Jacques)

I hear thunder, I hear thunder,
(Slap hands on "thunder")
Hark, don't you? Hark, don't you?
(Hold hand cupped to ear on "hark")

Pitter patter rain drops,
pitter patter rain drops,
(Slap thighs)
I'm wet through, so are you.
(Shake like a wet puppy)

B-I-N-G-O

Farmer Brown had a dog
and BINGO was his name (Repeat)
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O
and Bingo was his name,
B-I-N-G-clap, B-I-N-G-clap, B-I-N-G-clap,
and BINGO was his name.

*(Repeat each time replacing one
letter with a clap.)*

Head And Shoulders, Knees And Toes

Head and shoulders, knees and toes,
Knees and toes, knees and toes.
Head and shoulders, knees and toes,
Eyes, ears, mouth and nose.

*(As they sing, Beavers touch the part of the
body mentioned. With each round, drop one
word, but continue the action until, finally,
everyone is doing the actions without words.
Repeat three times, getting faster each time.)*

I'm A Little Beaver *(I'm a Little Teapot)*

I'm a little Beaver, short and stout,
Here is my tail and here is my snout,
When you pull my tail, you'll hear me shout,
Hey, I'm a Beaver short and stout.

I Like Bananas

I like bananas, monkey nuts and grapes,
I like bananas, monkey nuts and grapes,
I like bananas, monkey nuts and grapes,
That's why they call me "Tarzan of the Apes."

If You're Happy And You Know it

If you're happy and you know it,
Clap your hands. (2X)
If you're happy and you know it,
Then your face has got to show it,
If you're happy and you know it,
Clap your hands.

If you're happy and you know it,
blink your eyes...

If you're happy and you know it,
stamp your feet...

If you're happy and you know it,
wiggle your arms...

If you're happy and you know it,
shout hooray...

If you're happy and you know it,
do all five...

THE OUTDOORS

Outings form an essential part of all Scouting's programs. There's a growing need to provide youngsters with opportunities to experience, explore and develop an awareness of the natural wonders of this world. The increasing impact of hurried schedules, television and lack of opportunity to explore means that children will miss discovering nature.

The objective of participation in camping and outdoor activities is to help individuals develop:

- Interdependence with others and the environment
- Physical growth and co-ordination
- Practical skills
- Utilization of personal resourcefulness
- Awareness and appreciation of the natural environment through exploration and understanding

Take advantage of every opportunity to re-establish relationships between Beavers and the natural world. You'll find more ideas and information on nature in Chapter 15, and on planning for outings and camping in Chapter 17. Refer to *Scouts Canada's Camping & Outdoor Activities, Section 10000 in B.P.&P.* — available at www.scouts.ca for details on planning an outing.

Picnics and Hikes

Don't make picnics and hikes into major events. With planning, you can have a picnic or hike on a regular meeting night, or an afternoon or weekend. Take a leisurely walk through a park or conservation area or to a beaver pond; add in a few games, a nature treasure hunt, a picnic meal, a sing-song and a story about wildlife.

Outdoor Games

When you move outdoors for a regular meeting night, you can have a more active program. The open spaces and natural surroundings permit you to try a far greater variety of games and other activities than an indoor setting can accommodate.

Outdoor winter fun

Hikes, sleigh rides, tobogganing, skating and snowman building can be great fun, particularly when followed by a wiener roast and hot chocolate. It's important to pay special attention to proper clothing and other preparations.

SAMPLE PROGRAMS

Following are six sample programs designed for new leaders with an all-new colony. Set out in a step-by-step manner, they are a way to approach the first six weeks of the Beavering year. These samples show only one way you might run your meetings. Vary them to suit your own needs. Seek advice and guidance from other Beaver leaders or your Service Scouter.

All of the suggested games and songs are found on previous pages in this chapter.

Chapter 9 contains a set of sample programs from Scouts Canada's JUMPSTART resource packages. It provides a standardized set of meeting plans that can be quickly adapted to other themes.

FIRST MEETING

Time	Program Item (<i>Registration Night</i>)	Scouter responsible
6:30 p.m.	<p>Opening</p> <p>A member of the leadership team or group committee welcomes children and parents; this person informs the gathering that there will be a double agenda: games for children, and an information session for parents, followed by refreshments.</p>	
6:40 p.m.	<p>Parents' Meeting</p> <p>A leader or group committee person introduces the leadership team and provides basic information about the Beaver program. Hand out an information sheet containing:</p> <ul style="list-style-type: none">▶ Leaders' names, addresses and phone numbers; meeting place and time;▶ Description of Beaver uniforms and where to buy (if group has its own scarf, parents do not have to buy it);▶ Fees (weekly dues, yearly membership, special events);▶ Expected parental involvement in colony operation and discipline. <p>Include a copy of the <i>Beaver Parent's Guide</i> (found at www.scouts.ca).</p> <p>A leader can then explain the process of how a child joins the colony, the investiture ceremony, tail groups and terminology. Refer parents to the Scouts Canada web site where they can find the Colony program standards if they are interested. Answer any questions parents may have at this time.</p>	
6:40 p.m.	<p>Beaver's Meeting</p> <p>The rest of the leadership team introduces the children to one another and answers any questions they might have. Give a short explanation of the program and describe simple rules of order. Find out what things your Beavers like to do, and use this for program theme building. Spend time playing games like Beaver Pond, Password, Name Ball or Beaver Ball. Take time to build a simple craft so your Beavers can take something home.</p> <p>Sing a song or two to vary the pace of activities. Songs the children may know might include "B-I-N-G-O," or "If You're Happy and You Know It."</p>	
7:15 p.m.	<p>When their meeting ends, have parents rejoin children in the large meeting room for refreshments. Leaders and group committee members may circulate, meet all parents and answer further questions. A group committee member or a leader can register the children by completing the registration forms. Always give receipts. Physical Fitness Certificates should be completed and returned by parents to complete the registration process.</p>	
7:30 p.m.	<p>A leader closes the meeting with words of appreciation for those who came, gives announcements about the next meeting, and says "Goodnight, and busy building tomorrow."</p> <p>Note: Hold a leaders' meeting before the next colony meeting and:</p> <ol style="list-style-type: none">a) Discuss how this meeting went: its strong points and weak points, and what you can do to improve.	



- b) Discuss the program for the next two meetings, and identify who is looking after various assignments for those meetings.
- c) Divide the children into tail groups and lodges. Distribute tail groups as evenly as possible within the lodges.
- d) Obtain necessary equipment for next meeting.
- e) It's sometimes easier to hold a separate parent's night so leaders and group committee members can talk with all the parents without the pressure of looking after Beaver needs.

SECOND MEETING

Time	Program Item	Scouter responsible
6:30 p.m.	Greet the Beavers and give them name tags as they arrive. Collect dues.	
6:35 p.m.	Game: Big Beaver says (Simon Says).	
6:40 p.m.	Have Beavers form a circle and explain the concept of a Beaver dam. Teach the formations of River Banks and Building the dam. Introduce the idea of "Kits."	
6:50 p.m.	Game: Beaver Pond.	
6:55 p.m.	Story: tell or read Chapter 1 of Friends of the Forest; name leaders.	
7:10 p.m.	Explain Motto, Promise and Law.	
7:20 p.m.	Assign Beavers to lodge leaders. Form into lodges and help Beavers choose lodge patches. Explain lodges.	
7:35 p.m.	Song: "Head and Shoulders, Knees and Toes"	
7:40 p.m.	Closing: River Banks and Dam Formation	
7:45 p.m.	"Good night and busy building tomorrow."	

Note: Hold a team meeting before your next colony meeting to:

- a) Discuss how this meeting went.
- b) Review the program for the next two weeks and decide who is responsible for looking after various tasks.
- c) Prepare tail patterns.

THIRD MEETING

Time	Program Item	Scouter responsible
6:30 p.m.	Greet Beavers and exchange dues for wood chips. Gathering game: Red Light, Green Light	
6:35 p.m.	Opening Ceremony Practise feeding the Beaver.	
6:40 p.m.	Song: "I'm a Little Beaver"	
6:45 p.m.	Game: Jaws	
6:50 p.m.	Story: Tell or read Chapter 2 and 3 of <i>Friends of the Forest</i> .	
7:00 p.m.	Make tails or present them. Younger Beavers may need assistance to sew them on; perhaps older Beavers can help.	
7:15 p.m.	Practise Motto, Promise and Law, and discuss them.	
7:25 p.m.	Tail ceremony	
7:35 p.m.	Closing: explain and practise the closing ceremony.	
7:45 p.m.	Announcements "Good night and busy building tomorrow."	

Note: Hold a leaders' meeting before the next colony meeting and:

- a) Ask how this meeting went.
- b) Practise the investiture ceremony as explained in Chapter 12 of this handbook; decide who will take on necessary tasks.
- c) Collect equipment the youth will need to create invitations; prepare an invitation card sample.
- d) Talk about Keo. Have you talked to the Cub leaders about selecting one yet?



FOURTH MEETING

Time	Program Item	Scouter responsible
6:30 p.m.	Greet Beavers and exchange dues for wood chips. Gathering game: Find the Leader.	
6:35 p.m.	Opening ceremony Feed the Beaver	
6:45 p.m.	Songs: "I'm a Little Beaver" and "Head and Shoulders." (Beavers can sing these songs for parents at investiture).	
6:50 p.m.	Game: Hug Tag	
7:00 p.m.	Story: Tell or read Chapter 4 of <i>Friends of the Forest</i> . Introduce your colony's Keeo.	
7:15 p.m.	In lodges, prepare invitation cards for the investiture at your next meeting. Practise Motto, Promise and Law.	
7:30 p.m.	Practise closing ceremony.	
7:40 p.m.	Closing: discuss investiture	
7:45 p.m.	"Good night and busy building tomorrow."	

Note: At your colony leader meeting before the next colony meeting:

- a) Discuss the program, reviewing its strong and weak points.
- b) Talk about the program for the next two weeks, and identify who is responsible for various assignments.
- c) Discuss special arrangements for investiture:
 - ▶ Permission to use a second room and/or kitchen facilities
 - ▶ Recruit parent volunteers to prepare refreshments
 - ▶ Obtain scarves, woggles
 - ▶ Invitations to sponsor/partner, group committee, other section leaders in group, photographer. Parents already have invitations.
- d) Review the investiture plans and schedule.

FIFTH MEETING (Investiture Meeting)

Time	Program Item	Scouter responsible
6:30 p.m.	Greet Beavers and parents. Collect dues Gathering game: Beaver Ball	
6:35 p.m.	Opening ceremony Feed the Beaver Welcome parents, group committee reps, and sponsor/partner reps.	
6:40 p.m.	Conduct investiture of new leaders (by invested leaders).	
6:50 p.m.	Tell or read Chapter 5 of <i>Friends of the Forest</i> , which talks about sharing.	
7:00 p.m.	Investiture of Kits	
7:15 p.m.	Have everyone join in a lap sit and play one game of Farmyard (to promote colony unity).	
7:25 p.m.	Give parents and Beavers refreshments; let everyone mingle.	
7:35 p.m.	Ask everyone to join the singing for "I'm a Little Beaver" and "Head and Shoulders."	
7:40 p.m.	Closing Ceremony Thanks to all participants for attending Future program plans; switch to a one-hour program, if desired.	
7:45 p.m.	"Good night and busy building tomorrow." Note: At the leader meeting: a) Review how the investiture ceremony went, and what changes you would make next year. b) Discuss next week's plans and assignments.	



SIXTH MEETING

Time	Program Item	Scouter responsible
6:30 p.m.	Greet Beavers Gathering Activity: Poor Pussy	
6:35 p.m.	Opening Ceremony Feed the Beaver	
6:45 p.m.	Discuss the type of behaviour you expect from Beavers when you go outside of the pond.	
6:50 p.m.	Outdoor activity Games: Crabwalk Soccer, Sleeper Or, make Beaver boxes from shoe boxes. Beavers can use these to take home crafts or store craft equipment.	
7:20 p.m.	Game: Balloon Break	
7:30 p.m.	Songs: "B-I-N-G-O" and "I like Bananas"	
7:35 p.m.	Closing ceremony. Organize a feedback session with Beavers about their favourite parts of the program so far.	
7:45 p.m.	"Goodnight, and busy building tomorrow."	

Note: At your next leaders' meeting, plan to spend some extra time:

- a) Reviewing your work as a team so far; outline areas you have improved on, as well as areas to focus on next.
- b) Discussing the types of themes you would like to build into the program.
- c) Outlining (roughly) the next two themes you would like to build into the program. Your colony should now be functioning as a fairly well-knit unit.

For more program ideas, see Scouts Canada's *Fun at the Pond* resource book (available at Scout Shops).



SEVENTH MEETING (Code of Conduct)

Time	Program Item	Scouter responsible
6:25 p.m.	The Happy Spider Web	
6:35 p.m.	Opening Ceremony Feed the Beaver	
6:40 p.m.	Blob	
7:00 p.m.	Drawing Co-operation	
7:20 p.m.	Manners Rhyme or Red Poison Darts	
7:35 p.m.	Ballooning / Draining	
7:40 p.m.	Recite Law / promise Prayer – Golden Light Closing Ceremony	
7:45 p.m.	“Goodnight, and busy building tomorrow.”	

Note: Write down the responses and main themes from your Beavers at this meeting and work this into a youth friendly Code of Conduct. at the next meeting review the main themes so your Beavers understand how they helped create their own Code of Conduct and how it applies to everyone in the colony.

Details for these activities can be found in Apendix C: Code of Conduct.



Chapter 9

THEMES AND IDEAS



Elements to Themes ▶ Using Themes ▶ Developing Themes

ELEMENTS TO THEMES



The Beaver program has seven program elements: games, crafts, music, storytelling, playacting, spiritual fellowship and outdoors. Chapters 13 to 17 treat these elements in detail.

Use these elements to create specific theme programs.

Many leadership teams find programming is easier when they use theme ideas. For example, you might use Outer Space as the focus for a series of meetings which includes films, stories, crafts, special guests, a play, space puppets, outdoor games and songs.

In this way, you can give your Beavers new educational information while you help immerse their imaginations in a space environment. Similarly, themes based on seasons, occupations, historical times, safety or the community can become vibrant and exciting, given careful programming.

Theme planning provides direction and a framework upon which you can build an exciting well-rounded program. It also makes a leader's job easier because members of the team can keep an eye open for ideas long before they present the theme to the Beavers.

USING THEMES

One way you can use themes is to set up a colony project in which different tail groups work separately. Each group contributes to the project by doing age-appropriate activities which, when pooled together, complete the total project.

A simple example might involve making posters promoting a western "round up" night. Leaders select or draw pictures; Brown Tails colour them; Blue Tails cut them out; and White Tails compose the posters by pasting the pictures onto bristol board.

You might organize a month's activities around different themes: migration, hibernation, getting ready for winter, fitness (set up a fitness trail and have everyone do five to 10 minutes of exercise at each meeting), senses, or pets (include a visit to the local Humane Society).

Try to ensure that all theme programs are well balanced to include the seven elements. Set up a parent roster that arranges to have one parent at each meeting. It means a great deal to the Beavers, develops parents' interest in the Beaver program, and gives you some extra help.

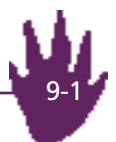


DEVELOPING THEMES

One program planning method many colonies use involves developing an entire colony meeting or series of meetings around a central idea. This doesn't necessarily mean a special festive theme such as Halloween, but almost any other idea you can develop with a little imagination.

Let's look at how to develop a simple idea into a program – the theme idea of food, for example. Sit down with other colony leaders and list as many things related to food as you can think of. Brainstorm. Let the ideas flow without stopping to accept, reject or discuss their merits.

Here's the kind of list you might end up with: candy, macaroni, crackers, nutrition, growing, cooking, beans, beanstalk, golden eggs (can you see a story idea emerging?), peanuts. That's only a short list that one person thought up in a few minutes. You can do much better when you share the experience with others.



The next step involves choosing some of the items from your list, and trying to dream up ways to use them with a group of young Beavers. It's not necessary to consider all of the items on the list, so let's explore a few possibilities.

Candy

How about putting a candy inside each of a number of balloons, blowing them up, tying them in a row on a string and running a relay? Each child runs up to the string, breaks a balloon and keeps the candy inside.

Macaroni

You can string macaroni on strings to make jewellery, and glue it to cardboard to make pictures. Macaroni comes in many shapes and sizes; some of it is even coloured. How about that old song, "On Top of Spaghetti"? What can you do with it in a program?

Beans

You can hide a bag of white beans all over the pond (inside and out), and ask your Beavers to hunt for them. You can even grow beans on blotters, or bake them for a colony outing.

Beanstalk, Golden Eggs

These bring to mind fairy tales you can tell to Beavers, or have them act out in a little play.

Peanuts

Before involving peanuts or any nuts in your program, ensure your Beavers have no allergies. You can organize hunts for peanuts, just like beans. In one region of Canada they're known as "gooflebird eggs." Of course, there's that song that goes on forever: "Found a Peanut."

Now that you have the programming idea, let's pull some of the items together into a colony program. It might look something like this.

1. Gathering Activity: find all the beans
2. Opening Ceremony, Promise, Prayer, Motto, Feed the Beaver
3. Song: "On Top of Spaghetti"
4. Game: candy in balloon relay
5. Craft: create pictures with cardboard, glue and different shapes of macaroni
6. Game: potato on spoon relay
7. Story: Jack and the Beanstalk
8. Start growing beans on blotters and talk about how things grow.
9. Song: "Found a Peanut"
10. Closing Ceremony, Law, Prayer, Announcements, Dismissal



In this program example, you can see we used only a fraction of the list of ideas we developed, and many are left over for another time. In planning programs, it's important to keep in mind Beaver's seven principal elements. Check the sample program against the Beaver Program Standards (Chapter 3). Are the seven elements present in some way? Can we modify it so that they are? It's not essential to have all elements in all programs, but it's important to be aware if one is being forgotten more often than it should be.

As a leadership team, sit down and try putting together a few theme programs of your own. Then, share them with other colony leaders. Successful programming depends on leaders planning creatively in a variety of ways.

In varying stages of development, here are a few more sample programs built around central ideas.

TRANSPORTATION

1. Gathering Activities
2. Opening Ceremony, Promise, Prayer, Motto
3. Feed the Beaver
4. Story: The Little Engine that Could
5. Discuss the story
6. Finger Play: The Engineer



I ride in an engine (*point to self*)
The whistle I blow (*pull cord*)
I do all the things that will make the train go.
"Whoop, Whoop," says the whistle,
"Chug, Chug," says the wheels,
I'm the chief engineer (*point to self*)
Until I'm called for my meal. (*pat chest proudly*)



7. Creative Movement: form a long line; make sounds and movements like a train; zig-zag as if the train was going through the mountains.
8. Craft: make a train engine from milk cartons.
9. Game: Follow the Leader. Form lodges into trains, and have them follow the leader through a tricky maze of obstacles, such as right turns around chairs and under tables.
10. Closing Ceremony, Law, Prayer, Announcements, Dismissal.

SEEDS

Activity

Plant seeds in paper egg cartons. As the plants grow, Beavers can transplant them directly into the ground, egg carton planters and all.

Materials

You'll need: paper egg cartons; seeds of different shapes and sizes; soil; spoon; newspaper; and water.

Discussion

Talk about seeds, growth, nature, and why plants have seeds. Discuss rate of growth, differences in seeds, and perhaps relate this to differences in people. What animals eat seeds? What seeds do we humans eat?

Craft

Make pictures using sunflower seeds, beans and/or peas. Lima beans are good because they're large enough for young Beavers to handle. Make abstract designs or outline simple pictures by gluing seeds on paper.

Fun

Make popcorn and eat it. Do your Beavers know popcorn is a seed which comes from cobs of special corn?



Games

This game is called Nature Names. Sit your Beavers in a circle. Give each the name of a different seed (e.g. a bean, corn, parsley, etc.). Tell a ridiculous, funny story about each of these things. As each Beaver recognizes his or her name, the child jumps up, turns around and sits down again.

Nature

Nature involves all of these: trees, flowers, growing, birds, animals, insects, rain, wind, sunshine, spring, leaves, outdoor sounds, smells, colours, clouds, hikes, bike ride, etc.

Outdoor Safety

Do simple first aid, talk about trail behavior, and what to be careful of when you are outdoors (e.g. drinking water, sunburns).

Flowers

Plant a packet of flower seeds near the pond. Pick roadside wild flowers, and press them.

Trees

Look at buds coming into leaf. Explain the yearly cycle of trees. Keep a chart showing leaf development from small bud through to fallen leaf in autumn. Collect and press leaves in the fall.



Spring

Talk about what happens in nature during spring.

Birds

Hang a bird house near your pond. Identify a few species of birds. Talk about bird migration.

Outdoors

Go on a nature walk in lodges or in tail groups. Visit a beaver pond. Go on a hike or a bike ride.

COMMUNICATION

This theme involves talking, gestures, singing, signalling, flags, animals, birds, insects, smoke signals, radio, computers, television, satellites, e-mail, signs, pictures, drums, and a tail slap.



SOLAR SYSTEM

You might consider focusing one colony project on a solar system theme. Divide it into four sections: space exploration (rockets, satellites, astronauts), the seasons (illustrate with four large styrofoam balls decorated with typical themes of spring, fall, winter and summer), the planets (use styrofoam balls of different sizes painted in different colours to make them as real-looking as possible), and the stars (especially the Big and Little Dippers).

OUR COMMUNITY

This might involve a three-dimensional project on wood. A leader could draw streets and parks on the board, while the Beavers paint them. Beavers then make their own house from cornstarch playdough (easy to colour when dry), (see page 14-2 for recipe) and place them on their own street on the map. The Beavers can construct cars and other buildings (like churches) from paper and bristol board, and make trees and flowers from odds and ends.

SENIOR CITIZENS

Visit a senior citizens' home in your neighbourhood. Have Beavers bring along a game or deck of cards, and entertain the seniors with games, songs and, of course, make homemade cookies. Whether you plan visits just before the winter holidays or at other times of the year, you'll find Beavers, leaders and seniors truly enjoy themselves. Invite a senior citizen to visit the colony to tell a story, show a hobby, or discuss some interesting experiences.

OTHER THEMES AND RELATED ACTIVITIES

Special Days

Do a survey at the beginning of the year of your Beavers' cultural and ethnic backgrounds so you can reflect these in your programs. Some examples of special days you can consider: Thanksgiving, Halloween, Christmas, Hanukkah, Valentine's Day, Mother's Day, Father's Day, St. Patrick's Day, Mardi Gras, Carnival, Leap Year Day, Earth Day, 'Id al-Fitr.

Animals

Animals of field and forest, pets, circus, zoo, farm animals, baby animals

Birds and Bugs

Birds in fall, winter birds, spring birds, bugs



Seasons & Weather

Fall, nature prepares for winter, winter fun, snow, signs of spring, weather, April showers, things that grow, a walk in the forest

"Me"

Parts of the body, the five senses, safety, water safety

Imagination

Nursery rhymes, fairy tales

Other

The universe, time, machines and building construction, transportation, food – grocery stores

Resource

Use the sample JUMPSTART planning sheets to build your own program. Your Scout Shop carries a variety of pre-packaged JUMPSTART themes that are ready to use in your colony.

Check the world wide web for ideas of special days and themes for your Beavers.



Beaver Meeting Schedule: One Month

Theme: _____

Activity	Date: Week One	Date: Week Two	Date: Week Three	Date: Week Four
Gathering Activity 10 mins.				
Opening Ceremony 5 mins.				
Game 10 mins.				
Theme Activity 20 mins.				
Song/Story 10 mins.				
Lodge Meeting 10 mins.				
Spiritual Fellowship 5 mins.				
Closing Ceremony 5 mins.				
Leader Discussion Time 15 mins.				





Beaver Meeting Schedule: One Week

Theme: _____

Date: _____

Time	Activity	Program Details	Leader Responsible
10 mins.	Gathering Activity		
5 mins.	Opening Ceremony	(Details can be found in the <i>Beaver Leader's Handbook</i>)	
10 mins.	Game		
20 mins.	Theme Activity		
10 mins.	Song/Story		
10 mins.	Lodge Meeting		
5 mins.	Spiritual Fellowship	- Recite Law/Promise - Prayer	
5 mins.	Closing Ceremony	(Details can be found in the <i>Beaver Leader's Handbook</i>)	
15 mins.	Leader Discussion Time	Review meeting & discuss next week's plans	
Meeting Notes:			

NOTES

Resource People

Gathering Activity Details

Game Details

Activity Details

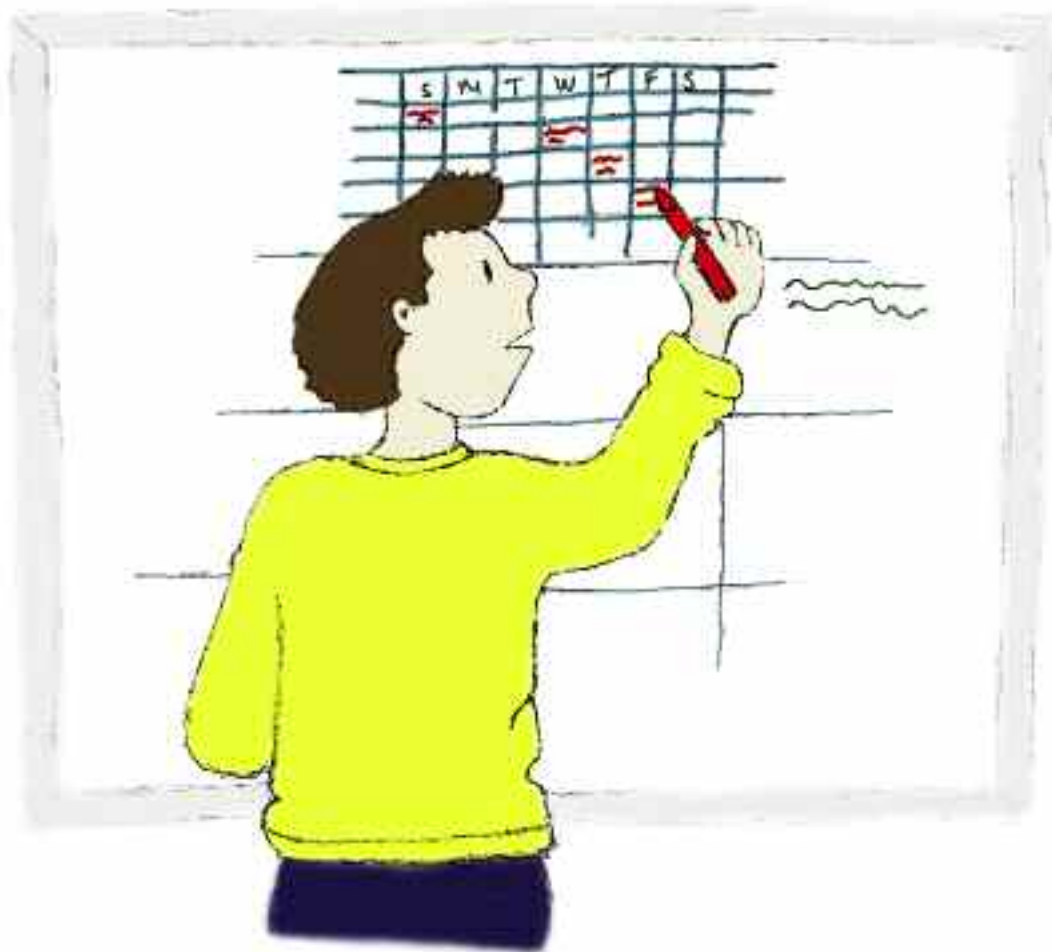
Equipment Needed

Song / Story Details

Remarks

Chapter 10

PLANNING AHEAD



- Purpose and Value ▶ Sharing the Planning ▶ Long-range Planning
- ▶ Medium-range Planning ▶ Short-range Planning ▶ Funding ▶ Budgeting

PURPOSE AND VALUE



Effective planning is the key to providing a program which meets the aims of Scouting. It makes the difference between a program which offers no meaningful fun, and one that gives a variety of quality activity and experiences. The Beaver program is not simply a weekly recreational event for children; it's a well-balanced program that encourages Beavers to:

- ▶ 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
- ▶ Appreciate nature
- ▶ Develop a sense of cooperation through non-competitive activities.



Scouts Canada's Program Standards for Beavers (Chapter 3) provides your yardstick for measuring whether a particular activity idea is appropriate for the program. They're also the tools for evaluating the design of the colony programs.

For example, if you choose an activity for a meeting, and after thinking about it in terms of the Program Standards, find it doesn't meet any of them, discard it. If, when you look over the activities you've planned, you find one of the Standards hasn't been met, you can insert activities to add balance to the program.

SHARING THE PLANNING

In an effort to reinforce the practical and applied benefits of cooperative activity, Beaver leaders use a very obvious shared leadership style. The Beaver-aged child is influenced to a great degree by what we do, how we do it, and how we feel about it. In other words, by the model we present.

Leaders

Although group decision-making may sometimes be slow, individual burdens are greatly lessened when responsibility for planning is equally shared. Not only that, but the store of ideas, resources and contacts is enriched and multiplied each time you work collectively with others. Be certain to encourage new members to play an equal part in all planning and programming.

Beavers And Keeo

Before we get too carried away with planning, let's consider two excellent resources.

First and foremost are the Beavers themselves. Because our planning aims to promote and encourage values children can use throughout life, it's important to involve your Beavers in the process. Ask your Beavers what things they like to do. It's a great opportunity for a tail group discussion, and to ensure activities remain Beaver driven.

Second, make Keeo a member in the planning process. This young person gives much time and effort to the colony. Recognize this contribution and encourage Keeo's emerging maturity by involving the Cub in all idea generating stages.

LONG-RANGE PLANNING

One of your main long-range plans as Beaver leaders is to provide programming that stimulates and challenges members, and encourages all of them to participate fully. This becomes increasingly crucial as colonies have Beavers in more mature stages of development. Many leaders are faced with the question of what to do for Beavers in their last season before Cubs. Good long-range planning, which uses special White Tail group activities, has proven the best way out of this dilemma.

Many successful colonies, where leaders tailor some program items especially to different age groups by using tail groupings, have a lower Beaver dropout level for older children. A section on tail groups in Chapter 7 shows how you can plan activities which lead towards the swimming up to Cubs. Good records of past activities help alert leaders to program items which might be new to brand new Beavers, but "old hat" to White Tail Beavers. When you efficiently recycle tried and true ideas for young Beavers, and introduce a few new ideas for older Beavers, you keep all children happy. Sounds like you'll need a lot of ideas, you say? That's right, but sit down with a few experienced leaders and their record books at a sharing session, and you'll be amazed how easy it is to find them.

When you're feeling overwhelmed by the idea of planning, here's another trick you can try with your leadership team and Council Service Scouter. Pull out a large calendar and:

- ▶ Mark down regular group events (e.g. Beaverees).
- ▶ Mark down provincial council events (e.g. Beaver Snow Fest, Day Camps).
- ▶ Note investiture, tail celebration and Swimming-up dates.
- ▶ Note special days (e.g. Mother's Day, Father's Day, etc.).
- ▶ Note seasonal special events (e.g. Halloween, Environment Day).
- ▶ Note the special events on school calendars.



You'll see an overall framework develop quickly before your eyes. Use this type of process for setting long-range goals once or twice a year, and supplement it with more detailed short-range planning every few months. Your team will soon have a great program all mapped out.

MEDIUM-RANGE PLANNING

You'll find additional planning tips in the program building section of Chapter 8, but here are some other ideas.

Short-term planning is very important during the early stages of a new colony's development. But, once a colony has reached its initial goals of establishing a functioning leadership team and investing its members, it enters the next phase. New colonies in the middle phase of their first year often plan around seasonal themes like Thanksgiving, Remembrance Day and winter holidays. Although seasonal themes provide an adequate framework for one seasonal cycle, the question of repetition soon forces you to explore further planning.

After you've outlined the year and generated many ideas, outline each month.

1. Block in the meeting dates.
2. Block in events that will happen during the month.
3. Pick some Beaver generated themes you decided upon in your long-range planning.

4. Discuss and list what you know about the theme or themes:

- ▶ Understandings to be developed
- ▶ Breakdown of topics
- ▶ Suggested activities that interest the Beavers.

This helps leaders see how others on the team are thinking and shows you where to begin.

5. Find out more about the activity. Use all available resources to find the information you need, and to clarify or build up ideas for program activities.

6. Decide upon the objectives of the program. State clearly and specifically how or what you want the Beavers to:

- ▶ Know (fact(s) you want them to learn)
- ▶ Do (activities)
- ▶ Feel (emotions and attitudes you want them to experience)
- ▶ Respond (kinds of behaviours or actions you want to encourage them to develop).

7. Choose specific ideas and materials. This means choosing the right type of movie to see, the appropriate expert to speak, the best equipment, and the most suitable location so that you can provide the best possible experience.

8. Choose methods. Decide how you will present, discuss or act upon information. It's important to choose methods which provide opportunities for every leader to be involved. Use a combination of the program activities (games, crafts, songs, stories, outings, guests), and develop each activity you choose fully.

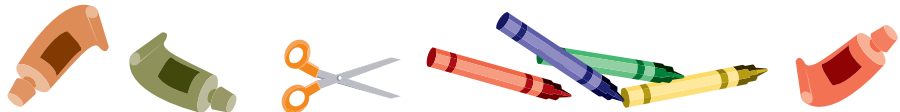
9. When developing your monthly programs, use a combination of program elements (the kind of combinations you will discover in JUMPSTART) to ensure variety in how activities are presented. These elements include music, storytelling, playacting, crafts, games, outdoors, and spiritual fellowship. Use these elements to avoid a boring program and to hold your children's interests.



SHORT-RANGE PLANNING

You're now ready to prepare detailed plans for a specific time period – a month or a weekend event. Sit down with the entire team to prepare the meeting plan. During this meeting, the team may want to "preview" the theme by doing such things as:

- ▶ Making the crafts
- ▶ Practising ceremonies
- ▶ Learning new songs.



This "practice" prepares the whole team to help implement the activity and ensures that any of them are ready to fill in if needed. At the end of the planning meeting, review the plan to see if your program activities met the Beaver Program Standards. These Standards help you evaluate whether your program fulfils the needs of Beaver-aged children. If your Beavers are having fun, you can bet it meets their needs.

Remember... plan your work, then work your plan, and HAVE FUN!

Wow! You have just completed a planning process. Excellent work. Now share your plan in some detail to the parents of your Beavers. Consider giving your parents a three month overview, and

then more detail for the month you are in. When parents know what is happening, they can be better prepared to help your program work.

FUNDING

You'll have to know about how to finance your colony quite early in your job as a leadership team member. You may need money to pay for books, scarves, games and craft equipment, as well as outings and special events. Discuss this matter with your group/section committee, which carries a major responsibility for funding.

In most cases, money to run the colony comes from weekly dues, proceeds of fund-raising events or the Beavers' annual membership fees.

The amount all Beavers pay for the annual membership fee is usually set by the next senior council, collected by the committee and sent on to the council. Some committees add an additional amount to the fee and retain it to help cover the expenses of the colony.

In most colonies, each Beaver also pays weekly dues – generally 50¢ week.

Scouts Canada's national fund-raisers offer an excellent return for your time. Contact your Council office for promotional material, timelines and guidance.

Be sure to check with parents, group committee, sponsor and the council about what type of fund-raising activities are appropriate for Beavers. Although Scouting policy for raising funds is generally applied to all sections, it's important to use common sense. Common sense says fund-raising activities are unsuitable if they require Beavers to handle large sums of money, carry heavy loads, participate for long hours, travel heavy traffic areas or accept excessive responsibility.

Parents should be involved and help monitor their child's participation during fund-raising activities.




Fund-raising events are usually approved by the next senior council to ensure they don't conflict with either local municipal ordinances or the fund-raising policy of Scouts Canada.

In all financial matters, it's important to consult with the group/section committee or seek advice from the service team representative in the council. You can find further information in the section on finance in the current edition of *Scouts Canada's Policies and Procedures*.

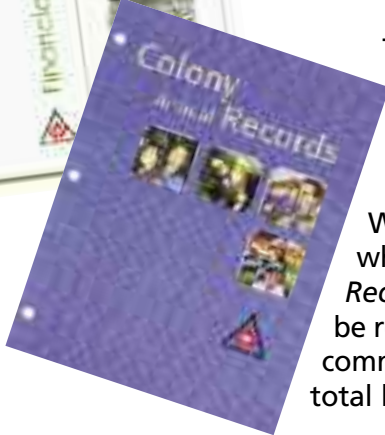
Last but not least, it is essential for your team to keep complete records of all financial matters related to colony operations. You must list all income and expenses, and arrange through the group committee for timely reviews and annual audits. Leadership team members may want to alternate this job.

BUDGETING



First, try to estimate the cost of operating your colony using a simple budget form, which you can enter or attach to your *Financial Record Book*. Before you can forecast, you must basically know what equipment, supplies, books or uniforms you'll need, and what outings you'll take. Your program plan for the year is your source of this information. Once you have it, you'll be able to estimate expenditures.

The second step is to present your budget to your group or section committee so it can plan necessary fund-raising. Try to do this in the spring for the next program year, or as soon as you can after you get started in the fall.



With your group committee, work out how you will raise funds and what part your colony will play in these plans. In your *Colony Annual Record Sheets*, record the portion of revenue for which the colony will be responsible. Try to keep colony expenses within budget and let your committee know quickly if it looks like you are going to be over your total budget.

Guidelines

- ▶ With the leadership team, work out your estimated expenses based on your planned program.
- ▶ Work out a funding plan with your group/section committee.
- ▶ Try to keep your expenses within budget.
- ▶ Be sure that one member of the team is keeping track of receipts and expenses in the *Financial Record Book*. Glue an envelope to the inside cover of the record book, and keep receipts in it.
- ▶ Report to your group committee regularly, and present your records for auditing.

Chapter 11

RESOURCES



Training/Development ▶ People ▶ Places ▶ Helpful Tools

There's a variety of different sources of support for you and your program. At the beginning of the program year, it's a good exercise for the leadership team to get together to identify what resources are available, how you might use them and when you will use them. Make such an exercise a part of your overall planning. (Chapter 10 covers this subject in more detail.)



TRAINING/DEVELOPMENT

As a leader, you are expected to take appropriate self-development in order to increase your effectiveness and help you feel more comfortable as a colony leader.

Scouts Canada helps leaders develop their knowledge and skills through a variety of training methods. These methods may include coaching, on-the-job coaching and mentoring, self-education and formal or informal courses or programs.

Some examples of self-development opportunities may include:

- ▶ Sharing sessions
- ▶ Visits to other colonies
- ▶ Coaching/mentoring
- ▶ On-the-job training with other leaders
- ▶ Service team members
- ▶ Council Workshops.

Whatever your concerns or needs for information or techniques to help you do a better job with your Beavers, Scouting has a self-development program with something to offer.

Sharing Sessions

"Sharing" is one of the basic concepts of the Beaver program; it's the key word. All leadership teams – even the most experienced – gain from opportunities to provide and receive program-enriching ideas.

Sharing sessions are gatherings of leaders to share and swap ideas, resources and hints. Typical sessions are organized to:

- ▶ Exchange favourite ideas
- ▶ Swap games and crafts
- ▶ Discuss different methods of approaching program development
- ▶ Discover solutions to common problems
- ▶ Introduce leaders from different colonies
- ▶ Explore sources of programming material.



Sharing sessions can also take the form of practical training in specific areas (e.g. program planning, how to organize an outing, or how to conduct a Swim-up ceremony).

Like Beaver colonies, sharing sessions are shaped to meet the needs of their participants. Across Canada, these sessions occur at a variety of levels which range from sharing among a few colonies to sharing at area and council levels.

If you would like to know when your area will hold its next sharing session, or if you have a topic you would like to see discussed, contact your service team representative or council office. If you find that no sharing session is being planned, organize one yourself. Remember, it's not only Eager Beavers in the colony who learn through sharing!

Woodbadge Training

This is designed to provide new leaders with the appropriate opportunity to develop knowledge and skills they'll require to conduct programs and outings. We want to help the leader:

- ▶ Understand the purpose and programs of Scouting, and how they relate to the community
- ▶ Develop knowledge and skills for providing age-appropriate and appealing activities which meet the children's interests and the section program goals
- ▶ Find and make use of a variety of resources
- ▶ Develop the knowledge and skills to administer the section effectively.



To find out more information about Woodbadge training, surf to www.scouts.ca. A supplementary information piece covering a range of important topics called "Key Information Statements for Scouters" can be found there as well. It is important to familiarize yourself with this prior to taking Woodbadge training.

Woodbadge Part I

This is designed to provide new leaders with the knowledge and skills they'll require to conduct weekly programs and outings. It is useful to take this course early in the program year – ideally within six months of joining.

Woodbadge Part II

Part II help leaders develop their knowledge, skills and competencies in conducting the Beaver program in the outdoors and gives them an in-depth understanding of developing a multi-year program for the colony.

Training is fun and an exciting adventure. Look into it now, and sign up for a program as soon as possible. Contact your council office for course dates and location.

PEOPLE

The people involved in Scouting are what makes the Movement strong. Within the Scouting family, a wide variety of human resources are available to you: your group committee; other Beaver leaders in your council ; the service team person from your area; people in your Scout office and executive staff; and leaders from other sections. You'll meet these helpful people through sharing sessions and Scouter's Clubs.

Scouting personnel can help you tap into other community resources. Guest speakers, visits, excursions and people with special programming talents are available for the asking. Be sure to plan to use them, either for advice or in your program. Invite them to your meeting. It's good for Beavers to see other people make contributions to the colony.

The following brief list will give you an idea of the kinds of resource people for whom you can look:

Members

Group committee, your sponsor/partner, other Scouters in your group, local commissioners, service team, field executive.

Non-members

Parents, religious advisors, community officials, police officers, teachers, trades people, professionals, firefighters, forest rangers, senior citizens.

PLACES

There are so many places you can go for ideas and help, and a wide variety of places to take Beavers on an outing. When you do go visiting with your Beavers, be sure to give yourself and whoever you're visiting plenty of lead time for preparations.

Here are some ideas for outings: scout office, Scout Shop, schools, colleges, places of worship, parks, zoos, radio and television stations and local newspapers, manufacturers, fire stations, libraries, farms, and your town hall.

HELPFUL TOOLS

A wealth of books filled with crafts, games, songs, stories, nature information, skits and special events are available at your public library. The community college in your council is yet another source. Many colleges have recreation courses which use wonderful resource books; any member of the community can use their library facilities. Why not hold your next leadership team meeting in the library?

Consult the librarian about films and magazines such as *World*, *Owl*, *Chickadee*, *Wild*, *Big Backyard*, *Canadian Wildlife*, *Canadian Geographic* and *Biosphere*. These publications – full of articles on nature's wonders, pictures and projects – can be very useful for theme building. Check out the world wide web as well!

SCOUT SHOPS

Your local Scout Shop has a selection of program resource books and items to satisfy your needs. Here are a few of the resources you will find there.

Friends of the Forest

The Beaver program is based on this story. The book includes a grown-up guide to encourage discussion. (Cat. No. 20-106)

Beaver Leader Handbook

This informative book supplies complete details on the Beaver program. It's a must for all Beaver leaders. (Cat. No. 20-110)

Fun at the Pond

This book is packed with hundreds of wonderful program ideas, themes and activities. (Cat. No. 20-503)

Colony Annual Record Sheets

This resource includes roster, attendance, progress, budget and history sheets. (Cat. No. 25-102)

The Beaver Song Book

Beavers love to sing. This book is full of popular songs designed for Beaver colonies. (Cat. No. 20-151)

Fieldbook for Canadian Scouting

A resource book of outdoor equipment, skills and safety know-how, *the Fieldbook for Canadian Scouting* is a must for all youth and leaders. (Cat. No. 20-667)

Games... from A to Z

Over 275 fun-tested games for all. (Cat. No. 20-504)

The Campfire Book

This outstanding resource provides openings, skits, songs, cheers, closings and program planning. (Cat. No. 20-626). See chapter 14.

First Aid Books

Scout Shops have many first aid books, including the latest St. John Ambulance book on essential first aid.

JUMPSTART for Beavers

JUMPSTART for Beavers is an information-rich, ready-to-go program planning resource to help you get off and running quickly and easily. It's brimming over with fun-filled programs of fascinating themes and activities. Each program package contains everything needed to build a high quality program, including:

- ▶ A monthly overview schedule of all activities
- ▶ Weekly schedules broken into individual activities and times
- ▶ Details on how to do every game, craft, story and song mentioned in the package
- ▶ Flexibility to add your own ideas and times.



Scouts Canada's Web Site

Our web site is a great resource for all leaders. It offers up-to-date forms, changes to the program, program ideas and other Scouting information. Be sure to log on at www.scouts.ca and check it out.

Duty of Care Document

This document is a code of conduct for adults; offer it as part of a volunteer's orientation. (See details in Chapter 2.) You may download it from Scouts Canada's web site (www.scouts.ca).

Camping & Outdoor Activities

Camping & Outdoor Activities, Section 10000 in B.P.&P. contains essential information for planning/ preparing for camping or outdoor activities, as well as necessary Scouts Canada forms and applications. It's available to download from Scouts Canada's web site (www.scouts.ca).

Scouts Canada's HELP Line

Got a question? Need program ideas? Scouts Canada's HELP Line can help. Call 1-800-339-6643, or e-mail at pgmhelp@scouts.ca

SCOUTING LIFE MAGAZINE

The Scouting Life Magazine keeps Scouters informed about the newest developments in Scouting, and offers a wide variety of program ideas. Every registered leader receives a copy of this magazine.

If you have interesting programs, themes, crafts, outings or pictures, send them to *The Leader Magazine*, 1345 Baseline Rd., Suite 100, Ottawa, ON, K2C 0A7. The editor may feature your program and group in a future issue.

LOCAL BEAVER PUBLICATIONS

To ensure vitality and success, it's important to constantly share and exchange ideas with other Beaver leaders. That's why many areas have their own publications, like newsletters, sharing packages, and more.

Local Beaver publications are excellent vehicles for sharing. They can:

- ▶ Provide you with tried and true ideas
- ▶ Bring you new program ideas as they develop
- ▶ Bring you news and notice about coming events from your Beaver Service Scouter
- ▶ Keep you informed about resources in your community.

These local publications depend on leaders like you for new ideas. Whenever you do a craft, play a game, or try a special project that your Beavers particularly enjoy, write down a few details and send the note to the editor of your local publication.

Chapter 12

MEETINGS AND CEREMONIES



Meetings ▶ Ceremonies ▶ Investiture
▶ Tail Celebration, A Celebration of Growth ▶ Swimming-up

MEETINGS

Get ready for the year

Take time at the beginning of the year to review the Physical Fitness Certificates and registration forms your parents filled out to review any special needs, allergies or other issues your youth or leadership team may have. Contact parents for more information or advice on how to accommodate special needs where possible; involve parents into your weekly meetings and activities. Think about how this may affect your weekly meetings or any special activities or outings your colony may plan.

Safety

Safety should be the number one priority at any meeting, indoors or out. As a leadership team, review the program to highlight potential hazards and risks, then take action to minimize these. Discuss specific rules of behaviour; Beavers must stay with their lodge or ask permission before leaving the lodge. Explain the rules clearly, and enforce them.

Make certain a first aid kit and Physical Fitness Certificates are available at all meetings. Scouts Canada strongly recommends that leaders take a first aid course. Also, Scouting requires you to have adequate first aid facilities, equipment, and personnel trained in first aid during any camp; people should also know the location of the nearest doctor or medical facility. Check *Scouts Canada's Camping/Outdoor Activities, Section 10000 in B.P.&P.*, available on the web site (www.scouts.ca), and Scouts Canada's policies and procedures.

You may want to have special programs dealing with search and rescue, water, fire and traffic safety, but even then, you'll always require special care and extra supervision when you meet away from the pond.

Dressing for the Weather

We can't stress the importance of proper clothing enough. Fall, winter or spring, make sure the Beavers are appropriately clothed for outdoor activity. Whenever your programming will take you outdoors for a period of time, make sure you alert parents in advance.

It's a good idea, at the beginning of the year, to inform parents that impromptu outdoor segments of evening programming will occur regularly. This makes it more likely children will always be prepared and lets your leadership team be more spontaneous.



Housekeeping

You found much of the specific detail about equipment, choice of meeting place and the like in Chapter 4 (Starting Out). It doesn't hurt to stress again the importance of establishing a good working relationship with your caretaker, as well as other groups that may use the same meeting place. Stick closely to your arrival and departure times to minimize the possibilities of disruption.

Early Arrival

It's very important for members of the leadership team to arrive at meetings before your Beavers. Use the time to discuss program details so all team members are fully aware of what will be happening during the meeting. If a parent volunteer is helping with the evening's activities, invite that person to the briefing session as well.

During this period, locate and prepare all the equipment and program materials you will be using.

Gathering Activity

With Keeo, be ready to give a warm greeting to Beavers as they arrive. Plan an activity for the gathering time period so your Beavers are involved in programming as soon as they enter the pond. A game which children can join with a minimum of explanation as they arrive is always good; you'll find examples of gathering games outlined in Chapter 13. It's especially important to closely supervise children of this age. Remember: they're your responsibility while at the pond.

Start your meeting promptly. If you find some Beavers are always early or late, call their homes to clarify meeting times.

Physical Set-up

Familiar routines are very important to Beaver-aged children. They react very positively when they feel secure, and security is fostered when they know where their lodge meets, where equipment is stored, and how to get to the washroom. If you don't provide structure, you may find your Beavers harder to handle and less cooperative.

Keeping Things Moving

Even though attention span increases greatly from age 5 to 7, the Beaver program requires varied and frequently changing activity. How often you will have to change depends upon the mixture of ages in your group, the type of activity, and the degree of the Beavers' interest. You can help individuals over an interest lapse with active listening and encouragement but, if the leadership team notices even a slight change in overall enthusiasm, move along to a new activity before your present one drags.



Types of games, activities and how they are sequenced makes a difference. Your Beavers will have different energy levels throughout the meeting, as well as other factors such as, how their day was, (i.e. if your meeting is immediately after Halloween and they are on a bit of a sugar buzz), all affects their energy. Where you use active or quiet games, crafts, or a calming song can make a big impact on how smoothly your meeting goes. There may be times when you need to adjust the meeting you had planned; some examples are: when what you are doing isn't working and the Beavers are not enjoying the activity, taking advantage of opportunities that come your way (i.e. a police officer is in your school that night and would like to drop by and say hello), or something may occur at the location or within the group that requires changes for safety reasons.

Over-programming

Because of the need for frequent change, it's important to have too many activities prepared for a meeting. Shared long-range planning makes this easier because, if you find this week's games, songs or stories don't suit the mood of the evening, you can simply pull a future idea into the program.

Backup Programs

Having one or two back-up programs ready to use is something every colony should be prepared for. You never know when seemingly the impossible may happen; your program isn't working as planned or something disrupts how the evening was to unfold. Suddenly it looks like your well thought of plan is beyond hope. Have a few alternate "plan B" programs ready. Use the blank meeting template on p. 9-8 and fill a few out. Have some simple crafts ready to go. Put it all in a box that you can grab on your way out the door or store at your meeting place.

Reading Emotion and Interest Levels

This is a learned skill which you'll develop as you watch and work with your Beavers. Although your instinct may be to introduce a quiet activity to your over-excited Beavers, the results can be disastrous. Perhaps you'll find it's more effective to slip an active game into that time slot.

Try not to be a slave to your schedule; don't force Beavers through an activity simply because the plan says that's what's up now. Although encouragement and your own enthusiasm may create the enthusiasm and interest you need from the Beavers, it doesn't always happen. (See Chapter 6 for more discussion on this topic.)

Just before the closing ceremony, arrange a quieter type of activity. The chance of accidents increases when you send completely charged-up Beavers on their way home.

Keeping Families Involved

Some colonies use newsletters or e-mails, while others put phoning committees to work to inform parents or guardians of special events. All these methods seek to keep communication open between the pond and home. If a lodge leader makes an occasional call to a parent, both leader and parents learn more about the Beaver.



Ensuring Beavers Get Home Safely

Most colonies develop a system with parents about arrangements for going home. Whether each parent meets his or her child, a car pool is organized, or a group of Beavers walk home together, make sure you account for each child. Make it clear to parents that you must be informed if they want to change arrangements. Ensure that Kees and/or a leader closely monitors the departure of the children; keep your *Colony Annual Record Sheets* handy so if a parent doesn't arrive when expected, you can telephone the Beaver's home.

CEREMONIES

Ceremonies have been a tradition of Scouting programs for many years. For all members, these special activities help create the sense of community, which is such an important component of the Beaver goals.

These moments are especially important to Beaver-aged children because they're such a new experience. Young children particularly enjoy regular routines, and the familiar cycles like opening and closing ceremonies become anchor points in a sea of new and unfamiliar activities.

The special language and actions of ceremonies also emphasize the magical quality of creative weekly meetings. When you're visiting another colony, there's something very inspiring about seeing your Beavers' faces light up when they hear the call for "River Banks."

You'll find detailed descriptions of the opening ceremony, feeding the Beaver, and the closing ceremony in Chapter 8. When preparing any ceremony, remember this basic rule: KISMIF – Keep It Simple, Make It Fun.

INVESTITURE

Leaders

New leaders are invested into Scouting after completion of the orientation component of the Adult Screening process. You can wear the group scarf when you begin working with a section; it is the epaulets that signify investiture. At that time you will receive your Beaver epaulets for your uniform. Any invested leader can invest a new leader.

When it is time to invest Beavers and if your leadership team does not have any invested leaders, consider asking a Service Scouter or another Scouter in your group to do the investiture.

At their investiture, leaders use the Scouter's promise: "On my honour, I promise that I will do my best to do my duty to God and the Queen, to help other people at all times, and to carry out the spirit of the Scout Law."



Kits

When a new member joins Beavers, the child becomes a "Kit" – the term used to describe a young beaver. The Kit is placed in a lodge, and may wear the Beaver hat and vest but not the neckerchief.

To become an Eager Beaver, a Kit must know the Beaver Promise, Law and Salute, and the opening, closing and investiture ceremonies.

Invite parents or guardians to participate in the investiture ceremony by standing behind their child when the Beavers receive their scarf. Ask them to bring along the Beaver scarf and woggle. If, for some reason, no member of the family is able to attend, have a leader act as a substitute. Avoid having a Beaver stand alone.

Procedure

You can invest one or more Kits at a time because they repeat after the leader the Promise and Law in unison. If only one Beaver is being invested, the leader handling the investiture joins with the child to say the Law and Promise.

The investiture is held at the beginning of the meeting immediately after the opening ceremony. The leader signals all Beavers to take a cross-legged seated position making a “sh-sh-sh” sound. Before starting the ceremony, one of the leaders takes a few minutes to explain to Beavers and parents the importance of the investiture ceremony. Then a leader asks parents to come forward and assume their positions. Parents bring scarves and woggles with them.

The leader asks the children to make the Beaver salute while saying the Beaver Law and Promise. In some colonies, the Beavers turn to face their parents when they say the Law, then turn back to face the leaders as they say their Promise. Leaders then put the Beaver neckerchiefs on the children.

Using Scouting’s left handshake, the newly-invested Beavers shake hands with their leaders and receive their parents’ congratulations before parents return to their seats, and Beavers return to the colony. They can either join the others to sit in dam formation while the colony gives them a cheer, or they can go around the circle and shake hands with all the other Beavers.

TAIL CEREMONY, A CELEBRATION OF GROWTH

All Beavers are presented with tails at a Beaver Tail Ceremony held early in the fall of each year. Only one tail is worn on the hat at a time: any previous tail is removed and may be given to the Beaver as a keepsake.

The primary purpose of the ceremony is to present and receive the Beaver tails, making it a special occasion of its own. The ceremony should be designed to emphasize personal growth and development. It provides an opportunity for each Beaver to be recognized personally in terms of growth and development without being compared to anyone else. The ceremony may include reference to the growth and changes that occur in nature.

With the Beavers, talk about changes like:

- ▶ How they listen better when someone is talking
- ▶ How they’re trying harder to live up to their Law, Promise and Motto
- ▶ How much they have grown
- ▶ How they play games with more skill
- ▶ How they share more with other Beavers.



The tail celebration includes making new tails, tail group discussions, refreshments and games. Some colonies try to heighten the experience in a variety of ways, including:

- ▶ At each tail celebration, Beavers in some colonies construct and decorate new Beaver boxes, which they use to carry crafts and materials to and from home. Leaders and parents comment on the differences between the old and new boxes.

- ▶ Beavers draw a picture of a scene from *Friends of the Forest*. Leaders bring out the pictures they did while in the last tail group for comparison.
- ▶ Leaders and parents measure and weigh each Beaver, recording the statistics in a special scrap book. This can be compared to the statistics from the last tail celebration.
- ▶ Leaders take photos of each Beaver in each tail grouping. These too can be compared and added to the special scrap book.
- ▶ Beavers themselves sew their new tails on their hats.

Magic Light Symbol

A few months before Swim-up, the White Tails may be presented with new tails (white with a magic light) to signify that they will now be preparing to swim up to Cubs. The Magic Light symbol is a silver streak down the centre of the tail. This provides special recognition for those Beavers who will be swimming up, and an opportunity to introduce and discuss the concept of swimming up with all the Beavers.

Although these ideas take a bit of organization and storage space, their impact is very significant.

SWIMMING-UP

The Swimming-up ceremony formally recognizes the occasion when a Beaver leaves Beavers and joins Cubs.

In Chapter 8 of the Beaver story, *Friends of the Forest*, you'll find a description of the transition to Cubs.

Ideally, the movement from one section to another is very momentous. Beaver and Cub leaders work together to make it a successful, meaningful experience for all Beavers involved. Arrange a joint meeting with Pack Scouters to discuss the best way to introduce Busy Beavers to Cubbing.

If more Beavers apply for membership in a Cub pack than the pack can handle, start another pack. Explore the matter with the group committee and Service Scouter.

It's important to be sure that your Beavers are excited and happy about swimming up to the pack. Remember that the colony has not lost a Beaver; it has produced a Beaver who is about to become a good hunter in the pack. It's a time for all Beavers to share in the happiness of the occasion.

Leaders may present Beavers who will be moving up to Cubs with the scrapbook of all the material which summarizes their growth in the Beaver program.

Keeo can tell them about the six system, the Cub salute, the Grand Howl and how the Old Wolves got their names from the *Jungle Book*. Keeo can also tell them about the Cub program. (Chapter 7 describes how Keeo can link Busy Beavers to Cubs.) Cub and Beaver leaders decide whether or not to read the *Jungle Book* to the Busy Beavers before Swim-up. Perhaps they will introduce it by reading the first chapter.

Here's an important detail to remember... Keeo does not instruct the Beavers in the Cub Promise and Law. This important job is reserved for the Akela of the Cub pack.

Finally, invite parents or guardians to attend the ceremony. Ensure they have bought a Cub uniform. On this occasion, the Busy Beavers wear the Cub uniform under the Beaver vest and neckerchief.



Procedure

The ceremony begins with the colony in the river formation, and the pack at ease in the parade circle, leaving an opening facing the colony. Parents of the Beavers who are swimming up are invited to join the ceremony and stand in the position outlined in the diagram below.

When everyone is in position, a Beaver leader steps into the centre of the river and leads the Beavers in the opening ceremony, after which the colony again forms River Banks, as in the diagram. A Beaver leader calls out the names of the Beavers who are swimming up. As his or her name is called, each Beaver stands facing the Beaver leaders (position #1). A Beaver leader says: "Busy Beavers, I hope you will remember your Promise. Once again I ask you to join with me in the Beaver Promise."

The Beavers reaffirm their promise together: "I promise to love God and help take care of the world."

The Beaver leader says: "Busy Beavers, we wish you a happy life and a new sharing time as you do your best in the Cub pack."

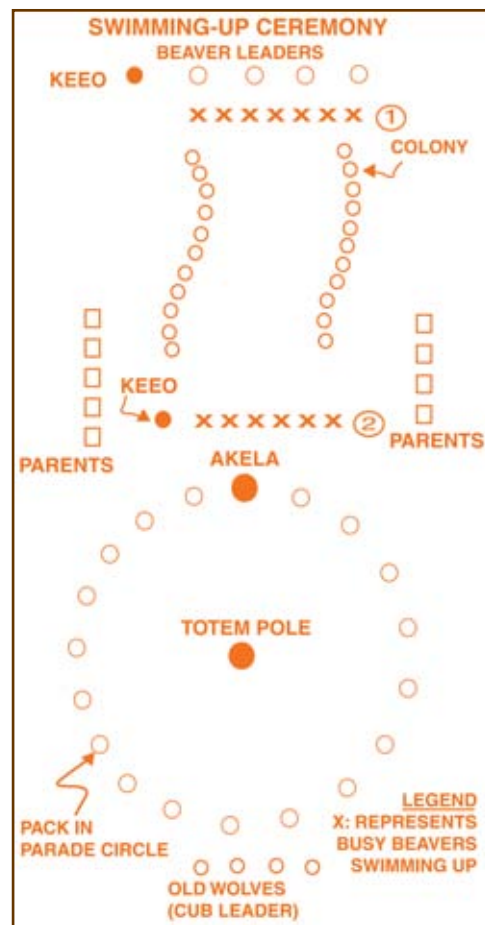
The Beavers now shake hands with the leaders and then, escorted by Keeo, walk (swim) up the river formed by their colony, to stand facing the Cub leaders and the pack (position #2). The parents move up to stand behind their child. When they are in position, the lights are switched off, briefly flicked on again to represent the magic light featured in *Friends of the Forest*, then switched off again. While the lights are off, parents help the children remove their Beaver uniforms (hat, vest). Parents then return to their places and the lights go on.

Akela walks up to the new Tenderpads, shakes their hands and welcomes them into the pack. If the colony uses the Beaver neckerchief, Akela can present the Tenderpads with the pack neckerchief as a welcome. Akela asks the children to make the Beaver salute, then to straighten out the two fingers to make the Cub salute. Akela returns the salute. Introductions should not be necessary because the children have already met the Cub leaders and sixers.

Akela calls the sixers to take the new Tenderpads to their positions in the circle with their sixes. To welcome them, the pack, possibly led by Keeo, does the Grand Howl.

The Grand Howl concludes the Swimming-up ceremony but the evening may continue with a sing-song around the campfire and some refreshments.

If the new Tenderpads have visited the Cub pack several times before the Swimming-up ceremony and Akela feels they are ready, he may choose to invest them into the pack at this time.

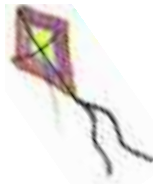


Chapter 13

GAMES



Games and Program Goals ▶ Ability ▶ Cooperative Games ▶ Choosing Games
▶ Teaching Games ▶ Game Ideas ▶ Resources



GAMES AND PROGRAM GOALS

Games are physical and mental contests played for enjoyment. Games appeal to children universally, and they're a great socializing tool. From artifacts left by ancient civilizations, we know even our earliest ancestors played games. People play remarkably similar games in cultures all over the world, even where they don't seem to have contact with one another. Many of life's most serious pursuits are represented in forms of play.

In the games portion of your colony program, Beavers can learn many values and develop many abilities.

- Physical:** speed, agility, strength
- Mental:** deduction, memory, sequence
- Creative:** drama, pantomime, innovation
- Emotional:** learning to deal with joy, frustration, delight
- Social and Spiritual:** taking turns, appreciating self and others, appreciating rules and the laws of nature, learning about fellowship and helping one another, sharing.



Games have an important role in your colony program. This chapter offers information and suggestions on a variety of games, and how to use them.

Goals

Many of the Beaver program goals come together in the program element of games. When we talk about games choices, we concentrate on activities which promote Beaver goals, and suit the Beavers' stages of development.

Through games, Beavers can learn to:

- ▶ Express themselves
- ▶ Develop a sense of belonging
- ▶ Be healthy and have good feelings about themselves
- ▶ Develop a sense of cooperation through non-competitive activities.

ABILITY

During the Beaver-age years, most children move through characteristic stages of growth.

Knowing this, you can readily see why some activities are best suited to tail groupings and others are perhaps better in lodges where you can encourage your older White Tails to take initiative by helping younger Beavers.

Remember, everyone learns differently when learning a new game or skill (think of learning to tie your shoes). Some people learn by listening, some by watching and doing, or by reading illustrations. Try to incorporate different styles of presenting an idea or skill with variety and ways to appeal to your whole colony.

Beavers change physically between the ages of five and seven. Although they are still awkward in some ways, their actions are becoming more precise. They begin to develop strength and endurance. Brown and Blue Tail groups have energy to burn but tire easily, while older Beavers tend to use less energy. All Beavers show increasing abilities to run, hop and skip.

With this age group, a leader's job involves encouraging and supporting the children to ensure their experiences in the early years of group play are positive. We can help Beavers by bringing out the highest level of participation, interest and constructive behaviour in games.

We do them a great disservice if we force vulnerable children into activities which may bring attention to their real or imagined inabilities. If a Beaver is afraid that they may fail or be rejected in play, this may reduce the child's feelings of self-esteem and eagerness to participate. Be encouraging, but also allow those Beavers the opportunity to first watch before taking the big leap into an unknown skill.

COOPERATIVE GAMES

Cooperative games are not all that different from many of the competitive games you already know. The three differences are:

- ▶ You don't eliminate the less skilful
- ▶ You don't play against each other
- ▶ You don't keep score.

For instance, in cooperative musical chairs, the person left without a chair isn't eliminated. Instead, the child simply sits on someone's lap. At the game's end, it's a real test of ingenuity to figure out how to get the whole group onto that one chair!



Cooperative games seldom raise the issues of failure and rejection. Each player has a significant role because each Beaver helps the whole group succeed together; there's no reason to eliminate, ignore or exclude players because of ability. In the older Scouting programs, children will have many chances to exercise individual abilities. In games for Beavers, the accent is on sheer fun and working together. Cooperation, acceptance and feelings of success develop strong and positive self-concepts.

Here are some examples of how you can turn traditional win-lose games into cooperative games. The old stand-by, "Three-legged Race," needn't be a competitive race. Call it "Siamese Twins" and do it just for fun. You can do the same with the "Wheelbarrow." Rather than racing, set goals related to skill development. Ask your Beavers: "Can you make it all around the room without falling? Can you climb over this bench together? Can you go backwards?"

Instead of keeping score, aim for maximum participation and enjoyment. Who even wants to keep score in something like "Leap Frog"? The aim of the game is to take turns so you can keep moving.

CHOOSING GAMES

Choose games that are challenging but simple enough to avoid confusion. Look for activities where the emphasis is on playing with, rather than against, one another.

Develop a variety of games to suit various situations (e.g. quiet, steam-off, gathering, etc.). Adapt games to fit your evening program theme, and incorporate games suggested by the Beavers.

When you notice Beavers are getting fidgety, use steam-off games to help them relieve some of the pent-up energy they have. Quiet games allow them to focus on a task or be quiet for a period of time. They are great for winding down the evening.

Try to use a wide variety of formations (e.g. pairs, lodges, tail groups, colony) and keep everyone continuously involved.

When in doubt, choose games which exercise large muscles rather than fine motor coordination. Encourage a supportive atmosphere between leaders and Beavers, and among the Beavers themselves.

TEACHING GAMES

Here are some tips when you're teaching your Beavers games.

- ▶ Gather Beavers close to explain the game.
- ▶ Arrange them in the game formation you're using before you start to explain the game.
- ▶ Focus the group's attention on the game, and wait for quiet before you start explaining.
- ▶ Show your own enthusiasm about the game.
- ▶ Hold interest by introducing the game in a story format.
- ▶ Keep your introduction brief and simple.
- ▶ Change to another game or activity while interest is high and before the game begins to drag.
- ▶ Insist on fair play and enforce all rules.
- ▶ Encourage leaders to participate in games and be part of games someone else is leading.
- ▶ Brief all leadership team members on the game.
- ▶ Make sure all necessary equipment is available.
- ▶ Before you do it, think the game through and try to anticipate any changes you might need to make.

To evaluate the suitability of a game you've played, get the leadership team together to discuss how much cooperation, participation, creativity, enjoyment and interest it generated, and whether the Beavers gave it a good rating.

GAME IDEAS

Beaver

In lodges, Beavers huddle together. A leader places a blanket or another covering over them to make each lodge into a giant Beaver. The collective Beaver tries to move in one direction. When the Beaver can walk pretty well, introduce a variety of obstacles to climb over, under and through. Everyone will have a lot of fun.



Snake

Arrange Beavers in lodge formation and set the scene with a short snake story. Beavers lie on their bellies, each grabbing the ankles of the person in front, and the snakes begin to slither about, hissing as they go. When all snakes are moving well, they begin to form one huge hissing snake. At that point, encourage Beavers to think of tricks the whole snake can try to perform without disconnecting (e.g. rolling over).

Balloon Balance

Give each Beaver an inflated balloon. Without using hands, pairs of Beavers try to hold the balloons between them and keep them in place as they move through a simple obstacle course. Then, all the Beavers in a lodge come together and, without using hands, try to hold all the balloons between them and move through the course.

Finally, although few groups reach this stage, your colony can try to hold the balloons without hands and go through the obstacle course together. What a fun challenge!

Rusty's Apple

Give Beavers a bean bag or another object to balance on their heads. To start, the Beavers simply learn to walk around the room balancing their "apples" on the heads. When they're good at this, they try to follow the directions of a leader who calls, "Do a tail slap; take chopping position," and other fun activities without dropping their apples.

If a Beaver drops an apple, the child must freeze until another Beaver rescues him or her by replacing the apple. Encourage Beavers to try to help as many of their friends as possible, without losing their own apples.



Animal Sizing

Try this game in lodges or tail groups. Whisper the name or provide a picture of an animal to each person in the lodge. Choose animals which vary greatly in size. Blindfold Beavers or ask them to close their eyes, and let the group try to order themselves from the tallest animal to the smallest. They are not allowed to speak, but they may make the sounds their particular animals make. You may need to help younger Beavers with the sounds of their animals.

Back-to-Back Building

Beavers choose a partner, and pairs stand back-to-back with elbows linked. Without moving their feet, they first try to lower themselves to the floor by pressing back-to-back and bending knees. When they make it down, they try to stand up from the seated position. After Beavers have practised in pairs, have two pairs link up to try the same actions. Slowly build the number of Beavers in the groups until the entire colony is standing back-to-back and tries to sit and stand all together. Whether they succeed or not is irrelevant because attempting the challenge will be fun and add to the feeling of group togetherness.

Draw Charades

This is an enjoyable, quieter game for a colony that likes to draw. Give each group a large piece of paper and a magic marker. One person in each team pulls from a box or bag a piece of paper on which is written the name of a song, movie or rhyme. The person returns to his group and begins to draw clues to help team members guess the name of the song, movie or rhyme. When they guess, another member pulls another piece of paper and the game continues.

Touch Brown

Ask the Beavers to stand fairly close together and follow your instructions. Start the game by asking each Beaver to place his or her right hand on something brown that another Beaver is wearing. Choose a different colour for the left hand, and follow with a colour for the head, and so on. The result will be a large giggling human pretzel.

Three-part Creatures

Fold papers into three sections, crease and unfold before giving one to each group of three Beavers. The first person draws a head on the first section, extending the neck into the next section, and folds it over. Without seeing the head, the second person draws a body onto the neck, extending the leg lines over the crease into the third section, and folds over the paper. The third person completes the drawing by adding legs and feet. Unfold the communal creatures, enjoy the laughter, and be ready to pass around more paper.



The Last Lodge

Beavers in a lodge work together to draw a picture of their lodge on a large piece of cardboard. When they're done, spread the pictures on the floor around the room. Play music and have the Beavers skip, jump, walk or run around the room until the music stops. At that point, Beavers scramble to place a toe on one of the lodges for safety. Remove a picture at each round and continue play until you have 20 Beavers and only one picture. Watch the fun as 20 toes try to find room on one lodge.

Sharp Eyes

A leader stands at the front of the room, and Beavers are instructed to look closely at him. Then ask the Beavers to close their eyes and turn around. The leader changes appearance in some small way (e.g. removes woggle or hat, turns up pant leg). When the Beavers open their eyes again, they try to guess what is different about the leader.



"What Time is It, Mr. Wolf?"

One Beaver is named Mr. Wolf, and the others line up at the opposite end of the room. Mr. Wolf faces the wall while the others walk slowly towards him asking, "What time is it, Mr. Wolf?" Mr. Wolf can call out any time he likes, but when he calls "12 o'clock," he whips around and chases them all back towards their wall. The Beavers he tags also become wolves and join Mr. Wolf as chasers in the next round. Continue as long as everyone is having fun.

Broken Car Relay: Gathering Activity

Explain which actions signify the different broken car parts:

- ▶ Flat tire (crawl on hands and knees)
- ▶ Water in gas (two steps forward and one step back)
- ▶ Only reverse works (walk backwards)
- ▶ Dead engine (sit on floor and scoot around on your bottom)

As Beavers mill around the room doing the actions, Keo calls out the broken car parts. Beavers can join in as they arrive at the pond.

Balloon Toss

Beavers sit in two lines facing each other with feet touching, and Keo or a leader tosses up a balloon. When the balloon drops low enough to reach, the Beaver who is closest bats it up into the air again. Beavers try to keep feet together, and keep the balloon from touching the floor. The challenge calls for teamwork.

Sharing Games

Ask each Beaver to bring a game to a special games night where they all take turns sharing their games with one another. You may find you can only use a few games at a time, but try to work them all in.

Collective Blanketball

Somewhat like volleyball, this game is a lot more fun. Arrange the colony into two teams and give each a blanket. Teams stand on opposite sides of a net or rope and, grasping the edges of their blanket, use it to catch and throw the volleyball. One blanket starts by shooting the ball to the other blanket. Don't bother to keep score. Simply see if the Beavers can physically do the task.

Parachute

It's exciting to skip around inside a billowing parachute. Be creative.

Log Roll

Do this game on mats, a carpeted floor or thick, soft grass. Beavers must lie down side by side on their stomachs, like logs. A Beaver rider lies across their backs, and the "logs" begin to roll in one direction. The rider has a bumpy ride to the end where the child gets off, and lies down making a new log. A log from the other end of the line becomes the new rider.

Bug Tug

You can play this version of tug-of-war with two or 22 players. Mark a line on the floor. Players stand back to back, bend over and reach between their legs to grasp the wrists of their partners. Then they start tugging to see who can pull who over the line. Try it with three. Get a whole group back to back, bend over, cross arms between your legs and grab one hand of the person behind you. Start tugging and feel the energy of the group.

RESOURCES

The following resources, and more, can be found in your Scout shop.

Scouts Canada's *Fun at the Pond*
JUMPSTART for Beavers
Games... From A to Z



Chapter 14

CRAFTS, MUSIC, STORYTELLING, PLAYACTING



Goals and Abilities ▶ Crafts ▶ Program Ideas ▶ Music
▶ Storytelling and Playacting ▶ Resources

GOALS AND ABILITIES



Activities, such as crafts, music, storytelling and playacting, provide many opportunities to encourage Beavers to:

- ▶ Experience and express love and joy
- ▶ Express themselves
- ▶ Develop a sense of belonging, and have good feelings about themselves.

When choosing program ideas, look for things which reflect these program goals and keep in mind the developmental stages of the five to seven-year-old age group. Within this age range, senses are developing rapidly and unevenly. Hearing, for example, is not yet fully developed. Between five and seven, the ability to coordinate wrist and finger actions develops; older Beavers have a more precise grip than younger ones.

You will notice quite a range of ability between your younger and older Beavers. That's why many leaders organize craft activities by tail groupings. In this way, they can challenge each age group slightly differently, to hold their interest and ensure everyone some degree of success.

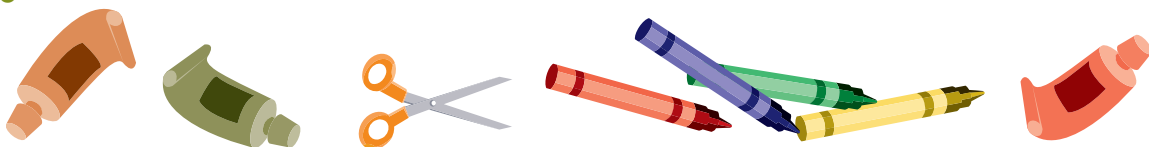
Remember, everyone learns differently when learning a new game or skill (think of learning to tie your shoes). Some people learn by listening, some by watching and doing, or by reading illustrations. Try to incorporate different styles of presenting an idea or skill with variety and ways to appeal to your whole colony.

Leaders often notice that, although Beaver-aged children change activities less often than younger children, they still have a lot of energy to burn. Younger Beavers, especially, are good at starting crafts but may lose interest before completing them. With Beavers, it's very important to remember that trying and experiencing a craft is more important than the outcome.

Busy Beavers (White Tails) tend to settle down and use less energy than their younger friends. They're more able to concentrate for longer periods of time but, when they're tired, even these children tend to behave like younger Beavers.

Imagination begins to blossom throughout the age range, and one of the primary jobs of Beaver leaders is to nurture this wonderful element. Puppetry, skits, drama and stories are marvelous ways to tap and stimulate these growing minds.

CRAFTS



It's important to use crafts to encourage self-expression rather than imitation. As much as possible, let older Beavers plan and develop a product from an idea. Brown Tails may prefer to construct their own version of a model you have shown them.

- ▶ Collect items all year. Have a leader store the supplies.
- ▶ Visit local craft stores for ideas and some supplies. (They often give discounts to groups.)
- ▶ Read over Scouts Canada's resource books, and check out the *Leader Magazine*.
- ▶ Visit libraries and search the internet for craft ideas.

- ▶ Be familiar with the crafts before you introduce them. Try them to see if they work.
- ▶ Decide whether to do a craft in lodges or tail groupings.
- ▶ Have an activity ready for Beavers who finish the craft ahead of others. Perhaps Keo can lead the activity.
- ▶ Make use of resource people.
- ▶ Put protective sheeting on floors or table tops, and have sufficient cleaning supplies available.
- ▶ Use marking pencils to identify art work, and
- ▶ Beaver Boxes or bags for taking it home.
- ▶ Ask Beavers to bring a smock or old shirt to wear while painting or playing with art materials.
- ▶ Exchange your more successful ideas with other leadership teams in your council.
- ▶ Keep the cost per item in mind.

HOMEMADE SUPPLIES

There are a variety of ways to keep costs of craft supplies to a minimum. Here are some ideas to help you stretch your craft dollars.

Homemade Play Clay

- 1.4 kg baking soda
- 0.5 kg cornstarch
- 1 litre water

Mix ingredients together in a saucepan and heat to the boiling point, stirring constantly. Remove from heat as soon as the mixture reaches a dough-like consistency. When cool enough to handle, knead slightly. Store in a plastic bag or airtight container. Clay will remain pliable for a couple of months. You can colour the entire batch by simply adding food colouring or tempera paint to the batter before mixing.

Paint Recipe

- 250 mL liquid starch
- 1.5 litre water
- 125 mL soap chips



Dissolve the soap chips in water until smooth. Mix well with starch. Pour into containers, and add colour.

Play Dough Recipe

- 125 mL salt
- 500 mL water
- food colouring
- 30 mL salad oil
- 500 mL sifted all purpose flour
- 30 mL cream of tartar

Boil the salt in water until the salt dissolves. Add the food colouring. Stir in the rest of the ingredients. Knead the dough, or process it in a food processor until it has an even consistency. Store in an airtight container or plastic bag. The dough will last for two months or longer if stored in a refrigerator.

Wallpaper Paste

If you want to store this paste in liquid form, add a few drops of antiseptic, then refrigerate. It will extend the shelf life to two or three weeks.

Collector's Items

Parents can be very helpful by collecting and recycling home waste useful for art materials. Many colonies send home lists that include the following items:

Bags (plastic and paper), beads, bits of lace, bottle caps, bread wrappers, buttons, calendars, candles, cardboard rolls, clothes pins, cloth scraps, coat hangers, coloured bottles, confetti, corks, corrugated paper, cotton batten, crepe paper, egg cartons, embroidery thread, feathers, glitter, greeting cards, jewellery, knitting needles, linoleum, macaroni, magazines, marbles, nails, netting, nylon thread, paper doilies, (unused) paper plates, pieces of fur, pipe cleaners, pine cones, plastics, plywood scraps, (clean) popsicle sticks, ribbon, rope, rubber bands, screen (wire or plastic), screws, sequins, shells, sponges, spools, stamps, steel wool, styrofoam, tile, tin foil, tinsel, tissue paper, toothpicks, wallpaper samples, wire, wood scraps, wrapping paper, yarn.

The more items your parents collect and recycle for the colony, the less your colony has to spend on craft supplies.

PROGRAM IDEAS

Who Am I Collage

Draw the outline of a large head on bristol board or poster paper, and provide a variety of pictures, magazines, coloured paper, seeds and other materials. Beavers fill the heads with pictures or materials which show the important things in their lives (e.g. cars, animals, records, people). When the work is done, lodge members share the meaning of their collages. It's a good "getting to know you" craft for fall.

Sand Casting

For this craft you'll need clean sand; casting powder or plaster of Paris; small stones, shells, beads, marbles, pieces of coloured plastic; water; 15 cm piece of cord; poster paints; and brushes. If you don't have access to a sandy area, pour two bags of sand into a flat box.

Moisten the sand so it's damp for a depth of several inches. With both hands, make a mould for the object desired by scooping away sand and pressing in designs until you have the proper shape. Press the decorations into place.

Mix the casting powder to a thick consistency, and pour into the mould. Knot 15 cm of cord at each end, and press at least 2.5 cm of it into plaster to form a hanging loop. Allow it to harden about 15 minutes or longer if the weather is damp. Remove plaster from the mould, and brush off excess sand. Paint it with poster colours.

Follow a similar process for making sandcast candles. Here you anchor a wick into the mould, and pour in melted paraffin wax instead of casting powder.

Plaster Additives

When the plaster is in its liquid form, you can add other items to get different effects, such as:

- ▶ Powdered tempera paint, for colour.
- ▶ White perlite, to give plaster a shine.
- ▶ Vermiculite, to enable Beavers to carve the material with a spoon.



Potato Printing

Beavers can create wonderful designs with the tried and true potato print method. All you need is half a potato, a dull knife, paper and paint.

Let your Beavers develop their own designs, and carve them into the flat surface of the potato. Younger Beavers can make a simple print while White Tails might use two or three different shapes and colours to form more complex designs (e.g. the first can be an apple shape printed in red, the second a brown stem and the third green leaves).



Spatter Painting

You need scissors, paper, pencils, paints, screen and unused toothbrushes for this activity. Let your Beavers cut out letters or shapes (stencils), and group them on a background paper. Place screen above the paper, dip your brush in paint and rub the toothbrush across the screen. The paint will spatter on the paper. Carefully lift the stencils to reveal the shapes outlined on the former background paper, which has now become a work of art.



Sandpaper Crayon Art

For this craft you'll need: old broken crayons, pencil sharpeners, coarse sandpaper, oven and oven mitts.

You may decide to cut the sandpaper into four smaller pieces or you may choose to give each Beaver a full piece, depending on how many crayons you can round up and how much you want to spend on sandpaper. Want to really get creative? Cut the sandpaper into different shapes. Give Beavers a piece of sandpaper and have them turn their sandpaper over and print their name on the back. Once they have their name on it, they can turn it over and draw or colour a picture or design for Mom and Dad. Remember to tell them to press really hard so lots of crayon is left on the sandpaper.

When they have finished drawing and colouring, leaders place the works of art on a cookie sheet and into an oven set at 200 degrees. Leave it in the oven long enough to melt all of the wax, then remove it and place it on a counter to cool and harden.

Twizzlers

Each Beaver needs stiff cardboard, scissors, crayons and nylon string.

Cut out a circle of stiff cardboard (the centre of a paper plate is fine), and decorate it. Make two holes close to the centre, and thread a loop of string through them. To make the twizzler spin, twirl it around to twist the string, then use an in-and-out motion as if playing an accordion.



Note: Large coat buttons make super twizzlers.

Badminton Racquet

Ask each Beaver to bring a coat hanger and one nylon panty hose.

- ▶ Grasp the coat hanger by the hook and the long bottom edge, and pull it out to make a diamond shape.
- ▶ Pull the nylon stocking over the coat hanger frame.
- ▶ Knot the stocking at the hook end.
- ▶ Bend the hook to form a loop.
- ▶ Use the racquet to bat around wadded newspaper balls.

Simple Kazoo

Here's something for musical Beavers. This simple craft adds new dimensions to your favourite songs. You need toilet or wax paper tubes, squares of waxed paper, rubber bands and a pencil. With a rubber band, secure a square of waxed paper over one end of your tube. Use a sharp pencil to poke a small hole into the tube, about 2 cm from the covered end. Hold the open end up to your mouth and hum your favourite tune.

Crafts For Family And Friends

The following two ideas are great ways to show Beavers how they can help others in creative ways.

Cheque Mates

Beavers produce blank cheques which show pictures indicating a helpful task rather than a sum of money.

Beaver Bouquet

For this craft, Beavers need construction paper for flowers, cardboard for flower backings, small juice containers and sand for ballast.

The Beavers cut out a flower shape from cardboard and glue construction paper stem, leaves and petals to it. On each petal, they write a helpful idea. Plant the flower into the sand in the container.

Help your Beavers to think of ideas other than regular chores if they plan to present the bouquet to Dad or Mom.

Crafts For Fine Feathered Friends

Enjoying nature is one of Beaving's main program elements; nature-related crafts can promote awareness of the outdoors. These particular crafts provide a focus for birdwatchers in the spring and winter.

In the spring, talk about birds' nesting habits. Suggest that Beavers keep an eye on birds they see flying with bits of grass or twigs in their beaks. To help birds in their area, each Beaver may want to build a nesting depot. Here's how.

Cut a nest shape from cardboard, and colour the surface with wax crayons to make it waterproof. Punch holes in the cardboard nest and poke cotton thread, several lengths of yarn, ribbon and string into the holes. Keep all of the materials very loose so birds can easily remove them. Hang the nest in a tree, then watch for 'customers.' While you're doing this, search for nests in neighbouring trees. Did your local robin use your materials to build a nest?

Feather Fodder

Before starting this craft check for peanut allergies in your colony. When the bitter winds of winter blow, Beavers can provide birds with a food mixture they love. Make it from:

- 0.5 kg kidney suet, ground fine
- 125 mL sunflower seeds (unsalted) or wild bird seed
- 45 mL peanut butter

Stuff the mixture into pine cones, or ball it up and place it in mesh onion bags. Let Beavers attach string and hang it from backyard or nearby trees. Ask parents to help their Beavers to identify and keep a list of the types of birds that visit their feeders. Compile a collective colony list. Remember that much feeding occurs just before dusk or very early in the morning. Caution: always mix suet or some fat with peanut butter because veterinarians suspect that pure peanut butter can choke birds.

Trail Snacks

Before cooking activities, always find out if any Beavers have allergies to nuts or if they have other dietary restrictions.

Given proper supervision and working in small groups (lodges or tail groups), Beavers love to make tasty treats. Before your next winter outing, let them create their own trail snacks. Here are several ideas.

Beaver Tails

- | | |
|----------------------|---------------------|
| 175 mL honey | 60 mL butter |
| 125 mL peanut butter | 250 mL chopped nuts |
| 2 eggs | 750 mL granola |

Mix honey and peanut butter in a sauce pan; beat in eggs, one at a time. Stir over medium heat until the mixture boils and leaves the side of the pan. Add nuts and granola, mix well, press into a greased pan and refrigerate. Cut into squares.

Cereal Nibbles

- | | |
|----------------------|---------------------|
| 625 mL Rice Krispies | 125 mL peanuts |
| 125 mL butter | 30 mL peanut butter |
| 125 mL raisins | pinch of cinnamon |

Mix cereal and nuts together, and pour it into a baking dish. Heat butter, peanut butter raisins and cinnamon. Add these to the cereal mixture. Bake at 175°C, (350°F) for 10 minutes. When cool, cut into squares.

G.O.R.P. (Good Old Raisins & Peanuts)

GORP is a common trail snack, which, although it originated with peanuts and raisins has progressed into many more ingredients now. For children with nut allergies, make a nut-free GORP as follows:

- Handful of cereal (Cheerios, Honeynut Cheerios, Frosted Flakes, etc.)
- Handful of sunflower seeds (salted are best)
- Handful of raisins or other dried fruit such as cranberries, pieces of apricots, apples, etc.
- Handful of pretzels
- Handful of candy covered chocolate

Mix these ingredients in small plastic bags, and munch on the GORP as you travel. (The above ingredients are only some suggestions.) Make your GORP as individual as each Beaver.

MUSIC

Singing is a wonderful activity which encourages fun, fellowship and a creative release for excess energy whether in a bus, at a campfire, on a picnic or hike, or in your meeting room.

You don't need lots of talent to become a song leader. It helps if you like to kid around, because your Beavers will join in the fun more quickly. But all you really need is a big smile and the ability to carry a tune.

Follow these tips when preparing to sing.

- ▶ Set the scene by telling interesting facts about the song. Explain any unusual words.
- ▶ Know the words and music well enough that you don't have to glance at a paper. Maintain eye contact with your Beavers.
- ▶ If it's a new song, teach one verse at a time and ask your Beavers to repeat after you.
- ▶ If you're teaching a round, learn the whole song together before you break into parts.
- ▶ Keep the tempo lively. Don't let the song drag. Kids love action.
- ▶ Let the Beavers make kazoos, shakers, drums and other rhythm instruments to add to the festivities.

Tying it all together

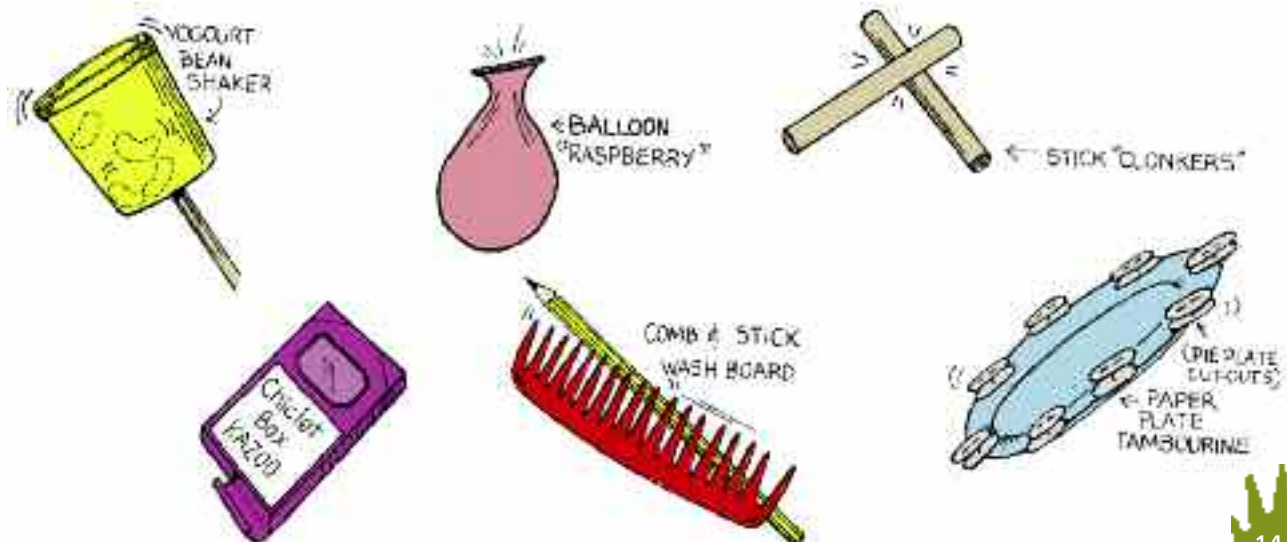
Playacting, stories, songs and music can all be used effectively in a campfire program. A place to create memories and dreams, the campfire circle can be a very memorable experience for your Beavers. It's a great way for Beavers to learn to express themselves, and have a feeling of togetherness with other Beavers.

The Magic Music Game is a fun way to introduce singing to your program. Beavers love it.

Magic Music Game

Gather your colony in a large circle. Send one Beaver out of the room and hide a small object such as a button or tennis ball. When the child returns to look for the hidden object, the colony guides the Beaver by singing or humming a tune. As the child moves away from the object, everyone hums the music quieter.

In a variation of this game, decide upon a secret action for the returning Beaver to do (e.g. touch another Beaver, or tie someone's shoelace). Meanwhile, the volume of the singing indicates whether the Beaver is "hot" or "cold."



Mystery Rhythm

Your entire colony or lodge can play this guessing game. A leader claps out the rhythm of a favourite song and the Beavers try to guess what it is. If your colony is particularly musical or rhythmically inclined, let each Beaver clap out a favourite song while the others try to guess.

SONGS TO SING

To start you off, we've included a number of songs below. The first group are standard campfire songs you may have sung as a child; the second are songs created by Beaver colonies across Canada. Also check out these song books, available from your Scout Shop:

The Campfire Book
The Song Book
Beaver Song Book
Campfire Sing Along Cassette or CD

Song type definitions:

- Round:** characterized by having a part of the group singing one part and the other part singing another, then switching.
- Action:** characterized by performing actions in concert with the song.
- Repeat:** has the group repeating the song leader's words back in chorus.
- Quiet:** typically, a song that can be sung quietly and will help settle down the group.
- Spiritual:** a song that incorporates a spiritual theme or message.

To illustrate different types of songs, *Song Type* identifies if it's a round, action, repeat, quiet or spiritual song.

On Top Of Spaghetti (On Top of Old Smoky)

On top of spaghetti,
All covered with cheese,
I lost my poor meatball,
When somebody sneezed.

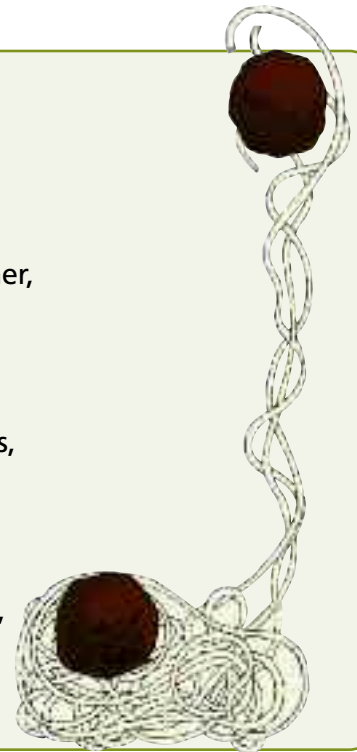
It rolled off the table,
And onto the floor,
And then my poor meatball,
Rolled out of the door.

It rolled in the garden,
And under a bush,
And then my poor meatball,
Was nothing but mush.

The mush was as tasty,
As tasty could be,
And then the next summer,
It grew into a tree.

The tree was all covered,
All covered with moss,
And on it grew meatballs,
And tomato sauce.

So, if you eat spaghetti,
All covered with cheese,
Hold onto your meatball,
Lest somebody sneeze.



Kum Bah Yah

(Song Type: quiet, spiritual)

Kum Bah Yah, My Lord, Kum Bah Yah,
Kum Bah Yah, My Lord, Kum Bah Yah,
Kum Bah Yah, My Lord, Kum Bah Yah,
Oh Lord, Kum Bah Yah.

Someone's crying Lord, Kum Bah Yah,
Someone's crying Lord, Kum Bah Yah,
Someone's crying Lord, Kum Bah Yah,
Oh Lord, Kum Bah Yah.

Someone's praying Lord...
Someone's singing, Lord...
Someone's laughing, Lord...

Little Eager Beaver

(John Brown's Body)

(Song Type: action)

Little Eager Beaver has a lodge patch
on his vest (3X)
And he knows how to share, share, share.

Little Eager Beaver has a tail upon his hat...
Little Eager Beaver has a kerchief on his neck...
(Actions: Little Eager Beaver – point to self;
lodge patch – point to patch;
vest – hook thumb in arm hole)

Ging Gang Gooli

(Song Type: round)

Ging gang gooli, gooli, gooli, gooli watcha,
Ging gang goo, ging gang goo:
Ging gang gooli, gooli, gooli, gooli watcha,
Ging gang goo, ging gang goo.

Heyla, heyla, sheyla,
Heyla, sheyla, heyla ho
Heyla, heyla, sheyla,
Heyla, sheyla, heyla ho.

Shalli-walli, Shalli-walli,
Shalli-walli, Shalli-walli.
OOMPA, OOMPA, OOMPA, OOMPA...

(Split the group into two. One sings oompa,
while the others sing the song.
Switch and repeat.)

I've Been Working On The Railroad

I've been working on the railroad,
All the live long day;
I've been working on the railroad,
Just to pass the time away.
Don't you hear the whistle blowing,
Rise up so early in the morn?
Don't you hear the captain shouting
"Dinah, blow your horn?"

Dinah, won't you blow,
Dinah, won't you blow,
Dinah, won't you blow your horn?
Dinah, won't you blow,
Dinah, won't you blow,
Dinah, won't you blow your horn?

Someone's in the kitchen with Dinah,
Someone's in the kitchen, I know;
Someone's in the kitchen with Dinah,
Playing on the old banjo.
Fee, fie, fiddie-I-O,
Fee, fie, fiddie-I-O,
Fee, fie, fiddie-I-O,
Playing on the old banjo.



Picking Up Litter

(I've Been Working on the Railroad)

I've been picking up the litter,
All the live long day;
I've been picking up the litter,
Just to have a place to play;
Can't you see the litter basket
Sitting on the sidewalk there?
Every little bit will help us,
If you just show you care.

Won't you pick it up?
Won't you pick it up?
Won't you pick it up today?

Help us clean it up,
Help us clean it up,
Help us clean it up today.

Mighty Beavers

(Marching Chant)

(Song Type: repeat)

Everywhere we go,
People always ask us.
Who we are,

So we tell them,
We're the (Group name) Beavers,
Mighty, Mighty Beavers

Repeat

Keeo Song

(Camptown Races)

I have a friend that you all know,
Keeo, Keeo!
I have a friend that you all know,
Keeo, Keeo Beaver!

Chorus

Keeo, Keeo Beaver,
Keeo, Keeo Beaver,
I have a friend that you all know,
Keeo, Keeo Beaver.

Keeo has a very good friend,
Rusty, Rusty!
Keeo has a very good friend,
Rusty, Rusty Jones!

Chorus

Keeo is a new colour,
Silver, silver;
Keeo is a new colour,
Silver, silver Beaver.

Chorus

Keeo has a new voice now,
Talking, talking;
Keeo has a new voice now,
Talking, talking Beaver.

God Is Love

(Friendly Giant Theme)

(Song Type: spiritual, quiet)

When you see a rainbow,
You know that God is love,
When you see a rainbow,
You know that God is love,

Yes, God is love; yes God is love,
When you see a rainbow,
You know that God is love.

When you see a... *(use Beavers' own words to make up new verses)*



Slapping Tails (Jingle Bells)

Chorus

Slapping tails, slapping tails,
Beavers all are we,
Oh what fun we have each day
In our Beaver colony.

Working in our lodge,
Sharing with our friends,
Having fun and making crafts,
'Til the meeting ends;

Then we leave for home,
With the things we brought,
Carefully crossing at each street
'Til safely home we've got.

Chorus.

The Quartermaster's Store

(Song Type: chorus)

There's cheese, cheese, with shocking dirty knees,
In the store, in the store;
There's cheese, cheese, with shocking dirty knees,
In the Quartermaster's Store.

Chorus

My eyes are dim, I cannot see,
I have not brought my specs with me;
I have not brought my specs with me.

There's eggs, eggs, on little bandy legs...
There's lard, lard, they sell it by the yard...
There's beans, beans, as big as submarines...

I'm A Beaver (Clementine)

I'm a Beaver, I'm a Beaver,
I'm so very glad I am.
First we all go into River Banks.
And then we build our dam.

Feed the Beaver, feed the Beaver,
Say our Promise, say our Law,
Say our Motto, go to lodges,
Where we cut, or glue or draw.

We play games, all together,
And we have a lot of fun,
We do our River Banks, build our dam,
Say goodnight to everyone.

Happy Beavers, heading homeward,
Very carefully and then,
Have a good time
('til next week over Christmas, etc.)
'Til we meet here once again.

Chop The Tree (Row, Row, Row Your Boat)

(Song Type: round)

Chop, chop, chop the tree,
Build our little dam;

Share, share, share the work,
Help us if you can.

STORYTELLING AND PLAYACTING

Stories fire up a Beaver's imagination, kindle the emotions, bring the past to life and open up the future. Stories entertain and sustain interest; they also help children identify and understand the important ideals of honesty, loyalty, friendship, kindness and sharing.



At storytelling time, leaders and Beavers develop a special feeling and relationship.

Part of the fun of storytelling comes when you involve Beavers in the process. You can do this with action rhymes, finger plays or stories which ask Beavers to add sound effects or join the refrain.

Finger plays introduce Beavers to acting out stories. As they listen and learn to respond to rhyme, they develop language skills and muscle coordination, and learn concepts of over and under, up and down, in and out. Rhymes in stories help Beavers to coordinate speech and body movements, and encourage them to listen and follow instructions.

When you use techniques which involve Beavers in the storytelling process, you encourage them to become storytellers themselves.

Beavers have unrestricted imagination. If you give your young listeners the desire to satisfy their curiosity through stories and books, it will remain with them throughout their lives.

Follow these basic rules and you won't go wrong:

- ▶ Use stories that are simple
- ▶ Tell short stories (10 to 15 minutes) maximum
- ▶ Be well prepared.

Introducing A Story

An excellent way to introduce a story to Beavers involves bringing in objects or pictures related to the story. Let the children talk about them and tell their own stories, then lead into your story. Ask a librarian's advice. He or she will know what kind of story is best to develop a particular theme.

Today's children are very sophisticated in their appreciation of storytelling because they watch children's television programs that employ professional storytellers. But, to a child, there's nothing more fascinating than a real, live person telling a story. Be flexible and try other things besides the standard fairy tales and adventure stories your Beavers may already know.

Learn the story well before you try to tell it. Know the plot and keep it uncomplicated; know the correct sequence of incidents. Improvise. When you don't have to read the story, you can pause during the telling, looking slowly around at those eager faces, giving them the thrill of wondering, "What's coming next?" Children at this age thrive on suspense.

In your own words, build up to the high points in the story. Centre upon one main character, and always keep this person in view.

If you're interested in telling the story, your Beavers will be interested in listening. Watch your audience and share your story. Beavers can tell if you're bored or if you're reading a story for your own pleasure. If you're not interested in the story they'll lose interest, and tell you so quite bluntly.

Speak clearly and slowly. You know the story, but the Beavers may not. Give them time to think about what you're saying and adapt it to their own imaginary settings and their own experiences.

Although you may not be able to get yourself completely into their imaginary world, try to make yourself as much of the story as the Beavers do. Become a partner in adventure and discovery, a part of the fantasy you're weaving. Remember, to children the story is not just another fairy tale. It's real. They may dream about it for months, and probably will apply it to their play.

Try to make every time you tell a story like the first time you heard it. Remember the tingle in your spine? Pass it on!

In a large group it's difficult to satisfy the needs of all the Beavers. Why? Because they have differences in taste, temperaments and ages. You may decide to do your storytelling in lodges or tail groups.

Know the children in your group. Generally, Beavers this age love thrilling, adventuresome stories. Be sensitive. Some children are more timid. Be prepared to tone down the story a little if a child seems upset. Perhaps you can invite them to sit close to you.

Some colonies find the best stories are those the leaders make up themselves. Make up different episodes for different occasions and eras, and weave these into fantastic settings which, at the same time, help your Beavers learn. You can lead them through an adventure at the Egyptian pyramids or take them on an African safari or an expedition to the North Pole to meet a polar bear. What can you dream up?



Act It Out

You don't have to be a gifted actor to do this. Your Beavers aren't looking for perfection. They admire and respect you, and will think you are the greatest.

You can act out a story in many different ways. Give each character a special voice, for example. In some colonies, each leader adopts the voice of a different character to help the Beavers identify them even easier. Perhaps one of your lodges would like to tell a story to the rest of the colony by having the Beavers speak for the characters.

You can also give life to a story by acting it out in pantomime or, if you find that too difficult, through simple facial expressions or body movements. How silly can you make the troll look? If a Beaver misses a word because of the child's limited vocabulary, he or she may guess what the word means simply by your actions.

Involve the Beavers by asking them to act the story with you, or encourage them to try their own interpretations. If they're familiar with the story, they'll correct you during the telling. This may turn out to be more fun than you expected.

You can also act out a story by using a flannel board, pictures, slides, puppets, tapes or records. These approaches give children a point to focus on while they listen to the story, and provide them with opportunities to use more than one of their senses. Unfortunately, if you use slides, you may limit their imaginations. The setting may not be exactly as they saw it.

On the other hand, because you can build on it, the flannel board allows your listeners to apply their imaginations in developing the setting even further. Or, if you have artistic talents, you can make simple sketches on a flip chart to bring alive the story's characters.

Timing And Setting



A child's concentration is limited. Keep a storytelling period short. If you want to tell a long story, choose carefully and tell only one chapter at a time so that you leave the Beavers eager for storytime at your next meeting.

Set an informal atmosphere with Beavers sitting in a cosy arrangement and lights turned low. Describe the story's setting and use your imagination to dramatize the sounds made by trains or wind or other elements in the story. Allow time to let Beavers savour these details. You might be able to liven the story with a song in which all the children can join.

Make room for questions, as well, but keep it under control to avoid losing the story line or finding that one little Beaver is running the show. Be prepared for problems, interruptions and distractions so that you won't come undone if they happen. If the situation becomes impossible, give up gracefully and suggest a short game or song to release the pent-up energy. When things settle down again, you may be able to continue.

Let Beavers tell a story of their own at the end of your story. Perhaps you can make a game of it to draw out some of the shyer Beavers.

Storytelling Aids

Story Boards

Many leaders use story boards to help them tell stories. You can make one from felt, flannel or velcro. Some are magnetic.

Keep board stories simple, using only a few large characters or objects to illustrate as you go along. Start with one character on the board and build from there.

Keep the characters hidden until they take their place on the board so your audience doesn't know what's coming next. And remember to face the Beavers, not the board!

When the story is over, ask your Beavers to help you take the characters off the board. They'll remember the story as they do the job, and probably will start telling it to each other.

Finger Plays

Before telling a story to the Beavers, think of hand movements you might incorporate. Beavers enjoy finger plays like these.

The Beavers

Five little Beavers sitting on a well (Cup hands)
One peeped in and down he fell (Raise one finger)
Beavers jumped high (Raise hands and wave above head)
Beavers jumped low (Lower hands to floor)
Beavers jumped everywhere, to and fro.

Four little Beavers... etc.

Ten Galloping Horses

Ten galloping horses came through the town (*Wiggle 10 fingers*)
Five were white (*Hold up left hand*)
Five were brown (*Hold up right hand*)
They galloped up and galloped down (*Wiggle 10 fingers*)
Then galloped away, out of town! (*Hide hands behind back*)

Mood Stimulators

Drama workshops often encourage leaders to make use of exercises which help youngsters develop their dramatic potential. You can use any of the following examples very effectively for this purpose.

Warm-ups

- ▶ Shaking and stretching
- ▶ Frozen tag, poison tag
- ▶ Different styles of movement (e.g. slow motion, fast motion, in mud, sand, water, etc.)

Statues

Start in pairs where each Beaver takes a turn being the sculptor who makes his or her partner into a statue. First let them choose whatever theme they like and later narrow it down to a particular area like sports, occupations, etc.

Gradually increase the size of the groups. Let them become statues illustrating what happy, excited, watching, listening and smelling look like. Combine the emotions with earlier themes (e.g. an excited hockey player; a bored bus driver).

Try sequential statues. Think of the baseball player up to bat, for example. What is the batter's first position, next position, and next?

Characters

Let Beavers imagine certain situations, and build characters from them (e.g. a group of people in an elevator, waiting for a bus, at a party).

Try role playing. Assign Beavers characters, situations, and a problem to resolve.

Movement

Encourage Beavers to move as if they were taking a Sunday morning walk; walking in different seasons and under different weather conditions; walking in mud, water, sand, grass, snow, etc.

Have two Beavers stand facing each other and move together as if each was the other's reflection in a mirror. Next, ask them to:

- ▶ Move from point to point, alone and in groups, using different styles.
- ▶ Move in time to certain styles of music.
- ▶ Pretend you're exercising on a machine.

Experiment with mime. Play charades, hold a wordless conversation, pretend to be sad and show what happens when something cheers you up (transformation).

Perception

Come into the room, look around, listen and touch. Move around to music. When it stops, touch something white, soft, bumpy, warm, cold, etc.

Play variations of Kim's Game (Beavers look at items on a tray, close their eyes and try to remember what they saw). Change something in the room and ask your Beavers to tell you what is different.

Play a rhythm game, circle tag or Red Light/Green Light.

When your colony is all primed and ready to go, you can proceed in many directions. If you're centering much of your evening around drama, you might try one of the following ideas.

Garbage Bag Stories

Organize the colony into lodges or tail groups and give each one a drama coach and a garbage bag containing enough items to equip every Beaver with an article of clothing or a prop. Make zany choices when you fill the bags.

Give groups a certain time to prepare a skit. Encourage them to use a master of ceremonies who will introduce each act and make sure actors don't improvise too long.

Dramatize A Story

Work in small groups. Tell your Beavers a story you've selected or they've suggested for dramatization. Is there plenty of action? Then, help the Beavers divide the story into pictures or scenes, and let volunteers use their own words to act out each scene. Encourage your other Beavers to add their ideas to the improvisation. Once a scene is set, practise it once again and move on to treat the next scene in the same way. Encourage everyone to take part in the planning and presentation. Keep the staging as simple as you can.

Audience Participation

Using a story you narrate while the Beavers join in is a great way to set an exciting tone for a special evening, whether on Halloween or for other themes or events.

Organize the colony into groups of about three Beavers each. Help each group decide which sound they will make whenever their character is mentioned in the story.

A leader then reads the story slowly and dramatically, pausing long enough for the Beavers to add their special sound effects. For example, in a western story you might have the following effects:

Cowboy (*Ye Hah*)

Horse (*Neigh*)

Long Black Snake (*Hiss-s-s*)

Mayor (*Welcome to
Rattlesnake Town*)

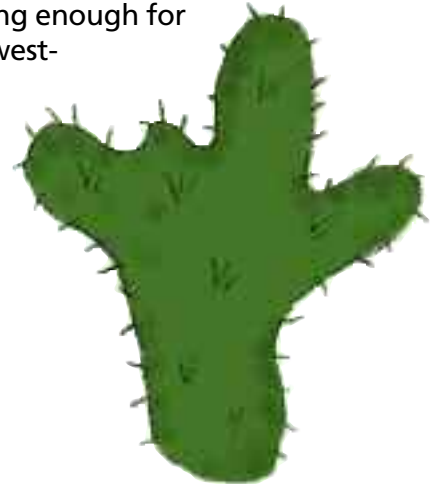
Blacksmith (*Clang Bang*)

Baker (*Here's the Dough*)

Sailor (*Where's the Ocean?*)

Cactus (*Prickle, Prickle*)

Farmer (*Plant the Corn*)



See how imaginative you can get inventing a story that uses these or other characters.

RESOURCES

- ▶ Scouts Canada's *Fun at the Pond*
- ▶ Scouts Canada's *Beaver Song Book*
- ▶ Scouts Canada's *The Best of the Leader Cut-out Pages*
- ▶ Scouts Canada's *The Campfire Book*
- ▶ Scouts Canada's *Song Book*
- ▶ Scouts Canada's *Campfire Sing Along CD or Cassette*
- ▶ Public libraries
- ▶ Book stores





Notes

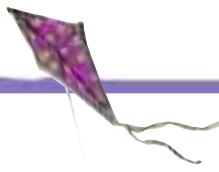


Chapter 15

OUTDOORS



Taking Care of the World ▶ Changing Seasons ▶ Ideas
▶ One Minute Naturalist ▶ Nature Hikes ▶ Farm Visit



TAKING CARE OF THE WORLD

Nature is a very important element in the Beaver program. As an organization, Scouts Canada clearly states that:

- ▶ The outdoors provides an ideal setting for growth and recreation.
- ▶ Responsible citizenship imposes upon all of us an increasing obligation to live in harmony with the natural environment.

These beliefs mean that outdoor activities and a heightened awareness of nature are essential parts of all Scouting programs, including Beavers.

Real understanding develops from doing or experiencing something. When children have first-hand experience, they usually learn quickly. It's essential to provide them with activities that promote greater understanding of ecological relationships; these activities should promote a sense of responsibility for improving the quality of the environment.

Whenever possible, link *indoor* learning about birds, for example, with outdoors activities. In a world growing increasingly sensitive to environmental issues, it's more important than ever to help young people build a strong sense of understanding, appreciation and wonder.

Here's an easy way to develop a series of programs with a nature theme. Choose a topic (e.g. astronomy), and build a series of evenings around it. Include stories, a film, games adapted to space themes, crafts (like making flying saucers or a space shuttle), and identify simple constellations on a clear winter night. Visit a planetarium if there is one in your area.

It's also possible to plan a program on environmental quality for Beavers. Visit a water purification plant or a recycling centre. Ask these questions: How are lakes and rivers polluted? What kinds of environmental problems affect big cities? Why do people litter?

Organize a "litter chase" when you go on an outing in a community park. Help put up bird houses, and ask your group committee to inform your local newspaper in advance.

CHANGING SEASONS

Although we outline a variety of specific program ideas later in this chapter, let's look at seasonal patterns as a major program source. The variety of changes and the interrelationships of the seasons provide a rich store of material.

It's fall when Beavers come together in their colonies. Take a look at the season. How do we know it's here? What causes fall? Some animals are preparing for winter. How are they doing it?

Watch for and talk about migratory birds. If your community is on a major flight path, visit a local marsh at sunset. Talk about the effect weather has on birds. Take a walk to collect weed bouquets, seeds, leaves and caterpillar cocoons. You can adapt films, stories, songs, crafts and games to fit seasonal focuses very effectively.

As you plan a winter outing, develop a program around questions like: Where and how do insects and animals spend the winter? What causes the winter season? How do plants and trees survive the winter?

On your outing, separate into lodges and search for dry nests. Find other animal homes. Find tracks and follow them. Set up feeders for the birds that stay over winter in your area.



Prepare carefully for and closely supervise all outings (detailed information in Chapter 17). During winter, you need to pay a little extra attention to the health and safety of your Beavers, particularly in colder areas of the country and especially if you'll be outdoors for some time.

Long underwear, extra sweaters, socks, mittens and scarves are necessary, as are hats that cover the ears. Hot or quick-energy food and drink is a good idea. Keep the level of activity high enough that the muscles are moving and producing heat, but not so high that your Beavers perspire.

As a final precaution, know what to do and where to go to find shelter or help in case of emergency. Careful planning will minimize any risk. Consult *Scouts Canada's Camping & Outdoor Activities, Section 10000 in B.P.&P.*, available on Scouts Canada's web site (www.scouts.ca) for the necessary forms and appropriate information.



IDEAS

Area and council newsletters and resource documents have contributed some of the following ideas; others come from *The Leader Magazine*. Check your own council to see what may be available. Look for ideas you can apply to nature in Chapters 13 and 14 as well.

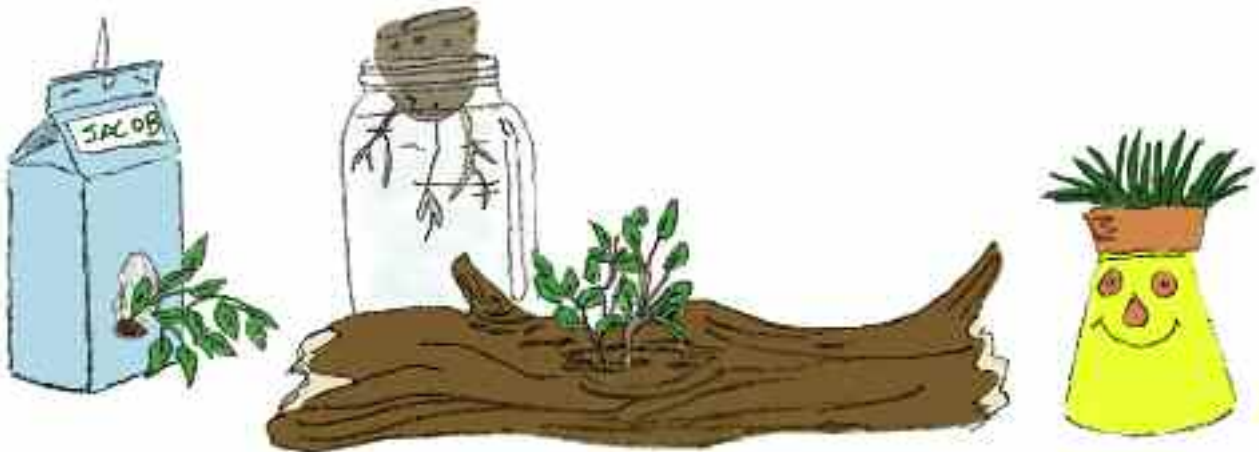
Growing Things

In the spring, buy one or two flats of summer annuals at a garden supply outlet. Ask Beavers to bring a milk carton to a colony meeting, and send each home with a plant and instructions for transplanting it into the ground or, if home is surrounded by concrete, into a pot.

Throughout the summer, Beavers can look after their own plants and learn something about taking care of God's world. If you want to give them the extra thrill of growing their own food, send them home with a tomato or bean plant.

Grow a sweet potato vine. Select a firm sweet potato with a few sprouts (some potatoes have been treated to prevent growth). Place the sweet potato, narrow end down, into a jar so that it's half in and half out. Hold it with toothpicks if necessary.

Fill the jar with enough water to just wet the end of the sweet potato. Set the jar in a cool dark place for 10 days, then bring it into a warm light place. Add water as necessary to keep up the level. When the vine is fairly young and shoots aren't more than 5-7 cm long, remove all but three or four of the strongest ones.



Hanging Planters

You can use milk cartons of any size for this planter, which is particularly suited to beans or other plants with trailing vines. Glue or staple the cartons closed in a way that you can pass a loop of cord through the top for hanging. About 5-7 cm from the bottom, cut a round or oval window in each side. Decorate the planters with foil or coloured paper if you wish.

Fill the bottom 5-7 cm of the planters with soil and plant seeds, cuttings or small plants. If you use seeds or cuttings, tightly wrap clear plastic wrap around the windows to create a small greenhouse.

Treasure Hunt

Prepare instructions and conduct your hunt in lodges. If you hold your hunt in a school yard, you might say:

- ▶ Go to the place you might stand if you were holding a bat during a ball game. Under a rock are further instructions.

- ▶ If you know what colour a beaver is, and combine it with the colour of milk, you'll find your next instructions under a flag of that colour along the fence to your right. (Include different coloured flags to add a little extra confusion.)

Make the instructions suitable to your location and the number of Beavers in the lodge so each child can find two clues. But what treasure can you plan to end your hunt? Cookies always work well.

Pomanders

Pomanders of oranges and cloves make closets and kitchens smell delicious. To make one, you need: a large orange for each Beaver, a knitting needle, whole cloves, cinnamon and orris root powder, paper, foil, and ribbons.

Have a leader or Keeo carefully punch holes at equal spaces all over the outer skins of the oranges. The Beavers fill the holes by pushing the stem of a clove into each one. Mix together equal amounts of cinnamon and orris root, and roll the oranges in the mixture. Make sure the spicy powder coats the orange well between the cloves.

Individually wrap the oranges in foil, and store in a dry place for two or three weeks.

The oranges will shrink as they dry. Before Mother's Day, remove the foil and wind a ribbon twice around each orange. Tie it firmly, and leave enough for a loop so you can hang the pomander.

You can also make pomanders from limes, lemons and apples.

Hummingbird Cafeterias

Canada has four species of hummingbirds. Of these, the most common and widely distributed is the ruby-throated hummingbird; it is less than 9 cm long from the tip of its beak to the tip of its tail.

Hummingbirds are constantly in motion, even while feeding, and they need lots to eat.

To help out the hummingbird, have your Beavers make feeders for this tiny creature. Combine 30 ml sugar with 230 mL of warm water. Dissolve the sugar. Pour the solution into small bottles (e.g. aspirin or vitamin containers), and tie yellow or red ribbons around the necks of the bottles. Hummingbirds love bright colours and will be attracted to the feeder.

Tell each Beaver to hang a hummingbird feeder on bushes or shrubs at home in time for spring blooming. Be sure to ask the Beavers to report the happenings at their hummingbird "cafeterias" as spring arrives.



More About Birds

Contact bird enthusiasts through your local bird watching societies. If your city has a zoo or a museum of natural science, you may find somebody there who is willing to spend an hour with the colony.

Even if you can't locate an expert to visit, you can do some research at the local public library. Plan to familiarize the Beavers with a few birds common to your area; do some research so you know some answers.

Apart from the obvious fact that birds are unique because they are the only animals that have feathers, bird beaks are very distinctive. Different bird species have different sizes and shapes of beaks.

Explain to the colony that a bird's beak is designed specifically to help the bird capture and eat its food. Come to the meeting equipped with appropriate household utensils to illustrate this point, and have your Beavers try to use each one as a bird would use its beak.

Parrots

The curved shape of a parrot's beak is ideally designed as a nutcracker for breaking open the seeds and nuts that make up the main part of its diet. The short, stubby beak of a sparrow also is a kind of nutcracker for opening seeds.

Robins

Because these birds mainly eat insects they find on the ground, their beaks (like tweezers), help them to pick up things easily.

Woodpeckers

These birds also dine mainly on insects, but usually favour those found under the bark of trees. For this reason, the woodpecker's beak resembles a drill and is used for making holes.

Hummingbirds

The hummingbird's beak is a long hollow tube, which the bird inserts like a drinking straw to sip up nectar from flowers.

THE ONE MINUTE NATURALIST

Although some people might think that the only places to observe the natural world are designated parks, green spaces or zoos, in fact the grounds around a colony's meeting hall will probably provide suitable locations.

Whether you meet in a rural school, suburban community centre, or inner city church hall, the yard just outside the front door is full of opportunities to make simple outdoor observations. It offers a safe area for leaders who have little knowledge of nature or experience in the outdoors.



To take an excursion into the yard, you still need to plan, but you can keep it quite simple and basic. Chances are, the Beavers are already familiar with the surroundings. They will enjoy discovering things that may have been right under their noses.

The length of time you spend outside varies with weather and your topic of exploration, but even 60 seconds exposure to nature concepts is worth 10 minutes of fun awareness. Following are some ideas for you and your Beavers to explore.

Weather

What was the weather like today? How is it different from the weather yesterday or last week? Did anyone hear the weather report for tomorrow? What causes weather to change? If you were a certain animal, how would you cope with today's weather?

Can you predict the weather? How? Can you smell rain or snow before it comes? What do certain kinds of clouds mean: hail, rain, snow? What does a red sky at night suggest tomorrow's weather will be like?

Geology

What is your meeting place building made from: natural or manufactured rocks? Can you find any real rocks in your meeting space? Can you find the building's cornerstone? Are there any fossils in the limestone walls or steps? How are rocks used outside your meeting place? Look in walls, roads and monuments.

Look at the ground after a rain. Can you find tiny river valleys being eroded? If the weather is fine, can you use a bucket of water to show soil erosion and river valleys forming?

What kinds of soil can you find? What makes soil?

Water

Collect rainwater from an eavestrough and show what is in it. What things (i.e. objects) can water move? How does rain clean the air? What does it smell like after a rain? What plants around the meeting place show signs of needing water?

What sound does rain make when it lands on a cup, pot, cookie tray or garbage can? Can you make a "rain band"?

Plants

Where do plants grow? Are the plants in a field different from the plants that grow around a building or fence edge? How strong are plants? Can you find any plants pushing up sprouts in the sidewalk or playground?

Find a tree and give it a special pond name. Visit it in each season and notice what the tree is doing. Can you find any seeds? How do seeds travel: by air, bird, even in the mud carried on cars or a Beaver's shoes?

Seasonal Change

Can you find a plant sprouting? What will it look like when it is fully grown? Check back to see if you're right. What do flowers turn into? Can you find a leaf bud or a small emerging leaf? How large will it grow? What colour will it become in the fall? Can you find a green pine cone?

What shape is the moon tonight? What will it look like next week? Is the old man in the moon smiling at you? When do the stars come out? Do dandelion flowers close up at night? What time?

Can you find something rusting or disintegrating? Bury a leaf and dig it up again in a week or two weeks. What is happening to it? What clothes do you need to wear to go outside? How has this changed from last week? Who got a haircut lately? Why?

Spatial Awareness

How big is your step? How many steps long and wide is the play area? Can you draw a map of the place you are in? How high can you reach? What things around you are shorter or taller than you? How many of you standing on each other's shoulders would it take to reach the top of the building?



Where is your shadow? Is it longer than you are? Can you make shadow body letters? What other things make shadows?

How tall is your leader? Can you trace the leader's body with chalk while he or she lies on the parking lot? Can you trace other Beavers' bodies on the ground with chalk?

Here are several keys to becoming a successful one minute naturalist.

1. Try to consider commonplace things special. The Beavers in your colony have only been on earth for 5-7 years. They have not yet experienced or closely examined things that are now routine to adults.
2. Ask questions and seek simple answers. To a young child, nature is like a giant jigsaw puzzle. Every realization, from the recognition that pine cones make pine trees to the smell of rain, helps a child add another piece to a sometimes confusing world.
3. Don't try to give everything a name. Your aim is to stimulate recognition that something exists, and the desire to find an interesting quality in it.
4. Use Beavers' discoveries to help build a theme or awareness of other meeting programs. This will carry forward any learning to other activities.
5. Have fun and revel in a young child's ability to see things we adults have forgotten even to look for.

NATURE HIKES

Here are some ideas you can build into a Saturday outing or even a short ramble in the vicinity of your pond on a regular meeting night.

- ▶ What do you smell?
- ▶ What do you hear?
- ▶ What type of ground do you walk on?
- ▶ What did you see on your way to your destination?
- ▶ Build a beaver dam, lodge, etc., with twigs and mud.
- ▶ Scavenger Hunt: Say the name of a plant or bird. Find something from nature that starts with each letter of the word (e.g. "daisy": d-dirt, a-ant, i-insect, s-sand, y-yellow). For Beavers who can't read, draw pictures of things to find.
- ▶ Find something pretty.
- ▶ Find a tall tree.
- ▶ Find something that shouldn't be there.
- ▶ Find something of a certain colour.
- ▶ Collect dead objects and make a list.
- ▶ What colours do you find in nature?
- ▶ Collect nature objects (e.g. grass, twigs). Close your eyes and feel different things.
- ▶ Snip an evergreen sample. Notice how it is different from the leaves of other trees.
- ▶ Give the Beavers a leaf. Tell them to find one to match it.
- ▶ Study flower petals under a magnifying glass.
- ▶ Give Beavers a film canister; how many things from nature they can put inside it?
- ▶ Show Beavers an item from nature – make sure they are plentiful – then ask each to find a similar item, and return to the pond. Show another item, and send them off again.
- ▶ Find insects.



Listening

On a spring day when the grass is dry, ask your Beavers to lie down with an ear to the ground. What can they hear? What do they think is going on under the surface?

Invite the Beavers to sit or lie on the ground in a good “listening” position, close their eyes, and listen for bird songs. Tell them to raise a finger when they hear a bird singing and to raise another finger each time they think they hear a different song. After about a minute, compare numbers of fingers and, together, try to identify different songs and the birds who are singing them.

As part of this exercise, ask your Beavers to sit with eyes closed and see if they can count to 10 without hearing a bird sing.

Looking

With the Beavers, lie under a tree and look up at the patterns made by leaves against the sky. If you’re lucky, you’ll spot a bird or squirrel making a nest. Watch the animals. Show the Beavers how to cup their hands around their eyes to make “hand field glasses” to help them focus their attention. What things are the animals using to build their homes? Where are they building them? Why do you think they are putting them in those places?

Take a close look at the branch of a tree or bush. Talk about the new buds, how buds are arranged on the branch, whether all trees have the same arrangements of buds. Find the scars of old buds and leaves.

Stake-out

Help Beavers mark out a piece of ground with a circle of string, and tell them to take a close look at the territory within the boundary to see how many living things, or how much evidence of life, they can find. Encourage them to lift pebbles and look closely at leaves and stems. Pass out some magnifying glasses to your Beavers to help them explore.

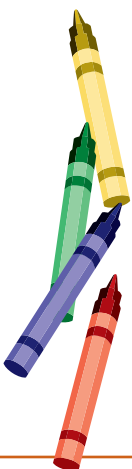
Have the Beavers follow a crawling insect to find out how fast it moves, what it eats, and where it lives.

If Beavers pick up an insect (and they will), ask them to handle the bug gently and look carefully. What colour is the bug? How many legs does it have? Can they find its mouth and eyes? How many segments does its body have?

Make sure you tell the Beavers to put their critters back as close to where they picked them up as possible.

Be Crafty

Take paper and wax crayons, charcoal or pastels outdoors so your Beavers can make rubbings of the leaves and bark on different kinds of trees.



If there’s a tree stump in the area, let your Beavers make a stump rubbing. For this, you need a piece of sturdy paper large enough to stretch over the stump with some to spare so you can tack it firmly around the sides. Using the broadside of a piece of charcoal or a wax crayon, rub over the paper in one direction only. From the number of rings that show on the rubbing, you can tell approximately how old the tree was when it died, and you will see evidence of wet years (wide rings) and dry years (narrow rings).

Use the sun to make leaf prints. Pin different kinds of leaves on a piece of coloured construction paper and set it in bright sunlight for at least an hour. The prints will show not only leaf outlines, but also the vein patterns.

Fly A Kite

When you feel the wind on your face and see it move the grass and the leaves of the trees, it's only natural to want to play with it. Nothing invites a person to go fly a kite more than a beautiful spring day. The Beavers can make a simple kite from one square sheet of heavy paper and some string. Hold a kite-flying session at your local park and try to catch the wind.

Winter Painting

On a mild winter day, fill old detergent bottles (ones that squirt) with food colouring and water. Give a bottle to each Beaver, find a large expanse of clean snow, and let them paint snow pictures.

More Ideas

Here are a few more nature ideas to explore:

- ▶ Pet parade (care of pets)
- ▶ Sleigh ride with parents
- ▶ Marshmallow roast
- ▶ Paper folding (make snowflakes)
- ▶ Pet shop visit
- ▶ Leaf collection
- ▶ Movies on nature
- ▶ Fishing trip
- ▶ Learning about your body
- ▶ Family picnic
- ▶ Forest nursery visit
- ▶ Beaver pond visit to see real dams and lodges
- ▶ Sugar bush outing (maple syrup operation)
- ▶ Waste disposal plant visit
- ▶ Sawmill visit
- ▶ Snow sculptures and snow forts
- ▶ Tobogganing and skating
- ▶ Plaster casting animal tracks
- ▶ Building a giant snowball with the whole colony
- ▶ Finding signs of spring
- ▶ Water safety
- ▶ Farm visit



FARM VISIT

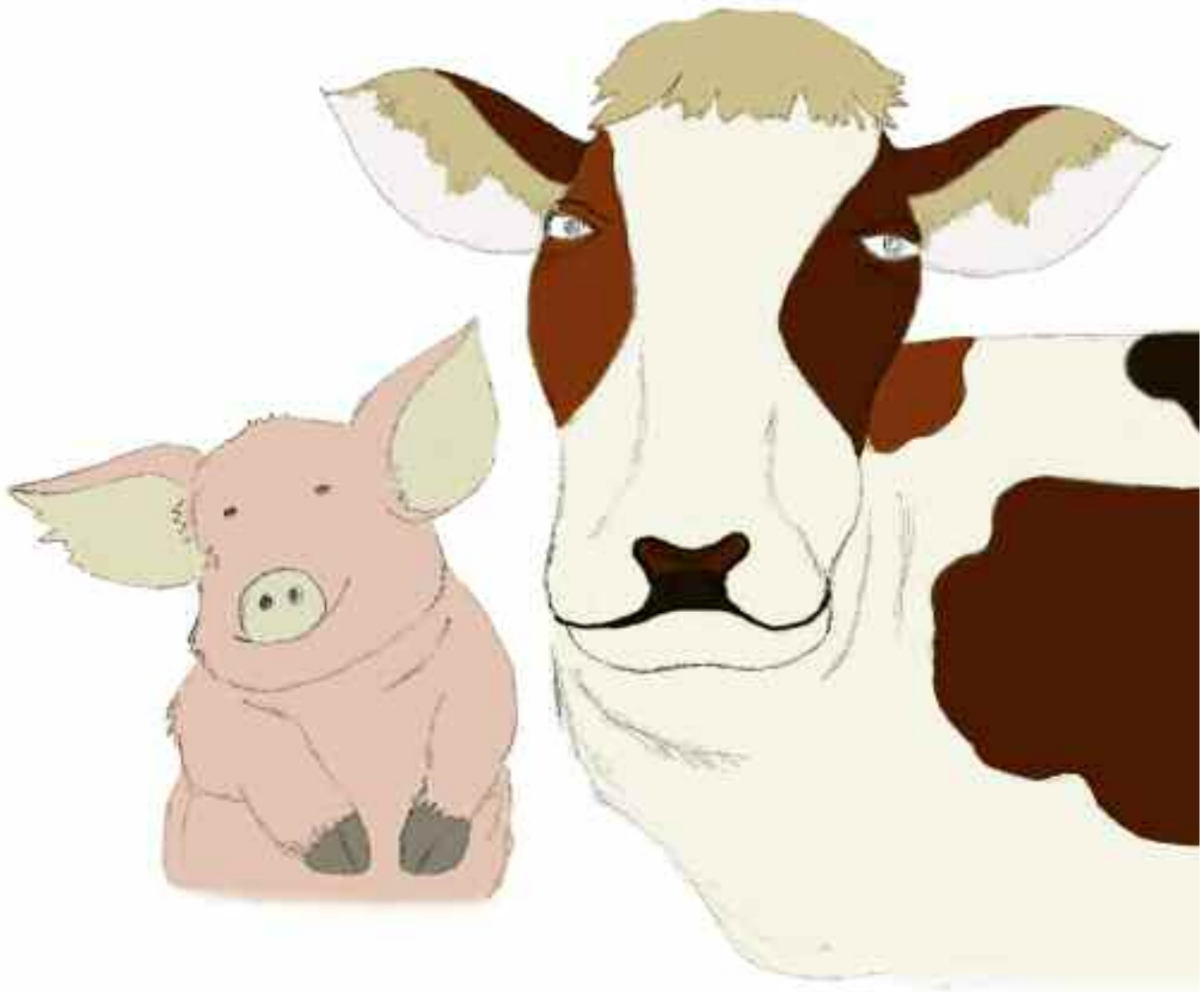
A farm visit offers an example of how much learning an outing can provide. The objectives for the visit might be to help Beavers gain some insights into the complex tasks involved in operating a farm and the interdependence of the farmer and people who buy food.

Before making the visit, sit down with the Beavers and brainstorm a list of questions they would like to ask. Here are some examples:

- ▶ What size is this farm?
- ▶ What does the farmer grow or raise on the land?
- ▶ How many animals live here? What types of animals?
- ▶ When does the farmer harvest the crops?
- ▶ Where does the farmer sell the products?
- ▶ What kinds of help does the farmer get from machinery or other people or animals?

- ▶ What conservation practices does the farmer use? Why?
- ▶ Is the farmer troubled by predators or pests?
- ▶ How does the farmer control them?
- ▶ How does farming help us in the city?

As you can see, a simple idea like this visit might easily generate a great many new program ideas. When you choose activities, keep in mind that Scouting aims to increase the Beavers' knowledge and understanding of their natural surroundings.



Chapter 16

SPIRITUAL FELLOWSHIP



Spiritual Fellowship ▶ Setting the Example ▶ Helping
▶ Love of Self ▶ Scouts' Own ▶ Finding God's Love ▶ Resources

SPIRITUAL FELLOWSHIP



Spiritual fellowship is a thread woven through all Beaver programs. It takes into consideration the variety of religious beliefs and denominations held by leaders and children in a colony.

Beaver program concepts foster an attitude of love, respect and caring for other human beings and our natural surroundings. Sharing, helping to take care of the world, helping family and friends, and acceptance of others are principles honoured by all religions around the world. Through these sorts of experiences, young children find God's love for them and the world.

SETTING THE EXAMPLE

When a Beaver is exposed to leaders who are sincere in their love for God and others, the child is subtly but wholesomely influenced by them, in whatever way they may express their love. Leaders who strive to live their faiths in their daily lives and let their convictions influence and warm all of their actions, share their outlooks with the Beavers in their lodge or colony.

HELPING

The idea of helping others and doing something useful for them is easy for Beavers to understand. Encourage them to be thoughtful of other members of the lodge and colony, brothers and sisters at home, and friends at school and in their neighbourhood. Encourage them to be thoughtful of parents by helping around the house.

When you lead them to do good turns for sick, shut-in and aged persons by visiting and making cards and little gifts for them, you also reinforce their efforts to help others without looking for something in return. They help others by being ready to share themselves, their abilities, their possessions and their efforts.



LOVE OF SELF

One important and often overlooked aspect in spiritual development is a person's self-image. By helping Beavers understand that they are loved for their own sake and that their talents and abilities are appreciated, a Beaver leader helps children deepen their acceptance and understanding of themselves in many positive ways. Show your love by:

- ▶ Encouraging Beavers to do their best
- ▶ Congratulating them for their efforts
- ▶ Accepting them as people of their age and development.

Realise that, although Beavers are only five, six or seven, they're on their way to adulthood. Find ways to make that growth both easy and fun.

A Beaver's growing self-awareness strengthens his or her spiritual growth and, in turn, is helped by it.

Program Goals

Beavering provides a simple, flexible positive experience with the key idea of "sharing." Your colony serves Beavers with a wide range of growth development. Each Beaver will gain more understanding of fellowship and spiritual values through his or her activities than through direct teaching. Beavering spirit is caught, not taught. Spiritual emphasis is a continuous thread running through the programs of a Beaver colony.

Spiritual fellowship is clearly tied to the Beaver program goals, which encourages leaders to "find examples of God's love for them and the world." When you look at the other goal statements, you see that they also reflect the idea of God's love as it shows itself in a variety of ways:

- ▶ Love and joy
- ▶ Health and a positive sense of self
- ▶ Belonging and sharing
- ▶ Cooperating
- ▶ The beauty of the world around us.



Check out the goals in Chapter 3. List specific ways you see God's love so that you can help your Beavers discover it too.

Promise, Law and Motto

Spiritual fellowship also is fundamental to the:

Beaver Promise: "I promise to love God and help take care of the world."

Beaver Law: "A Beaver has fun, works hard, and helps family and friends."

Beaver Motto: "Sharing, Sharing, Sharing."

Here's an exercise to help you generate program ideas. As a leadership team, discuss the meaning of the wordings of the Promise, Law and Motto. List activities that will help you develop these concepts at colony meetings. Focus on ideas about:

- ▶ How to love God
- ▶ How to take care of the world
- ▶ How to have fun
- ▶ How to work hard

- ▶ How to help family and friends
- ▶ How and when to share.

Following are a few ideas to get you started.

How to Love God

- ▶ Acting out *Friends of the Forest*, and taking care of nature
- ▶ Saying grace at meals; saying thank you
- ▶ Praying at opening and closing ceremonies; thoughts for the day
- ▶ Respecting property, people, animals and all other living things
- ▶ Carolling, singing
- ▶ Doing a Scout's Own.

How to Take Care of The World

- ▶ Planting a tree
- ▶ Picking up litter in a local park
- ▶ Watching for dangerous places, and warning friends and other people
- ▶ Doing good turns for others.

How to Have Fun

- ▶ Carolling at Christmas; singing; campfires
- ▶ Touring a church, synagogue, temple
- ▶ Playing cooperative games
- ▶ Doing craft work (e.g. What "God" means to me)
- ▶ Going on a sleigh ride or watching the stars.

How to Work Hard

- ▶ Sharing with chores at meetings
- ▶ Finishing crafts; putting materials away; cleaning up
- ▶ Trying to keep neat and clean
- ▶ Taking care of the uniform.

How to Help Family and Friends

- ▶ Doing chores at home; taking out the garbage; setting the table
- ▶ Making Mother's and Father's Day crafts
- ▶ Offering help to friends
- ▶ Helping those younger than you
- ▶ Letting others help you.

How and When to Share

- ▶ Taking turns with equipment and in games
- ▶ Sharing materials and ideas between lodges
- ▶ Sharing a day outing with a Cub pack
- ▶ Sharing games (e.g. find someone who needs what you have to complete a project)

After any one of these activities, give your Beavers a chance to discuss what they did to find God's love, how they felt about it, and what they could or would try next time. Accept a



Beaver's answer even though it may not coincide with yours. If you feel the child has missed something, try to direct the Beaver's thinking in that area, but let the child draw his or her own conclusions. The Beaver may not be ready to absorb the kinds of thoughts or perspectives you have. Consult with parents and spiritual leaders in order to gain knowledge and sensitivity of the child's development in this area.

Scouts' Own

A Scouts' Own provides time to reflect on ways to fulfill the Promise, Law and Motto and our personal commitment to our spiritual values.

A Scouts' Own can be a structured and planned part of a Beaver event, or a very spontaneous coming together in celebration of life.

- ▶ Involve Scouters, Beavers, and perhaps a spiritual adviser when preparing a Scouts' Own. It should be acceptable and meaningful to all faiths represented. Do this by taking one of two approaches.
- ▶ Ask your Beavers, their parents or spiritual advisors to provide contributions meaningful to their various faiths.
- ▶ Choose material with universal appeal (i.e. focus on common threads such as love, friendship, helping others, the environment, etc.)
- ▶ You can hold a Scouts' Own at any time and in any place. The best time and place is when ever and wherever it is most meaningful to your group. In a sense, you could consider even a prayer during a meeting as a quick Scouts' Own.
- ▶ To be sure that a spiritual observance of some kind is part of your program, schedule a Scouts' Own and take time to see that it happens. Though it may involve a spontaneous moment, it's always wise to be prepared.
- ▶ A Scouts' Own can present spiritual messages in the form of prayer, songs, skits, stories, or games for discussion. Involve your Beavers by asking them to help with the planning (perhaps by lodges), and ensure every one of them participates in some way.
- ▶ Keep it simple, clear and short; no longer than 10-15 minutes.

FINDING GOD'S LOVE

The Beaver program's first emphasis is to "find examples of God's love for them and the world." The focus of this first emphasis is to help Beavers discover God's love, to experience it and share it with others. You may find these suggestions and guidelines helpful for developing programs in which Beavers can make this discovery.

Keep it Simple

You can practise spiritual fellowship in all phases of the Beaver program without really getting into a lot of details. Encourage positive spiritual attitudes by teaching and practising them at Beaver meetings, and encouraging Beavers to use them at home.

It's important to keep spiritual emphasis simple. Use religious teaching at meetings only in conjunction with specific religious sponsors; remember to take into account Beavers who do not belong to that faith.

Spiritual Themes

Creation

Read a story of how the world was created to the Beavers at a meeting. Then go on a nature hike; along the way, discuss the things you read in the story.



Holiday

Pick a religious holiday. Try exploring holidays of different faiths. Do a play, make puppets, and ask a minister, priest or other spiritual leader to come in to tell the story.

Scouts' Own

The purpose of a Scouts' Own is to promote a fuller understanding of the Beaver Promise and Law. You can have a Scouts' Own anytime. Remember to keep it simple and on the Beaver's level.

Children's Hymns

During sing-songs, include some spiritual hymns that Beavers know and understand. They love to sing.



Openings and Closings

Thoughts for the Day

Each week, let a Beaver or a lodge help during the opening or closing ceremonies with a thought for the day. Beavers can prepare these with a lodge leader or parents, or with the help of Keoo. It gives them an opportunity to share their thoughts with the rest of the group.

Evening Prayer

Some groups say or sing a prayer each evening.

Spiritual Customs From Around the World

Many different spiritual customs are practised in different lands. Beavers love to hear about things that other children do. Share with them the ways in which children their age from different religions practise the same spiritual message.

Stories with Moral and Spiritual Emphasis

Use a Beaver story to express a key thought or message.

Beaver Prayers

Hey God!

Hey God!
Did you really make all those stars?
And that great white moon, that looks so far?
And did you really make planets like Mars?
And Saturn and Venus and all like that?

Did you really make fluffy, wobbly puppies?
And kittens and ducks and jumpy frogs?
And did you really make goldfish and guppies?
And creepy crawly things beneath old logs?

Hey God!
Did you really make mud so it would squish?
And rainbows to chase that can't be caught?
And did you really make the clams and starfish?

You did?
Well thanks. Thanks a lot!
(By Andy Jensen, Victoria, B.C.)

Thank You

Thank you for the sky above;
Thank you for the birds that fly;
Thank you for the earth below;

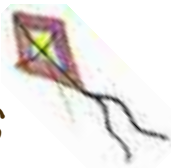
Thank you for the trees that grow;
And thank you God, for you and me!

Chapter 17

OUTINGS



Using the Outdoors ▶ Camping ▶ Outdoor Meetings
▶ Outing Ideas ▶ Planning Tips ▶ Checklist



USING THE OUTDOORS

Scouts Canada believes that the outdoors provides an ideal setting for personal growth and recreation, and that responsible citizenship imposes upon us all an increasing duty to live in harmony with our natural environment. Because of this, outdoor activities are an essential part of all Beaver programs.

In this chapter we encourage you to regularly include outdoor activities in your program as required by Scouts Canada's Beaver Program Standards. Become familiar with the information on camping & outdoor activities in the current edition of *Scouts Canada's policies and procedures*. It provides Scouting policy and procedures for safety, supervision and appropriate activities. There you will find all the forms and applications as they relate to Beaver activities.

CAMPING

For detailed policies and procedures, we recommend you familiarize yourself with B.P.&P.:

- Section 10000 (Camping & Outdoor Activities – policies and procedures)
- Section 10000 (Additional Leadership Requirements for Camping and Outdoor Activities)
- Section 4000 (Requirements for Section Leadership).
- Section 20000 (Various forms used when conducting activities)

OUTDOOR MEETINGS

There's a general maxim in Scouting that says it's better (where practical) to be outside than inside. Therefore, consider holding some of your colony meetings outdoors. It's just as easy to play games, do crafts, sing songs, learn nature lore and follow a spiritual theme outdoors as inside, and you have a chance to do something different. As a bonus, your Beavers will be in the fresh air with lots of room to move around.



Here are some general tips for an outdoor meeting:

- ▶ Plan the meeting carefully so that the Beavers are involved in a game or activity all the time.
- ▶ If you're planning an outing away from your regular meeting place, make sure you inform parents. In some circumstances you will require a permission form. Refer to Section 100000 for form use.
- ▶ Invite parents to attend with their child(ren). You need a ratio of at least one leader for every five Beavers, as well as additional parental help. See *Section 3001 in B.P.&P* for the screening process of adult volunteers.
- ▶ Know the area you are taking the Beavers to, and make sure it is reasonably safe. Check for broken glass and other dangerous objects in the play area.
- ▶ Before the meeting, tell your Beavers what sort of behaviour you expect of them.
- ▶ Keep a first aid kit available for accidents.
- ▶ Parents are responsible for transporting or arranging for transport of their children to and from Scouting activities.

OUTING IDEAS

Our list of outings listed below includes just a few ideas. Read Chapter 10 on planning and, with your leadership team, talk and jot down other ideas which come to mind. Although some may seem far-fetched, after you've given them some thought, you may find they're possible after all.

Pedestrian Safety

Statistics from the Canadian Red Cross Society show that car accident related deaths involving pedestrians is the highest cause of death for children aged five to nine. You will be doing a great service to your Beavers by running a program that shows the proper way to cross the street, recognizing traffic signals, walking in a parking lot and other pedestrian hazards. Contact your local police station for tips and resource help.

Beaverree

This day program is essentially an inter-group, area or Council event. Mutually planned by participants, it usually includes activities such as games, crafts, special programs (e.g. parachute play) and picnics. Some area/councils build this into a weekend campout and include parents/families.

Winter Klondike Day

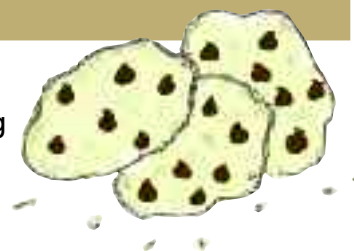
Celebrate winter with a day outside in the snow. Although you need to be careful about proper clothing, energy foods, and the mixture of activity and rest, it can be a great deal of fun. Again, something like this is often an inter-group event featuring snow games, treasure hunts, sculptures and lunch in an igloo – things Beavers love.

Make Maple Sugar

Is there a sugar bush near you? A maple sugar-making event is often sponsored by local conservation authorities. Look into it.

Cookouts and Hikes

This type of activity need not be complicated; besides, it's relatively simple to organize. Ensure that what you plan is not too challenging for Beaver-aged children.



Visit to A Wildlife Sanctuary

With or without a resource person, Beavers and leaders can see and learn much.

Sensory Awareness Trail

If you have such a trail in your area, give it a try. If not, think about developing a simple trail close by. Perhaps your group's Scout troop would be interested in helping.

Animal Tracking in Winter

This might be a good tail group activity – perhaps something special for your White Tails. Locate and try to identify animal tracks in a local conservation area. Follow them to try to discover where the animals live and what they eat. Finish with hot chocolate around a small fire or back at the lodge.



Water Slide

Here is a great summer fun idea. Invite another group to join you. All you need is a large long piece of plastic, a hill and a source of water (preferably a hose) to keep the slide wet. You can use a bucket system if you don't have a hose, but it gets tiring because Beavers can slide for hours.

HIKING

Beavers love to walk in the woods or across a field, and a hike is an excellent day outing. Keep the distance short – no more than a kilometre or two. Because Beavers are curious, they will want to stop, look and explore. Ensure you have enough leaders along, and have planned the activity well. Here are some guidelines.

A hike has a:

- ▶ Destination
- ▶ Purpose
- ▶ Plan (distance and stops)
- ▶ Game to spruce it up.



Use hiking often as a way to travel, means of observation and an energy outlet. Keep in mind that the object of a hike is to explore and discover. This will prevent your hike from turning into a forced march.

Some Hike Ideas

- ▶ Message following hike (like a treasure hunt moving towards a goal).
- ▶ Progressive supper hike (moving from home to home).
- ▶ Conservation or nature hike (use it to collect things such as an item for each letter of the alphabet). Teach Beavers to choose fallen items so they don't damage trees and plants by tearing away living parts.
- ▶ Observation hike.
- ▶ Rock finding hike. Find coloured rocks or different kinds of rocks. Display them later by setting them in plaster of Paris.



- ▶ Hike and listen. Listen for nature voices, then describe what you hear.
- ▶ Historic hike (through an old building or settlement).
- ▶ Parent and Beaver hike.

Hike Planning Steps

1. Set a goal. What do you want to achieve?
2. State the type of hike.
3. Establish a time. How long a hike will you take?
4. Establish a route, and check it out. Choose a start and end point, and clear instructions on how parents can get there.
5. Outline the program for group committee approval prior to the event. Include:
 - ▶ Safety considerations
 - ▶ Date, time, etc.
 - ▶ Equipment list
 - ▶ List of help needed
 - ▶ Budget (group committee's consent)
6. Make sure you inform parents. Obtain their written permission for their child to participate in category 3 activities using the forms found in *Section 20000 in B.P.&P.*



SPECIAL EVENTS

- ▶ Visits to senior citizens; adopt a grandparent; make a gift
- ▶ What is your job like (guest speaker)?
- ▶ Trick night
- ▶ Develop a cooking course. This might involve making a bagged lunch, candied apple, soup, cookie night, bake a cake night
- ▶ Christmas concert
- ▶ Parent/Beaver banquet
- ▶ Scout-Guide Week activity
- ▶ Carnival night

PLANNING TIPS

You need organization, planning and coordination to make any of these events happen. With the help of some experienced leaders and/or your Service Scouter, you'll find the job easy. This checklist of reminders will also help.

General Notes

Ensure all your Beavers are registered, and that you have a copy of the Program Participant Enrollment form for everyone. These should be kept close at hand at meetings and outings.

Wear uniforms on outings whenever appropriate. It makes Scouting visible and helps identify any lost Beavers.

Preparations

Contact the place of interest by mail, e-mail or phone and ask for all the information they can supply: admission price; availability of guides; number of people they can accommodate; time required for the tour or activity; crests or souvenirs suitable for Beavers and their cost; washroom and lunch facilities.

Estimate the total cost of the outing, and include everything in your budget (see Chapter 10).

Inform parents by letter at least two weeks before the outing. Include: destination; meeting place and time; length of outing; cost; request help with supervision; parent consent forms to be signed and returned with money to the next meeting. Remember: it is the parents responsibility to drive or ensure their child gets to the event.

Collect money and parent consent forms.

Call those who have not brought in forms and money by the final meeting before the outing.

Build up the Beavers' enthusiasm by planning at least one meeting around the outing theme. Explain to them what you expect of them in terms of behaviour. Tell the parents what the Beavers are to bring (warm clothes) and what Beavers cannot bring (Game Boys™, Walkmans™, etc.).

Prepare name tags for each Beaver, including name, address and phone number. Children should wear the name tag inside a jacket or vest pocket for leader reference.

Prepare maps with directions for drivers.

Confirm arrangements for reservations a few days before the trip.

Day of the Outing

Ensure leaders are on time at the meeting place.

Put name tags on Beavers as they arrive.

Provide drivers with maps, and indicate exactly where at your destination they should meet.

Remember to prepare some activity to fill possible lulls in the day. Although most leaders schedule a half hour for lunch, it only takes some Beavers 10 minutes to eat. Carry a travelling first aid kit with the colony or lodge.

After the Outing

Have Beavers send out thank you cards to people who helped with the trip. This isn't just good manners, but it also makes it easier for the next group.

Hold a follow-up meeting where you remember what you did and saw. Why not show slides or pictures taken on the trip?

Assess the success of the trip. How did the Beavers enjoy it? What program goals did it meet? What can be done differently for next time?

CHECKLIST

Here's a way you can make a checklist to help ensure everything that needs to be done is completed. When you plan for an outing or special event, think of the specific things you need to do before, during and after the activity. List them in the centre of a page of paper. On the left hand side, write the date when the task must be completed. On the right, write the name of the person who will do it. As each item is completed, put a check mark beside the date. The leader who has taken on the job of coordinating the outing can be responsible for the checklist. (See Chapter 5 for sharing responsibilities in the leadership team.)

These suggested questions may help you develop your own checklist. Consult the *Camping & Outdoor Activities, Section 10000 in B.P.&P.* for policies, forms and applications.

- Note dietary and medical considerations that appear on the Program Participant Enrollment form of those participating.
- Have you confirmed the use of the location?
- Do all participants and parents have information on date, time, cost and program? Have you clearly stated all costs? Do you have parents' permission? Have you asked for their help and cooperation?
- Does your group committee approve of your program?
- Have you completed all the required forms?
- Do you have a theme for the day? Is everyone informed?
- Will you use costumes?
- Have you listed and obtained all supplies?
- Have you asked for extra support from Scouts or Venturers?
- Is there a first aid kit available, and is someone knowledgeable in first aid?
- Are bathrooms available and open? Who has the key?
- Who is responsible for meals?
- Do you have an alternate plan in case of bad weather?
- Is parking accessible?
- Do you need direction signs? If so, who will make them?
- Will you have a lost and found? Who will be responsible for it?
- Have all organizers (parents, leaders) been fully briefed before the event?
- Will other family members be present? What will they do?
- Have you planned to evaluate the event? How?
- Will you make recommendations for the next organizers?
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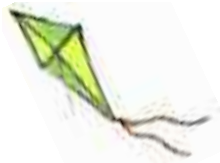
Chapter 18

ORGANIZATION



Colony Support ▶ The Sponsor/Partner ▶ Group/Section Committee
▶ The Area ▶ The Council

COLONY SUPPORT



In this chapter, we describe the people, committees and teams which form the support structure established to help you run a successful colony. Make use of them and become involved in the decision-making process. In Scouting, as in any other organization, strength comes from actively seeking and giving support.

Colony Scouters are also Scouters of the group. Their concerns naturally extend to the activities of other sections in the group. It's important to know, understand and cooperate with other section Scouters.

The pamphlet *In Partnerships for Youth* is a good resource, which also describes the function of sponsors and groups. It's available at www.scouts.ca or through your service team.

THE SPONSOR/PARTNER

Every Beaver colony must have one or more sponsors/partners. Working in partnership, the major purpose of Scouts Canada is to provide programs for community-based groups to use in their work with youth. These community groups include religious institutions; service, fraternal and civic clubs (Canadian Legion, Knights of Columbus, Elks, Kinsmen, Kiwanis, etc.); professional, business and occupational associations; military bases; public and private schools; home and school associations; and community associations.

Occasionally, a group may be sponsored without institutional backing. This often happens in rural communities or in neighbourhoods in a city where no one organization has enough children to form a group. In these cases, a number of parents or other interested citizens may organize to form and sponsor a community group. Such a group might include representatives from the religious, educational, civic and business life of the community.

These sponsors are free to choose and use any or all of the programs, and to receive services from Scouts Canada, provided they accept the Mission and Principles and follow the policy of Scouting as set out by Scouts Canada.

For the sections under its care, the sponsor/partner undertakes to provide support such as a suitable meeting place, adequate facilities, supervision and leadership.

In order to carry out these obligations, Scouts Canada appoints a Group Commissioner who assembles a team to oversee the Group. The sponsor/partner may recommend members of the sponsoring body. Other sources often include parents of potential Beavers, and men and women especially interested in working with children. The sponsor/partner lends its name and prestige to the group. The group/section committee reports to the sponsor/partner and Scouts Canada on the activities of the group.

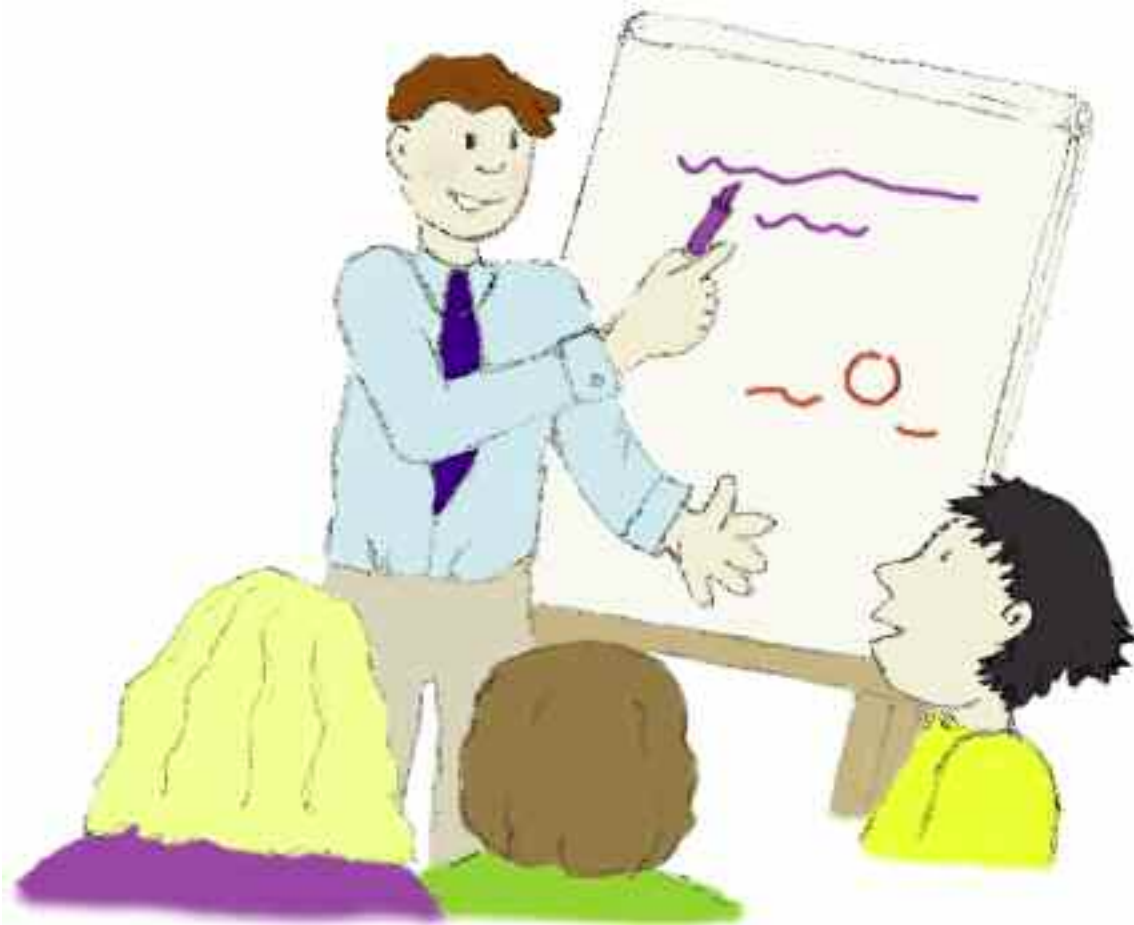


GROUP/SECTION COMMITTEE

A group committee is responsible for two or more sections (i.e. Beavers, Cubs, Scouts, Venturers and Rovers).

A section committee is responsible for only one section.

Since there is no one leader in charge of a Beaver colony, the leadership team selects a representative, usually on a rotational basis, who has full membership rights on the committee. In other sections, the leader in charge becomes a member of the committee.



Committee Functions

The committee's responsibility is to ensure programs are operated to achieve maximum benefit for children and support for leaders.

Committee functions fall into two major categories: program and administration.

Program

Committee functions relating to the program include:

- ▶ To provide for the operation of programs in accordance with Scouting's Mission, Principles, program objectives and operating policies, and in keeping with the goals and ideals of the sponsor/partner.
- ▶ To ensure that due emphasis is given to the spiritual aspects of Scouting in the conduct and life of the group/section.
- ▶ To recruit, screen and appoint Scouters who are acceptable to Scouts Canada.

- ▶ To encourage Scouters in their personal development by making opportunities for training available to them.
- ▶ To maintain a program of membership growth for the group/section.
- ▶ To ensure that program resources and personnel are available as required. For example: equipment for camps and other events; instructors, resource persons, examiners and facilities.
- ▶ Where necessary, to assist Scouters in the operation of the group/section.
- ▶ To assist Scouters in preparation of camps and other special events, and to approve arrangements and budgets.
- ▶ When necessary, to assume direction of the section.

Administration

Committee functions relating to administration include, to:

- ▶ Establish and provide for the continuous operation of the group/section.
- ▶ Register the group/section.
- ▶ Secure adequate facilities, such as a meeting place, for the group/section.
- ▶ Audit the accounts of the group/section annually.
- ▶ Prepare and submit to the supervising area and sponsor/partner, an annual report covering the activities of the group/section. This report shall include an inventory of real property, and audited financial statements.
- ▶ Promote harmonious relationships within the group/section and any institutions or organizations in contact with, or affecting the group/section.
- ▶ Assume responsibility for all property.
- ▶ Raise funds as required in accordance with the policy on finance of Scouts Canada and that of the sponsor.
- ▶ Provide for an annual review of group/section Scouters, and to ensure that the appropriate recognition for service is provided.
- ▶ Arrange for adequate insurance to cover all group/section equipment and property. Don't confuse this with the National Indemnity and Liability insurance coverage. Insurance information is in *B.P.&P. Section 13000 and 20000* at www.scouts.ca, or see appropriate pamphlets currently in effect provided by your local Council office.

THE AREA

Groups are situated in geographical areas, under the responsibility of an Area Commissioner. The Area Commissioner may have a service team of Scouters who are responsible for the support of the Beaver program and available to help colony Scouters within the Area. Colony Scouters may hold periodic meetings to exchange ideas on programs, games, songs and other activities. These gatherings, referred to as Sharing Sessions, give leaders an opportunity to increase their knowledge of Beavering and share ideas with fellow Scouters.

Area Service Team

Each Area has a team of volunteer Scouters available to provide help and guidance to leaders in colonies like yours. They operate under the guidance of the area or council commissioner or their appointee, and are assigned to work with section Scouters.

Service team members may work with new Scouters on the initial orientation or interview, and also spend time at colony meetings to help give new leaders on-the-job coaching, mentoring and support.

Chapter 19

BEAVERS AND SCOUTING



Beginnings With B.-P. ▶ A Movement Grows ▶ Beavers in Scouting

BEGINNINGS WITH B.-P.



Before looking at Beavers and how they came into being, we should go back to the origin of Scouting. Scouting began in England in 1907. Its founder was Robert Baden-Powell – B.-P. as we've come to know him over the years.

An enthusiastic outdoorsman always on the look-out for adventure, B.-P. joined the British Army in 1876. He had an exciting career and rose to the rank of Lieutenant General. His interest in the welfare of his troops led him to introduce many innovations into service life. All were designed to improve the quality of his soldiers and help them develop skills in such areas as taking care of themselves in the out-of-doors, observing, tracking, cooking and map reading. In fact, his aim was to make his soldiers more self-reliant in every way.

While in the army, B.-P. wrote *Aids to Scouting* about these areas of army life. The book became quite popular and was used to train boys in a number of schools and clubs. B.-P. rewrote *Aids to Scouting* and called the new book *Scouting For Boys*. It, too, became an instant success and soon boys were getting together, in small groups called patrols, to practice Scouting.

That was the beginning. Baden-Powell resigned from the army to guide the affairs of this new but fast-growing movement called Boy Scouts.

Soldier, hunter and man of action until 50 – promoter of peace and brotherhood, conservationist and youth leader until his death – the founder of the World Brotherhood lived two separate lives.

A MOVEMENT GROWS

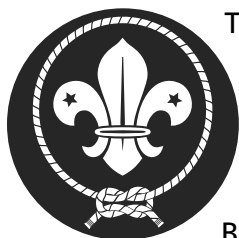
When the Scout Movement was formed, there was only one section called, naturally enough, Boy Scouts. These boys ranged in age from 11 to 18 years of age, and learned and practised a number of skills in woodsmanship and survival.

A few years after the organization had formed, B.-P. realised that boys too young to be Boy Scouts wanted to get involved. B.-P. searched for several years for a base for a program acceptable to these younger boys. He chose Rudyard Kipling's *Jungle Book*, and developed a program around the mystery, adventure and group relationships found in Kipling's story. Huge numbers of boys joined the new section called Wolf Cubs when it formed in 1913-14; it remains extremely active today.

By 1917-18, many of the boys who had joined the Scout movement in its early years had reached their 18th birthday and were too old to continue as Boy Scouts. They wanted to remain members of the organization, so a third section of Scouting was formed. They came to be known as Rover Scouts. Their motto was "Service," and they moved into adult leadership roles with Scouts or Cubs.

As a result of a study into the needs of older Scouts, it was decided to form a new program called Venturers for 14 to 17-year-olds. The idea in this section was to let youth members have greater control over the program they chose to follow.

BEAVERS IN SCOUTING



Throughout 1970 and 1971, Scouting officials in Winnipeg discussed the need for a pre-Cub program. Beginning in 1971, in response to many requests from parents, they devised and tested an experimental program.

In May, 1972, National Council approved Beavers Canada as a three-year experimental program in a number of designated councils. On November 15, 1974, Beavers Canada was adopted as an official program section of Scouts Canada for five, six and seven-year-olds.

Since then, the Beaver section has flourished in Canada. Some other countries have also introduced similar programs for their younger children.

We've provided an outline to show how Beavers fit into the total Scouting family.

Beavers

Five to seven-years-old

Cubs

Unit name: Pack

Typical ages: 8-10 years

Meetings: 1 1/2 hours weekly, early evening

Activity centre: Sponsor's/partner's facility, community, outdoors

Activity groups: As a pack divided into small groups (sixes) for games and activities

Major focus: Working with others and developing responsibility for individual behaviour

Activities: Badge and star work, games, music, storytelling, playacting, crafts, outdoors, spiritual fellowship

Leadership team: Cub leader and assistants, activity leaders and Scouters-in-Training. Cubs encouraged to offer ideas and help plan.

Scouts

Unit Name: Troop

Typical ages: 11-14 years with an option to age 16

Meetings: Two hours weekly, evening

Activity centre: Same as Cubs

Activity groups: A collection of small groups (patrols)

Major focus: Working in small groups, helping make program decisions

Activities: Indoor and outdoor activities, achievement badges and awards, challenge badges and awards, hiking, camping, hobbies

Leadership team: Troop Scouter, Scout Counsellors, Scouters-in-Training and Patrol Leaders. Scouts active in planning.



Venturers:

- Unit name:** Company
- Typical ages:** 14 - 17 years
- Meetings:** Weekly, evening
- Activity centre:** Same as Cubs
- Activity groups:** Small interest groups, individuals who come together for activities
- Major focus:** Committee-type organization, sharing adult responsibility with advisors
- Activities:** Work with resource people in fields of special interest
- Leadership team:** Advisor works with selected officers of company.

Rovers:

- Unit name:** Crew
- Typical ages:** 18 - 26
- Meetings:** Evening
- Activity centre:** Community, outdoors
- Activity groups:** Decided by the crew
- Major focus:** Adult support for committee-type organization, planning, decision making experiences
- Activities:** Community service and crew interests
- Leadership team:** Decided by the crew.

SCOUTSabout:

- Typical Ages:** 5-7, 8-10
- Meetings:** After school, 1½ hours weekly, over three month period
- Activity Centre:** Same as Cubs
- Activity Groups:** A SCOUTSabout group is arranged in smaller sub groups, much like lodges or sixes.
- Major Focus:** After school developmental structured play program.
- Activities:** Games, music, storytelling, playacting, crafts, outdoors, spiritual fellowship.
- Leadership Team:** SCOUTSabout leaders with help from high school youth.

Extreme Adventure:

- Typical Ages:** 14-18
- Meetings:** weekly, evening
- Activity Centre:** Same as Cubs
- Activity Groups:** Small interest group, individuals who come together to plan and develop their own adventure.
- Major Focus:** Planning and preparing for an activity.
- Activities:** The group will focus on planning and preparing for the adventure, including any activities or experiences to prepare them for the experience.
- Leadership Team:** Advisors work with all youth.

These youth, with their leaders, are part of the worldwide movement of Scouting. Enjoy your time with them, and Busy Building Tomorrow!



APPENDIX "A": BEAVER TERMINOLOGY

Here is a quick re-cap of "Beaver Lingo" and other terms used. To help you out, we've listed some of the names typically assigned to the leaders (taken from the characters in *Friends of the Forest*), and other terms used, along with an explanation of who or what is being referred to.

Friends of the Forest Names used by Beaver Leaders:

Bubbles -	the person having so much fun splashing her feet in the water
Hawkeye -	the tall person that first noticed the beavers in the pond
Rainbow -	the child who wore clothes of many colours
Rusty -	child whose hair was the colour of a red fox
Sunshine -	the person with sparkling eyes and whose smile made people feel warm and good inside
Tic Tac -	the squirrel

Other terms frequently used:

Beaver Hand Signal -	Leader's arm straight up with hand forming Beaver salute. This signals Beavers to stop everything they are doing and pay attention to the leader.
Beaver Salute -	Special sign of greeting, made with bent fingers. It represents the two front teeth of a beaver.
Beaver Position -	Seated cross-legged on the floor.
Big Brown Beaver -	A large toy beaver mascot used in ceremonies.
Busy Beavers -	Seven-year-old Beavers who are getting ready to swim up to Wolf Cubs.
Chopping Position -	Squatting down with elbows on knees, and both hands making a Beaver sign. (Used in the opening and closing ceremonies.)
Colony -	The entire group of Beavers and leaders.
Dam Formation -	Circle formation used for organizing Beavers.
Eager Beaver -	A KIT who has learned the Promise, Law and Salute and the opening, closing and investiture ceremonies.
Feeding The Beaver -	The act of collecting dues (money children contribute weekly for supplies or special activities).
Grand Tail Slap -	Sit cross-legged on the floor, raise the right hand above the head and bring it down to slap the floor in front of you.
Investiture -	The ceremony in which a KIT is invested (receives the Beaver neckerchief) and becomes an Eager Beaver.
Keeo -	Keeo is a Wolf Cub who works in a Colony to serve as a link between the Beaver and Wolf Cub sections and to strengthen communications between Beavers and the adult leadership team. Keeo is also a member of the Beaver colony leadership team.

- Kit -** In nature, a growing beaver. In the program, a Beaver who has not yet been invested.
- Lodge -** Lodges are smaller working groups of five or six Beavers and a leader. Lodges are useful for some activities like crafts and discussions, or, at times during the meeting when Beavers would benefit from more individual attention.
- Lodge Patch -** Beavers usually decide upon a name and symbol for their lodge and attach their symbol (lodge patch) to the right hand pocket of their uniform as a sign of identification and belonging.
- Lodging -** The name of the closing ceremony which occurs at the end of each meeting.
- Pond -** The place where a Beaver colony meets: i.e. , a church, school, community club, auditorium, etc.
- River Banks -** A formation used to organize Beavers quietly. Beavers stand side by side in two wavy lines that are about three feet apart.
- Swimming-Up -** The ceremony in which the oldest Beavers are transferred to the Wolf Cub program. A Beaver goes to Cubs when he/she is between 7 and 8 years old.
- Tail Celebration -** The meeting, usually held in the fall, at which the Colony recognizes that all Beavers have grown older. The children receive a new colour coded tail to symbolize their growth. The tail is then sewn onto the back of their Beaver hat for all to see.
- Tail Groups -** A very useful sub-grouping system which is used to create smaller working groups within the colony. Tail groups are indicated by Beavers wearing different colours of tails on their hats. Typically, they are the same age:
5-year-olds (Brown Tail),
6-year-olds (Blue Tail) and
7-year-olds (White Tail) form the three different tail groups.

This type of grouping is very practical at different points in the program. It allows leaders to give older Beavers a different or more challenging activity than younger or newer Beavers.

- Tail - Magic Light Symbol -** The magic light symbol is a silver streak down the centre of the White tail. Seven-year-olds (Busy Beavers) may change from a White Tail to a "White Tail with a magic light symbol" a few months prior to swim-up to Wolf Cubs.
- Tail Slap -** The name of the opening ceremony which occurs at the beginning of each meeting. The action of clapping the hands behind the back.



APPENDIX “B”: CHILD ABUSE: A GUIDE FOR SCOUTERS

Volunteer youth leaders are a very important part of our society. Because of their effort and enthusiasm there is a wide range of valuable programs available in our communities.

We join organizations like Scouts Canada for many reasons, but primarily to assist with the physical, mental, emotional and spiritual development of our society’s most precious resource - our children.

As we work hard to come up with interesting, informative and challenging programs, an essential aspect is safety, - protecting the child from physical, mental, emotional and spiritual harm.

Sometimes we learn of a danger that may pose a safety risk to the children under our care. In these cases, responsible volunteers have always done their part to assist in removing and preventing dangerous situations to keep children safe. Child abuse is a safety issue, just as much as a busy road, unsafe play area, or unfenced swimming pool. As volunteers it is essential that we recognize this danger so that we can do our best to prevent it.

The purpose of child abuse awareness is to give Scouters a better understanding of, and comfort level with, child abuse so that they can protect children by:

- ▶ responding appropriately to the needs of a child who may be suffering from or at risk of abuse,
- ▶ reporting suspected child abuse to the proper authorities, and
- ▶ conducting themselves in a manner which allows them to show warmth to children while protecting their own and the child’s integrity.

WHAT IS CHILD ABUSE?

Child abuse is any form of physical harm, emotional deprivation, neglect or sexual maltreatment, which can result in injury or psychological damage to a child.

WHAT CAN YOU DO ABOUT CHILD ABUSE?

Caring and responsible leaders often establish close relationships, based on mutual trust and respect, with the children in their care. Where this type of relationship exists, the leader may become aware of some physical or other danger, which may be posing a threat to a child. As discussed above, the leader has a clear responsibility to do what he or she can to protect the child. Here are some suggestions for dealing with child abuse.

REPORTING ABUSE TO CHILD PROTECTION AGENCIES AND/OR POLICE

While child protection legislation varies by province, every person who believes on reasonable grounds that a child is or may be in need of protection must report promptly the belief and the information upon which it is based to a child protection agency or the police. Every community has one or more agencies whose mandate it is to protect children. They work with police, health-care workers, teachers and families to investigate and resolve child abuse issues. If the abuse may involve scouting it should also be reported to the nearest appropriate scouting official (commissioner or scout executive) who will ensure that Scouting procedures are followed. To protect privacy and the integrity of any investigation, do not report or discuss an abuse situation with anyone else.

HOW SHOULD A VOLUNTEER TALK WITH A CHILD WHO DISCLOSES?

Even if you have read widely about child abuse or attended various kinds of training seminars, it may be a shock if a child comes forward to talk about abuse. Your duty is not to investigate the matter but rather to report. It is, therefore, most helpful to:

1. **Believe in the child**
2. **Listen openly and calmly**
3. **Reassure the child**
4. **Write down the facts**
5. **Report immediately to the child protection authorities and Scouts Canada.**

1. Believe In The Child

There have always been cynics who say that children have terrific imaginations and that stories about sexual abuse are just part of their fantasy worlds. For most children, sexual abuse is not a fantasy. Children who disclose sexual abuse often do not attach the same moral values of right and wrong to the sexual event that an adult would. They may be describing something that is confusing to them, such as the promise they had to make to the adult "never to tell." A young child may be preoccupied with the concern that s/he has been awakened in the night to do something that is hard to understand and is a "nuisance" to a drowsy child. Often children are more upset by a threat or the psychological manipulation that has accompanied the sexual abuse than the physical nature of the violation itself.

Children who speak about sexual, physical or emotional abuse struggle with the desire to protect their abuser. They sense that by telling they may be responsible for bringing even more discomfort to their lives. Victims of all ages often believe that they are responsible for the abuse they receive and they hope the violence will just go away. They may delay the disclosure and endure the abuse a long time before telling.

As a volunteer, keep in mind your belief that this child has come to you with something to tell because of powerful, hurting feelings. Understand that your relationship has allowed that child to open up to you. Trust that the child is speaking from a great need and open your heart to believe what you hear.

2. Listen Openly and Calmly

As the child speaks, you may be overwhelmed with your own feelings of anger, of pain, and perhaps also of fear. At the time of disclosure, put your own feelings aside (you will have time to explore them later). Be emotionally available to the child, and listen. Give your full attention to the child and nod understandingly as the story pours out. Do not be judgmental or disparaging of the child, the family, or the abuser.

To ensure that others do not overhear the child's message, remove yourselves the necessary distance from the others but stay in view of the group.

3. Reassure The Child

Let the child know that you believe in him or her. You must be honest with the child by saying that you cannot keep this a secret, that there are other people who need to know. Explain that you are going to do your best to help. You cannot promise that the offender will be punished or sent away, nor can you promise that you can find another home for the child. All that you can promise is that you will do your best to get the right kind of help. You know where to go for more information and how to bring the best helpers into the situation. You may also be able to promise that the child can count on your friendship and support, whatever happens.



Try not to ask questions. Do not suggest interpretations or solutions that might cause problems in a court case. You do need to establish the immediacy of the danger to the child; you must not allow the child to return to a situation where his or her life would be in immediate danger. It would be best if you remained close by to provide comfort.

What if the Child Asks You Not to Tell Anyone Else?

Being an emphatic listener does not mean that you can abandon your own beliefs or that you can ignore your responsibilities. Children who tell you about abuse sometimes ask that you keep the information a secret. The first thing to do is to explore why the child wants to keep the information a secret. You may unlock fears about others in the family being hurt or even feelings of guilt. You need to let the child know that you understand why you are being asked not to tell. However, you must be honest with the child about your duties and responsibilities. You can be reassuring in offering to stay near by or in telling the child that the people who will pick up the investigation know about children and want to help. But you must let the child know what to expect from you and what should happen next. Don't make promises you cannot keep.

Remember, as an empathic listener you lend yourself for awhile to another to try to see the world as the other sees it, but the you must always return to your own frame of reference. It is when you return to your own perspective that you are able to turn the new understanding you have gained into helpful action. It is expected that, as a youth leader, you have the knowledge and strength to assure that an abused child gets needed help.

4. Write Down The Facts

Record the child's name, address and telephone number. The date and place of your conversation with the child are important. Details of what the child has reported should be recorded using the actual words that the child used. Do not try to interpret what the child said in your own words; if you do, make it clear that you are reporting as closely as possible or that you are inferring from what the child said. If the child has named someone, write down the identify of that person as the child has described him. Include information about how to locate that person. Write down as much as you know.

It is important to understand that children often "recant" or deny having been sexually abused even after they have disclosed to an adult and steps have been taken to bring the case to court. They do so because they feel guilty about causing trouble for the offender or because they have been threatened by the offender and are afraid of the consequences of telling. Sometimes children recant to protect others in the family. This kind of reversal can lead to anger and confusion on the part of those who have tried to help the child. As a volunteer who has to make considerable effort to help a child abuse victim, you should explore your own feelings and convictions about the sexual abuse.

Understand that you cannot control the events which will occur. Nevertheless, your recording of the information at the time when the child discloses can be a very important step in the investigation process; it must be done well.

5. Report Immediately To The Child Abuse Authorities

The volunteer, on becoming aware of a situation where a child is a victim, should immediately contact the child protection services or the local police and Scouts Canada.

Scouts Canada's officials understand both the requirements of Scouts Canada and those of the child protection agencies. They will support volunteers in the organization who receive disclosures, provide reliable information to volunteers about making reports to child protection services and assist volunteers, where necessary, in making the contact with the child protection officials.

APPROPRIATE BEHAVIOUR, PUTTING THE CHILD FIRST

It is important to show caring and to encourage children. There are sensible ways for volunteers to continue to show warmth to children while still protecting their own integrity.

1. Make a point of showing affection to all your children in open places where others can see and share in the warmth. If you are comfortable with others watching what you are doing with children, you are probably OK.
2. Touch children in safe places on their bodies, avoiding private places. The back, the head and the shoulders are acceptable; the buttocks, the breasts, the thighs and the groin are not acceptable.
3. If a child is hurting or feeling ill and needs to be examined, ensure that another person of the same sex as the child is present in the room while you are carrying out the examination. If possible, leave an examination of private places to health professionals. Don't force the child to remove clothing for an examination.
4. If a child is sad and needs to be comforted, show affection by placing your arm around a shoulder and giving a gentle hug or a good squeeze from the side.
5. If the child needs to have a private conversation with you, remove yourselves the necessary distance from the others but stay in view of the group.
6. Follow the policies and procedures of Scouts Canada concerning camping.
7. Don't be alone and naked with children anywhere. If you must change at public swimming pools, use the usual kind of discretion that is appropriate for such places.
8. Be cautious about any conversations with children that involve sex. It is understood that children ask honest questions about sexuality and teenagers might seek advice. Listening with respect for the child is appropriate; it is also appropriate to distribute and discuss Scouts Canada approved information which is part of a general educational program about sexuality. Joking around with youth in ways that encourage promiscuity or the acceptance of sexually explicit material is dangerous for you and the children.
9. In all things, respect the integrity of the child. Use your common sense and good judgement to guide you in protecting the personal space of the children in your care.

Scouts Canada Resources

- ▶ How to Protect Your Children From Child Abuse: A Parent's Guide (*refer to Scouts Canada's website, www.scouts.ca and Youth Handbooks*)
- ▶ Duty of Care: (*refer to Scouts Canada's website, www.scouts.ca and Section Leader Handbooks*)
- ▶ Scouts Canada's *Bylaw, Policies & Procedures*, Section 3001.1



APPENDIX C: CODE OF CONDUCT

Resources for activities on Page 8-22

GATHERING ACTIVITIES

The Happy Spider Web

The goal during this activity is to encourage youth to work together and share positive feelings amongst each other.

Materials: a ball of thick, white yarn.

Directions:

Ask the Beavers if they think people can spin webs like spiders. This will get their attention.

Suggest that you cooperate together and try to spin a web as a group.

Have everyone sit in a big circle and show them the white yarn. Explain that you will begin spinning the web by holding the end of the yarn ball tightly in your lap and then picking a friend to toss the remaining ball to... "I pick (name) to help spin our web". When the youth catches it, share something you like about him or her (i.e., "I like how (name) shares with his friends"). Remind the youth with the ball to hold the yarn string tight in their lap, as they toss the ball of yarn to the next friend. Make sure everyone gets a chance to have the ball of yarn (you can offer your assistance so that no one is left out by saying: "I think Sally would like to join our web", etc.). It's fun to see how huge your cooperation web can become. For some giggles, have everyone try to stand up without becoming tangled!

GAME

Blob

This is a classic game where youth have to work together and cooperate in order to maneuver their "Blobs" successfully. Introduce the activity by saying that cooperation and working as a team is needed in the game.

Two players join hands to form the "Blob". The Blob grows by chasing other players and touching them. Note: Only the free hands at the end of the Blob can be used to touch players. The Blob continues to grow until everyone is caught by the Blob!

Version for older youth (older Cubs and Scouts): Once Blobs become as big as four people, they should split off into Blobs of two, which will then grow again to four and split again.

THEME ACTIVITY

Drawing Cooperation

Materials: paper, markers or crayons.

Directions:

Sit the Beavers in a circle. Give each Beaver a piece of paper and markers or crayons. Talk to them about what cooperation means (i.e., getting along, helping one another, sharing). Ask them to draw what "Cooperation" means to them. After the youth have completed their drawings, go around the circle and have them explain what they drew. Ask them how they plan to be cooperative with the other Beavers and leaders at their meetings.



RHYMES/PRAYERS

Manners Rhyme:

We say, "Thank you."

We say, "Please."

We don't interrupt or tease.

We don't argue. We don't fuss.

We listen when folks talk to us.

We share our toys and take our turn.

Good manners aren't too hard to learn.

It's really easy, when you find.

Good manners means

JUST BEING KIND!

Golden Light Prayer:

Golden Light, shining bright,

Always teach me what is right.

Teach me to speak with kindness and care.

Teach me to be willing to share.

Teach me to remember, when playing with others,

That all of us are world sisters and brothers.

Golden Light, shining bright,

Keep our world family safe in Your sight.

STORY

Red Poison Darts

An Interactive Story

This story will explain the hazards of name-calling to your youth. It does so in a visual way, by showing that put-downs and name calling are like "red poison".

Materials: red marker or red chalk, chart paper or a black board with 7 circles drawn on, with dots for eyes, using black marker or white chalk. Label the circles, in order, Roger, Maria, Natasha, Boy 1, Boy 2, Joey, leaders.

Directions:

Start by discussing with the youth what put-downs and insults are, and how they can make people feel bad, hurt or like they are not worthwhile. Have them list some examples like, "dissing", making fun of appearances etc. Explain you will be reading a story about put-downs and how they hurt others. As you read the following story, you or another leader use the red marker/chalk to show how the red poison is spreading. Colour in the drawings at the appropriate time in the story.

Red Poison Darts

One day Roger was doing a knot-tying exercise at his meeting and he was having a lot of trouble tying a butterfly knot. [Point to first circle]. He was getting really frustrated and started to put himself down. "I'm so stupid", he said to himself. "I never get anything right." [Colour in circle red.] He was so mad at himself it was as if he had filled up with red poison. Maria, who was sitting next to him, asked "Hey Roger, can I borrow some of your rope to practice with?"



Roger snapped, "Shut your big mouth!" at her, "I am trying to work." It was as if Roger had shot a poison red dart at Maria. [Draw a line from Roger to Maria.] Maria felt hurt and felt like she had been filled up with red poison. [Colour in circle.] "You shut up!" she said. [Draw a line back to Roger].

Natasha came over at that time and asked Maria, "Can you help me set up for our next game?" Maria shot a red poison dart at Natasha. [Draw a line from Maria to Natasha.] "You are so stupid, you always need help setting up," she said. "Do it yourself." [Colour in circle.]

Natasha sat down. Two boys near her were talking. She gave them a dirty sneer and shot poison darts at them too. [Draw a line from Natasha to the two boy circles.] They filled up with red poison [colour in circles] and when Joey ran by them, they called him names and said unkind things about how he ran. [Draw a line from the two boys to Joey.] Joey filled up with poison too. [Colour in circle.]

Soon the whole section, even the leaders, was filled with red poison and shooting poison darts at each other over and over again. [Draw more circles and colour them in.] They had created a poisonous atmosphere.

After you have read the story ask your youth if they ever been in a poisonous atmosphere and how it felt to be there. Ask them how to prevent others and an atmosphere from becoming poisoned.

LODGE MEETING

Ballooning and Draining

This introduces two simple techniques to youth which will help them cool off when they feel really angry.

Ballooning is deep breathing. Have the Beavers stand and tell them to take slow (but not deep) breaths, filling themselves up with air as if they were balloons. Now pretend that someone has popped them and they are slowly letting the air out. Repeat this a few times, then ask the Beavers how they feel. Do they feel more calm and relaxed?

Draining involves consciously tensing all the muscles in the body. Have the Beavers stand. Ask them to tighten all the muscles in their bodies and hold them tightly until you say let go. After a few seconds say, "Now relax and let all the anger drain out of you. Imagine a puddle of anger at your feet."

Talk to the Beavers how they felt after those activities. Ask them when they might use ballooning and draining and how it is good for everyone.



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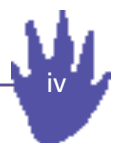
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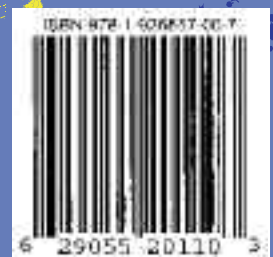
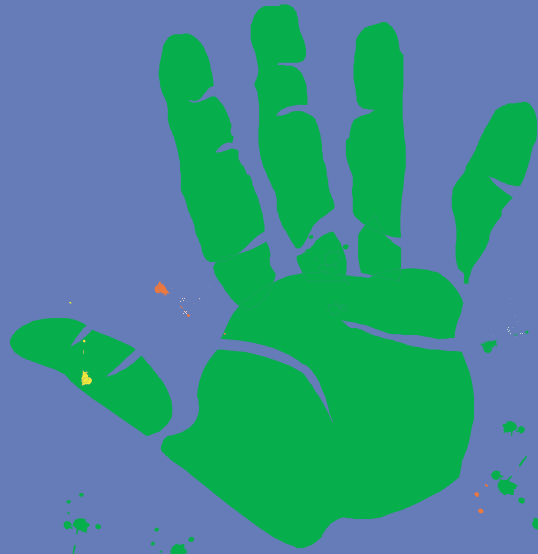
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