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## Section Essentials Summary

4 Hour Session or 3 – 1.5 Hour Sessions

Explore everything that is the Canadian Path. Giving you the confidence to run great weekly meetings, camps and beyond. Discover the routines that engage you and your youth to build great programming

Scouting Essentials aims to help Scouters in their Program Delivery and Section Scouter role by using the Scouting Method to introduce to key concepts of the Canadian Path to bridge theory and practice.

### Scouting Essentials – 4-hour Session Plan

**\*Take a break between sessions**

Welcome & Ice Breaker/Gathering Activity	10 minutes
Section Opening	5 minutes
<b>Session 1</b>	
Weekly Meeting Structure	15 minutes
Section Code of Conduct	15 minutes
Online Resources	15 minutes
Scouter Development Map	15 minutes
Communication Tool	15 minutes
<b>Session 2</b>	
Lodges/Lairs/Patrols Small Teams	15 minutes
Game Storming	15 minutes
Saga Adventures	15 minutes
Overnight Adventure	15 minutes
<b>Session 3</b>	
Section Leadership Council	15 minutes
Planning Your Year	15 minutes
Balancing your Program	15 minutes
Review & Thank You	10 minutes
Section Closing	5 minutes



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## Section Essentials - Session 1

### Plan:

#### Agenda

Welcome & Ice Breaker/Gathering Activity	10 minutes
<u>Section</u> Opening	5 minutes
Weekly Meeting Structure	15 minutes
Section Code of Conduct	15 minutes
Online Resources	15 minutes
Scouter Development Map	15 minutes
Communication	15 minutes
Review & Thank You	10 minutes
<u>Section</u> Closing	5 minutes

#### Supplies

- Flipchart paper/Whiteboard
- Markers
- Build a schedule blocks – enough for 1/patrol
- Tails (brown, blue, white)
- Printed resources and/or QR codes
  - [Meeting Template](#)
- Access to a Wi-Fi or data
- Computer & Projector if possible
- [Find the resource game](#)
- [Section Scouter Resource page](#)
- [Pack Scouter Resource Page](#)
- [Troop Scouter Resource Page](#)

#### Do:

**Gathering Game:** Gathering games in Scouting are fun activities that Youth can play before the opening of a meeting/activity. The goal of these games is to engage Youth and help them transition into the official meeting. Gathering games should keep youth busy and engaged while waiting for others to arrive. It provides an opportunity for Scouters to make final preparations for their activity/meeting and engage with families. Gathering games let all youth join as they arrive at a meeting/activity. These are examples of "gathering games" that can be done with youth and for family engagement. These "ideas" are another method of "game storming" and can be examples to be illustrated during Saga Adventure.

\*During game storming go back to pictures/ideas and ask what activities can be planned by using this example. ie) Picture of a Boat – sailing skills, map & compass, knots needed for



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sailing. Peru as a destination: Hiking, trail skills, using stoves, cooking etc. These activities can then be tied back to Outdoor Adventure Skills, Scouts for Sustainability etc. Highlight that the "adventure drives the skill". The skills should not be driving the adventure.

\*\*If using this activity as participants arrive for the day, ask the 1<sup>st</sup> participant to explain what you would like volunteers to do. This demonstrates shared leadership and allows you to talk to participants/prep for the day (just as we would for a weekly activity).

Example Questions/Activities: this can be done on a roll of paper, 1 question per piece of paper, whiteboard, chalkboard etc.

Have a blank poster-board: draw a picture of something and ask participants to add to the drawing. For example, a boat, hat and mitts, a rocket etc.

Is there a topic/question you would like to cover today?

What is your favourite holiday or tradition?

What do you want to know more about in Scouting?

What is your favourite show/movie?

What are your hobbies?

Name a Bucket List item

What is a winter adventure or activity you would like to do?

What is your favourite book or story?

What is your favourite sport?

What is your profession?

What do you want to be when you grow up?

What is your favourite outdoor Adventure?

Do you have any certifications? Lifeguarding, canoeing, Class 4 License, Food Safe etc.) For Camp planning: What is your favourite breakfast/snack/lunch/dinner?

What do you want to learn how to cook?

\*Participants can also cut pictures from magazines/store flyers for this activity (great for Colony)

Popsicle sticks – with sharpie, name 1 or 2 games you or youth like to play. These can be used throughout the session. Scouters can tell others how to play the game, and participants can play them as well (if time allows).

\*Review Activity during Meeting Structure. A Scouter can support youth/participants as they answer questions

Families can also be asked questions to help with determining what family has subject matter expertise, support with activity/buy supplies/camp Chef/organizer of off-site adventures etc.

### **Welcome and Ice Breaker (10 minutes)**

Welcome participants to the session

Have a safety moment/game - ask Scouters to identify areas that be potential risks and hazards

\*Drop off & Pick Up Procedures



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Icebreaker/Get to Know You Activity (see resources for ideas) – explain what a get to know you game is and the why we should play these types of games.

Divide group into Patrols – see resources for ideas

Assign a tail to each Scouter – these can be picked at random

### **Section Opening (5 minutes) – Videos and then practice**

#### **Beaver/Colony Opening**

[Cub/Pack Opening](#) or [Cub/Pack Opening Troop/Scout Opening](#)

[Scouter Manual - Page 50](#)

Review Promise, Law & Motto using the alternative promise.

[Colony Promise, Motto and Law](#)

[Pack Promise, Motto and Law](#)

[Troop Promise, Motto and Law](#)

### **Weekly Meeting Structure (15 minutes)**

Discuss the key components of a weekly Beaver meeting:

- Gathering Activity
- Opening
- Planning
- Game
- Activity(ies)
- Review
- Closing

Discuss reasonable expectations of attention spans for this age group (10 to 15 minutes maximum), and the importance of interspersing active games and body breaks throughout meetings.

### **Games:**

Games can be incredibly effective tools for building teamwork and fostering collaboration within a group. Here's how:

1. **Communication:** Many games require effective communication to succeed. Whether it's discussing strategies, giving feedback, or coordinating actions, games provide a structured environment for team members to practice their communication skills.

2. **Problem-Solving:** Games often present challenges or obstacles that require creative problem-solving skills to overcome. When team members work together to solve these challenges, they learn to leverage each other's strengths and perspectives, ultimately strengthening the team as a whole.

3. **Trust Building:** Through gameplay, team members learn to trust each other's abilities and judgments. Trust is essential for effective teamwork, and games provide a low-stakes way for team members to develop trust in each other's skills and intentions.



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4. **Conflict Resolution:** In team-based games, conflicts may arise over differing opinions or strategies. Learning to resolve these conflicts constructively within the context of the game can translate to better conflict resolution skills in real-world team settings.

5. **Leadership Development:** Games often require individuals to take on leadership roles, whether formally assigned or emerging naturally. This provides opportunities for team members to develop their leadership skills, including decision-making, delegation, and motivating others.

6. **Goal Alignment:** Games usually have clear objectives or goals that all team members are working towards. This helps align everyone's efforts and focus, teaching the importance of shared goals in achieving success.

7. **Bonding and Camaraderie:** Playing games together can be a fun and enjoyable experience, fostering a sense of camaraderie among team members. Shared laughter and triumphs can create lasting bonds that extend beyond the game environment.

8. **Feedback and Reflection:** Games provide immediate feedback on performance, allowing teams and/or individuals to reflect on their actions and outcomes. This feedback loop encourages continuous improvement and learning within the team. Plan-Do-Review!

9. **Stress Relief and Morale Boosting:** Taking a break from 'work' to engage in a game can help alleviate stress and boost morale within a team. It provides an opportunity for relaxation and enjoyment, which can ultimately improve overall team satisfaction and productivity.

"Get-to-know-you" games, also known as icebreakers, serve a specific purpose of helping people familiarize themselves with each other in various settings, from classrooms to workplaces. Here are several benefits of incorporating such games:

Overall, games offer a dynamic and engaging platform for building essential teamwork skills in a low-risk, high-reward environment. By incorporating games into team-building activities, Patrols/Lairs/Lodges and entire Sections can enhance collaboration, communication, and cohesion among their members.

### **Activity:**

Play the build a schedule block game. Get Patrols to set up the order of the red cards and assign a time to each activity based on the length of their meeting – you won't have time for 3 activities in a 1-hour meeting.

### **Section Codes of Conduct (15 minutes)**

Discuss Section Codes of Conduct and why they are an important / useful tool

Key information – why you should have a Code of Conduct:

- Sets out rules, expectations, and rights for all youth in the Section

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- Try asking youth what you'd like them to do instead of what do not want them to do. Try to keep to positive statements – “

won't"

- The Code of Conduct should be developed with the youth so that everyone agrees together what rules will be followed.
- The Code of Conduct protects the safety and well-being (physical and emotional) of everyone
- Needs to be age-appropriate
- Reviewed regularly and updated as needed
- Parents should be emailed a copy and can be asked to sign it with their youth.

### **Activity:**

In Patrols, Scouters will brainstorm and create a sample Code of Conduct. Provide poster paper and markers. How can you take the COCs created in Patrols and turn them into a Section one?

## **Sample Code of Conduct Developed by Beaver-Age Youth**

AT BEAVERS, WE: \_\_\_\_\_

1. Will have fun!
2. Will keep our hands and feet to ourselves
3. Will speak one at a time
4. Will do our Best
5. Are friendly and kind to each other
6. Will play fair
7. Will have good manners and we do as we are told.

Printed name Youth Member \_\_\_\_\_

Signature of Youth Member \_\_\_\_\_

Printed name of Parent/Guardian \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_

<sup>1</sup>Date \_\_\_\_\_

## **Sample Code of Conduct Developed by Cub-Age Youth**

CUB CODE OF CONDUCT: \_\_\_\_\_

1. I will respect my Scouters and the other Cubs.
2. I will listen to others talking and raise my hand to speak.
3. I will not interrupt anyone or argue with them.
4. I will not swear or say anything mean about other people.
5. I will not threaten, hit, kick, punch or push anyone.
6. I will not be a bully or make fun of anyone.
7. I will always stay with the group.
8. I will not break anything that doesn't belong to me.
9. If anyone isn't following these rules, I will ask a Scouter for help.

If I don't follow these rules, I will miss out on activities. If my behaviour stays this way, I will miss 3 meetings and won't be allowed to go to special activities or camp coming up. If I bully, hit, kick, say mean things or don't stay with my group, my parents will be told to come pick me up.

# Sample Code of Conduct Developed by Scout-Age Youth

## SCOUTS' EXPECTATIONS: \_\_\_\_\_

1. Scouts are expected to respect their Scouters, volunteers, parents and fellow Scouts.
2. Scouts are expected to not take part in any form of bullying, theft, rough play/violence, discrimination of any kind or foul language.
3. Scouts are expected to keep themselves safe and stay with their Troop.
4. Scouts are expected to listen to instructions from their Scouters.
5. Scouts are expected to be supportive and give everyone a chance.
6. Scouts are expected to be prepared for camps and activities by having everything they need.
7. Scouts are expected to participate in meetings and activities, including the Plan-Do-Review process.
8. Scouts are expected to follow the rules to all activities, games, camps and events.
9. Scouts are expected to arrive on time to meetings and events.
10. Scouts are expected to do their best and adhere to the Scout Promise and Law.

## IF A SCOUT IS IN VIOLATION OF THE CODE OF CONDUCT:

If a Scout is found to be in violation of the Code of Conduct, they may have to sit out a game or activity, or be requested to not attend a meeting, camp or event. For repeated violations, the Scouts parents/guardians will be called and told about the

## SCOUTS' RIGHTS: \_\_\_\_\_

1. Scouts have the right to feel safe.
2. Scouts have the right to be free from bullying, name-calling, threats and violence.
3. Scouts have the right to be heard.
4. Scouts have the right to be protected from abuse.
5. Scouts have the right to participate.
6. Scouts have the right to equal treatment.
7. Scouts have the right to be respected.
8. Scouts have the right to ask for help.
9. Scouts have the right to be believed.
10. Scouts have the right to be happy and have fun.

behaviour, and may be asked to come pick the Scout up from the meeting, camp or event. Serious or repeated violations may result in the Scout being suspended or expelled from the Troop.

Printed name Youth Member \_\_\_\_\_

Printed name of Parent/Guardian \_\_\_\_\_

Signature of Youth Member \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_

Date \_\_\_\_\_

# Sample Code of Conduct Developed by Venturer-age Youth

## VENTURERS' EXPECTATIONS: \_\_\_\_\_

1. Foul language, violence, bullying or theft of any kind will not be tolerated.
2. Racism or discrimination of any kind will not be tolerated.
3. Venturers will respect one another and their individual rights.
4. Venturers will refrain from the use of drugs and alcohol.
5. Venturers will act honestly and with integrity.
6. Venturers will be prepared by always being in proper uniform and have the necessary equipment.
7. Venturers will actively participate in meetings and activities, including the Plan-Do-Review process.
8. Personal relationships between members will remain discreet and are not to interfere with Company activities.

## IF A VENTURER IS IN VIOLATION OF THE CODE OF CONDUCT:

If a Venturer is found to be in violation of the Code of Conduct, they may have to sit out an activity, or be requested to not attend a meeting, camp or event. For repeated violations, the Venturer's parents/guardians will be called and told about the behaviour, and may be asked to come pick the Venturer up from the meeting, camp or event. Serious or repeated violations may result in the Venturer being suspended or expelled from the Company.

9. Venturers are expected to arrive on time to meetings and events.

10. Venturers are expected to do their best and adhere to the Venturer Promise and Law.

## VENTURERS' RIGHTS:

1. Venturers have the right to feel safe and happy.
2. Venturers have the right to be free from bullying, name-calling, threats and violence.
3. Venturers have the right to be heard and believed.
4. Venturers have the right to be protected from abuse.
5. Venturers have the right to participate and ask for help.
6. Venturers have the right to be respected and treated equally.

Printed name Youth Member \_\_\_\_\_

Signature of Youth Member \_\_\_\_\_

Printed name of Parent/Guardian \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_

Date \_\_\_\_\_

## Resources (15 minutes)

Review with Scouters the Section Scouter Resource page. Highlight the activity finder, Scouts for Sustainability, Past & Present Challenges, and Meeting Guides.

## Activities:

If time and technology allow play a couple rounds of find the resource:

<https://prezi.com/view/wCMNPOvZGet02SmKnbvF/>

Put up pieces of paper around the room with the various parts of the meeting – Gathering, Games, Planning, Activity, Review. Ask Scouters to add their favourite activities to these headings. Your best resource is each other!

## Scouter Development Map

[Scouter Development Map \(have QR code to link\)](#) Link to:

Template for SD Map Self-Assessment

In a nutshell, the Scouter Development Map helps Scouters self-assess and track personal development and set developmental goals for the upcoming program cycle. For each skill, mark off your current level and don't forget to consider your learning Stage based on experience and skills acquired outside of Scouting (this can include professional, or other volunteer experience).

Explain the [Scouter Development Model](#)



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### Communication Tool (15 mins)

How as a team are the Scouters going to communicate with each other? Why?

Ask about how long should one wait for an answer to a question or opportunity?

Pick a method and have a Scouter set-up the app/tool. For example, Scouter should set-up text group and TRY IT! Make sure everyone receives the opening message. Does it work?

### Review:

#### Review (10 minutes)

Answer any outstanding questions.

Ask Scouters one or two review questions (use review game suggestions to make it more interactive):

- What do you know now that you did not know before?
- What would you like to know more about?
- What surprised you about this session?
- What will you be implementing in your Section?

Introduce the Scouter Development and discuss the options to obtain Wood Badge I and II.

Show what skills will be developed during Section Essentials.

#### Section Closing (5 minutes)

Do a Section closing – can be found in the Scouter Manual on page 128

## Section Essentials – Session 2

### Plan:

#### Agenda

Welcome & Ice Breaker	10 minutes
Section Opening	5 minutes
Patrols/Small Teams	15 minutes
Gamestorming	15 minutes
Saga Adventures	15 minutes
Review	10 minutes
Section Closing	5 minutes



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- Depending on Game storming activities chosen, you may need paper, markers, dress up clothing, etc.
  - Sticky notes
  - Flipchart paper/White Boards
  - Tails (brown, blue, white)

NOTE: Save the ideas that are generated during Game storming and Sage Adventures to use in Session Three

## Do:

### Welcome & Icebreaker (10 minutes)

Welcome participants

Review Safety Moment

Icebreaker Activity – see resources for ideas

Divide group into Patrols – see resources for ideas

Assign a tail to each Scouter – these can be picked at random

### Section Opening (5 minutes)

Do a Section opening – can be found in the Scouter Manual on page 127

Review Promise, Law & Motto highlighting that we have 2 promises to choose from

### Patrols / Small Teams (15 minutes)

The use of small teams (also known as the "Patrol Method") is a key component of the Scouting Method.

The names of the small teams vary by Section:

- Section –Patrols
- Pack – Lairs
- Scouts and Up – Patrols

What are the benefits of using the Patrol Method?

### Activity:

In Patrols, ask Scouters for their ideas, and fill in any of the following that they might miss

- A smaller group allows all voices to be heard
- It creates a team dynamic that allows its members to support one another
- Opportunity to learn problem solving and relationship building skills
- A safe environment in which members can test their physical, social, and mental abilities
- Helps with crowd control and keeping youth engaged



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- Allows White Tails/Howlers/Troop Leadership Team to expand their leadership skills

### **Activity:** How to divide youth into Patrols?

In Patrols, ask Scouters for their ideas and add anything they miss

- Mixed ages/experience levels
- Take friendships into account, but Patrols should not be "cliques"
- Youth who feed off of each other's misbehaviour should be separated
- Youth who need extra support can be grouped with youth with stronger skills in those areas
- When siblings are in the same Section, it is best to have their input on whether they would like to be in the same or different Patrols

A best practice is to have a Scouter consistently working with the same Patrol throughout the year, and Scouters who are parents should not be assigned to their child's Patrol. However, Sections should do whatever makes the most sense for them if these guidelines do not work for them.

You are never "stuck" with your Patrols if they aren't working or if you need a different sized group. If personalities are not mixing as well as you hoped, move a few youths around, or do a complete refresh. If you need different sized groups for an activity, or if several youths from a single Patrol are absent at the same time, temporarily combine or mix-up your Patrols as needed.

### **Game Storming (15 minutes)**

Game storming is a great way to introduce youth-led planning in a fun and age-appropriate way. Most of these activities still work with pre-reading youth. Discover some key tricks, activities and tips to bring fresh and creative adventures from your youth. As Scouters, supporting this development in youth is a game changer, explore how we Plan-Do-Review an Adventurous Youth led program. It's fun, pretty simple and what Scouting is all about!

### **Embracing the Chaos**

Collaborating with kids in brainstorming sessions is an exhilarating journey. The path it takes can often seem unpredictable, which might initially unsettle some Scouters. However, with each session of "game storming," their proficiency improves. This unpredictability is part of the process. We gather ideas to inform our decisions.

### **Reprogramming Youth with Sincerity**

Engaging in this endeavor demands considerable time and patience. It's crucial to recognize that reshaping children's perspectives and nurturing genuine enthusiasm for teamwork is a gradual process. Initially, they might meet your requests with skepticism, questioning the sincerity behind them. Building trust takes time, and it may be a while before they fully grasp your genuine dedication to crafting extraordinary adventures together. It's worth noting that



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many conventional activities lack the same level of interactive engagement. Traditional educational settings often prioritize singular correct answers, stifling exploration and creativity. As Scouters, our goal is to create a safe, inclusive space where children feel empowered to share their ideas. Through consistent support and a genuine interest in their aspirations and adventures, we can inspire them to participate wholeheartedly and contribute meaningfully.

### **Think Patrol**

These activities are most effective within Lodges, Lairs, and Patrols. They aren't suited for your entire section at the same time. This underscores the importance of the patrol system. If we want our White tails and Howlers to feel a sense of purpose, they should be involved in these activities within their respective Lodges and Lairs.

Choose one or two of the following activities for the Scouters to complete in their Patrols. You can share the details of the activities you don't end up doing with the Scouters so that they have even more ideas to bring back to their Sections.

#### Make Planning Fun!

### **Activities:**

#### **BIG Picture**

With banner paper, have the kids draw some of their ideas. Some ideas will grow to great adventures. Others may be great stand-alone activities.

#### **Fill in the Picture**

Example, if we are skating, draw the rink. Have Beavers contribute what they would like to do in the rink. Or if it were a hike, have the Beavers draw stick people and contribute what activities we can do within the space.

#### **Tell A Story**

Using an idea for an adventure the Beavers would like to do. Use Plan-Do-Review to help build it. Scouter becomes the narrator for this tale and has the Beavers fill in the blanks on how the adventure will work. Ask them open-ended questions about where we are going, what we should bring, what to wear. Fun prop to add - a tickle trunk of costumes and adventure gear. Or have the youth act out their idea.

#### **Adventures in a Comic Book**

Have youth create a comic of their ultimate camp, adventure, or event. Youth can individually create a three- or four- panel comic strip (Scouters can provide a template), or a Patrol could work together on a whole comic book.

\*\*This is also a great review activity. Have them do it after a camp or adventure, highlighting their favourite moments or activities.



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### **Mind Mapping**

This is an easy way to gather ideas around one adventure or an entire cycle of adventures but will require more Scouter support with youth who are emerging readers and writers. Using a whiteboard, poster board, or computer program, start with a theme and then create branches off the main theme as ideas expand.

Tip: YouTube has many videos that demonstrate mind mapping.

### **High Flying Ideas/Snowball Fight**

Each youth receives a piece of paper. They draw part of an adventure or activity they would like to do. (Older youth may choose to write words instead, but it is often more fun for people of ALL ages to use pictures!). Fold your picture into a paper airplane. When everyone is ready, toss the airplanes to each other. Grab a new airplane, unfold it, and then add something to the adventure that had already started. Repeat this for two or three rounds and then share the adventures with each other and see if there are any common themes.

If folding airplanes is too advanced for your youth, simply crumple up the paper into a ball and have a snowball fight instead!

### **Saga Adventures (15 minutes)**

Sometimes the youth come up with a really big idea that will need to take place over weeks or months. **Start with YES!** Saga Adventures build on a theme from one week to the next, building skills as the youth go. Youth can participate in learning new things, building skills, or taking part in training or practice activities building up to the BIG adventure!

#### **Examples of Saga Adventures:**

##### **Pirates**

Treasure map reading ---> scavenger treasure hunt ---> knot tying ---> a scout craft flagpole ---> build your own pirate ship ---> race your pirate ship

##### **Movie Maker**

Write a script ---> watch a movie ---> dissect an old camera ----> make a poster ---> learn costume design and acting basics ---> start making stop motion or special effects---> make a short film and record it!

You can use this for lots of different ideas. Your only limit is your imagination! Look at those big adventures and work backwards to ensure that the youth build the skills needed to accomplish the adventure at the end.

**Remember** - Let the adventure decide the skills you need to learn, instead of letting the skills you already know decide the adventure.



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### **Activity:**

In Patrols, select an activity from one of the Game Storming activities that could become a Saga Adventure. Using sticky notes and poster paper to plan out skills or activities that will lead up to the big adventure.

- What skills do we need?
- What equipment do we need?
- Who can help us?
- What is the BIG adventure going to look like?
- Where can Scouters turn for support if they need to build their own skills?

This is how Scouters can turn an adventure that may seem like it should be a NO (Let's go to the moon!!) into a YES!!!?

[Please provide PDF of Game Storming and Saga Adventures](#)

### **Review:**

#### **Review (10 minutes)**

Answer any outstanding questions.

Ask Scouters one or two review questions (use review game suggestions to make it more interactive):

- What do you know now that you didn't know before?
- What would you like to know more about?
- What surprised you about this session?
- What will you be implementing in your Section?

Review the Scouter Development and discuss the options to obtain Wood Badge I and II. Show what skills have been developed during this session.

#### **Section Closing (5 minutes)**

Do a section closing – can be found in the Scouter Manual on page 128



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## Section Essentials - Session

### Plan: Agenda

Welcome & Ice Breaker	10 minutes
Section Opening	5 minutes
White Tail Council	15 minutes
Planning Your Year	15 minutes
Balancing your Program	15 minutes
Review & Thank You	10 minutes
Section Closing	5 minutes

### Supplies

- Ideas generated during Session Two
- Big Calendar
- Sticky notes
- Markers
- Tails (brown, blue, white)
- Resources or QR codes
  - [Pond Map](#)
  - [Section Planning Guide](#)
  - [Meeting Template](#)

### Do:

#### Welcome & Icebreaker (10 minutes)

Welcome participants

Review Safety Moment

Icebreaker Activity – see resources for ideas

Divide group into Patrols – see resources for ideas

Assign a tail to each Scouter – these can be picked at random

#### Section Opening (5 minutes)

Do a Section opening – can be found in the Scouter Manual on page 127

Review Promise, Law & Motto highlighting that we have 2 promises to choose from

#### Section Leadership Teams/Councils (15 minutes)

White Tail Councils consist of all White Tails within a Section and Scouters. If you have a low number of White Tails, Blue Tails can also be included.



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White Tail Councils are where ideas from Patrols are shared with the larger Section. This is when final planning decisions can be made. If possible, all decisions should be made by consensus.

White Tail Councils can take place during a full Section meeting, or a separate White Tails only meeting can be held. In either case, do not expect to do planning for more than 10 to 20 minutes before moving on to another activity.

White Tails can also work together on their top section awards.

Give White Tails opportunities to expand their leadership skills. They can be tasked with extra responsibilities within their Patrols, lead a game or activity, or (with Scouter support) take on the planning of all or part of an adventure.

**Activity:** In Patrols discuss:

- Does your Section have an active White Tail Council?
- If not, what is holding you back?
- If yes, what is working well? What is challenging?
- How could you utilize the White Tails in your Section? What learning opportunities could you provide them?

### Planning Your Year (15 minutes)

Introduce the Section Planning Guide. Have hard copies or provide QR codes to Scouters. Show and discuss the Section Goals on page two.

#### Section Planning Guide

Start big – mark off any school breaks or holidays you won't be meeting. Will your Section have any holiday parties? Are there any Group/Council/National events you would like to attend?

Other key dates can include Investiture, Codes of Conduct, and Swim-Up. Remember that you may need more than one as youth can join throughout the year!

Are you undertaking a Saga Adventure? Where and how is that going to fit in?

How many times do you go outside for your weekly activities? Are you planning any overnight adventures?

Your calendar is going to fill up faster than you expect!!

**Scouter Tip:** Resist the urge to plan out every single meeting far in advance. Leave some space and flexibility in your calendar to take advantage of linking opportunities, Group or Council



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events, National challenges, etc. Consider getting all your "big" adventures on the calendar for the year and fill in the details of weekly meetings on a seasonal basis.

*Don't Forget!* Scouting can happen year-round! Many Groups take the summer months off, but there can be advantages to Scouting in the summer. Consider how nice it might be to camp when it isn't cold, muddy, or snowy!

If summer adventures are new to your Section, or sound overwhelming to your Scouters, it is ok to start small. Consider one activity a month and do something fun and easy to keep in touch with families – perhaps a family BBQ, or a meetup at a local park.

### **Activity:**

As a group, look at a big yearly calendar (the bigger the better).

- Add in the big dates
- Look at the adventures you've generated and add them into which season you think that activity fits best into
- Take 1 or 2 seasons and assign each Patrol a month to plan

In Patrols, use the Section planning guide and meeting template, have Scouters plan out 1 month of meetings. Encourage them to include all the things that they have learned throughout the 3 sessions – saga adventures, patrols, white tail council, online resources, etc.

Great! Now you have your year planned! As a Scouter Team, decide when/how often you want to meet to plan with the meeting templates. Do you want to do this monthly? Seasonally?

Decide who is doing what for each meeting? What activities/games/gear/resources do you need for each meeting? How can you have your parents help you with these activities? By setting up a time to plan for each weekly activity/meeting, you are avoiding the day before or day of mad scrambling to put the meeting together. There is less stress –yes life happens! Be prepared! If something happens – the team knows what the plan was and can easily jump in where needed. Shared Leadership! No one needs to do this alone! Scouters do not need to do this alone – engage your families and ask for help

### **Balancing Your Program (15 minutes)**

There are several tools you can use to help you plan a balanced program.

[Video - Program Areas and Maps](#) Introduce

[The Pond Map](#)

[The Pond Map details out the six Program Areas of the Canadian Path in a Beaver-friendly way.](#)

It also includes places that represent other activities that are part of the Beaver Scouts' exploration of the Pond: campfires and special ceremonies at Hawkeye's Campfire, hikes and

nights at camp at Tic Tac's Camp, work on Outdoor Adventure Skills at Echo's Mountain, linking



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activities with other Sections at Akela's Jungle and, for the White Tails, the tracking of their North Star Award Quest at Aurora's Northern Lights.

Based on the Section's interests, they may visit certain areas of the Pond Map more than others. However, Scouters should encourage their Colonies to visit each area of the Pond Map throughout the year.

Discuss with Scouters – are you using the Pond Map in your Section? Why or why not? Do you find it to be a useful tool? Are you deliberately trying to include each of the six Program Areas throughout the year?

## Introduce Personal Achievement Badges

There are 16 personal achievement badges (PABs) that Beavers can earn by completing three adventures that are related to that badge. The PAB Guide provides suggested adventures, or Beavers can come up with their own.

Colonies can work together on a PAB, or Beavers can complete their adventures independently with family support. You can also do a mix of this, with the Section doing two adventures together, and then encouraging Beavers to complete a third independent adventure to earn the badge.

Some Beavers (or their parents!) are very motivated to earn PABs. Others are not. Either situation is okay.

Discuss with Scouters – how are you incorporating PABs in your program, if at all? Do you have any “badge kids”? Do you do anything to encourage other youth who aren’t “badge kids?” How strict are you when it comes to completing badge requirements?

## Introduce Outdoor Adventure Skills

There are nine Outdoor Adventure Skills (OAS), which each have nine stages. Earning an OAS stage is an acknowledgement and celebration of learning. It is NOT a qualification, and earning a certain OAS stage should NOT be used as a pre-requisite to attend or participate in an adventure. Learning and experiences both in and outside of Scouting can count towards OAS stages.

A youth of any age will always start at Stage 1, regardless of when they join Scouting. Stages earned in younger sections are maintained by youth as they advance to a new section. **Scouter Tip:** many Outdoor Adventure Skills are difficult to achieve at the Beaver level. This is okay! Scouters are reminded that the North Star Award only requires five OAS stages completed over three years.



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Discuss with Scouters – how are you incorporating OAS stages in your program? Which are reasonable to achieve, and which are out of reach for average Beaver Colonies?

### **Activity:**

In Patrols or as a whole group review the plans that you've created.

- Are there activities that cover each part of the pond map?
- Are there activities that cover off any of the OAS skills?
- Did you include time in your meetings for Beavers to share their PABs?
- Are there additional activities that you would add in?

### **Thank You**

Thank you for joining us today! Your time, energy and enthusiasm. Etc. Highlight some of the key learnings of the day. And explain the "Thank You" button for Scouters. And what to include in the Thank You.

- Who? Who attended the event or activity? Numbers help give a sense of how big this is – was it 7 Beavers, 3 sections, 150 Cubs and Scouters at the Kub Kar Rally or 500 Youth at a Council Camp?
- What? What are they being thanked for, and what impact did that have on the Youth? Did they take their Section to an activity as participants, did they help run an event, or did they take on a leadership or mentoring role?
- When? When did the activity take place and how long did it run? A couple of hours, a weekend, a week-long trip or something that lasted every week for 5 months?
- Where? Where did this take place? At a park down the road, or did they need to travel a considerable distance to get there?
- Why and How? Why did what they do help Scouts Canada Youth have great adventures, help them grow and have fun?

### **Review:**

#### **Review (try to leave extra time for review compared to previous sessions)**

Review the Scouter Development and discuss the options to obtain Wood Badge I and II. Show what skills have been developed during this session. Answer any outstanding questions.

Ask Scouters one or two review questions:



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- What do you know now that you didn't know before?
- What would you like to know more about?
- What surprised you about this session?
- What will you be implementing in your Section?

What plans do Scouters have for the next steps?

- Additional learning
- Finding a mentor
- Meeting with GC to discuss goals
- Present Meeting Template for 1<sup>st</sup> meeting with youth. \*Ideally youth are registered Scouter Youth. This provides a safe place for Scouters to "try" by doing with their own youth. Ask Scouters to lead a piece of the meeting. Ask that they bring needed supplies – ask what parents can help with. Let Scouters know that you will be sending a summary of Scouting Essentials with pdfs and links to resources.

Participant feedback survey

### **Section Closing (5 minutes)**