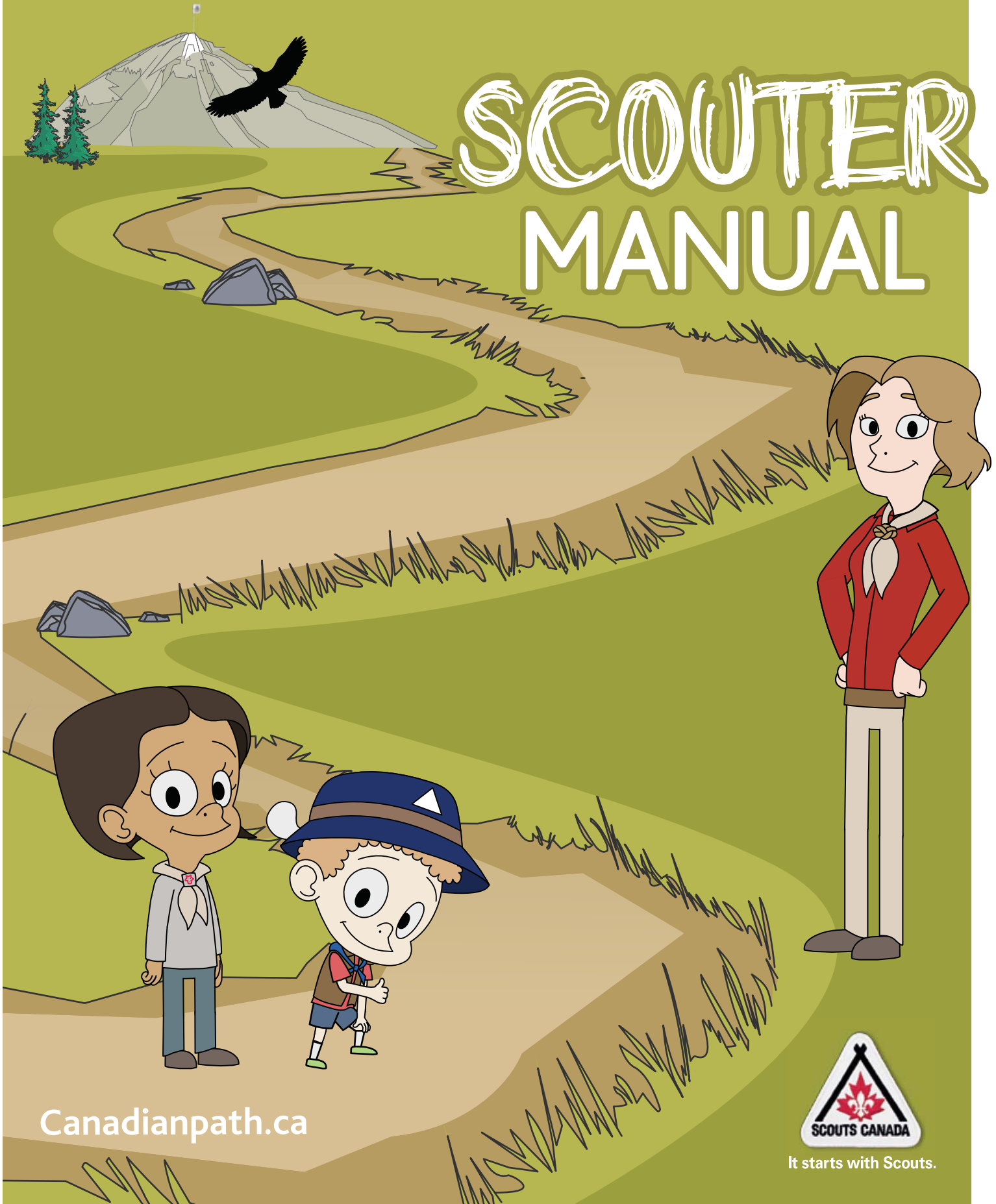


A SCOUTER'S GUIDE TO THE CANADIAN PATH

# SCOUTER MANUAL



[Canadianpath.ca](http://Canadianpath.ca)



It starts with Scouts.



Published by Scouts Canada, 2016

## Contact Information

Group Name: \_\_\_\_\_ Section: \_\_\_\_\_

Area: \_\_\_\_\_ Council: \_\_\_\_\_

Meeting Location _____		Meeting Day & Time _____	
Position	Name	Phone: Home Phone: Cell	Contact Email
Section Contact Scouter			
Section Scouter			
Section Scouter			
Section Scouter			
Section Scouter			
Section Scouter			
Group Commissioner			
Group Registrar			
Area Commissioner			

### CHECKLIST FOR BECOMING A SCOUTER:

- ☐ Create or log into your **Myscouts.ca** account and register as a Volunteer.
- ☐ Provide five personal references that include email addresses.
- ☐ Provide a clean Police Records Check (PRC), including a Vulnerable Sector Search (VSS).
- ☐ Complete a screening interview with two trained interview Scouters from your Group or Area.
- ☐ Complete an Orientation to Scouting, either online or with your Group Commissioner or designate.
- ☐ Sign Scouts Canada's Code of Conduct.
- ☐ Complete Scouts Canada's Scouting Fundamentals Training.
- ☐ Complete Wood Badge Part I training.
- ☐ Once your role is "Active" on your **Myscouts.ca** account, be invested by your Group.





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# INTRODUCTION

## SCOUTING—A WAY OF LIFE

**Welcome to Scouting.** You have come to Scouts Canada because you are interested in Scouting and the development of Canadian young people. Your interest is an important base, and now you need to combine it with some knowledge and understanding of our organization, its goals and our Scouting youth.

The young people in your care, with their diverse needs and ambitions, will look to you for guidance. You may not always notice it, but you will be a catalyst for change that may well affect the future of your Scouts in ways you can't imagine.

As a Scouter working with young people, you need to be aware that their wants and needs will change. Keep abreast of what is likely to influence their development. This knowledge will play a key role in how your Scouts receive you and what type of influence you will ultimately have. You can make a positive difference in the lives of the young people with whom you work.

## ABOUT THIS BOOK

You may be an old hand or very new to the Scouter side of Scouting. In either case, you will find this book offers many practical suggestions for your work with Scouting youth.

If you are an experienced Scouter, this manual and its Canadian Path content will supplement and update your approach to Scouting. This may mean sweeping changes for some Scouters and Sections, and minor changes for others, depending on their current approach.

Your ultimate goal is to see your Scouts do their best and develop the skills they need to become well-rounded citizens, better prepared for success in the world. Help each and every youth to develop a path to success.

## SCOUTING IN CANADA

Scouts Canada is part of the World Organization of the Scout Movement. It is a national organization that was incorporated by an Act of the Canadian Parliament in June 1914. Its affairs are governed by a volunteer Board of Governors that has among its powers, duties and responsibilities the formation and promotion of Councils, Areas and Scout Groups. Scouts Canada has employees who contribute to the support and growth of the organization. It maintains Scout offices to administer Scouting.

Scouts Canada employs a dedicated team of professional Support Scouters who help Groups with their program, safety and administrative needs. The Council Operations teams are located in regional Support Centres around the country, while the Field Support Team primarily works from home offices. This allows Area Service Managers to be close to the Groups they support.

The national office is located in Ottawa at 1345 Baseline Road, Ottawa, ON, K2C 0A7. Its telephone number is: 1-888-855-3336; fax: 613-224-3571. General email inquiries can be directed to: [helpcentre@scouts.ca](mailto:helpcentre@scouts.ca).



<sup>1</sup>Check out “It Starts with Scouts!” on our YouTube channel.

## How Scouting Began: A Brief History<sup>1</sup>

Robert Stephenson Smyth Baden-Powell was born in London, England, on February 22, 1857. We still celebrate his birthday during a special week in February known as Scout-Guide Week.

As a youth attending Charterhouse School in London, Baden-Powell had lots of energy, but he was not much of a scholar. He preferred music, acting and sketching. He could use his left hand as well as his right hand and in later years astounded Scout audiences by sketching two pictures simultaneously with a pencil in each hand.

When his school moved to Godalming, Surrey, Baden-Powell loved the nearby wooded area known as “The Copse”.

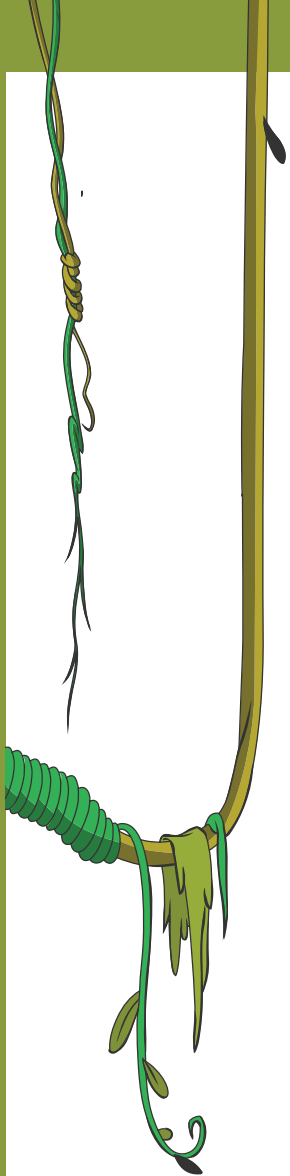
He developed many outdoors skills that he later brought to Scouting.

Commissioned in the British Army at the age of 19, Baden-Powell served for many years in India, South Africa and Afghanistan. Baden-Powell’s experiences in the British Army are what made Scouting possible. It was during his service in Africa that Baden-Powell experienced many things that have become Scouting traditions. He acquired a long necklace of wooden beads that had belonged to the Zulu Chief Dinizulu. Replicas of these beads are still presented at advanced training for Scouters. The idea of the left handshake also came to Baden-Powell when he learned that Ashanti warriors extended their left hands as a symbolic gesture of trust. The left handshake required that the shield, the Ashanti warrior’s means of defence, had to be put aside.

Also during this time in South Africa, Baden-Powell wrote a training manual called *Aids to Scouting*. It was used to teach soldiers basic survival skills, camping and other backwoods lessons that led to self-sufficiency in the field.

When the Second Boer War broke out in 1899, Colonel Baden-Powell was ordered to defend Mafeking (known today as Mahikeng), a town in South Africa, with two battalions of mounted rifles (about 800 men). The town was besieged for 217 days until relief came. The conflict led to hundreds of fatalities. Boys as young as nine years old organized in small groups and helped out by running messages and serving as orderlies. They impressed Baden-Powell with their courage. Baden-Powell organized clever tricks that were used to fool the Boers, who were as many as ten times in number. As a result of defending Mafeking, Baden-Powell was regarded by many in Britain as a national hero.





After the Boer War, Baden-Powell commanded the South Africa Constabulary and organized them in small units under non-commissioned officers. The uniform he designed (shirt, shorts, scarf and broad-brimmed hat) influenced the Scout uniform. Baden-Powell adopted the green and yellow colours of this uniform as Scout colours.

On his return from Africa in 1903, Baden-Powell found that his military training manual, *Aids to Scouting*, had become a bestseller, and was being used by young people, teachers and youth organizations. Baden-Powell was involved in the Boys' Brigade at that time and was asked to apply his Scouting skills to youth development.

In 1907, Baden-Powell ran an experimental camp to test out some of his ideas with 20 boys from all segments of society.

It was held on Brownsea Island, off the south coast of England. He was so pleased with the camp that in 1908 he published *Scouting for Boys*. Hundreds of youth in all parts of the country read the book and set out to put Baden-Powell's suggestions into practice. By 1909, the movement had grown and a rally at Crystal Palace was attended by 11,000 Scouts.

Scouting spread to many countries and Baden-Powell designed programs for both younger and older boys. Girls, too, wanted to become Scouts, and with the help of his sister, Agnes (and, later, his wife, Olave), Baden-Powell introduced similar programs for them, launching the Girl Guide Movement.

In 1929, King George V made Baden-Powell a baron. Lord Baden-Powell of Gilwell was his new title. William de bois Maclaren donated Gilwell Hall, in Epping Forest, Essex, England, to the Scouting movement for a camp. Baden-Powell envisioned it as a training place for Scouters. It is still run as a camp and training facility to this day!

Baden-Powell continued to promote Scouting all over the world, encouraging each country to interpret the Movement in its own way. He also continued to write on Scouting subjects, illustrating articles and books with his own sketches. Today, Scouting is the largest youth organization in the world, with approximately 40 million members in over 200 countries and territories.

At the age of 80, Baden-Powell returned to his beloved South Africa, with Lady Baden-Powell. He died four years later, in Kenya, on January 8, 1941.



## A Brief Introduction to the Sections

Scouts Canada offers five challenging programs for boys, girls and young adults aged 5 to 26.

### **BEAVER SCOUTS (AGES 5-7)**

Fun and friendship are the cornerstones of the Beaver Scout program. Beaver Scouts opens the door for youth to discover the world. It is filled with a little bit of everything: outdoor activities, games, music and drama. Along the way, Beaver Scouts meet new friends, learn cooperation and teamwork, and develop self-confidence. A Beaver Section is called a "Colony".

### **CUB SCOUTS (AGES 8-10)**

Challenging hikes, weekend camps and an introduction to water activities like canoeing or kayaking are just a few of the fun outdoor adventures that Cub Scouts enjoy. With the Cub motto ("Do Your Best") front and centre, Cub Scouts are encouraged to try new and challenging activities, including STEM projects and cultural experiences. A Cub Section is called a "Pack".

### **SCOUTS (AGES 11-14)**

Scouts is about having fun while gaining valuable leadership skills and self-confidence. Scouts enjoy outdoor adventures like mountain biking, rock climbing and lots of camping while working together with other young people to accomplish thrilling challenges and contribute to their communities. A Scout Section is called a "Troop".

### **VENTURER SCOUTS (AGES 15-17)**

The Venturer Scout program offers exciting, real-life, hands-on experiences for youth. Venturer Scouts learn to nurture an active, healthy lifestyle; acquire the knowledge and skills for career development; and participate in thrilling outdoor adventures. Weekend events, extended hikes, Leave No Trace camping, spiritual reflection, community service and more round out the Venturer Scout experience. A Venturer Section is called a "Company".

### **ROVER SCOUTS (AGES 18-26)**

The Rover Scout program provides opportunities to practise new skills like mountain climbing or whitewater rafting. Rover Scouts learn to become leaders by helping in their communities (including other Scouting Sections). A Rover Section is called a "Crew".

## PARTNER AND GROUP COMMITTEE

A Scouts Canada partner may be a religious institution, service club, business, community group, police department or some other organization. A partner agrees to provide Scouting programs to its young people, other young people who live in the community or both.

Scouts Canada provides the program and program support, including service teams, Scouter training and development, uniforms, resources, books and camping facilities. The partner may provide meeting facilities, financial support and other forms of assistance. Scouts Canada, in consultation with the partner, ensures that a Group Committee is appointed to administer the Scouting program for the Group.

### BEAVER SCOUTS AGE: 5–7

- Section Name: Colony
- Team Name: Lodge
- Team Leaders: White Tails
- 1st Years: Brown Tails
- 2nd Years: Blue Tails
- 3rd Years: White Tails
- Section Leadership Team: White Tail Council
- Volunteer title: Scouter (and Section-specific symbolic framework name)

### CUB SCOUTS AGE: 8–10

- Section Name: Pack
- Team Name: Lairs
- 1st Years: Runners
- 2nd Years: Trackers
- 3rd Years: Howlers
- Section Leadership Team: Howler Council
- Volunteer title: Scouter (and Section-specific symbolic framework name)

### SCOUTS AGE: 11–14

- Section Name: Troop
- Team Name: Patrols
- Team Leaders: Patrol Leaders
- Section Leadership Team: Troop Leadership Team
- Youth Leadership: Troop Leader
- Volunteer title: Scouter

### VENTURER SCOUTS AGE: 15–17

- Section Name: Company
- Team Name: Expedition Teams
- Team Leader: Expedition Leader
- Section Leadership Team: Company Leadership Team
- Volunteer title: Scouter

### ROVER SCOUTS AGE: 18–26

- Section Name: Crew
- Team Name: Team
- Team Leader: Team Leader
- Section Leadership Team: Crew Leadership Team
- Volunteer title: Scouter





Some partners are content to provide a hall and assist with establishing a Group Committee, then they step back from active involvement. Others take an active interest in the operation of their Groups, regarding them as components of their youth education programs. A representative from the sponsor may be a permanent member of your Group Committee (which also includes a Group Commissioner, Youth Commissioner, Registrar, Treasurer, Secretary and other members as your Group deems necessary). If your partner takes an active interest, you can expect a wide range of support. Your partner may also expect you to conform to its youth education policies.

The Group Committee is responsible to both Scouts Canada and the partner for the operation of Section programs. It supports your Section with:

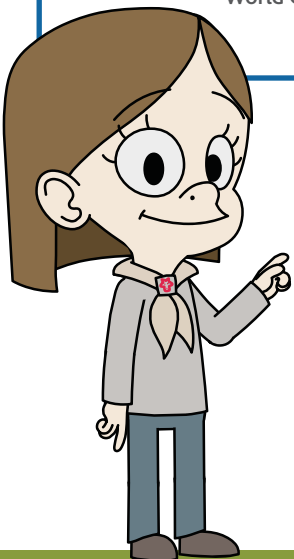
- Administering services such as registration, screening and enrolment of new Scouters, auditing financial records of the Sections, annual reports to the Council and the partner
- Ensuring that the Sections are providing quality programs that meet the Scouts' expectations
- Fundraising
- Financially supporting Scouter training and development
- Purchasing of Group equipment
- Coordinating financial assistance for Sections when necessary
- Acquiring a distinctive Group neckerchief
- Planning Group events (such as a family banquet)
- Promoting activities to link Section programs and to encourage advancement
- Supervising and helping Section programs if required
- Planning succession for all Volunteer positions
- Recognizing Volunteers both formally and internally

In return, Sections support the Group Committee by:

- Having a representative on the Group Committee
- Reporting on Section events
- Giving notice of planned outings
- Providing Scouts, Scouters and parents for fundraising activities
- Helping to plan and participating in Group events
- Keeping accurate administrative and financial records, and submitting them to the Group Committee for audit
- Cooperating with the other Sections in joint activities
- Sharing resources fairly between Sections
- Abiding by partner and Group policies

"The 32<sup>nd</sup> World Scout Conference adopted the principle of a World Programme Policy, based on the idea that the youth programme is not something to be defined once and for all, but that it should be adapted to the needs and aspirations of the young people of each generation and in each country."

—*Renewed Approach to Programme*,  
World Organization of the  
Scout Movement



If you need more support from your Group Committee, be clear about the support you need. Help the Group Committee to understand how its support will make a better experience for the youth. Like you, Group Committee members are Volunteers with limited time. Unlike you, they are seldom directly involved with the Scouts and don't often get the immediate job satisfaction that comes from making a successful activity happen. Be clear about the support you require.

Good communication with the Group Committee is one of the duties of Section Scouters. Make committee members aware of Section activities so that they can give you the help you need to make your job easier. Put your Group Committee members to work. Unless you make specific requests of them, they may assume you have everything in hand. Group Committees can take care of many of a Section's time-consuming tasks to allow the Scouters more quality time with their Scouts.

Support for Section Scouters: that's the essential role of the Group Committee. Several resources are available to help a Group Committee do its job effectively. *By-law, Policies, and Procedures (BP&P)* contains lists of duties of a partner and a Group Committee. Scouts Canada has also produced camping and outdoor activity procedures in *BP&P* to assist Scouters and Group Committee members to plan and prepare for camping and outdoor activities. This resource contains:

- Scouts Canada's policies and procedures for camping or outdoor activities
- Necessary forms and applications
- Accepted practices
- Other helpful information (e.g. insurance, emergency plans and incident reporting)

#### **JOIN US ON OUR NEXT GREAT JOURNEY—THE CANADIAN PATH**

Scouts Canada is embarking on a new journey and is looking for your help in bringing great Scouting adventures to more Canadian youth. Join us on The Canadian Path as we launch the next great chapter in Canadian Scouting.

The Canadian Path is Scouts Canada's revitalized program. It represents an opportunity to provide Canadian Scouting youth with a program that is modern, but respectful of Scouting's strongest traditions. Many other members of the World Organization of the Scout Movement are updating their programs to better serve their youth.

Working together as one Scouts Canada, we will not only revitalize our Scouting programs, we will revitalize Scouting in Canada.



## WELCOME TO THE CANADIAN PATH



<sup>1</sup>Check out “Welcome to the Canadian Path” on our YouTube channel.

The Canadian Path<sup>1</sup> program is the way Scouting is done in Canada. Developed by Scouts Canada, this well-rounded program offers youth aged 5 to 26 an opportunity to experience new things, to have more adventures, and to develop into confident and capable individuals better prepared for success in the world. From Beaver Scouts to Rover Scouts, The Canadian Path brings Scouting back to its roots by using the Scout Method as its basis; this method was first introduced by Lord Baden-Powell, founder of the Scout Movement.

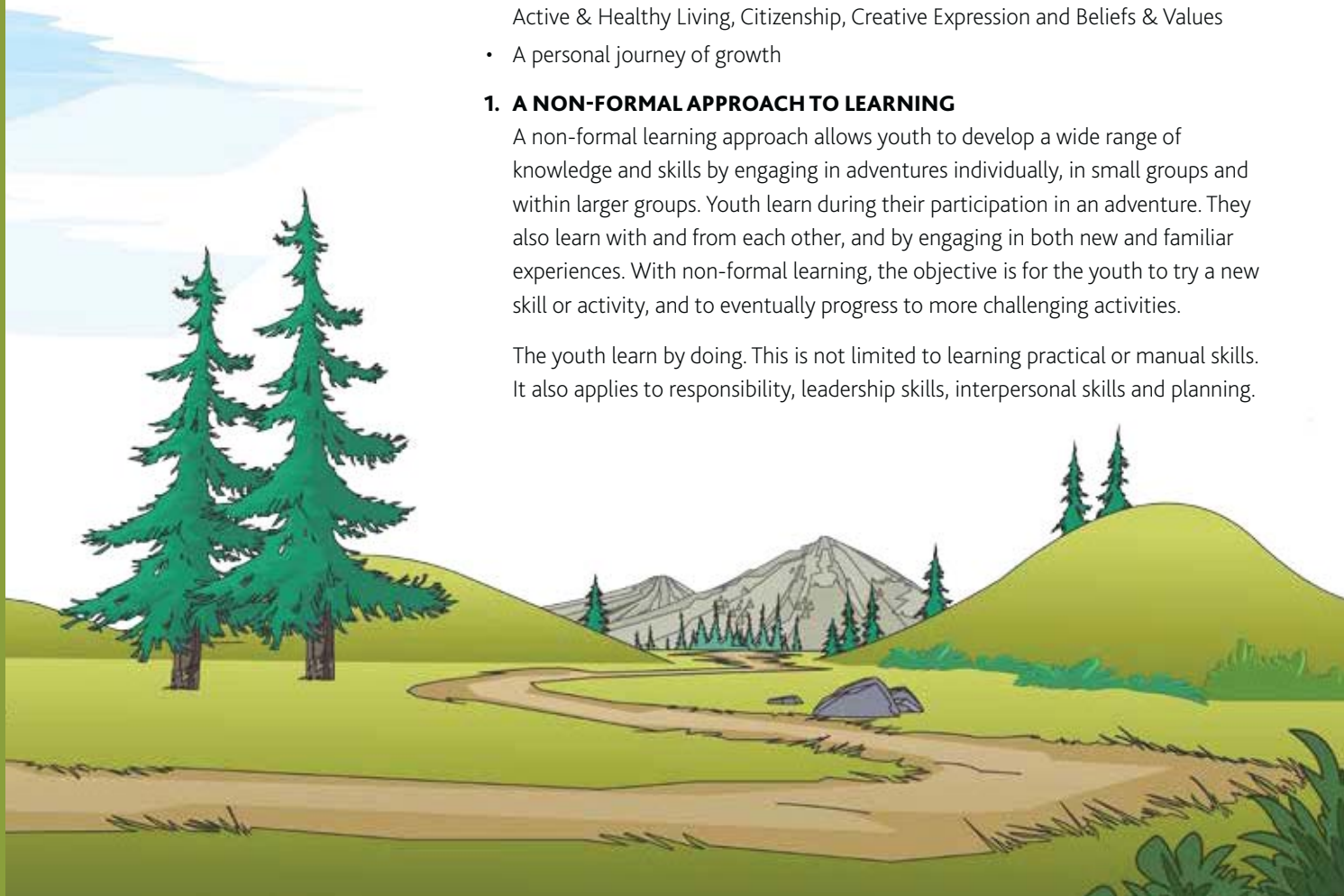
The Canadian Path is comprised of several components:

- A non-formal approach to learning
- The seven components of the Scout Method
- The Four Elements: Youth-led, Plan-Do-Review, Adventure and SPICES (Social, Physical, Intellectual, Character, Emotional and Spiritual)
- A balanced program in six Program Areas: Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression and Beliefs & Values
- A personal journey of growth

### 1. A NON-FORMAL APPROACH TO LEARNING

A non-formal learning approach allows youth to develop a wide range of knowledge and skills by engaging in adventures individually, in small groups and within larger groups. Youth learn during their participation in an adventure. They also learn with and from each other, and by engaging in both new and familiar experiences. With non-formal learning, the objective is for the youth to try a new skill or activity, and to eventually progress to more challenging activities.

The youth learn by doing. This is not limited to learning practical or manual skills. It also applies to responsibility, leadership skills, interpersonal skills and planning.



## 2. THE SEVEN COMPONENTS OF THE SCOUT METHOD

The Canadian Path is rooted in the Scout Method—the basis of all of the adventures Scouts experience. It is a non-formal educational process that makes each youth the principal agent of his or her development as a self-reliant, responsible and committed person.

The Scout Method includes seven components:

- Scout Law and Promise
- Learning by Doing
- The Patrol (Team) System
- A Symbolic Framework
- Nature
- Personal Progression
- Scouter Support

## 3. THE FOUR ELEMENTS

There are Four Elements that make up The Canadian Path:

- **Youth-led:** The program is directed by its youth members—not the Scouters.
- **Plan-Do-Review:** A three-step process informs all activities in the Canadian Path program.
- **Adventure:** Scouts explore new things, share new ideas, learn new skills and create new paths.
- **SPICES:** Social, Physical, Intellectual, Character, Emotional and Spiritual are the six dimensions of personal development for the Canadian Path program.

## 4. A BALANCED PROGRAM

The Canadian Path delivers a balanced program to all youth members. During their journey in Scouting, youth members regularly participate in adventures relating to each of the six Program Areas: Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression and Beliefs & Values.

## 5. A PERSONAL JOURNEY OF GROWTH

Scouting is about personal progression. Each member develops on his or her own path, independently or as a team.

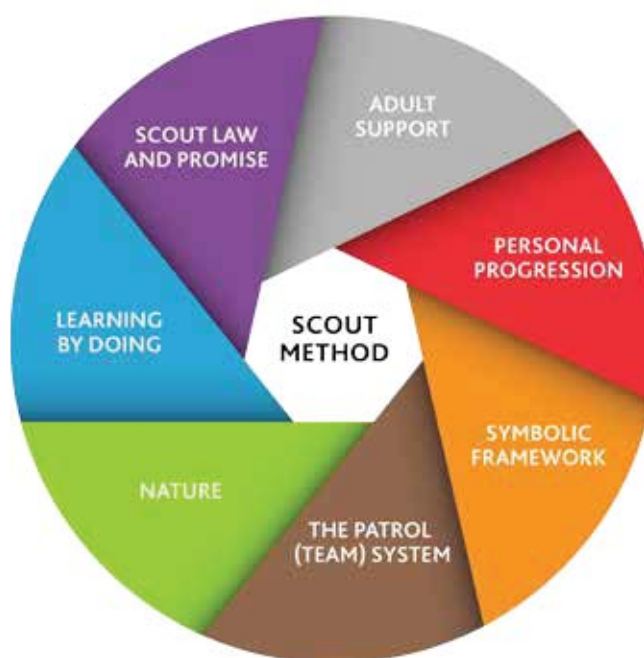
**SCOUT LAW AND PROMISE**

- **Duty to God\***
- **Duty to Others**
- **Duty to Self**

\* Within Scouts Canada, we recognize the diversity of faith traditions within the Canadian context, as well as the number of people for whom the spiritual path lies outside of any particular organized faith group or tradition. This could include (but is not limited to): a relationship with God, Allah, Jehovah, Heavenly Father; the eightfold path of Buddhism; the dharma of Hinduism; a Higher Power; and a connection with nature and the earth, or with the whole world community.

## The Scout Method

Scouts Canada uses non-formal educational methods to engage youth in the process of their own development, giving them program activities, guidance and tools to help them become self-reliant, confident, caring, responsible and committed to the world around them. The Scout Method is an approach unique to Scouting throughout the world. It includes the following seven constituents:



### 1. SCOUT LAW AND PROMISE

Participation in The Canadian Path begins with commitment to the Scouts Canada Law and Promise. Beaver Scouts and Cub Scouts have their own adaptations of the Law and Promise, while Scouts, Venturer Scouts, Rover Scouts and Scouters all use the same versions.

The Scout Law is a code for living, both individually and within the Group. In promising to live the Scout Law, Scouts and Scouters pledge to do their best to live the Canadian Path values both within the program and in the broader community.

These three duties, expected of every Scout, form a foundation of service within the Scout Movement. To offer service at home, in your community and in the world—and to do a good turn every day—is the way of The Canadian Path. From Beaver Scouts through to Rover Scouts, young people learn service as a fundamental attitude for life.



## SCOUTS CANADA LAW AND PROMISE

### Beaver Scout Promise

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

### Beaver Scout Law

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



### Cub Scout Promise

I promise to do my best,  
To love and serve God,  
To do my duty to the Queen,  
To keep the law of the Wolf Cub Pack,  
And to do a good turn for somebody every day.

### Cub Scout Law

The Cub respects the Old Wolf;  
The Cub respects himself/herself.



### The Scout 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.

### The Scout Law

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



\* The Scout Promise and Law are also used for Venturers, Rovers and Scouters.

- **Duty to God:** A commitment to living the spirit of the Scout Law in recognition that we are part of a reality beyond self and beyond the present moment. Scouts Canada welcomes into membership all those whose faith traditions, spiritual expressions or personal value systems align with the Scout Law; who wish to explore, through the adventures of Scouting, their part in a larger reality; and who are committed to respecting the spiritual choices of others.
- **Duty to Others:** The responsibility to one's local, national and global community members to promote peace, understanding and cooperation through participation in the development of society, respect for the dignity of one's fellow beings and protection of the integrity of the natural world.
- **Duty to Self:** The responsibility for the development of oneself to one's full potential physically, intellectually, spiritually and socially.

## 2. LEARNING BY DOING

The Canadian Path uses a non-formal educational approach of exploration, experience, play and discovery. The Scout Method is about trying and trying again—sometimes with success, sometimes with failure, but always with learning that comes out of the process.

Each youth starts at his or her own place in learning and progresses to new challenges at his or her own pace. Through learning by doing, youth discover their





<sup>1</sup>Check out “The Team System” on our YouTube channel.



<sup>2</sup>Check out “Welcome to Your New World!” on our YouTube channel.

Scouting is the foundational symbolic framework adopted by Lord Baden-Powell when he wrote *Scouting for Boys* (1908). In his book, he invited youth to see themselves as explorers out in the world, forging their own path, using their powers of observation, engaging adventure and building qualities in resourcefulness, healthy living and leadership in the great outdoors.

own abilities and strengths, and try things they never thought possible within a safe and supportive environment created by the Scouters.

The learning by doing method also builds leadership, planning and interpersonal skills as youth work together in their teams in the adventures they undertake. The Plan-Do-Review process is key to learning by doing so that youth get the most out of every adventure.

### 3. THE PATROL (TEAM) SYSTEM<sup>1</sup>

Lodges, Lairs, Patrols, Expedition Teams—these are all names for an essential component of The Canadian Path and the Scout Method: **the Patrol (Team) System**. Each Section is divided into small groups of six to eight members who work together as a team with one or two members acting as team leaders. A Beaver Colony is divided into teams called Lodges, a Cub Pack is divided into Lairs and so on.

The key to the Patrol (Team) System is the recognition that everyone has something to offer the team. Everyone must be included and no one can be left behind as the team takes on its chosen adventures. Everyone has a say in what the group chooses to do. By working together in a mutually supportive spirit, the team can accomplish more than any one member could accomplish alone. Responsibilities and leadership are shared among the group, with the support and mentorship of the Scouters who create a safe and respectful atmosphere in which the team can work.

### 4. A SYMBOLIC FRAMEWORK<sup>2</sup>

Each Section has a unique symbolic framework to provide structure and inspiration to its program. The symbolic framework sparks the imagination and sense of adventure of youth to expand the possibilities of the program.

All of The Canadian Path is built on distinctive frameworks for each Section:

- Beaver Scouts—**The Pond**
- Cub Scouts—**The Jungle Book**
- Scouts—**Canadian Trails**
- Venturer Scouts—**Climb Higher**
- Rover Scouts—**Paddle Your Own Canoe**

These Section frameworks correspond to the specific needs of each age group. The symbolic frameworks are unique to each Section in order to offer new challenges, new ideas and new possibilities to continue to spark the interest of the Canadian Path youth.

"The child wants to be doing things; therefore encourage him to do them in the right direction, and let him do them in his own way. Let him make his mistakes; it is by these that he learns."

—Lord Robert Baden-Powell

Scouters facilitate for the Beaver Scouts and Cub Scouts, coach the Scouts, and mentor the Venturer Scouts and Rover Scouts.

The Canadian Path recognizes that youth grow and develop in their own ways, at their own paces, with their own interests and curiosities.

## 5. NATURE

Lord Baden-Powell believed strongly in the immense possibilities that nature offered to the development of a young person. The outdoors provides a never-ending host of opportunities for adventure. The Canadian Path is structured to use the outdoors as the main place of learning. Where at all possible, the Canadian Path program should take place outside. This is true for all Sections. Through being outdoors, youth learn to appreciate the world around them and to respect the environment in which we live.

## 6. PERSONAL PROGRESSION

In the non-formal educational approach Lord Baden-Powell developed, each youth is encouraged to participate in a wide range of adventures in order to progress personally on The Canadian Path. The motivation comes from within the youth, rather than from an imposed set of standards to be achieved.

Each youth entering The Canadian Path comes with a unique set of skills and abilities. While youth work together in the adventures they undertake, they also choose specific personal achievement activities based on their own skills and interests, and work toward badges of their choosing.

**There is one Canadian Path, but there are many ways to explore that path.**

No matter how youth choose to explore The Canadian Path, the SPICES form the core dimensions in which each youth is encouraged to grow. The Plan-Do-Review model used for all aspects of the program encourages the growth of the youth in all the SPICES. The badges (presented as part of the Canadian Path program) help youth mark their personal progression and encourage them to set new goals.

## 7. SCOUTER SUPPORT IN A YOUTH-LED PROGRAM

As youth progress from Beaver Scouts through to Rover Scouts, they take on progressively more responsibility for planning, doing and reviewing their program in age-appropriate ways. The Scouters' role is to provide a safe and respectful atmosphere in which the youth can challenge themselves, learn leadership and grow in all aspects of the SPICES.

Scouters encourage all youth to participate and make sure no youth are left behind. Scouters set the example and make sure that each youth is treated with respect within the group. They have the responsibility for the wellbeing of the youth, making sure that youth are in "the right place at the right time with the right people and equipment" for their adventures.

Scouters are the reference points for the youth. They are the ones who help youth achieve their goals, build confidence, discover their limits and embrace new adventures. With good Scouter support, youth can reach goals they never believed possible.

### THE FOUR ELEMENTS OF THE CANADIAN PATH

1. Youth-led
2. Plan-Do-Review
3. Adventure
4. SPICES



<sup>1</sup>Check out “Youth-led” on our YouTube channel.

## The Four Elements of The Canadian Path

### THE FOUR ELEMENTS: YOUTH-LED<sup>1</sup>

A Youth-led program is one of the four key elements of The Canadian Path.

Right from the start, Lord Baden-Powell’s vision for Scouting was of a program where the youth took on responsibility for their activities and adventures. This does not mean, however, that there is no Scouter involvement. Youth-led is not about a free-for-all where anything goes while the Scouters stand back and watch. Quite the contrary—the Scouter has an active role in mentoring, encouraging, guiding and inspiring youth.

Scouters are ultimately responsible for creating a safe, respectful framework in which youth take on increasing leadership and responsibility in age-appropriate ways, as suitable for the individual youth.

### Why is Youth-led so Important to The Canadian Path?

**Youth-led programming is what makes The Canadian Path work.** Youth decide what they want to do in the Canadian Path program. Resource materials such as Trail Cards, Outdoor Adventure Skills, Program Maps and badges are provided to offer a starting point for youth in the Plan-Do-Review process. These materials offer inspiration to youth planning their adventures. The next step is for youth to add their own ideas and interests to the mix so that the program truly becomes their own.

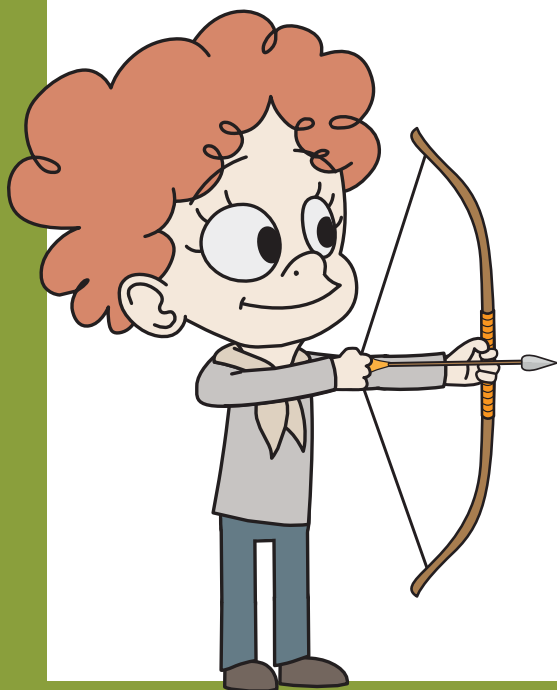
**Youth are more involved, engaged and committed to what they are doing when they have input in the Plan-Do-Review process.** Their excitement and enthusiasm will be evident when they have chosen the adventure and feel that they are necessary for it to work.

**Scouts Canada is committed to building leadership skills in youth—skills that help them through the rest of their lives.** Leadership is learned by taking on increasing responsibility in age-appropriate ways. Leadership is learned by stepping up to new opportunities. Youth need to be active in the Plan-Do-Review process in order to learn to be leaders in their Sections, their communities and their country. The aim of The Canadian Path is to set in place the skills, attitudes and knowledge that youth need to become responsible adults and make a meaningful contribution to creating a better world.

### Every youth will have leadership opportunities in The Canadian Path.

A Scouter’s job is to encourage and support each youth in finding suitable ways that he or she can offer leadership. Every youth needs to have a voice in the planning and Scouters should watch for youth who are not getting a chance to speak. Each youth needs to participate in leading activities from time to time, according to his or her skills and interests, whether he or she is leading on his or her own or as part of a team.





While some youth show natural skills in the leadership department, others need support and encouragement to find their role in leadership. No one is left behind in opportunities to engage leadership.

**Leadership comes in many forms.** It is not just the youth who is willing to be up front and centre who is showing leadership. Youth who help other members learn a specific skill, or who write an article for a newspaper, or who create the kit list for an outing are all showing forms of leadership. Scouters need to be attentive to engaging youth in the leadership roles in which they feel comfortable, as well as encouraging them to try leading in a way they may not have tried before.

**Learning to lead and learning to follow are gifts that all good leaders need.** Within the team approach of The Canadian Path, youth need to take turns being the one in the lead, directing the activity, game or adventure. Leaders need to remember the importance of their support team and delegate jobs. Those who are used to being the leader need to learn what it means to be part of the support team, making sure that they have their tasks done well and on time to support the activity of the group. Leading and following go hand in hand.

**Learning leadership means learning from mistakes as well as successes.** It is okay for an activity to not work out as expected. It is okay for youth to make mistakes when having an adventure. That is what happens when you are “learning by doing.” The Scouters’ role is to make sure that no one is harmed during these mistakes. Scouters should allow youth to learn from their mistakes and to reflect on what they will do next time.

#### **For Youth-led to Work, We Need:**

**Youth** who are engaged and who feel their contributions matter; who feel supported by Scouters and other youth as they take on new challenges; who are ready to try new things, to challenge themselves and to make some mistakes along the way to gaining new skills and abilities. We need youth who want to learn, grow and venture forth into their world by actively engaging in The Canadian Path.

**Scouters** who are wise and respected mentors who create a safe space for the youth to try new adventures. We need Scouters who will put the experiences of the youth before their own experiences within The Canadian Path, and who make sure that every youth is engaged in the program.

**Parents** who are willing to support and encourage their child in learning by doing, who give their child permission to venture forth to try new activities and adventures while encouraging appropriate risk-taking within a safe environment.

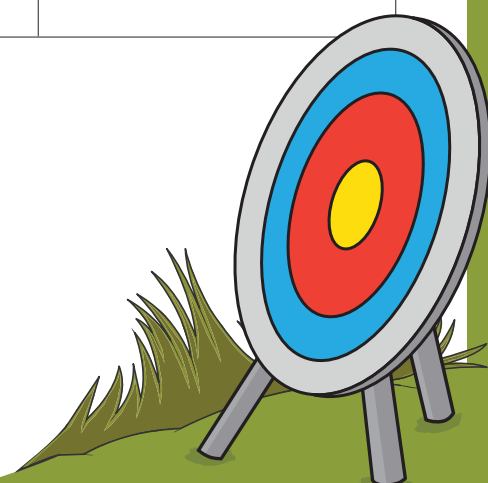
## WHAT YOUTH LEADERSHIP LOOKS LIKE ON THE CANADIAN PATH<sup>1</sup>

In all Sections of the Canadian Path program, young people are given opportunities to take on the responsibility of leadership.

SECTION	LEADERSHIP ROLES FOR THE INDIVIDUAL YOUTH	LEADERSHIP ROLES WITHIN THE PATROL (TEAM)	LEADERSHIP ROLES WITHIN THE SECTION
<b>BEAVER SCOUTS</b>	Youth choose which Personal Achievement badges they wish to make part of their Canadian Path, as well as the Outdoor Adventure Skill stages they wish to pursue.	Blue Tails (second-year Beaver Scouts) provide leadership within their Lodges. White Tails (third-year Beaver Scouts) form a White Tail Council, which has a role in making decisions for the Colony. The White Tails work independently or together on their Northern Lights Quest to achieve their Top Section Awards.	In their Lodges, Beaver Scouts brainstorm ideas for adventures related to the six Program Areas. These ideas are further developed by the White Tail Council and the Scouters. Lodges may take on the responsibility for running one of the adventure activities.
<b>CUB SCOUTS</b>	Youth choose which Personal Achievement badges they wish to make part of their Canadian Path, as well as the Outdoor Adventure Skill stages they wish to pursue.	Trackers (second-year Cub Scouts) provide leadership for certain activities in the Beaver Scout Colony, help Runners (first-year Cubs) learn about being a Cub Scout and assist the Howlers (third-year Cubs) in running Pack activities. Howlers provide leadership within their Lairs as well as in the Pack. They lead activities and participate in the Howler Council, which has a role in decision making for the Pack.	Cub Scouts choose their adventures and then work with their Scouters to plan, to prepare, to learn the needed skills and then to carry out the adventure. As a Pack, they review the adventure in preparation for new adventures.



<sup>1</sup>Check out “Section Leadership Teams” on our YouTube channel.



SECTION	LEADERSHIP ROLES FOR THE INDIVIDUAL YOUTH	LEADERSHIP ROLES WITHIN THE PATROL (TEAM)	LEADERSHIP ROLES WITHIN THE SECTION
<b>SCOUTS</b>	Youth choose which Personal Achievement badges they wish to make part of their Canadian Path, as well as the Outdoor Adventure Skill stages they wish to pursue.	<p>The Troop Leadership Team works together to make decisions to move the program forward.</p> <p>A Troop Leader and Assistant Troop Leader provide leadership to the Troop decision making process.</p> <p>Patrol Leaders and Assistant Patrol Leaders provide leadership within the Patrols.</p> <p>As individuals or as Patrols, Scouts may offer leadership in the Beaver or Cub Scout Sections.</p>	<p>Patrols are active in choosing, planning, preparing for and engaging their adventures, as well as doing the review following the adventure.</p> <p>Scouters serve to coach, inspire and encourage the youth. They oversee risk management and participate with the youth in decision making.</p>
<b>VENTURER SCOUTS</b>	<p>Venturer Scouts set their goals for the year and choose Solo Climbs that help them move toward their Summits.</p> <p>Youth choose the expeditions in which they wish to participate, as well as the Outdoor Adventure Skill stages they wish to pursue.</p>	<p>Expedition Teams are formed and each youth is expected to take a turn in providing leadership.</p> <p>A Company Leadership Team oversees the program and planning, obtains necessary equipment and resources, manages finances, etc.</p> <p>Venturer Scouts may choose to be Scouters in the Beaver Scout, Cub Scout or Scout Sections.</p>	<p>The program is planned, led and reviewed by Venturer Scouts.</p> <p>Scouters serve to mentor, inspire and encourage the youth. In conjunction with the Company Leadership Team, they oversee risk management and decision making within the Company.</p>
<b>ROVER SCOUTS</b>	<p>Rover Scouts, working with mentors on a one-to-one basis, develop Personal Development Plans (PDP's) which guide their program.</p> <p>They may choose to incorporate Outdoor Adventure Skills and work toward the Canadian Rover Scout Award as part of their own Canadian Path.</p>	<p>The Rover Crew comes together to plan and set goals, to choose joint adventures and to celebrate the achievements of its members.</p> <p>A Crew Leadership Team oversees the management and administration of the Crew.</p> <p>Rover Scouts may choose to be Scouters in any of the other Sections.</p>	<p>The program is planned, led and reviewed by the Rover Scouts.</p> <p>Mentors for the Personal Development Plans may come from within Scouts Canada or from an outside organization.</p> <p>Scouters encourage, support, inspire and empower the Rover Crew.</p>

The learning cycle used throughout all Canadian Path programs is based on Plan-Do-Review. We only truly learn from an adventure when we have taken time to review what we have done. This applies equally to both youth and their Scouters.



<sup>1</sup> Check out “Plan-Do-Review” on our YouTube channel.



<sup>2</sup> Check out “Program Cycles” on our YouTube channel.

### A Youth-led and Scouter-supported Program

On The Canadian Path, the youth are the leaders and the Scouters support and mentor the youth by encouraging leadership in age-appropriate ways. There are leadership roles and opportunities for youth built into the program to support the Youth-led approach. The expectation is that the amount of leadership required of the youth increases as they move from Section to Section. Beaver Scouts have a role in planning and leading their program, but need a great deal of Scouter support to do so. With each successive Section, the youth take on more of the leadership responsibilities. By the time youth reach Rovers, Scouter support is minimal.

### THE FOUR ELEMENTS: PLAN-DO-REVIEW<sup>1</sup>

#### The Cycle of Plan-Do-Review

In the cycle of learning on The Canadian Path, the youth and Scouters plan, and then they do an activity. This is then followed by a review of what was learned. The youth are involved in all three phases of the cycle in an age-appropriate way. Then the cycle of Plan-Do-Review is repeated, taking into account what was learned.

From Beaver Scouts to Rover Scouts, each Section is structured to work in small groups (Patrols). These small groups are the basis for planning an adventure. Adventures are chosen with attention to the six Program Areas. In Beaver Scouts, Cub Scouts and Scouts, Program Maps guide the youth to include all six Program Areas in their planning for adventures. For Venturer Scouts and Rovers Scouts, the six Program Areas are included in program cycles and Personal Development Plans.

In their Lodge, Lair or Patrol, youth brainstorm ideas for adventurous experiences they would like to have. These ideas are collected, discussed and decided upon by the senior youth in each Section.

#### Long-Term Planning

Historically, long-term planning<sup>2</sup> has, in many cases, been a responsibility of Scouters. In The Canadian Path, long-term planning is accomplished through discussion with youth in a Section as a whole, as well as with the Section Leadership Team (which is made up exclusively of senior youth from the Section). Every program cycle (or season), youth review their adventures and personal development from the previous cycle, then begin planning their adventures for the months to come. They should consider traditional events, such as holidays, Area events, camps and so on. In order to create a balanced program, the six Program Areas must be factored into long-term planning; it is important that each of the six Program Areas is visited as often as possible.





<sup>1</sup>Check out Program Quality Standards at **Canadianpath.ca**.

Long-term planning should also take into consideration the Program Quality Standards (PQS)<sup>1</sup> that set the bar for each Section. Using the Program Quality Standards will assist Sections in the planning, evaluation and improvement of their programs.

Long-term planning must be age-appropriate. Beaver Scouts will be excited to brainstorm and agree on adventure ideas by drawing and voting with wood chips or stickers, but do not have the attention spans for finer details. By the time youth are Venturer Scouts, they can responsibly coordinate long-term plans on their own, with occasional guidance from Scouters.

### Short-Term Planning

Short-term plans provide opportunities to fine tune the long-term plan. Short-term plans are for a month or less, and work well to chart meetings in anticipation of a camp or other outing.

As with long-term plans, the role of youth must be age-appropriate for the Section in question. Cub Scouts can be responsible for planning and bringing snacks for their Lairs for a weekend camp, but Scouters should communicate this responsibility to parents. By Scouts, Patrol Leaders can often ensure that the entire weekend's menu is taken care of by the Scouts themselves. Patrol Scouters can consult with Patrol Leaders to ensure everything works out.

Once short-term plans are completed, they can be reviewed in the same way as long-term plans. Needs and opportunities that are identified through the review can be built into the next short-term plan.



## YOUTH AND SCOUTER ROLES IN PLAN-DO-REVIEW

YOUTH PLANNING	SCOUTER ROLE IN PLANNING
<p>Youth start making the detailed plans for the adventure activity. The age of the youth and the length of time needed for the activity will determine how much planning is required. They make a list of what they need, what they have to learn and whatever else is required in preparation for the activity. The planning includes decisions about what needs to be done, who will do it, the amount of time needed and dates for both preparation activities and the actual adventure.</p> <p><b>Examples:</b></p> <p>A Scout planning list for rafting across the pond to the island in the middle would contain items such as:</p> <ul style="list-style-type: none"> <li>• Preparing a gear list</li> <li>• Responsibilities for risk management</li> <li>• List of the knots that are needed to build the raft and plans for a meeting to learn them</li> <li>• Developing a menu and purchasing food</li> <li>• A date for the event and a backup date in case of inclement weather</li> </ul> <p>A Beaver planning list for a scavenger hunt in the local park would contain items such as:</p> <ul style="list-style-type: none"> <li>• Preparing the scavenger hunt list</li> <li>• Discussing clothing to wear</li> <li>• What to bring for a snack</li> </ul>	<p>The role of the Scouter in guiding the youth plan is a critical one. Primarily, the Scouter is a mentor, guiding youth members in their development and helping them engage effectively with the program.</p> <p>During youth planning, Scouters review the plan as it is created. Scouters ask questions and offer comments that guide the youth to think about the decisions they make.</p> <p>Scouters can enhance a plan by suggesting activities or asking questions that lead the youth to consider activities that would involve other Program Areas or more of the SPICES. For example, adding a moment to reflect on the beauty of nature to a hike adds a Spiritual element. Telling the youth directly what to do should be avoided. If an idea comes from youth (skillfully shaped by Scouter questions), the youth will more effectively retain what they have learned.</p> <p><b>Example:</b></p> <p>Questions for the Scouts planning a rafting adventure might include:</p> <ul style="list-style-type: none"> <li>• What do you already know about building a raft?</li> <li>• What kind of knots do you need to learn to tie?</li> <li>• What might be the best way to learn to tie these knots?</li> <li>• What kind of materials can we use to build rafts?</li> <li>• Where might we find these materials, and how will we get them to the pond?</li> </ul> <p>These questions encourage learning and development.</p>

YOUTH DOING	SCOUTER ROLE IN DOING
<p>The most exciting part of an adventure is doing it! Youth and Scouts participate in the activities together, either in small groups (Patrols) or as a whole Section. Youth should be engaged and challenged in ways appropriate to their abilities. Learning during the activity is both an individual and group experience. What is learned and experienced by one youth may be very different from another's experience. This personal development and progression makes The Canadian Path a unique and personal journey for each youth.</p>	<p>Scouters enjoy the “doing” as much as the youth, as they watch the youth try out their plan, make adjustments and have a lot of fun as they complete their adventure. Scouters are alert at all times for any issues relating to safety. Sharing the adventure with the youth sets the stage for the review of the adventure.</p>
YOUTH REVIEWING	SCOUTER ROLE IN REVIEWING
<p>During the adventure activity, the Scouter may hear the youth make observations on how their plan was unfolding. These can be talking points to get the youth engaged in a good discussion, either at the end of the adventure or at the next meeting. The review component is a team effort; youth reflect on how things went and what they learned through guiding comments and questions from the Scouter.</p> <p>Reviews of activities can be casual chats or very focused discussions. They can be brief or take a longer time. They may occur in a small group or with individuals (if needed). Full group reviews are also acceptable, as long as all youth get an opportunity to share.</p> <p>The review process has many benefits for the youth:</p> <ul style="list-style-type: none"> <li>• They learn about their own competencies, as well as areas for growth, in a nonjudgmental setting.</li> <li>• They share experiences.</li> <li>• They can air feelings, problems, questions and concerns.</li> <li>• They learn that their experiences matter.</li> <li>• They are empowered, as self-expression and participation by all is encouraged.</li> <li>• Their new knowledge brings added value to the activity and is more easily applied in future activities. It allows them to celebrate their accomplishments!</li> </ul>	<p>Scouters need to be good listeners! Listening carefully. Encouraging the development of ideas and ensuring that everyone has an opportunity to speak is important during a review. Youth need to recognize that their ideas and opinions are essential to the development of their program.</p> <p>Familiarity with the youth and having participated in the adventure gives Scouters the basis for making suggestions about the location, time needed and intensity of the review. Reviewing activities can be short or long, easy, intense or challenging, as appropriate to the adventure and to the Section youth.</p> <p>On-the-spot chats on the way home from the hike can be as effective a review as sitting down in the meeting hall. The balance needs to be found between informal, short reviews and formal reviews, which include more in-depth questioning as it relates to personal development. One of the roles of a Scouter is to constantly watch for the moments when informal, on-the-spot review chats can happen, as well as supporting the more formal review process at appropriate times.</p> <p>Sample questions:</p> <ul style="list-style-type: none"> <li>• What did you see, hear or notice?</li> <li>• What did you enjoy about this activity?</li> <li>• What was a challenge for you in this activity?</li> <li>• What do you know now that you did not know before?</li> <li>• What did you learn about working as a member of a group?</li> </ul>



<sup>1</sup> Check out “Myth: Reviewing is boring” on our YouTube channel.

## MORE ABOUT REVIEW<sup>1</sup>

### Seasonal Program Reviews

In addition to the review conducted after each adventure, it is important to take time for seasonal reviews (after each program cycle). These reviews are opportunities to identify what insights were attained over a variety of adventures. The youth reflect on the progress they have made as individuals and as a group to identify what they have learned. This is an opportunity to change plans if needed, or to identify some skills that would be helpful before undertaking the next adventures. The questions included in the Program Quality Standards can support this process. The results of seasonal program reviews should be shared with the Group and with parents.

### Review and Personal Achievement Badges

When youth pursue Personal Achievement badges, it is vital that they review their experiences as part of the process. In consultation with a senior youth or Scouter, youth identify an area of personal interest relating to one of the Personal Achievement badges. They also set the goals to be accomplished. Once the youth has completed the goals, they are reviewed with a senior youth or Scouter. After the review, the youth is able to wear the appropriate badge as a celebration of the accomplishment.

### Year-end Review—For Individuals and the Section

Near the end of the Scouting Year, two year-end reviews should take place: one for individual youth and one for the Section as a whole. At the conclusion of these reviews, each youth receives his or her Personal Progression badge.

#### Individual Year-end Review

An individual youth is given an opportunity to identify and celebrate his or her personal progression. This takes place in the Lodge, Lair or Patrol, or it could take place between an individual youth and an older youth or Scouter.

#### Section Year-end Review

In addition to reviewing personal progression, time is given to reviewing the year as a Section. This is an opportunity to review and recognize both individual and group accomplishments. By taking the time to recognize and celebrate valuable experiences and lessons, youth and parents are able to appreciate the value of Scouting. A key objective of Scouts Canada’s strategic plan is to give parents a better understanding of the value of Scouting. Visit [Scouts.ca/parent-engagement](https://scouts.ca/parent-engagement) for more information and resources.



### HOW TO REVIEW

In preparing to review, the Scouters and the Section Leadership Team must decide:

**When?** Will the group be ready to review and not too tired from the experience?

**Where?** Is the setting comfortable?

**How?** Will the review be a discussion or a game format?

**Informal/Formal?** Will the review be casual, or more structured and detailed?

**How many?** Will the review be conducted in small groups or as a whole group? Which will be more effective?

**What?** What are the most relevant review questions for this experience?



<sup>1</sup>Check out “Adventure” on our YouTube channel.

### Informal or Formal?

In an **informal** review, questions and activities are focused on how the youth feel about the activity, their level of participation and so on. Informal reviews are short in length and can be done in creative ways that do not require much planning or forethought, such as through arts and crafts, drawing or games. White Tail Beaver Scouts, Howlers (third-year Cub Scouts), and Patrol Leaders can assist the Scouters with both informal and formal reviews.

In a more **formal** review, such as a seasonal or year-end review, questions are intentionally developed in advance to draw out what the youth have learned during their adventures and to evaluate the skills they developed. More time is set aside for a formal review. An artistic display, drama, music, a game or a discussion can be used as the review method.

In the case of a discussion, the Scouter may need to facilitate it so that the conversation moves forward in a positive way, especially with younger Sections. Review is not an opportunity to complain! Youth may need support to move on from a specific topic or issue.

Encouraging all youth to participate in reviewing can be a challenge. Some youth have lots to say and others have less. There are many strategies that can be used to encourage participation. A “talking stick”, an activity souvenir or a special group item can be used to allow only the one holding the item to talk.

### Outcomes of the Review

By the end of a review:

- The youth have a good understanding of their strengths and what they can work on, particularly in personal development.
- The Section Leadership Team and the Scouters have heard what happened during the activity, what the youth felt and learned, and what might be done differently the next time the activity is undertaken.
- Achievements and progress are recognized.

### THE FOUR ELEMENTS: ADVENTURE<sup>1</sup>

Adventure is about exploring new things, sharing new ideas, learning new skills and creating new paths. It’s about unique opportunities to explore one’s self and the world. It is part of every activity, enticing youth to take part in what Scouts do best: learning through the outdoors and seeking personal challenges.



We want youth to have new experiences—firsts! Lighting a fire and cooking on it, building a shelter or learning to tie knots to build a raft! Just getting out and connecting with nature is a first for many of our youth.



<sup>1</sup>Check out “Myth: An Adventure is always a challenge” on our YouTube channel.

### A Personal Journey of Adventure!<sup>1</sup>

What Adventure means for each youth is personal. Each youth has an individual sense of what makes an Adventure—what will be exciting, interesting and fun.

Youth engage in the planning of their Adventures on The Canadian Path. Through team planning, they develop the Adventure. After completing the adventurous activity, the youth review it by talking about what they experienced, how they grew, and what made the experience exciting or challenging. Each youth will view the experience differently and learn uniquely from it, even though the Adventure was shared with others.

Adventures take place in all six of the Program Areas:

- Environment & Outdoors
- Leadership
- Active & Healthy Living
- Citizenship
- Creative Expression
- Beliefs & Values





<sup>1</sup>Check out “SPICES” on our YouTube channel.

The larger spiritual reality could include, but is not limited to: a relationship with God, Allah, Jehovah, Heavenly Father, Supreme Being; the eightfold path of Buddhism; a Higher Power; a connection with nature and the earth, or a connection with the global community.

### THE FOUR ELEMENTS: SPICES— SIX DIMENSIONS OF PERSONAL GROWTH<sup>1</sup>

Through The Canadian Path, youth have the opportunity to develop in all aspects of their lives. In their personal progression through the adventures of The Canadian Path, youth work on all of the following dimensions of personal growth:

- **Social**—By participating in The Canadian Path, youth begin to understand how they depend on others, and how others depend on them. The Canadian Path allows them to be part of a diverse group and develop cooperation and leadership skills.
- **Physical**—The Canadian Path provides many opportunities for youth to be responsible for the care, development and wellbeing of their bodies.
- **Intellectual**—Through The Canadian Path, youth have opportunities to develop their abilities to think, to plan, to innovate and to use information in an original way.
- **Character**—The Canadian Path guides youth to take responsibility for themselves while still respecting the needs of others, helping them to create a lifelong personal values system.
- **Emotional**—Through The Canadian Path, youth members are given opportunities to recognize and respect their own feelings and to learn to express them in a healthy manner while respecting the feelings of others.
- **Spiritual**—Youth members have experiences that help them recognize that they are part of a larger spiritual reality and learn to respect the spiritual choices of others.







<sup>1</sup>Check out “SPICES” on our YouTube channel.



<sup>2</sup>Check out “Questions to ask the Youth as the Activities are Reviewed” at **Canadianpath.ca**.

The acronym for these six dimensions is **SPICES**<sup>1</sup>. They give shape to our Scouts Canada programming. For young people to reach their full potential, they need to explore each of these six dimensions of development.

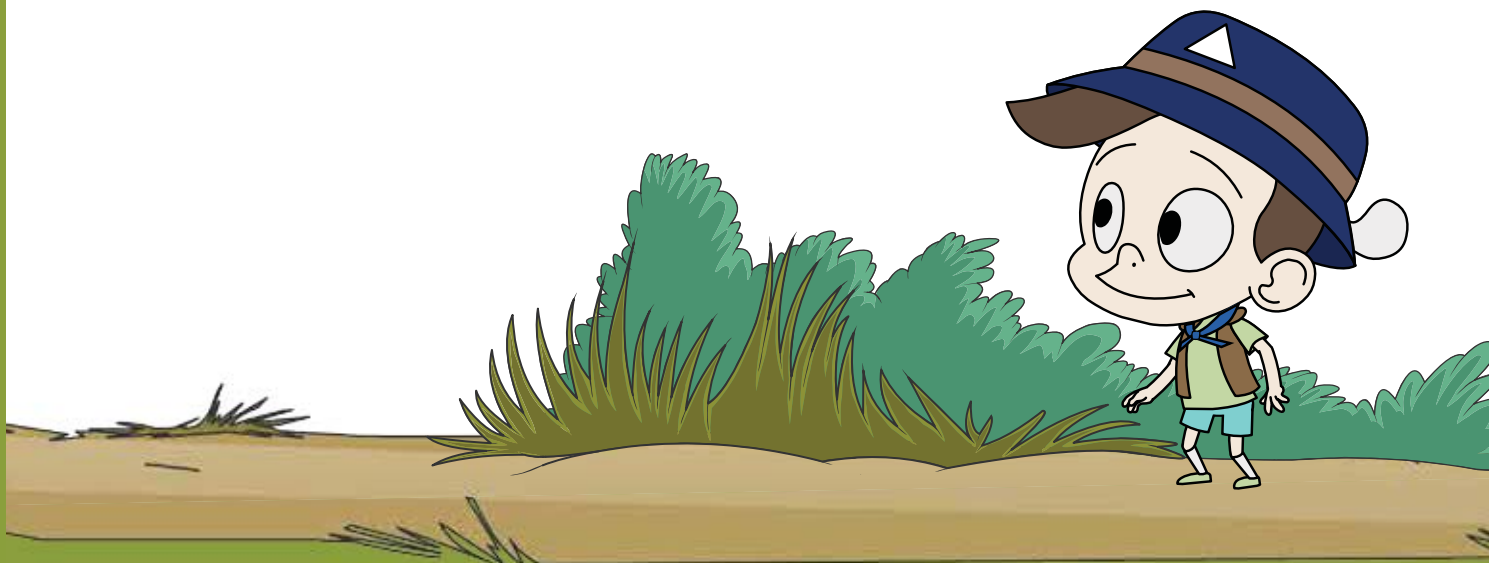
Our goal is to have a well-balanced program in which all of these dimensions has attention given to them throughout the year.

The SPICES dimensions are the same for every Section. However, each Section has a particular journey by which youth develop in age-appropriate ways.

### **SPICES used for Review**<sup>2</sup>

The SPICES, as the core dimensions, are always in mind for Scouters as you mentor youth in the planning and doing. When the time comes for review, the SPICES form the basis for reflection. To guide youth in reflecting on their experiences, Scouters can ask questions related to each of the six SPICES dimensions.

Each adventure provides opportunities for youth development in more than one of the SPICES. Having had the experience of the adventure, the Scouter will know which SPICES were involved and ask appropriate questions. While we don’t plan around the SPICES, development in the SPICES naturally occurs with each adventure.





# A BALANCED PROGRAM

Scouting promises to offer youth a balanced program—but what exactly does this mean? A balanced program offers a variety of experiences across the six Program Areas.

These six Program Areas are:

- Environment & Outdoors
- Leadership
- Active & Healthy Living
- Citizenship
- Creative Expression
- Beliefs & Values

Scouts Canada believes that great experiences in these six areas contribute significantly to achieving our mission: to help develop well-rounded youth, better prepared for success in the world. The variety of these six Program Areas has a positive impact on the personal development of youth.

Each Section offers a range of possible adventures each year. A balanced program means that each Program Area becomes a focus for youth experiences at least once each season. Sections whose adventures are typically short in duration, (such as Beaver Scouts), may have experiences in each of these Program Areas three or more times a year. The goal of The Canadian Path is to balance program opportunities across all six areas every year.

## WHY A BALANCED PROGRAM?

A balanced program offers youth the experiences in each area every year they are in the Scouting program.

This approach has the following advantages:

- It recognizes that youth have different areas of interest that they can explore each year.
- It recognizes that youth develop during their Scouting years and are able to build on previous experiences.
- It recognizes that youth have the opportunity to join Scouting any year and still have the chance to experience all of the Program Areas; program cycles do not run across multiple years.



<sup>1</sup>Check out “The Six Program Areas” at **Canadianpath.ca**.

## The Six Program Areas of The Canadian Path

As you plan adventures to explore the six Program Areas<sup>1</sup>, you’ll soon discover that most adventures include more than one Program Area—fantastic! Including aspects of several Program Areas makes the adventure more challenging and encourages development in all of the SPICES. Remember, The Canadian Path is youth-led. The youth choose adventures that excite them in all these areas. The ideas below are meant to give a sense of what kind of adventures might relate to each Program Area.

### 1. ENVIRONMENT & OUTDOORS

Adventures in this Program Area involve hiking, camping, paddling and other ways of enjoying the outdoors as youth learn the skills to live in and take care of the natural environment. Youth are encouraged to practise the principles of Leave No Trace on outdoor adventures, and to provide environmental stewardship through projects like habitat restoration and shoreline clean-ups.

#### Adventure Ideas for Environment & Outdoors

- Hike or bike in a wilderness area
- Build quinzhees and sleep in them overnight
- Take on an environmental project, such as painting yellow fish by storm sewers to raise awareness of water pollution
- Practise different fire-lighting techniques (flint and steel, bow drill, battery and steel wool, magnifying glass, etc.)
- Learn to identify plants in nature, including wild edibles
- Organize and take part in a Scouttrees project
- Keep a birding journal
- Share a stargazing evening
- Build an igloo
- Catch and clean fish
- Build bee hotels
- Organize an Amory Adventure Award expedition (see p. 223)

### 2. LEADERSHIP

During adventures in this Program Area, youth learn about and practise the skills of being good leaders and team members in their Section and in the community. The scope of this Program Area includes:

- Participating in leadership within small groups, the Section and the community
- Exploring a variety of leadership styles



- Acting as a mentor for other youth in the program
- Experiencing shared leadership within small groups
- Understanding what makes a good leader
- Understanding how to empower and support others as leaders
- Recognizing good youth (and adult) leaders in your Section, Group, community, Canada and the world
- Learning to move between being the leader and being a good team member under other leaders

#### Adventure Ideas for Leadership

- Plan and run a Beaver Buggy, Kub Kar or Scout Truck derby event for your Area.
- Lead a linking activity with another Section.
- Choose an adventure in another Program Area and divide up the tasks so that everyone gets an opportunity to provide leadership.
- Play *Follow the Leader*, then discuss: “What is it like to be the one in the lead?”; “What is it like to be a follower?”; “Which is more fun? Why?”; “Which do you prefer?”.
- For older Sections, come up with creative versions of *Follow the Leader*.
- Interview several people you consider to be good leaders in your community. What do you notice about what makes a good leader? How can you try that next time you are in a leadership position?
- Offer to plan and run an event for another group in your community.
- Choose an Outdoor Adventure Skill, learn about and practise it and then teach it to another youth in your Section or in another Section.
- Plan for and host a “Death by Chocolate” dessert evening to raise money for a future adventure.

### 3. ACTIVE & HEALTHY LIVING

During adventures in this Program Area, youth are involved in playing, having fun and being active while they develop good mental and physical habits for happy and healthy living.

The scope of this Program Area includes:

- Learning about health and fitness as part of a healthy lifestyle
- Experiencing a variety of options for lifelong fitness
- Exploring and experiencing healthy eating practices, based on the *Canada Food Guide*, in all Scouting activities
- Developing an awareness of good mental health and how to support it

- Exploring issues related to physical, emotional and spiritual health such as self-esteem, body image, bullying, empathy, emotional intelligence, resiliency, courage, etc.
- Learning about and practising healthy relationships
- Respecting and understanding the diversity of people
- Incorporating healthy activities in all aspects of life
- Making wise and healthy choices for physical, emotional and spiritual wellbeing
- Learning first aid skills and what to do in emergency situations

### Adventure Ideas for Active & Healthy Living

- Invite the Scouts to make healthy dehydrated foods for the Beaver Scouts to taste. Will the Beavers guess what they are eating?
- Try a common activity, but with a challenge faced by someone who is differently abled.
- Join together in trying a new activity such as karate, rock climbing or yoga.
- Take a Standard or Wilderness First Aid course.
- Invite a local speaker on bullying or mental health issues to engage both youth and parents, then choose an action you could take as a Section to share what you've learned.
- Invite someone who knows about meditation to teach some basics about breathing, focusing and silence.
- Find a local chef who can work with the Section to create a new recipe for the next camp or backpacking trip.
- Ask each Lodge, Lair or Patrol to create a new camp snack that is both nutritious and fun to eat.
- Invite someone who has faced a great challenge or hardship to tell his or her story.
- Learn about the edible plants in your area.
- Explore using black light powders to model the spread of germs. What practices might you implement at meetings and camps to address this problem?



#### 4. CITIZENSHIP

During adventures in this Program Area, youth are involved in learning about being good citizens in the community, nation and world.

**The scope of this Program Area includes:**

- Learning about the local community, about Canada and about the world community in which we live
- Learning about the World Organization of the Scout Movement
- Offering service to the community, to our country and to the world
- Learning about being a good citizen by exploring Canada's history, form of government, legal system, etc.
- Understanding the interdependence that exists between people and between countries
- Participating in adventures such as jamborees that connect us beyond our local Groups

**Adventure Ideas for Citizenship**

- Visit a fire hall.
- Put on a talent show at a local seniors' home.
- Create an advertising campaign to raise awareness about an important issue.





- Ask your municipal council if it will host you at the council chambers.
- Choose a local issue, then prepare and make a presentation to your municipal council about your points of view on the issue.
- Choose a world or national problem and work together to come up with ideas and solutions. To whom might you propose your ideas?
- At the time of a local, provincial or federal election, visit with an Elections Officer to learn about voting, then hold your own election for the candidates. Compare your results with the actual results.
- Clean up graffiti or litter in your community.
- Do “guerrilla gardening” for a street where lots of seniors live. In spring or fall, arrive with rakes, and paper yard waste bags. Go from yard to yard to rake lawns and bag leaves.

## 5. CREATIVE EXPRESSION

During adventures in this Program Area, youth are involved in sharing their own creativity and exploring the creative output of others.

The scope of this Program Area includes:

- Exploring a variety of creative pursuits in visual arts, music, spoken arts, digital arts, drama and more
- Learning about and trying new hobbies and interests
- Increasing skills in an area of personal interest
- Offering leadership to the Section in an area of personal interest and creative expertise
- Using imagination in problem solving and in working as a team
- Recognizing the benefit of a variety of skills and interests in working as a team
- Exploring digital forms of expression

### Adventure Ideas for Creative Expression

- Prepare for and hold a talent show. Include all Sections.
- Build bridges or towers out of a variety of materials. Which will hold the most weight? Which knots make these constructions the sturdiest?
- Invite a local potter to work with you to make and fire clay pots.
- Take apart small appliances and toys and use the parts to create something new.
- Build Beaver Buggies, Kub Kars, Scout Trucks, sailboats or soapbox derby cars. On race day, give prizes not only for fastest cars but for best design and most original design.



- Each Lodge, Lair or Patrol receives a brown bag containing five random items and is challenged to create a skit involving all of those items.
- Hold a karaoke night to raise money for the Canadian Scout Brotherhood Fund.
- Develop a Scout adventure video game.
- Create a video of your next camping or backpacking trip to share with parents.

## 6. BELIEFS & VALUES

During adventures in this Program Area, youth explore personal values and beliefs, as well as the diversity of cultures and faiths that make up our communities, our nation and our world. The scope of this Program Area includes:

- Exploring and reflecting upon the beliefs, values and attitudes that are part of our society
- Understanding personal beliefs, values and attitudes in relation to others
- Discovering the diversity of the community and developing respect for that diversity
- Developing group, team and individual codes of practice in relation to the environment, working together and being a Scout
- Working with the Internal Compass model as the foundation of Duty to God (See more in Chapter 9.)

### Adventure Ideas for Beliefs & Values

- Hold a potluck supper with each youth bringing food from his or her cultural tradition.
- Visit a synagogue, temple, church or mosque to learn about the practices of a faith tradition other than your own.
- Create a skit that explores a value that is important to you (such as respect, compassion or inclusiveness) and share it on a local television or radio station.
- Create an advertising campaign to promote care for a local waterway, and propose it to your municipal council.
- Prepare and lead a worship service for Scout-Guide Week.
- Visit a wheelchair basketball team. Try out the sport and discover what it means to its participants.
- Learn about, prepare for and hold a holiday celebration.



Ringtail's Hollow  
(Environment & Outdoors)



Malak's Maple (Leadership)



Rusty's Meadow  
(Active & Healthy Living)



Big Brown Beaver's Lodge  
(Citizenship)



Rascal's River  
(Creative Expression)



Rainbow's Reflections  
(Beliefs & Values)

## What Does a Balanced Program Look Like for Each Section?

### BEAVER SCOUTS

In Beaver Scouts, a balanced program means that the youth visit each area of the Beaver Scout Program Map several times each year, depending on the length of the adventures that are chosen and planned. The Beaver Scout Program Map has places associated with each of the six Program Areas. It also has places associated with other important parts of the Beaver Scout program—all in one visual organizer for the Beaver Scouts.



The Pond Map



Red Flower Camp  
(Outdoors)



Bagheera's Hunting Ground  
(Environment)



Council Rock (Leadership)



The Swinging Bridge  
(Active & Healthy Living)



Elephant Turf (Citizenship)



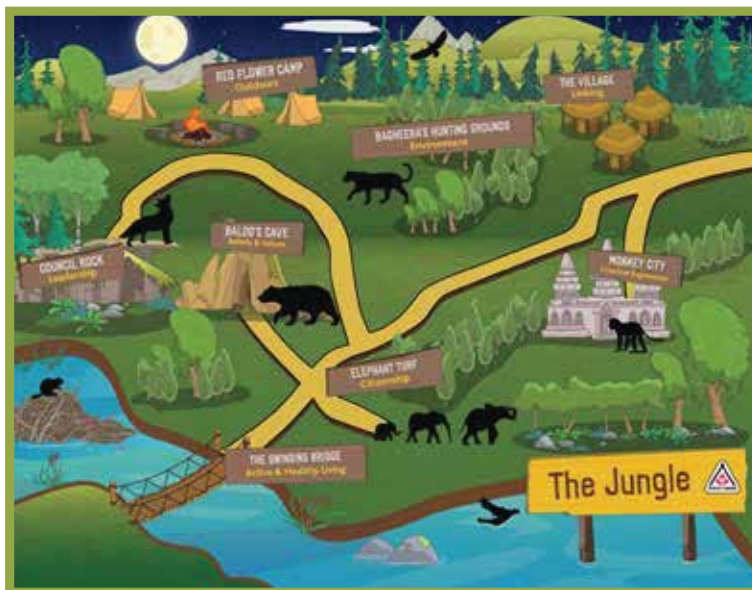
Monkey City  
(Creative Expression)



Baloo's Cave  
(Beliefs & Values)

## CUB SCOUTS

In Cub Scouts, the Program Map has places associated with each of the six Program Areas. To emphasize the different opportunities for Environment adventures and Outdoors adventures, these are presented as two different places on the Jungle Map.

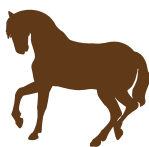


The Jungle Map





Mackenzie River  
(Environment & Outdoors)



Red Coat Trail (Leadership)



Bruce Trail  
(Active & Healthy Living)



Rideau Trail (Citizenship)



Cabot Trail  
(Creative Expression)



West Coast Trail  
(Beliefs & Values)

## SCOUTS

Scout Troops will explore each of the six Program Areas at least once each year. The Program Areas are represented by the six trails on the Canadian Trails Map.



The Canadian Trails Map

## VENTURER SCOUTS

Venturer Scouts include the six Program Areas as they develop their personal plans for each year. In making their personal growth plan, they identify goals for each of the six areas.

## ROVER SCOUTS

The Rover Scout program explores the Program Areas through a variety of Crew challenges. These experiences include: expeditions, community service, vocational and skill development, social engagement and environmental stewardship.

## Balancing the Program: SPICES

Balancing Scouting programs is achieved through a variety of experiences and adventures across the six Program Areas. A balanced program gives the wide range of challenges that youth need to grow in six dimensions: social, physical, intellectual, character, emotional and spiritual.

As adventures are being planned, Scouters should be aware of what SPICES opportunities are offered by each adventure. Most adventures will touch upon several SPICES, but not all; however, over the course of a few adventures, youth should have opportunities to develop in all of the SPICES.

### **LINKING WITH OTHER SECTIONS AS PART OF A BALANCED PROGRAM**

Linking activities with other Sections are an essential part of The Canadian Path. Joint experiences with another Section, or with all Sections together, add to the fun. These experiences should happen throughout the Scouting Year, and not just in the spring.

Youth who are about to move up to the next Section should have had several opportunities to link with that Section prior to their progression to that Section.

For some Sections, linking activities are built into their progression within the Section. Below are some examples.

#### **Beaver Scouts**

The White Tail Council has the task of planning at least two activities during the year with one or more of the other Sections.

#### **Cub Scouts**

Trackers (second-year Cubs) are asked to seek opportunities to join with the whole Colony in activities or to invite the White Tail Beaver Scouts to join in Cub Scout activities. In addition, some of the Trackers may choose to become a regular part of the Scouter team for the Beaver Colony.

#### **Scouts, Venturer Scouts and Rover Scouts**

Look for linking requirements as part of the personal progression for each of these Sections.



### More Ideas for Linking Between Sections:

- Invite Trackers to introduce the White Tails to the Cub Scout Law, Promise and Motto.
- Invite the Cub Scouts to act out or read a story from *The Jungle Book*. [A great picture book adaptation is *The Jungle Book: A Young Reader's Edition of the Classic Story*, by Rudyard Kipling, illustrated by Don Daily (Courage Books, 1994).]
- As a Group (all Sections), go caroling in December.
- Venturer Scouts could run a Beaveree for several local Beaver Colonies.
- Scouts and Beavers might go on a day hike, on which the Scouts share a meal with the Beavers.
- Rover Scouts and Cub Scouts could share a campfire evening.
- Go on an all-Section scavenger hunt with teams made up of one youth from every Section.
- Invite the Scouts to show the Beaver Scouts how to find North with a compass.
- Have an all-Section talent show for Scout-Guide Week.
- Check out the Trail Cards for more ideas about how to have fun linking with the other Sections throughout the year.





## PERSONAL PROGRESSION



<sup>1</sup>Check out “Personal Progression” on our YouTube channel.

The Canadian Path is all about developing well-rounded individuals by encouraging youth to participate in a wide range of activities. Youth do not join Scouting with personal development<sup>1</sup> in mind, but rather to have fun, make friends and discover new things through exciting adventures. It is natural, however, that in the process of having fun with friends, they will grow as individuals.

Scouts Canada recognizes that each youth develops in his or her own way, at his or her own pace, and with his or her own interests. Each youth has a unique set of skills and abilities. Youth start where they are and, in the company of the other youth and Scouters, challenge themselves to acquire new skills and knowledge. While youth work together in the activities they undertake, they also choose individual projects based on their own skills and interests.

In traditional models of education, all youth aim to attain the same predetermined goals. That’s not how Scouting works. In Scouting, the focus is on personal progression. While the youth decide on an adventure they will undertake together, each individual also decides upon a personal goal for that adventure.

Starting in Beaver Scouts and continuing to build through to Rover Scouts, youth decide what they want to learn and practise. While the adventure may be the same for the whole group, each youth’s goals will be unique.

In Scouting, we want each youth to find success through learning by doing. Sometimes the goal will be accomplished on the first attempt. Sometimes it will take repeated efforts or new ways of approaching the goal. In traditional models of learning, it is accepted that some youth will succeed and some will fail. In Scouting, everyone works together to help each youth attain his or her personal goal.

Personal progression emphasizes individual development based on each youth’s unique abilities and interests. As youth commit themselves to their own personal journey in Scouting, they find new opportunities (through the process of Plan-Do-Review) to experience success and build self-confidence.

No matter how youth choose to approach The Canadian Path, the SPICES form the core dimensions in which each youth is encouraged to grow. The Plan-Do-Review model, used for all aspects of the program, encourages the growth of the youth in all the SPICES (social, physical, intellectual, character, emotional and spiritual).



The badges, presented as part of the Canadian Path program, help youth recognize and celebrate their personal progression and encourage them to set new goals.

While our founder, Lord Baden-Powell, encouraged the use of badges for recognition of personal progression, he also gave a warning: "Scouting is not a show where surface results are gained through payment in merit badges, medals, etc." (*Aids to Scoutmastership*).

Genuine personal progression has nothing to do with a race to collect the maximum number of badges. Personal progression happens naturally as youth move through the Plan-Do-Review cycle for their adventures. Each youth has the opportunity to make the most of his or her own potential, rather than being forced to meet some predetermined definition of success. Scouting is not a competition among youth, but rather is built on teamwork in which all youth have the opportunity to learn and grow in their own way.

When youth recognize their own achievements and have their success recognized by peers and Scouters, their self-confidence is strengthened and they are motivated to take on new goals and adventures. The role of badges within The Canadian Path is part of this recognition. The youth themselves determine when they have achieved their goals and when they are ready to celebrate with a badge to mark that milestone.

Scouting is not about completing activities and earning badges. Rather, Scouts Canada's mission is to develop well-rounded youth, better prepared for success in the world. Youth develop as self-reliant, supportive, responsible and committed members of their communities through their own journey of personal progression on The Canadian Path.

## Celebrating the Journey—Badges

### PURPOSE OF BADGES

The badges of The Canadian Path are used to celebrate the personal journey of youth in Scouting. In a tangible way, they mark the milestones of the journey and celebrate youth achievements. They are souvenirs of the journey, not the journey itself.

Within The Canadian Path, there are:

- **Personal Progression badges**, which fit with the Section framework and are presented following the year-end review with the youth.
- **Personal Achievement badges**, which are earned individually by youth who choose to make this part of their Canadian Path journey in Beaver Scouts, Cub Scouts and Scouts.

- **Outdoor Adventure Skill badges**, which are earned in stages and continue with youth from one Section to the next. These mark progress in gaining specific competencies within the Outdoor Adventure Skill areas. Only the highest stage achieved in any particular skill area is worn on the uniform.
- **Top Section Awards**, which are achieved by completing the personal progression within the Sections, providing a certain number of hours of community service, completing projects of personal significance that have an impact in the community and attaining the specified number of Outdoor Adventure Skills stages.
- **The Canadian Path Link badges**, which are presented to youth as they move from one Section to the next.
- **Other Awards**, including awards earned both collectively and individually. Some of these have been developed by the World Organization of the Scout Movement (WOSM) and others by Scouts Canada. The Plan-Do-Review process should be used for each of these awards, with youth determining exactly how they will achieve the opportunities presented by each award.

### THINGS TO REMEMBER ABOUT BADGES WITHIN THE CANADIAN PATH

Each youth's progression through The Canadian Path will be a unique journey. A youth will choose which badges, if any, he or she wishes to make part of his or her journey.

Throughout his or her personal progression, each youth will be challenged to develop his or her abilities to the next level. This should be the guiding principle in choosing program adventures and badge activities.

Badges are presented when the youth have reviewed their experiences with the appropriate person or team, and decide that they have achieved their objectives.

## Types of Badges

### PERSONAL PROGRESSION BADGES

Each Section, from Beaver Scouts through to Venturer Scouts, has Personal Progression badges which are presented following a review process. This review should include both a review of personal progression as well as a review of the Section activities for the year. (See p. 30 for ways to share reviews with the youth.) This is not a pass or fail process, but rather an opportunity for each individual youth (as well as the whole Section) to celebrate adventures, growth and learning. It is all about each youth's personal progression on The Canadian Path, not about reaching a predetermined standard.



Beaver Scout—Personal Progression badges  
Check out “Beaver Scout Personal Progression chart” at [Canadianpath.ca](http://Canadianpath.ca).



Cub Scout—Personal Progression badges  
Check out “Cub Scout Personal Progression chart” at [Canadianpath.ca](http://Canadianpath.ca).



Scout—Personal Progression badges  
Check out “Scout Personal Progression chart” at [Canadianpath.ca](http://Canadianpath.ca).



Venturer Scout—Personal Progression badges  
Check out “Venturer Scout Personal Progression chart” at [Canadianpath.ca](http://Canadianpath.ca).

### Beaver Scouts

At the end of the Scouting Year, the Beavers Scouts in a Colony look at the Pond Map and together remember the adventures they have shared in each Program Area. Within their Lodges, the Beaver Scouts share their own maps and discuss their personal progression. Upon completion of the review, they are presented with their Brown Tail, Blue Tail or White Tail badge, representing the year they have just completed in Beaver Scouts.

### Cub Scouts

At the end of the year, the whole Pack reviews its adventures in each Program Area, using the Jungle Map for reference. Within their Lairs, they discuss their personal progression. Upon completion of the review, they will be presented with a badge symbolizing the year they have completed. The Pack Leadership Team should also do a review of the year, focusing on how it fared leading in the Pack.

### Scouts

At the end of the year, the Troop Leader will lead the whole Troop in a fun review of its adventures in each Program Area. Each individual Scout will talk with his or her Patrol Leader or Assistant Patrol Leader about his or her personal progression. Upon completion of the review, the Scouts will be presented with a badge symbolizing the year they have completed (Pioneer, Voyageur, Pathfinder or Trailblazer).

### Venturer Scouts

Throughout the year, the Venturer Company and its Leadership Team will determine how they wish to review both the Solo Climbs and the expeditions. Upon completion of the requirements for each stage of the climb (Trailhead, Tree Line, Snow Line and Summit), a Venturer Scout will be presented with a badge symbolizing the stage that he or she has completed. This may happen at any point during the year.

### Rover Scouts

The review of personal progression will take place between the mentor and Rover Scout, when that particular Personal Development Plan (PDP) is completed. They will determine if (or when and how) this achievement will be celebrated.

### PERSONAL ACHIEVEMENT BADGES

Personal Achievement badges are designed to allow youth, who choose to include these as part of their Canadian Path journey, to expand skills and knowledge in areas that are of particular interest to them. It is recognized that activities outside of Scouting add to a youth's growth in the SPICES and to his or her personal progression. Work on Personal Achievement badges allows youth to further develop individual interests and skills, and to have that development recognized.

The Beaver Scout, Cub Scout and Scout Sections each offer sixteen Personal Achievement badges. Venturer Scouts and Rover Scouts do not have Personal Achievement badges as part of their programs.

Activities are suggested for each badge, but these are guidelines—not mandatory activities. Youth are welcome to design their own activities for the badge based on its objectives and guidelines. The names of the badges should be interpreted in the broadest sense of the word.

Personal Achievement badges follow the Plan-Do-Review model as outlined on the following pages. Badges are presented when a youth has completed the review with an older youth or a Scouter in the Section. The guiding principles in determining the badge criteria and fulfilment are:

- Exploration of new adventures that a youth has not engaged elsewhere
- A youth's passion and interest
- A youth's personal progression on The Canadian Path (rather than on a predetermined standard of success)



#### REQUIREMENTS TO COMPLETE PERSONAL ACHIEVEMENT BADGES

- **Beaver Scouts** choose or design **three** requirements to complete.
- **Cub Scouts** choose or design **four** requirements to complete.
- **Scouts** choose or design **five** unique requirements to complete. These five requirements can be pursued as five distinct adventures, or they can be completed within one adventure, as long as the requirements are clearly identified as separate objectives.
- **Venturer Scouts and Rover Scouts** do not have Personal Achievement badges in their Section programs.

#### The Personal Achievement Badge Process

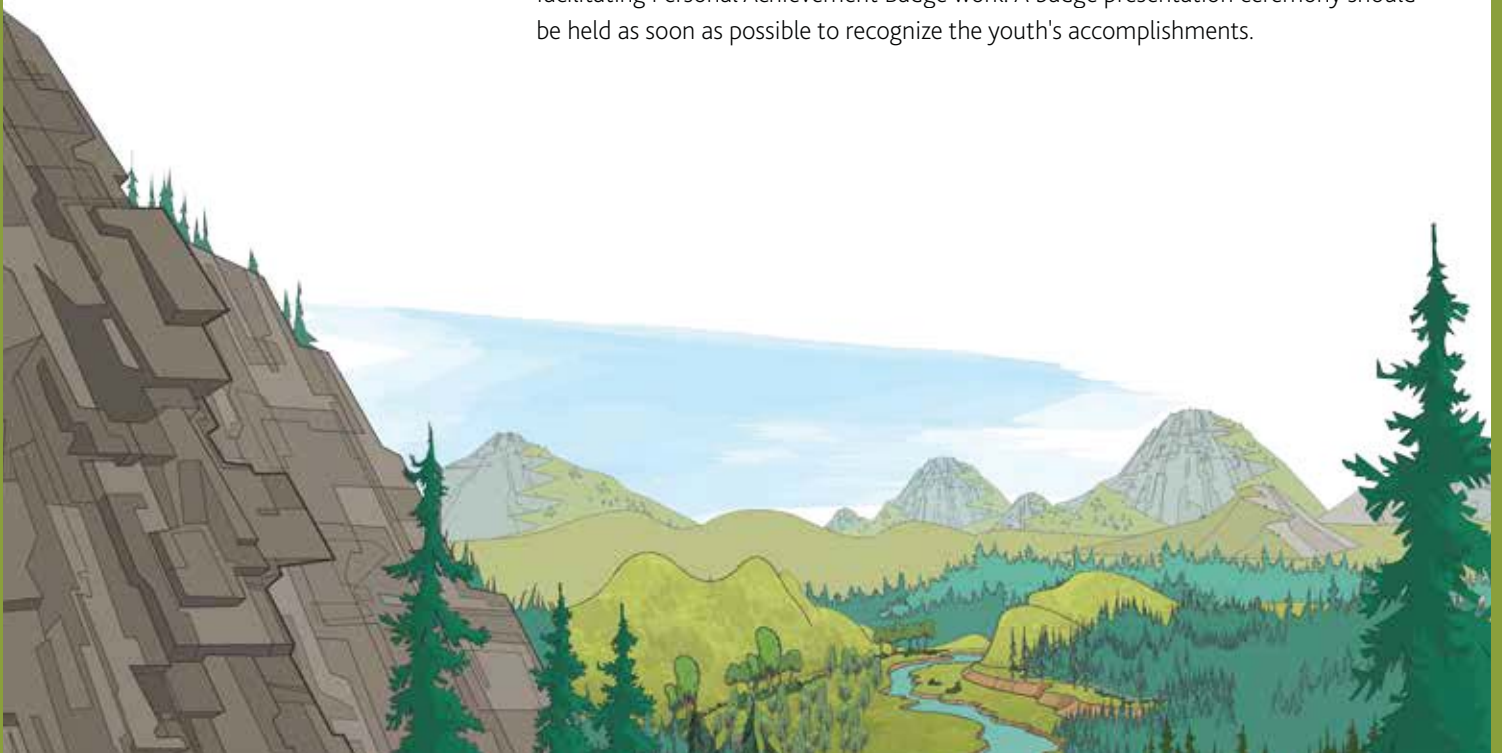
**Plan:** A template is provided for youth to plan their Personal Achievement badge goals and strategy. The plan is agreed upon between the youth engaging the badge and an older youth member of that Section (who may consult with a Scouter as necessary) who is involved in facilitating Personal Achievement badge work. Alternately, the youth engaging the badge may consult directly with a Scouter.

**Do:** Gather needed materials and resources. Do the activities for the badge.

**Review:** Use the age-appropriate SPICES questions as well as these questions for review:

- What do you know now that you did not know before working on this badge?
- What did you enjoy about the activities for this badge?
- How have you shown the spirit of the Promise, Law and Motto in doing this adventure?
- What was a challenge for you?
- What would you do differently next time? Why?
- What positive difference have you made in the lives of others in your community, this country or the world through the completion of this badge?

The youth should share his or her badge work with other members of the Section as appropriate. Completion of the badge is agreed upon between the youth engaging the badge and an older youth member of that Section (or a Scouter) who is involved in facilitating Personal Achievement Badge work. A badge presentation ceremony should be held as soon as possible to recognize the youth's accomplishments.





## Plan-Do-Review: The Process for Personal Achievement Badges

All Personal Achievement badges use Plan-Do-Review.

### PLAN

- Choose a badge from the Personal Achievement badges in your Section that you'd like to explore.
- Review the Objective and Guidelines for the badge.
- Look through the suggested activities to choose which you'd like to complete, or design your own activities based on the objective and guidelines for the badge. Remember, this is about challenging yourself and trying something new.

Discuss the following with a Scouter (or older designated youth) in your Section:

I want to do this badge because \_\_\_\_\_

I would like to learn \_\_\_\_\_

I would like to try \_\_\_\_\_

I want to challenge myself to \_\_\_\_\_

I wonder \_\_\_\_\_

The activities I will do for this badge are: \_\_\_\_\_

*(Name the required number of activities for your Section. See **Canadianpath.ca** for Section badges and their suggested activities.)*

To complete this badge I will need: *(Fill in ones that apply.)*

to contact \_\_\_\_\_

to gather these supplies \_\_\_\_\_

to visit \_\_\_\_\_

to use \_\_\_\_\_

to \_\_\_\_\_

### DO

Learn the skills and complete the activities you have chosen to do for this personal adventure.

### REVIEW

To complete your badge adventure, share your ideas on most or all of these statements based on what you have learned in working on this badge.

I now can \_\_\_\_\_

I have learned that \_\_\_\_\_

I am excited about \_\_\_\_\_

I want to share with the (Lodge/Lair/Patrol/Section) \_\_\_\_\_

As a Scout, I could use what I have learned from this badge in this way: \_\_\_\_\_

Which of the SPICES have you experienced in doing this badge? *(Use age-appropriate questions.)*

☐ SOCIAL    ☐ PHYSICAL    ☐ INTELLECTUAL    ☐ CHARACTER    ☐ EMOTIONAL    ☐ SPIRITUAL



## Beaver Scout Personal Achievement Badges



Exploring Beaver



Earth Beaver



Leader Beaver



Community Beaver



Spirit Beaver



Beavers of the World



Chef Beaver



Olympic Beaver



Musical Beaver



Scientific Beaver



Creative Beaver



Friendship Beaver



Pet Care Beaver



Canada Beaver



Beaver Heroes



Tech Beaver

## Cub Scout Personal Achievement Badges



Earth



Air



Water



Space



Summer Fitness



Winter Fitness



Year-round Fitness



Home



Community



Canada



World



Technology



Arts



Building



Hobby



Science

## Scout Personal Achievement Badges



Earth



Air



Water



Space



Summer Fitness



Winter Fitness



Year-round Fitness



Home



Community



Canada



World



Technology



Arts



Engineering



Hobby



Science

## Other Awards and Challenges

### RELIGION IN LIFE AWARDS

For Cub Scouts through to Rover Scouts, youth may choose to work on their Religion in Life badge, with requirements as set out by their faith group. A list of the faith groups and PDF's of the requirements are found at **Scouts.ca**.



Religion in Life Awards



Spirituality Award

### SPIRITUALITY AWARDS

Youth who do not belong to an organized faith group can instead pursue the Spirituality badge. Spirituality makes use of religious ideas, methods, rituals and practices, but it is not itself a formal practice. Spirituality is a way of life, a form of consciousness, a transparent awareness that is receptive to the presence of the sacredness in all things. Requirements are available at **Scouts.ca**.



World Scout Environment Award

### WORLD SCOUT ENVIRONMENT AWARD

The purpose of the World Scout Environment Award is to demonstrate a Scout's concern for, and active stewardship of, the environment.

The World Scout Environment Award badge shows Antarctica—the only collectively managed continent in the world and one of the most at risk from climate change—at its centre. The other landforms create a “world” image—not showing any one particular continent or country, as Scouts are encouraged to look beyond their own borders and think of the world. The colours of blue, green and white are commonly associated with nature; the purple of World Scouting is blended with these. The sun is reflected in the water.

The World Scout Environment Award is an international award, which means that Scouts in other countries are also working to earn it, even though they may be working on slightly different requirements. All Scouts around the world who have achieved the badge will wear it on the uniform. Requirements are available at **Scouts.ca**.



Messengers of Peace



Language Strip



Amory Adventure Award



Scouts of the World Award



Duke of Edinburgh's Award

### MESSENGERS OF PEACE

The Messengers of Peace badge is another international award. As Scouts, we are all Messengers of Peace, working together to create a better world. We can make a positive change in the world by actively contributing to the wellbeing of our own communities and by recognizing that we are part of a global network of service through Scouting.

This badge can be sought in each Section. Once badges are presented, youth are encouraged to continue being Messengers of Peace through their service to their communities.

To achieve this badge (which is worn on the uniform, encircling the purple Scout emblem) youth are asked to:

- A. Explore the Messengers of Peace initiative.
- B. Participate in a service project organized with other members of the Section.
- C. Share their service project and hours of service contributed online at [scout.org](https://scout.org).
- D. Older youth are invited to encourage younger youth in becoming Messengers of Peace and support younger youth in completing service projects.

Find out about service projects completed by Scouts around the world as well as full program guidelines at [scout.org](https://scout.org).

### LANGUAGE STRIPS

Youth and Scouters of all Sections may wear a Language Strip on their uniforms if they are sufficiently fluent at an age-appropriate level to carry on a simple Scouting conversation in that language.

### OTHER CHALLENGES

Some Sections have special awards and challenges that the youth may choose to undertake. Further details of these awards can be found on the Scouts Canada website.

- Venturer Scouts: Amory Adventure Award
- Rover Scouts: Scouts of the World Award
- The Duke of Edinburgh's Award is not exclusive to Scouts Canada, and is offered apart from the Scouts Canada program. The requirements of a Duke of Edinburgh's Award can easily be integrated into the Venturer and Rover Section programs.



## Outdoor Adventure Skills

Young people join Scouts to have adventures. An adventure can be hiking at a local conservation area, reading to seniors in a nursing home, sailing a boat across a lake, building and using a robot, exploring the local community, or planning and executing a multi-day trip across Baffin Island. Regardless of how big or small the adventures might seem, youth feel a sense of accomplishment for having completed them. More important, youth will achieve growth in each of the SPICES by participating in their adventures.

The Canadian Path includes comprehensive Outdoor Adventure Skills to support the experiences of the youth. While each Outdoor Adventure Skill is divided into nine stages with a badge awarded for each stage, the purpose of the Outdoor Adventure Skills program is not the badge. Rather, the Outdoor Adventure Skills should be seen as tools to support the youth's personal progression and an opportunity for the youth to take on increasing challenges. Completion of a set number of Outdoor Adventure Skills is one of the requirements for the Top Section Award for each Section. Only the badge of the highest stage earned is worn on the uniform.

Scouts Canada has identified these nine core Outdoor Adventure Skills: Camping, Trail, Scoutcraft, Emergency Aid, Paddling, Winter Skills, Sailing, Aquatics, Vertical Skills.



Paddling



Aquatics



Emergency Aid



Winter Skills



Camping



Trail



Vertical Skills



Sailing



Scoutcraft



North Star Award



Seeonee Award



Chief Scout's Award



Queen's Venturer Award



Canadian Rover Scout Award

## Top Section Awards

As the capstone for each Section, youth have the opportunity to challenge themselves with the Top Section Award. This award is **not** a requirement for a youth to move on to the next Section.

There are four components to achieving the Top Section Award, which are common to all Sections:

1. A personal progression review
2. Completion of a set number of Outdoor Adventure Skills
3. Completion of a set number of community service hours
4. A service project

The four components of the Top Section Award are to be completed in the last six months in the Section (though youth should begin accumulating service hours and Outdoor Adventure Skills before this time). Requirements for the Top Section Award should be fully completed prior to moving up to the next Section. Timelines for completion should be created to allow this to happen.

### 1. Personal progression review

The personal progression review is meant to be fun and to engage youth in storytelling about their personal journeys. Youth should come away from this process feeling proud of what they have learned and done on their journey through this Section. This review is led by a Scouter or (especially in older Sections) the Section Leadership Team. For the review, use the age-appropriate SPICES questions as well as references to Program Maps, Personal Development Plans, etc. (as appropriate to the Section). The discussion will also include looking at what a youth hopes to learn and explore in the next Section.

### 2. Outdoor Adventure Skills

As part of the personal progression toward the Top Section Award, youth are expected to achieve a certain number of Outdoor Adventure Skills stages (the number of stages depends on the Section; details can be found in Section-specific chapters). These stages are cumulative from Section to Section. For example, a Cub Scout who has completed five stages in Beaver Scouts will need to complete five more stages to achieve the ten stages for the Cub Scout Top Section Award. This can be accomplished by achieving multiple stages in a few skills or a few stages in multiple skills. For example, one Cub Scout might complete Stage 3 in Camping, Trail and Paddling, and Stage 1 in Aquatics to reach the ten stages needed, while another Cub Scout might complete Stage 6 in Scoutcraft and Stage 4 Vertical Skills to reach the same number of stages.



### 3. Community Service Hours

Youth are required to complete a certain number of volunteer service hours (the number of hours depends on the Section; details can be found in Section-specific chapters) during their years in the Section. These hours do not have to be completed within Scouting and do not have to be completed as part of one activity or event. Although volunteer service activities completed as part of the Section's program do count towards this requirement, youth should be encouraged to find their own opportunities to give back to the community in a way that has special meaning to them.

### 4. The Project

**Objective:** Complete a challenging project that provides meaningful personal development for youth and makes a positive difference in the local, national or global community. The three key components:

- Individually challenging and meaningful
- Involves the interests and abilities of the youth
- Makes a positive difference in the local, national or global community

This project is the youth's capstone experience in the Section. There are no set time limits or set requirements other than the above criteria. Scouters or Section Leadership Teams should provide guidance and support for selecting an appropriately challenging project that meets the above criteria.

#### What do we mean by "individually challenging"?

The youth learns something new or furthers a skill he or she already has. The project should take the youth just out of his or her comfort zone. The project should not repeat something he or she has done before in the Section, at school or in another activity group.

- The youth should feel a bit unsure of whether he or she is capable of accomplishing the project or task. It should be something just beyond what he or she has tried before. It should not be something that can be easily accomplished, but neither should it be so difficult that the youth gives up before he or she starts.
- The project should be something that a year ago the youth was not capable of accomplishing.
- The project can be adapted along the way, if need be.
- The youth should have a deep sense of accomplishment when the project is finished.
- The youth should be able to say, "I did this!" and come away with the knowledge that he or she is capable of much more than he or she imagined.
- The completion of the project should make the transition to the challenges of the next Section seem less daunting.

The project may be completed individually or as a group, as long as everyone is challenged, contributes meaningfully and has the opportunity to put a good effort into the project. The project plan is approved by the Section Leadership Team and the Scouters.

In describing the Scouting movement, Lord Baden-Powell said, "Yet one more item is needed to complete success, and that is the rendering of service to others in the community. Without this, the mere satisfaction of selfish desire does not reach the top notch."

**What do we mean by "meaningful"?**

This project should mean something to the youth who is participating. It should matter to him or her enough that he or she wants to put extra time and energy into it. It should involve his or her interests, skills and creativity. The project needs to be chosen by the individual youth or the group of youth who have chosen to work together. It is not something that is decided for them by their Scouters, parent or guardians. The youth should feel excited about undertaking this project or quest.

**What do we mean by "makes a difference in the local, national or global community"?**

Youth find meaning in life and develop a better sense of self when they give to others, sharing their skills, abilities and interests. This project is meant to take all that youth have learned so far in Scouting and then extend it in some way out into the community.

## Canadian Path Link Badges

Youth who have participated in a Section, and are ready to move up to the next Section, will receive a Canadian Path Link badge to wear on the next Section's uniform. The Canadian Path Link badge will be presented at the "moving-up" ceremony, typically held in the spring. This link badge is an acknowledgment and celebration of a youth's personal journey. Prior to the presentation of the badge, youth will have opportunities to:

- Meet with youth from the next Section and hear about what they do in that Section
- Take part in linking activities with other Sections
- Discuss with youth or Scouters from the next Section, or with their own Section's Scouters, what they are looking forward to doing when they are in the next Section



Canadian Path Link badges

# BEING A SCOUTER

Scouting is a worldwide movement started by the youth who were excited about what Lord Baden-Powell offered in his experimental camp on Brownsea Island in 1907 and wrote about in *Scouting for Boys* in 1908.

As a Scouter, you are a member of this grassroots movement which is a non-formal learning environment devoted to building a better world; where diversity is welcomed, valued and respected; and where young people are actively engaged in shaping and building their communities.

The vision is big, but for over 100 years Scouting has been making a positive difference in communities around the world.



<sup>1</sup> Check out “Myth: A Scouter is a leader” on our YouTube channel.



<sup>2</sup> Check out “The Role of the Scouter” on our YouTube channel.

## THE SCOUTER IN YOU: INSPIRING AND MENTORING YOUNG PEOPLE

It is both a privilege and responsibility to be a Scouter<sup>1</sup>. You may have enthusiastically volunteered for this role. You may have joined in order to share an activity with your own child. Or you may have been recruited by other Scouters. However you found your way into the role of Scouter, we invite you to consider what this role means for you and for the youth.

## WHAT IS YOUR ROLE AS SCOUTER?<sup>2</sup>

Little can compare to the satisfaction you will feel as you help youth grow in self-confidence, discover their genuine selves, connect with people and community around them, and take action to make a difference in the world. Your role as the Scouter is one of assisting, supporting, facilitating and motivating.

The relationship between Scouter and a young person is often considered a partnership. It's a chance to engage with youth and to put them in control of learning by discovering exactly what they are capable of doing independently, and then supporting them so they can sustain their engagement in learning. As a partner on this journey, you will work closely with other Volunteers. Traditionally, Volunteers working with young people in Scouting have been called “Leaders”. This conveys an incorrect message about the role of the Volunteers. For this reason, Scouts Canada has abandoned terms such as “Scout Leader” or “Scoutmaster” in favour of “Volunteers”. The Canadian Path has adopted the term “Scouters” for its Volunteers.

It is difficult for many Scouters to allow young people to do things for themselves. As Scouters, we can do things better and in half the time; young people will often make mistakes. But that is what Scouting is all about: creating space to let young people do things, allowing them to explore and to learn for themselves. It is difficult to stand by and watch them make mistakes when we know how they could be avoided, but we have to keep in mind that those mistakes are essential for learning.

**IT'S YOUR RESPONSIBILITY TO:**

- Keep youth safe. Treat them with respect and integrity. Communicate clearly what they can do if they feel unsafe.
- Accept the Scout Promise and Law.
- Agree to a Code of Conduct.
- Share your knowledge, experience, and skills with a positive and flexible approach.
- Allow the youth to learn by doing in individual and group activities that match their interests and needs.
- Provide regular and ongoing communication with parents and guardians.
- Oversee with honesty, integrity and careful record-keeping the funds youth raise.
- Get trained. Scouts Canada offers training online through the eLearning platform or in-person.
- Accept the other Scouters and the Group Committee that supports the program. You can't run this by yourself, but with the help of a strong team, you will enjoy this opportunity and deliver the mission of Scouting.
- Keep informed of Area, Council and national events so that you can keep the youth informed of opportunities.
- Develop youth into leaders. The youth should (for the most part) be involved in the decision-making and running of the Section. Scouters should become the resources to aid the delivery of the program.

Allowing young people to learn from their mistakes depends very much on how serious the consequence of a mistake might be. This is where your judgement is essential. In a process that involves learning by doing, it is important that you know the capabilities of the young people you work with and the level of responsibility appropriate for them to take on. Establishing such a challenge and being able to identify the capabilities of the group takes practise and experience. It can be made easier by letting the group work at its own pace in a self-directed and purposeful way. You can assist by reviewing activities and helping young people reflect on their experiences and personal journeys through Scouting. The key here is to engage youth in the task, and for them to be responsible and in control of their learning.

Remember, you're not alone. You'll partner with other Scouts Canada Volunteers. There is a strong support network from the national level right down to your local Group. People are available to help you train in the skills needed to develop the young people in your charge.

The role of the Scouter carries responsibility and commitment—your commitment to the meetings held weekly, the outdoor activities and the weekends at camp. This is all an important part of your personal journey.

You can be the main catalyst for a successful youth-led program that helps develop well-rounded youth, better prepared for success in the world. Enjoy this journey!

- Your main role is to inspire the youth. You are there to help them get excited about the adventures that are possible. You can help them catch the vision of being part of a worldwide movement (WOSM—World Organization of Scout Movement).
- As a Scouter, you have the opportunity to mentor youth and help them achieve what they never thought they could. There is nothing quite as wonderful as having a youth, who struggled through Cubs and began to shine in Scouts, come up to talk to you 10 years later, full of pride because he or she is now a successful young adult—one who has embarked on a dreamed-of career.
- You are a role model for youth. Whether at the Scout meeting or at non-Scouting venues and activities, the youth you know through Scouting are watching you.
- You are responsible for the safety, respect and wellbeing of the youth. While the youth lead and make decisions about their own program, you (as a Scouter), along with the other Scouters in your Section, are responsible for each youth feeling safe and respected in the program. You create the atmosphere in which every voice is valued and each person is understood to have something to contribute. You develop risk assessment practices that ensure the wellbeing of everyone participating in an adventure. You set the tone and create the space in which youth can thrive in Scouting. The youth should be included in this process and take increasing ownership of the safety of their program as they progress through the Sections.

When you repeat the Scout Promise and Law, whether for the first time or the hundredth time, remember the important role to which you are committing. It is both an exceptional privilege and a valued responsibility to be a Scouter.

### **SAFE SCOUTING: SCOUTS CANADA'S SAFETY PHILOSOPHY**

Scouts Canada places great emphasis on creating a fun and safe environment for our members, especially the youth. It's a reflection of the culture of safety that extends throughout the organization. That culture is created, in great part, by the Scouters who deliver our program. Prior to working with a Section, you have completed your Wood Badge I training, which includes a significant section on Child and Youth Safety. The Child Abuse Prevention Policy, Bullying and Harassment Policy and the Code of Conduct (which all adult members of Scouts Canada must sign each year), are found online at **Scouts.ca**. It is your responsibility as a Scouter to keep yourself aware of this policy and any changes that may be made to it.

### **INCIDENT REPORTING**

Reporting incidents that happen at Scouting activities is important. Scouts Canada uses information from incident reports to learn and prevent future injuries. Incident information is forwarded to our insurers as necessary. An incident report should contain as much information on the incident, injury, treatment and (if necessary) follow-up as possible.

If an incident occurs that you believe someone else would want to know about, then an incident report should be completed. Remember: if in doubt, fill it out!



### CHILD:SCOUTER RATIOS FOR SCOUTS CANADA

All Sections follow the Two-Scouter Rule. Section-specific ratios are in place to ensure youth receive the appropriate supervision for their respective age groups. They are as follows:

- 5 Beaver Scouts to 1 Scouter
- 6 Cub Scouts to 1 Scouter
- While Scouter supervision is not always required for Venturer Scouts, when Scouters are present they must follow the Two-Scouter Rule.
- To count toward ratio, Scouters must have completed Wood Badge I for their Section.

Details for Section Scouter team requirements can be found under *BP&P, Section 4008*.

Scouts Canada requires reporting of the following types of incidents:

1. Abuse—Abuse of any kind, including bullying, sexual touching, physical abuse and verbal abuse
2. Failure to comply with the Code of Conduct
  - Criminal activity
  - Being under the influence of drugs or alcohol at a Scouting event
  - Excessive swearing
3. Personal injury—Any personal injury or illness requiring medical attention
4. Equipment or property damage—Any damage over \$500 to either Scouting or personal equipment or property

The Incident Report Form can be found on **Scouts.ca**. Instructions for submitting a complete Incident Report are located at the top of the form. Questions about the Incident Report Form or process can be directed to **safety@scouts.ca**.

### BY-LAW, POLICIES AND PROCEDURES (BP&P)

All of the bylaws, policies and procedures for Scouts Canada as approved by the Board of Governors can be found in the document entitled *By-Law, Policies and Procedures*. This document can be found online at **Scouts.ca**. You will often hear it referred to by the initials “BP&P”.

### REMEMBER THE TWO-SCOUTER RULE!

In the Code of Conduct, Scouters make the commitment to never be alone with a youth member, except in an emergency. The Two-Scouter Rule is the requirement for two Scouters to be with youth at all times. Notwithstanding Section ratios, two Scouters must be within the visual field and within earshot of one another when with youth. The Two-Scouter Rule is an integral part of the Code of Conduct that applies to all Scouts Canada Volunteers and staff.

### RATIOS

For each Section, there are required ratios for Scouter to youth members. It is important that these be maintained for all Scouting activities, whether in the meeting hall, at a camp or visiting another facility. If the ratio cannot be met for a particular meeting or outing, speak with your Group Commissioner to recruit other Scouters to assist for that meeting or outing. Only registered Scouters count for the ratio.

### REPORTING SUSPECTED CHILD ABUSE

Scouts and Scouters have a collective responsibility to ensure the safety of children and youth involved in Scouting as well as a responsibility to protect its members from bullying and all forms of child abuse, whether physical, sexual or emotional. All complaints of physical or sexual abuse must be reported immediately to the child

protection authorities and the police in your jurisdiction. Additionally, all complaints of risk of physical, sexual or emotional abuse must be reported to the local child protection authorities. Failure to do so may result in suspension from the Scouting program and criminal charges under provincial child protection legislation. If a Scouter is uncertain about circumstances, it is prudent to consult with local authorities.

In addition to informing police, Scouts Canada also asks that you report any instances of abuse to your Council Executive Director or the Scouts Canada Help Centre by calling 1-888-855-3336, or emailing [helpcentre@scouts.ca](mailto:helpcentre@scouts.ca). Anyone with reasonable and probable grounds to believe that a child is being mistreated or is receiving inadequate care and supervision is required to report such suspicions to the local child protection authority. If you are uncertain about information, it is prudent to consult with local child protection authorities. Please follow Scouts Canada Policies for reporting abuse: Scouts Canada “Child Abuse Prevention Policy” (**BP&P, Section 7002**).

If you suspect an instance of child abuse or neglect, follow the steps outlined in the Scouts Canada online training session, “How Scouting helps you deliver a safe program”. This is Session 5 of Scouting Fundamentals.

### **VOLUNTEER SCREENING POLICY**

Scouts Canada’s screening policies and Scouter registration practices are designed to clearly demonstrate our commitment to keeping our youth members safe from harm at all times. As a Scouter, your commitment of time, energy and enthusiasm will touch the lives of many of our thousands of youth members across Canada. Because of the important role our Scouters play in providing a safe and enriching environment for developing youth, Scouts Canada is committed to providing the highest level of support. This means setting clear expectations so that you know what you are getting yourself into.





## MEMBER REGISTRATION STEPS

	SCOUTS CANADA MEMBERS			NON-SCOUTS CANADA MEMBERS		
	Scouters under 18 (inc. CYC, AYC)	Rover Scout	Scouter & other adults (e.g. BP Guild)	Parent Helper & other Adults—Regular Meeting; Day Activity (occasional)	Parent or Guardian—Overnight	Adult—Overnight
<b>NEW</b>						
<b>Application</b>	Yes	Yes	Yes	No	No	No
<b>Interview</b>	Yes	Yes	Yes	Code of Conduct, expectations	Code of Conduct, expectations	Code of Conduct, expectations
<b>Reference Check</b>	Yes	Yes	Yes	No	No	No
<b>Signed Code of Conduct (annual)</b>	Yes	Yes	Yes	Yes	Yes	Yes
<b>PRC (Clean)</b>	No	Yes	Yes	No	No	Yes
<b>VSS (Clean)</b>	No	No	Yes	No	No	Yes
<b>Mandatory Training</b>	Yes	Yes	Yes	No	Safe Scouting for Parents	Safe Scouting for Parents
<b>Supervision Required?</b>	No—Two-Scouter Rule	No—Two-Scouter Rule	No—Two-Scouter Rule	Yes—2 Scouters	Yes—2 Scouters	Yes—2 Scouters
<b>Count for Ratio?</b>	Yes—if WBI	Yes—if WBI	Yes—if WBI	No	No	No
<b>Other Restrictions</b>	No	No	No	Role explained to youth	Role explained to youth	Role explained to youth

CYC—Council Youth Commissioner, AYC—Area Youth Commissioner, BP Guild—Baden-Powell Guild, PRC—Police Record Check, VSS—Vulnerable Sector Screening, WBI—Wood Badge I

The full document (as well as more information about Child and Youth Safety within Scouts Canada) can be found at **Scouts.ca**.

**REMEMBER:**

Scouters and participants need to ask themselves:

- “Am I In the Right Place?”
- At the Right Time?
- With the Right People?
- And the Right Equipment?
- And the Right Training?”

...in order for great adventures to happen.

**Steps in assessing risk**

1. Look for hazards
2. Decide who might be harmed, and how
3. Evaluate the risks
4. Record your findings
5. Review and revise



<sup>1</sup>Check out “Myth: Youth-led means Scouters don’t plan” on our YouTube channel.

**RISK MANAGEMENT**

With the youth-led program, Scouters are responsible for risk management and safety of the adventures. However, it is important to involve the youth (in all Sections) in assessing risk and planning and preparing for risk management. Refer to *BP&P* Section 10000 (Camping and Outdoor Activities) as well as Section 7000 (Duty of Care) and Section 13000 (Risk Management) for Scouts Canada policies pertaining to risk management for all Scouting activities and adventures.

Encourage youth to consider the risks involved in an activity and how to minimize the likelihood of an accident. This can be done by asking the right questions to get the youth thinking. For example, when planning a camp menu, ask the youth, “Are there any allergies in the group you should be aware of?” For a hike, ask, “What clothing should you wear for this adventure?” If the youth do not consider (on their own) what weather they might encounter and how that could affect the clothing they pack, prompt them by asking, “What is the weather forecast? How can we find out?”

**SHARED LEADERSHIP<sup>1</sup>**

The shared leadership model is central to the Scout Method. In The Canadian Path, our youth members lead—supported, encouraged and mentored by Scouters. Within the shared leadership approach in Scouting, youth need to take turns directing the activity, game or adventure. Leaders of the adventure need to remember the importance of their support team and delegate jobs. Those who are used to being leaders need to learn what it means to be part of the support team. They make sure that they have their tasks done well and on time to support the adventure.

This shared leadership is also to be modelled among Scouters. One Scouter is designated as Contact Scouter within each Section, with the responsibilities of reporting to the Group Committee; coordinating with other Sections; and ensuring that planning, completion of Outdoor Activity Forms and other aspects of Group life are running smoothly. All Scouters are expected to work with the youth in planning adventures. Scouter responsibilities should be shared among the Scouters and not fall to the Contact Scouter alone.

**TIME COMMITMENT AND MANAGEMENT**

Being a Scouter involves more than the Section meeting time each week. There will be other tasks that need to be completed, such as gathering materials, checking out sites, filling in appropriate forms, consulting on ways to support the youth and more, depending upon the age of the youth in the Section. Within the shared leadership model, all Scouters need to be involved in these activities and in supporting the youth in carrying out their commitments in order for an adventure to happen. Other Scouters and youth will be depending on you to complete your tasks in a timely manner. Check with your Contact Scouter or Group Commissioner to clarify what time commitment is expected.



### ENCOURAGING SELF-DISCIPLINE AND RESPECTFUL BEHAVIOURS

In Scouts Canada, the goal is to have both the youth and the Scouter come out of any encounter with their dignity intact and with a willingness to keep learning and working together. It is the responsibility of the Scouter to create the atmosphere of dignity and respect in which discipline can be learned.

In situations where a youth is considered to have acted inappropriately and a Scouter is called upon to intervene, Scouts Canada expects the following strategies to be used to mentor a change in behaviour:

#### DO

- Use the Law, Promise and Motto of each Section as a basis for expected behaviour in all Scouting activities.
- Develop a code of conduct with the youth at the beginning of the year to which all youth and Scouters promise to adhere. Scouters and youth can show their commitment to the code of conduct by signing it. Refer to this code as well as the Law, Promise and Motto when you are talking about expected behaviour. Relate specific behaviours to specific articles in your code of conduct and specific parts of the Law, Promise and Motto.
- Set the example of behaviour you wish to see from the youth. Participate enthusiastically. Apologize when you make a mistake. Don't complain. Look for solutions rather than blaming. Be open to hearing others' thoughts and points of view.
- Among all Scouters, have clear, consistent expectations, boundaries and responses to behaviour. Communicate these expectations and responses to the youth, and provide opportunities for youth to brainstorm and share other appropriate approaches. Take time at the end of meetings to talk about what you learned about situations, how Scouters responded and to plan strategies for the future.
- If it is safe to do so, give youth a chance to sort out the situation before you intervene.
- Provide opportunities for youth to be alone (within safe parameters). Some quiet time can allow youth to unwind.
- Accept good intentions and build them into action. Even if the youth didn't follow through this time, accept what he or she intended to do. Encourage the youth to try again. Change happens in small steps.
- Listen rather than lecture. Ask questions more than you talk. Find out the youth's perspective on the situation rather than jumping to conclusions. Don't argue with the youth's perspective. Ask what solutions the youth can suggest.

- Be clear and simple in your statement of what behaviour is expected. Once you have listened carefully, tell the youth in one or two clear sentences what you want them to do. Ask the youth to repeat your expectations to you in their own words. If there is any confusion, explain your expectations in different words.
- Sit beside or at the youth's level to talk rather than towering over him or her. You are there to mentor and coach rather than to demonstrate power over the youth.
- Give opportunities to learn better behaviour rather than punishing poor behaviour.
- Draw on the ideas of the youth for how to solve a situation or make things right.
- Use appropriate, gentle humour to lighten a situation and open creative possibilities. The humour should be shared by everyone. Be aware that humour can be misunderstood and hurtful.
- Treat all youth equally. Model respect for everyone. Scouters who have a child in the Section should normally ask another Scouter to deal with his or her child during the meeting and activities.
- Talk to parents and community resource people about the best ways to work with youth who have behavioural needs (ADHD, ODD). Provide, if possible, a consistent approach between home, school and Scouting.
- Avoid dealing with behaviour in front of the whole group. Embarrassing the youth won't help toward the ultimate goal. Talk to youth who have acted inappropriately away from the main group, but always in sight of the group or with another Scouter present. This keeps dignity intact and allows for learning rather than defensiveness.
- Know your own "hot" buttons—the kinds of behaviours that will instantly irritate you. Stop yourself from jumping to conclusions and reacting quickly to these behaviours. Remember that sometimes questionable behaviours come from good intentions. Call another Scouter in to the situation.
- Remember that you get back the energy that you give. If you are angry, you'll get anger back. If you approach a situation calmly and clearly, you'll get calmer energy and more creative solutions back from the youth. It is your job as the Scouter to be the calm one and to find solutions.
- If you suspect that a child is being abused or if a child discloses abuse to you, you must report this immediately (as outlined in Scouts Canada policy).

#### REMEMBER

- **Don't** discipline when angry. Don't use physical force other than to ensure safety (which might be necessary—for example, when breaking up a fight). Walk away. Breathe. Ask another Scouter to take over. Call the parents or guardians if necessary. Discuss with other Scouters.
- **Don't** yell in anger at a youth. Save a loud voice for an absolute emergency, or for a quick shout to get everyone's attention.



- **Don't** lecture or rant.
- **Don't** insist on eye contact. Youth listen even if they don't look you in the eye. Eye contact may make the youth feel too vulnerable to hear what you are saying.
- **Don't** fall into the trap of thinking that a youth is acting badly on purpose or is trying to make things miserable for you. Often youth have a different way of thinking about a situation or may have acted out because they were afraid or felt humiliated. Find out! Don't make assumptions.
- **Don't** lecture and punish the whole group for one youth's behaviour. The group will lose respect for you.
- **Don't** punish. Punishment is not the same as discipline. Punishment builds defensiveness, resentment, withdrawal or defiance rather than encouraging youth to learn better behaviours. Discipline is about teaching—and learning.
- **Don't** bring residual emotions from work or home to the Scout meeting. Have outlets for these emotions in another place in your life.

#### ACTIVE & HEALTHY LIVING AS A SCOUTER

When you sign the Code of Conduct as a Scouter, you make the following commitments to healthy and active living as a model and mentor for our youth members:

- I will not smoke in front of the youth.
- I will follow the drug and alcohol policies of Scouts Canada which state: "Scouts Canada Members (including youth, adults, Volunteers and staff) who hold a Duty of Care towards youth members serve in responsible positions and must conduct themselves in accordance with Scouts Canada's Code of Conduct. Members serving in responsible positions have a clear obligation to care for and ensure the safety of youth members. As such, these Members serve in safety-sensitive positions. This means that a Member in a responsible position is (a) prohibited from the use of, and (b) must not be affected by, any drugs or substances that impair his or her performance while he or she is responsible for ensuring the safety of youth members under his or her care."
- I will avoid any unnecessary risk to the safety, health and wellbeing of myself and others.
- I will not swear or use inappropriate language in front of youth.

As Scouters, we are role models for the youth in Scouting. We are also ambassadors for Scouting, even when we are not in uniform. How often has a youth come up and greeted you at a non-Scouting venue or activity? The Scouting youth (and others in the community) are watching us and our example as Scouters. We model the respectful attitudes that are central to Scouting.

# DIVERSITY

On The Canadian Path, we are aware of each individual's personal progression, as well as his or her background and varying abilities. This policy of diversity within Scouting uniquely positions us to play an important role in modifying community attitudes and behaviour towards individuals of all abilities. It also allows us to embrace the diversity in all members of Scouting, regardless of gender, ethnicity, race, religion, culture, finances, sexual orientation and appearance.

At the Colony, Pack, Troop, Company and Crew level, we welcome all youth to the incredible world of Scouting!

As part of your essential training, you have completed the Accessibility Training Course through **Myscouts.ca**. You are aware of ways to make Scouts Canada programs accessible to everyone, through providing an environment in which everyone is safe, respected and supported.

What implication does our policy of diversity have for Scouters as you work with a Section?

It means that Scouters have to:

- Be informed
- Understand and be understanding
- Collaborate and cooperate
- Be flexible and accommodating
- Accept and embrace

## BE INFORMED

It's registration night and a parent registers a child with a disability. It is important for you to be aware of the disability and learn more about it. There are many different kinds of disabilities, but the ones that matter the most to you are those that affect a youth's participation in the Section. Youth and parents should be encouraged to disclose any allergies, especially allergies that are potentially deadly.

There are lots of resources on the internet, but one of your best resources is the youth's parents. You cannot be expected to know about every disability, but you can demonstrate a genuine interest in finding out! Find out how the disability presents in the youth.

The aim of Scouting is to promote the development of individuals, enabling them to grow and take their place in society as active citizens.



### UNDERSTAND AND BE UNDERSTANDING

Once you know about a disability or a diversity, you will want to demonstrate understanding and tolerance. If a youth has a hearing disability and didn't stop a game when you asked, then your response needs to show how much you understand.

Walking over to the youth and tapping him or her on the shoulder is an appropriate response. Shouting at him to stop is not. Demonstrate respect for the dignity of the youth. The rest of the Section will honour that respect.

Scouts Canada has several fact sheets in the **Volunteer Support Toolkit**, such as working with youth who:

- have Asperger syndrome
- have ADD (attention deficit disorder)
- have Down syndrome
- are hard of hearing
- are visually impaired

Each fact sheet gives a brief description with the associated characteristics and behavioural traits, including cognitive traits and associated challenges. This list—which is growing—is just a sample of the disabilities you may encounter in your Section. These sample sheets let us know how, as Scouters, we can make a difference through simple interventions and program modifications and where to get help when we need it. Remember, your Group Committee, Area Service Manager and the **Scouts Canada Online Support Centre** are also all good places to turn to for help.

### BULLYING

Bullying and harassment are forms of violence. They are not acceptable and are not tolerated within Scouting.

Bullying and harassment include hurtful, harmful and humiliating behaviours. Bullying can take various forms. It can be physical, verbal or relational. It can also be direct or indirect. Bullying can occur in various ways. It can be in person or through other means (like online, also known as “cyberbullying”).



There are three roles in bullying: the bully, the target and bystanders. It is important to know that bullying and harassment are about the impact of the behaviour on the targeted person—that person's feelings and perceptions, not the intention of the bully or other party involved.

As a Scouter, you may encounter instances of bullying among youth. Best practice is to take steps to prevent bullying before it happens.

- Have clear expectations for youth and Scouters that bullying and harassment are never acceptable. To ensure everyone is aware of these expectations, help youth build them into the Section code of conduct at the beginning of the Scouting Year.
- Model appropriate and respectful behaviour.
- Encourage youth to tell Scouters if they are targeted by a bully or if they witness another youth being bullied. Bystanders and peers have a large role to play in bullying. By speaking up, they can help solve problems and stop bullying.

If you find yourself facing an instance of bullying and you don't know how to handle it, report it to your Group Commissioner. You can also refer to Scouts Canada's Bullying and Harassment Policy.

### **COLLABORATE AND COOPERATE**

Having a youth with special needs may mean you have to engage parents (ideally) or outside guest speakers to help the other members of the Section (both youth and Scouters) understand the disability. Parents know their children better than anybody, and are usually best positioned to share strategies that they've adopted based on their unique experience. You need to ensure that you collaborate with parents as you work together for the benefit of the youth. This should be done in a way that does not embarrass or alienate the youth with special needs.

A youth having difficulty managing steps safely cannot be accommodated in your regular meeting place; can you do anything about it? Can you have a ramp built? Can you move downstairs? Can you meet in another location (possibly outdoors)? Assign two Scouters to assist on the stairs? Access the meeting location another way? Exhaust all ideas! Work with your Group to try to solve the problem. However, there may be some cases where the youth may need to join another nearby Group that would provide an accessible, safer environment.

### **BE FLEXIBLE AND ACCOMMODATING**

There is a tremendous difference between rules and guidelines as they apply to Scouts Canada. The Two-Scouter Rule is a good example of a rule that we all follow. It is not a guideline. Guidelines work to give you suggestions and parameters, but they allow flexibility. If a new Cub Scout must perform the Grand Howl to be invested, and he or she is in a wheelchair, performing the Grand Howl as expected is not possible.

This is where flexibility comes in. You work with the youth to see what parts of the Grand Howl can be done, what parts need to be done differently and what can be left out.

Accommodating a Venturer Scout who has a significant hearing loss may require that you wear a microphone for a voice amplification system. A Beaver Scout with attention deficit disorder may need to spin around while you are talking with the Lodge, as long as it doesn't interfere with the other Beaver Scouts. A support person who comes to assist a Cub Scout with a developmental disability is welcomed. (Remember to follow the Volunteer Screening Policy!) A Rover who has anxiety is given an opportunity to talk about what is involved in the upcoming adventure with the other Rovers or a Scouter. A Scout who has Asperger Syndrome may need advance notices when an activity is ending, such as, "Ten minutes left." Then, "Five minutes left." A youth who is dealing with gender identity or mental health issues needs to know what accommodations are available. The situation for each youth is unique and requires a unique approach. Disabilities and special circumstances will have a response tailored to each individual.

Other disabilities (such as health disabilities like allergies, diabetes or asthma) can have critical consequences if they are not accommodated. Sensitivities to scents, special diets and phobias may need to be addressed in your Section. They will impact menus and environments as well as medical responses. The needs of the individual youth must be considered.

### **ACCEPT AND INCLUDE**

Accepting diversity is an essential role for each Scouter. We are all unique, just like our fingerprints. Each of us has a different set of abilities.

We all have different talents and different preferences, and different expressions of individuality. There are visible differences and invisible differences.

Situations change and are different for different age groups. What can be subtle in Beaver Scouts may be more significant in Rovers (gender identity, for example).

As a Scouter, you have an incredible opportunity to act as a model of acceptance and inclusion. The steps you take to support **all** the youth in your Section will have a lasting impact on the individual youth and his or her parents, the Section youth, and the community.

### **AND BY THE WAY, DIVERSITY INCLUDES SCOUTERS!**

It should go without saying that diversity goes for Scouters, too! We have the same responsibility to provide a safe and respectful Scouting environment for our Scouters, including those from the LGBT community!

**ASK FOR HELP!**

It is important that you are proactive! Talk to the youth, the youth's parents, your fellow Scouters, Group Committee, Area Service Scouter and keep going until you get ideas, suggestions and answers that you need on how to work with and engage youth who have different needs.

**SMALL GROUPS MAKE A DIFFERENCE!**

One of the components of the Scout Method is the Patrol (Team) System. This component is an asset in providing an inclusive and accepting environment. Youth in each Section work in small groups. Through Scouter support at the small group level, Scouters get to know and make good connections with the youth. The youth in each small group get to know and accept each other. Through the structure of the small groups of each Section, youth with disabilities will start to feel like they belong, as part of a Scouting family in a safe, accepting environment.

**ASK FIRST! DON'T ASSUME!**

In our efforts to support people with disabilities, we sometimes want to offer more help than is needed. Ask if help is needed and respect the response. Speak directly to the youth when appropriate and be a good listener. The need for independence is a very strong motivator, so showing respect for effort is important.

**PROGRAM EXPECTATIONS AND STANDARDS**

We need to talk about performance expectations in each Section as they relate to diversity. We already know that each youth has a unique journey through Scouting. Adventures are started by asking youth about their individual interests and what challenges them.

All Scouting programs have performance-based components that we call badges. Let's recall what they are before we go on to discuss how these are impacted by inclusionary practices.

- Personal Achievement badges
- Outdoor Adventure Skills badges
- Personal Progression badges
- Canadian Path Link badge
- Top Section Award
- Amory Adventure Award
- World Scout Environment Award
- Religion in Life Award



BADGE	INCLUSIVE	RATIONALE
<b>Personal Achievement badges</b>	Yes	These give opportunities for the youth to select areas of interest, to work with a Scouter to set appropriate goals that challenge them at their level.
<b>Outdoor Adventure Skills badges</b>	Yes (where possible)	These are highly structured and sequentially developed levels of skills in nine areas. These are standardized and should be completed as indicated. Wherever possible, you should accommodate youth who wish to participate in outdoor activities with your Section. Help all youth work towards Outdoor Adventure Skills to the best of their ability.
<b>Personal Progression badge</b>	Yes	This badge is presented after a review of the individual youth's progression.
<b>Canadian Path Link badge</b>	Yes	One of the criteria of this badge suggests providing opportunities to visit other Scouting Sections. The other criteria are personalized to the youth. If linking didn't take place, the youth still receives the badge indicating a journey through one Section and onto the next.
<b>Top Section Award</b>	Yes	<p>There are four components of this badge.</p> <p>The first is a review of the Section journey. This is a personal reflection accomplished with the Section Leadership Team, including a Scouter. This part is inclusionary.</p> <p>The second is the completion of a specified number of Outdoor Adventure Skills. The youth can accomplish lower stages across many OAS badges, or many stages across fewer badges. These are not inclusive in that they are specific; they cannot be achieved simply by "best effort". However, no youth should be denied the Top Section Award because of a disability that prevents completion of a specific number of Outdoor Adventure Skills.</p> <p>The third component is a specified number of community service hours.</p> <p>The fourth component is a community-based project. This is discussed with the Scouter, who guides the youth to select a project that is personally challenging. This aspect is inclusionary.</p> <p>The approval of the Award is determined by the Section Leadership Team.</p>
<b>Amory Adventure Award (Venturer Scouts only)</b>	Yes	There are guidelines for length of time and report writing. However, the guidelines don't prohibit youth with disabilities. In selecting and planning an expedition, the Company could accommodate many disabilities.
<b>Scouts of the World Award</b>	Yes	This award is based on criteria from the World Organization of the Scout Movement and involves a formalized training event, volunteer service for up to 14 days and a report on the experience.
<b>World Scout Environment Award</b>	Yes	This is based on environmental activities and projects that are appropriately challenging to the ability of the youth.
<b>Religion in Life</b>	Maybe	Although the requirements are set by faith groups, they should be aware of any disabilities.
<b>Language Strips</b>	Yes	To be awarded a language strip, youth and Scouters must be sufficiently able to carry on a Scouting conversation at an age-appropriate level. There are no standards.
<b>Messengers of Peace</b>	Yes	This can be sought at all Scouting levels.



<sup>1</sup>Check out “Scouts Canada’s No One Left Behind program” on our YouTube channel.

### IT’S ABOUT ATTITUDE!

Scouts Canada wants to offer an environment that promotes diversity across Canada. As a Scouter, you are tasked with thinking positively, understanding that Scouting is all about a personal journey and therefore personal growth. We are not all alike, so the journey we have is not the same. There must also be an acknowledgment that there are some things that are beyond our range, but only when every option is exhausted!

Some families may feel that they cannot afford to take part in Scouting. Financial support is available through Scouts Canada’s No One Left Behind<sup>1</sup> program. You can begin a NOLB subsidy request by calling the NOLB support number (1-844-300-6652), or by emailing **NOLB@scouts.ca** to request an application form.

Challenge yourself and the other Scouters in your Section to **include everyone!**

### SOCIAL JUSTICE AND DIVERSITY POLICY

In keeping with our fundamental principles—Duty to God, Duty to Others, Duty to Self—Scouts Canada is committed to social justice including the promotion of gender and member diversity at all levels of the organization, both in its structures and programs and to the elimination of discrimination on the groups of race, gender, ethnicity, financial ability, sexual orientation, religion, disability or age. It is imperative that all programs and services reflect Scouts Canada’s commitment to social justice. Scouts Canada will make every effort to make its members and employee work force representative and reflective of the communities in which its services are provided.

- *By-law, Policies and Procedures, 1003*







# ADVENTURE

## OUTDOOR ADVENTURE SKILLS

Regardless of how big or small the adventures might seem, Scouts feel a sense of accomplishment and pride for having completed them and they have a great time doing them. More important, Scouts will develop in each of the SPICES by participating in a variety of adventures.

Young people join Scouts to have adventures. These adventures can be hiking in a local conservation area, sailing a boat across a lake, exploring their local community, or planning and executing a multiday trip across Baffin Island.

As part of The Canadian Path, Scouts Canada has developed a comprehensive Outdoor Adventure Skills<sup>1</sup> (OAS) program. Each Outdoor Adventure Skills pathway is divided into nine stages with a badge awarded for each stage. However, the purpose of the Outdoor Adventure Skills Program<sup>2</sup> is not the badge. Rather, the Outdoor Adventure Skills should be seen as tools to support the Plan-Do-Review cycle.

When planning an outdoor activity, Scouts can consider the competencies they currently have as well as new competencies they will need to acquire to take part in the planned activity. A quick check with the Outdoor Adventure Skills will help them plan.

As part of the planning, Scouts may decide to include specific skills into the activity. They may also prepare for the adventure by working on the skills in advance. During the outing, Scouts may reference specific Outdoor Adventure Skills and decide to develop other competencies that were not part of their original plan. It's entirely likely that an individual Scout will explore more than one set of skills at more than one stage during an outing.

When Scouts complete their adventure, they should review their experience by asking themselves, "What knowledge and skills do I have now that I did not have before?" They then can assess their new knowledge and skills against the appropriate Outdoor Adventure Skills competencies. When a list of competencies for a given Outdoor Adventure Skill has been completed, the Scouts are eligible for the badge associated with that stage of the particular Outdoor Adventure Skill.

The Outdoor Adventure Skills are designed as a progression to encourage Scouts to systematically increase their competency in the outdoor adventure pathways that interest them. This program is part of each Section's Top Award.

The Outdoor Adventure Skills program provides plenty of opportunity to incorporate SPICES for supporting Scouts' personal development in addition to the development of outdoor skills.

Outdoor adventures start long before the actual activity begins. Not only do the Scouts have to plan, but in order to safely and successfully complete any outdoor adventure, they need to be competent in various outdoor adventure pathways. Some of these pathway skills are general and are needed for all types of outdoor activity. Others are specialized and may only be used for specific types of adventures.



<sup>1</sup>Check out "Scouts Canada's Outdoor Adventure Skills" on our YouTube channel.



<sup>2</sup>Check out "Introduction to the Outdoor Adventure Skills" at **Canadianpath.ca**.



<sup>1</sup>Check out “Anatomy of Outdoor Adventure Skills” at [Canadianpath.ca](http://Canadianpath.ca).

The development of competencies in specific Outdoor Adventure Skills will allow Scouts to carry out a wide variety of Scouting activities in a safe and competent manner.

Mastering outdoor competencies fosters a sense of confidence. The Outdoor Adventure Skills also provide opportunities for senior Scouts to develop leadership skills by mentoring less experienced Scouts.

### CORE OUTDOOR ADVENTURE SKILLS<sup>1</sup>

Scouts Canada has identified these nine core Outdoor Adventure Skills:



Paddling



Aquatics



Emergency Aid



Winter Skills



Camping



Trail



Vertical Skills



Sailing



Scoutcraft

These nine skill areas have been chosen to provide a framework for an active and adventurous outdoor program offering fun, friendship and challenge. At the same time, Scouts Canada wants to promote healthy and active living by encouraging Scouts to challenge themselves physically and mentally through outdoor experiences.

Scouters should support youth in planning, tracking and reviewing their competencies. This will make sure each Scout achieves the Outdoor Adventure Skills Stage awards they decide to pursue.

### STAGES

Each Outdoor Adventure Skill pathway is organized into nine stages. Each stage builds on the previous stage and leads to the next. For example, the Paddling Outdoor Adventure Skills pathway includes the progressive competencies of knowing how to hold a paddle, how to size a paddle and how to correctly execute different strokes.

The stages are not aligned to any Section. While a Beaver Scout would naturally start at Stage 1 and move through the stages during his or her time in Scouting, a new



Information on specific Outdoor Adventure Skills can be found at [Canadianpath.ca](http://Canadianpath.ca).

Venturer Scout starting at age 15 with no Scouting experience would also be expected to start at Stage 1 and move up. The assumption is that the Venturer Scout would be able to quickly move to an appropriate stage for his or her ability and experience, while checking that he or she has the necessary foundational knowledge and skills. In other words, the Outdoor Adventure Skills present a progressive standard for all youth members.

The Outdoor Adventure Skills award for each stage indicates that a Scout has demonstrated a specific level of knowledge and ability in relation to that stage of that Outdoor Adventure Skill pathway. Outdoor Adventure Skills awards are not certifications. Scouts should not be prevented from participating in an outdoor activity because they are not at the same stage as others. Rather, the determination of whether a Scout should attend an outdoor activity should be based on whether the Scout has the skills required to safely take part.

The number of Outdoor Adventure Skills stages each Scout pursues will probably decrease as he or she progresses through the Sections. The stages are progressively challenging. It is likely that Scouts will choose to favour a few of the OAS pathways to become truly competent in those.

### **ASSESSING COMPETENCIES AND REQUIREMENTS**

Competencies need to be assessed. This can be done by the Scouter, a mentor, an external specialist or through a peer assessment (where one Scout assesses a less experienced Scout in a given Outdoor Adventure Skills pathway). When using peer assessment for Outdoor Adventure Skills, the Scout assessing must be two stages higher than the Scout being assessed. After the Scout has been peer assessed, the Scouter must be satisfied that the Scout has demonstrated the required competencies.

In keeping with the “learning by doing” aspect of the Scout Method, Outdoor Adventure Skills should be pursued and assessed in a practical manner as an active part of the program.

Outdoor Adventure Skill assessment hinges on the competency statements outlined for each stage that indicate the knowledge, skills and experience that the Scout must display at that stage. These competency statements are specific. They are not about “best effort.” Each Scout at a given stage must be able to demonstrate the skill, knowledge and experience indicated for that stage.

Outdoor Adventure Skill requirements are presented as competency statements: “I know how to . . .”, “I can . . .”, “I have . . .”, etc. The competency statements outline the knowledge, skills and experience that the Scout must display. It is expected that the Scouts will be able to actually demonstrate the competency described in the statement.

**OUTDOOR ADVENTURE SKILLS FAQ**

Still have questions? See the Outdoor Adventure Skills FAQ on the Canadian Path website.

Competency statements have corresponding skill requirements that will explain the knowledge, skills and experience that a Scout will be expected to display.

**SAFETY AND RISK MANAGEMENT**

Every Outdoor Adventure Skill stage will contain some activities that involve some risk. For this reason, the Outdoor Adventure Skill stages have safety competencies built into them. Awareness of safety and careful risk management should be a key part of the planning and execution of outdoor activities. All participants have a role to play in making sure that outings are safe. To this end, safety competencies are to be demonstrated by all Scouts regardless of their age, Section and level of experience.

Safety is one of the cornerstones of The Canadian Path.

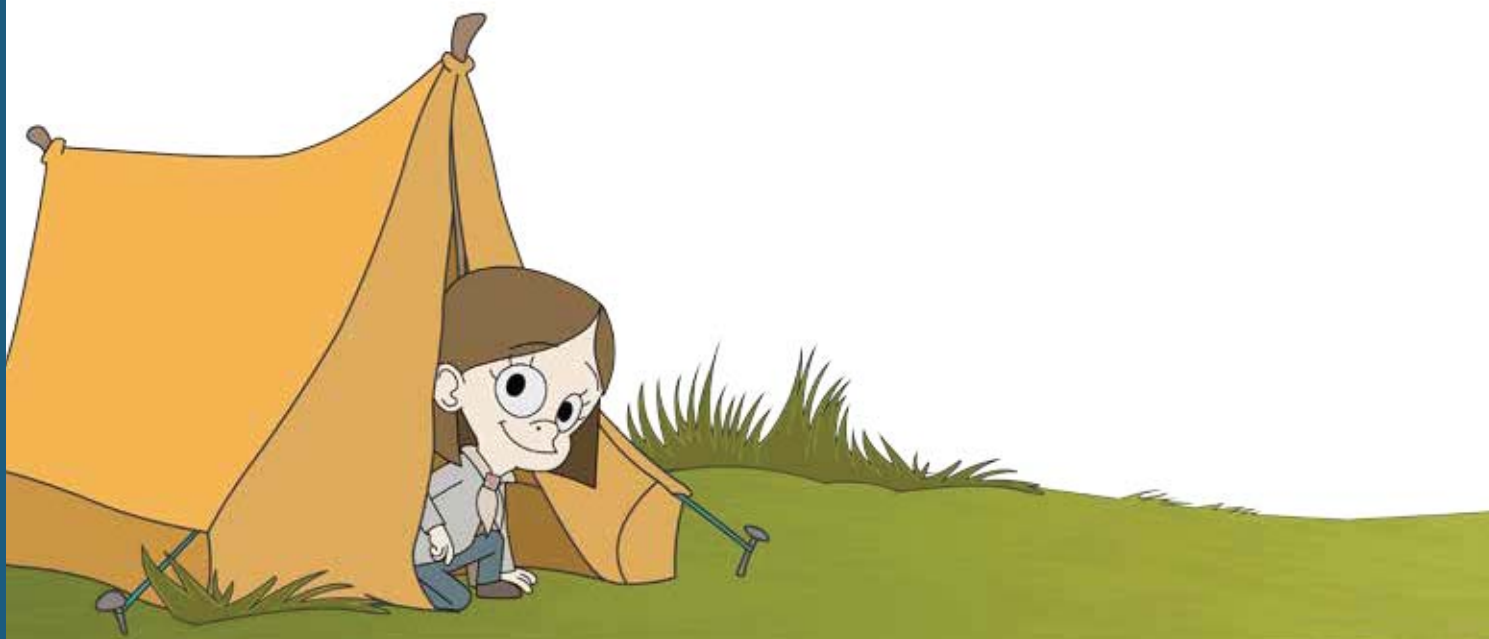
The basic question that we must answer is: “Are we doing things the Right Way in the Right Place at the Right Time with the Right People and the Right Equipment and the Right Training?”

If we can answer “yes” to each of the points above, we will have done our best to ensure the safety of our youth and Volunteer members.

**PRESENTING AWARDS**

Sections are encouraged to celebrate formally and present Outdoor Adventure Skill badges to recognize achievement in a timely manner. Badges are available at the Scout Shop.

For more information on badge presentation, see Chapter 10: “Ceremonies in The Canadian Path”.





## STEM WITHIN THE CANADIAN PATH



<sup>1</sup>Check out “Myth: STEM is its own program” on our YouTube channel.

### THE GOAL OF THE CANADIAN PATH STEM PROGRAM IS TO:

- Nurture interest in STEM fields
- Foster curiosity and imagination
- Increase youths' self-confidence in STEM fields
- Break the stereotypes that discourage youth from pursuing STEM careers
- Provide Scouters with resources that help them to integrate STEM into the program



STEM<sup>1</sup> refers to any field of study that relates to Science, Technology, Engineering and Mathematics. You have probably have already done some STEM activities in your Group: making a catapult, building different structures, learning about space, exploring different ecosystems, etc. STEM activities are a prominent part of The Canadian Path.

The Scout Method is a perfect vehicle to reach these goals. When applied to STEM fields of study, the fundamental Scouting principle of “learning by doing” allows youth to experiment with Science, Technology, Engineering and Math through hands-on projects. They gain rich experiences, understand how STEM is present in all aspects of life and feel empowered to have fun as they learn.

### YOUR ROLE AS A SCOUTER

As a Scouter, you have the opportunity to create a safe and fun environment for youth. The more fun youth have while doing the activities, the more they learn. It is also important to make sure our STEM projects allow youth to feel empowered. We do not want to recreate a science classroom. We are looking for rich experiences in which youth and Scouters learn together. Here is what you can do to facilitate youth learning:

- Present the youth with opportunities for doing fun and exciting STEM projects. You can do this by presenting STEM Trail Cards, introducing your youth to STEM projects you think they might be interested in, including opportunities for STEM-related outings in your program, exploring the STEM kits available at your **Scout Shop** or Scouting Service Centre and introducing a STEM dimension to an adventure the youth are already planning. For example, if you are planning a day hike, you can suggest youth create a log of plants and animals they expect to see on the way. If you are going on an overnight camp, you can suggest a design and engineering project to do at the camp.
- Guide youth through the process of discovery, design or engineering. Use helpful questions instead of giving them the answers right away.
- Create an environment in which youth can make choices and try different materials and strategies to solve problems. For example, you can provide a variety of materials for a construction project and ask youth to pick and choose what they think would work best.

Encourage youth to reflect on their learning to understand that what they are doing is in fact science and engineering. When youth are working on a construction project, you can ask them to think how they are actually using science and engineering concepts.

Help youth make real-life connections. You can do this by asking youth how they can use what they have learned and then complement the discussion with videos



or field trips that show them how the concept or the technology is being used to solve real problems. For example, if they are working on projects related to robotics, you can include videos or field trips on the uses of robotics in medical engineering, manufacturing or space exploration. Or if they decide to work on alternative sources of energy, you can find examples of communities that are using wind or solar energy creatively to reduce their carbon emissions.

You can find STEM Trail Cards online at [Canadianpath.ca](http://Canadianpath.ca).

### STEM AND THE FOUR ELEMENTS

As with any other experience on The Canadian Path, the Four Elements apply to STEM. Here are some ideas that can help you start thinking about STEM and the Four Elements of The Canadian Path.

YOUTH-LED	PLAN-DO-REVIEW	ADVENTURE	SPICES*
<p>Youth choose the activities and are involved in planning for them.</p> <p>They take charge of doing the activity and are allowed to make mistakes and learn from them.</p> <p>The role of the Scouters in planning is to encourage youth to think outside of the box and provide them with ideas (if needed).</p> <p>The role of the Scouters in doing the activity is to guide youth by asking questions and making sure they are thinking about what they are doing.</p>	<p><b>Planning</b> a STEM activity involves youth deciding what they want to do and then preparing for it.</p> <p>In <b>Doing</b> the activity, youth face a challenge and need to solve it.</p> <p>The <b>Review</b> process allows youth to reflect on their learning and to understand how they used Science, Engineering, Technology and Math to reach their goals.</p>	<p>An adventure can be directly focused on STEM.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Planning an overnight stay in an observatory</li> <li>• Designing and building a machine that runs on renewable energy</li> </ul> <p>STEM activities can be incorporated in seemingly unrelated adventures.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• A fish dissection activity after a fishing trip</li> <li>• Designing and building a model canoe or a personal floatation device in the process of planning for a canoeing trip</li> </ul>	<p>Working in groups allows youth to gain better <b>social</b> and leadership skills.</p> <p>STEM activities often encourage the development of fine motor skills through working with tools, an important part of youths' <b>physical</b> development. STEM adventures can also involve physically challenging wilderness exploration.</p> <p>The most obvious benefit of a STEM adventure is youths' <b>intellectual</b> development.</p> <p>Facing a challenge and trying to solve it individually or in a group helps youth strengthen in <b>character</b>, develop <b>emotionally</b> and discover his or her own capabilities.</p> <p>Connecting with nature and gaining a deep understanding of the world around them encourages youth to grow <b>spiritually</b>.</p>

\* Social, Physical, Intellectual, Character, Emotional and Spiritual development

### STEM AND THE PROGRAM AREAS

You have the opportunity to incorporate STEM projects and activities into all the Program Areas, and therefore provide youth with a well-rounded Scouting experience. Through hands-on experiments and in-depth discussions, youth learn how to do STEM activities and projects, become more informed consumers and practise to be the leaders of tomorrow.

The table below gives you some ideas on how to incorporate STEM into the different Program Areas. This is by no means a comprehensive list. It is just a summary of suggestions to get you started. As youth get more experience in planning their programs, they will probably come up with many more exciting ideas!

PROGRAM AREA	STEM CONCEPTS	SAMPLE PROJECTS
<b>ENVIRONMENT &amp; OUTDOORS</b>	Different life forms	Hike in the forest and observe different life forms in the ecosystem
	The impact of human actions on the environment	Calculate the amount of trash we produce and learn about recycling technologies
	The science and engineering of outdoor equipment	Design and build a personal floatation device
	Alternative sources of energy	Design and build a solar vehicle
<b>ACTIVE &amp; HEALTHY LIVING</b>	Impact of exercise on how our body functions	Measure heart rates after different types of exercise
	Science and chemistry of our food	Design menus for survival situations
	Science of hygiene	Use black light powders to model the spread of germs
<b>CREATIVE EXPRESSION</b>	Design and engineering projects that are based on youths' interests	Break something apart and use the parts to create something new
	Using technology for creative projects	Use technology to create a video about your recent camping trip
	Everyday uses of STEM in solving exciting problems	Design and build a tower or a bridge that can hold the heaviest weight using everyday materials

PROGRAM AREA	STEM CONCEPTS	SAMPLE PROJECTS
<b>CITIZENSHIP</b>	Community projects that use STEM to solve a problem or address a need	Organize a shoreline rehabilitation to combat erosion and protect a waterway
<b>BELIEFS &amp; VALUES</b>	How advances in science and technology impact our individual and social life	Decide on the rules for using technology in meetings and on camps
	Understanding and respecting people with disabilities	Design and build a device that makes life easier for people with a specific disability
<b>LEADERSHIP</b>	Any STEM activity in which youth take a leadership role in planning and implementing the project can be included in the Leadership Program Area	Plan an overnight stay at an observatory or science centre, or organize a STEM construction challenge night
	Learning about the work of Canadians who are leading advances in science and technology	Explore the contributions of Chris Hadfield to the field of space exploration



# WORLD SCOUTING

## WELCOME TO THE WIDE WORLD OF SCOUTING

Scouts Canada, together with l'Association des Scouts du Canada, is recognized by the World Organization of the Scout Movement. We are part of the Interamerican Region. Together, Scouts Canada and Scouts du Canada form the Canadian Contingents to World and Regional events.

### OVERVIEW

The World Organization of the Scout Movement (WOSM) is the largest international Scouting organization. WOSM has 161 members. These members are recognized National Scout organizations, which collectively have over 40 million participants. WOSM was established in 1922, and has its operational headquarters at Kuala Lumpur, Malaysia and its legal seat in Geneva, Switzerland. It is the counterpart of the World Association of Girl Guides and Girl Scouts (WAGGGS).

WOSM's current stated mission is "to contribute to the education of young people, through a value system based on the Scout Promise and Scout Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society." WOSM is organized into six regions and operates with a conference, committee and bureau.

The World Scout Jamboree is held roughly every four years under the auspices of the WOSM, with members of WAGGGS also invited. WOSM also organizes the World Scout Moot (a Jamboree for 17 to 26 year-olds) and has organized the World Scout Indaba, a gathering for Scouters.

WOSM is a non-governmental organization with Consultative Status with the United Nations Economic and Social Council (ECOSOC).

The World Scout Foundation (WSF) is an international non-profit institution based in Geneva, Switzerland. The WSF is governed by a separate Board of Governors. The stated mission of the organization is to develop World Scouting by the provision of financial and other support to help develop the World Organization of the Scout Movement. The Honorary President is His Majesty Carl XVI Gustaf, King of Sweden, who actively participates in the activities of the foundation.

The WSF is permanently investing capital donations from individuals, foundations, corporations, governments and from members of the Scout Movement. Nearly all of the earned profit from investments is donated to the WOSM. The Foundation also seeks non-capital donations to support specific World Scouting projects, such as the Gifts of Peace project. There is a Canadian Chapter of the WSF.

Within the ranks of donors to the WSF, there are several levels of recognition. The Baden-Powell Fellowship is the most prevalent level.

## ORGANIZATION AND GOVERNANCE

The World Scout Conference (WSC) is the governing body of WOSM and meets every three years, preceded by the World Scout Youth Forum (WSYF). The World Scout Conference is the general assembly of Scouting and is composed of six delegates from each of the member Scout associations. If a country has more than one association, the associations form a federation for coordination and world representation. The basis for recognition and membership in the World Scout Conference includes adherence to the aims and principles of the World Organization of the Scout Movement, and independence from political involvement on the part of each member association. Basic cooperative efforts are agreed upon at the World Scout Conference, and a plan of mutual coordination is adopted.

The World Scout Youth Forum provides an opportunity for young members of World Scouting to discuss and express their views on issues of interest to them. Through preparing inputs and making recommendations to the World Scout Conference and to the World Scout Committee, to which the Forum is linked, participants will develop the skills necessary to strengthen their capacity to take part in decision-making processes. The World Scout Youth Forum also elects six Youth Advisors (for three-year terms) that attend the World Scout Committee meetings. They have the right to speak at the meetings (Right of Voice), but are not Voting Members.

Each National Scout Organization is invited to send a delegation to the World Scout Youth Forum. Only individuals who are members of WOSM can be delegates to the World Scout Youth Forum. The participants must be between their 18th and 26th birthdays in the year of the Forum.

The World Scout Committee is the executive body of the World Scout Conference. It is composed of elected volunteers. It represents the World Scout Conference between the meetings of the full conference, and is responsible for the implementation of the resolutions of the World Scout Conference. The World Scout Committee acts on behalf of the World Scout Conference between its meetings. The Committee meets twice a year, usually in Geneva. Its Steering Committee (consisting of the Chairman, two Vice-Chairmen and the Secretary General) meets as needed.

The Committee has 14 members. Twelve members, each from a different country, are elected for three-year terms by the World Scout Conference. The members (elected without regard to their nationality) represent the interests of the movement as a whole, not those of their country. The Secretary General and the Treasurer of WOSM are ex-officio members of the Committee. The six chairs of the regional Scout committees participate in the World Scout Committee meetings in a consultative capacity.

Altogether, at each World Scout Committee meeting, there are twelve elected Voting Members, and in a consultative role: six elected Youth Representatives, six elected Chairs of the Regions, one appointed representative of the World Scout Foundation, the Treasurer and the Secretary General, for a total of 27 possible attendees.

The World Scout Bureau (WSB, formerly the International Bureau) is the secretariat that carries out the instructions of the World Scout Conference and the World Scout Committee. The WSB is administered by the Secretary General, who is supported by a small staff of technical resource personnel. The bureau staff helps associations improve and broaden their Scouting programs by training professionals and volunteers, establishing finance policies and money-raising techniques, improving community facilities and procedures, and assisting in marshaling the national resources of each country behind Scouting.

The staff also helps arrange global events (such as the World Scout Jamborees), encourages regional events, and acts as a liaison between the Scout Movement and other international organizations. A major effort in the emerging nations is the extension of the universal Good Turn into an organization-wide effort for community development.





World Scout Emblem

The World Scout Bureau was located in London (England) from 1920 to 1959, in Ottawa (Canada) from 1959 to 1968 and in Geneva (Switzerland) from 1968 to 2013. The operational arm was moved to Kuala Lumpur (Malaysia) in 2013, where it currently operates.

WOSM is organized around six regions with Support Centres staffed by World Bureau employees:

- Africa Region, with a Support Centre in Nairobi, Kenya
- Arab Region, with a Support Centre in Cairo, Egypt
- Asia-Pacific Region, with a Support Centre in Makati City, Philippines
- Eurasia Region, with a Support Centre in Kiev, Ukraine
- Europe Region, with Support Centres in Geneva, Switzerland and Brussels, Belgium
- Interamerican Region, with a Support Centre in Panama City, Republic of Panama

The WOSM membership badge is the World Scout Emblem, a purple, circular badge with a fleur-de-lis in the centre, surrounded by a piece of rope tied with a reef knot (also called a square knot). Baden-Powell first used the fleur-de-lis on a badge awarded to British Army scouts and subsequently adopted and modified the badge for Scouting. The arrowhead represents the North point on a compass, and is intended to point Scouts on the path to service and unity. The three points on the fleur-de-lis represent service to others, duty to God and obedience to the Scout Law. The two five-point stars stand for truth and knowledge, with the ten points representing the ten points of the Scout Law. The bond at the base of the fleur-de-lis symbolizes the family of Scouting. The encircling rope symbolizes the unity and family of the World Scout Movement.

Scouting operates permanent International Scout Centres around the world. One of the oldest and most famous is the Kandersteg International Scout Centre (KISC) in Switzerland. Others include Castle Saunderson International Scout Centre in Ireland, Cairo International Scout Centre in Egypt, Rustavi International Scout Centre in Georgia and Zeewolde International Scout Centre in the Netherlands.

**[scout.org](https://scout.org)**

**[scout.org/interamerica](https://scout.org/interamerica)**

**[worldscoutfoundation.org](https://worldscoutfoundation.org)**



# SPIRITUALITY

## SPIRITUALITY IN THE CANADIAN PATH

### WHAT IS SPIRITUALITY IN SCOUTING?

**Spirituality** is recognizing that you are part of a larger reality, something bigger than yourself. Spirituality is exploring the connection between your own sense of being and a larger spiritual reality. It is investigating the deepest values and meanings by which people choose to live their lives as individuals and within groups. It is exploring the challenging questions of life within the context of that larger reality.

The larger reality could include (but is not limited to) a relationship with:

- God, Allah, Jehovah, Heavenly Father, Supreme Being, etc.
- The eightfold path of Buddhism
- The dharma of Hinduism
- A Higher Power
- A connection with nature and the earth, or with the whole world community

### DUTY TO GOD

Scouts Canada welcomes into membership all those whose faith traditions, spiritual expressions or personal value systems align with the Scout Law; who wish to explore, through the adventures of Scouting, their part in a larger reality; and who are committed to respecting the spiritual choices of others.

Duty to God is a commitment to living the spirit of the Scout Law in recognition that we are part of a reality beyond self and beyond the present moment.

### HOW DO WE INTEGRATE DUTY TO GOD AND SPIRITUALITY IN SCOUTING?

The Beliefs & Values Program Area provides the opportunity to focus on Duty to God. Through planning a balanced program and in reviewing activities across all Program Areas, youth will have opportunities to discuss and develop in their beliefs and values, their respect for the beliefs and values of others, and their sense that they are part of something greater.

In addition, keep the Internal Compass in mind as you plan your program. The four points on the Internal Compass can be part of all your activities:



### IDEAS FOR REFLECTIVE MOMENTS

- Each Scout is invited to name one thing for which he or she is thankful.
- Pick one item from the Section Law and ask how that has been part of the week or the adventure. "How has each of you helped family and friends this week?" Or, "Were we wise in the use of our resources on this adventure?"
- Everyone takes three slow, deep breaths. While doing so, each Scout thinks about what was most significant, interesting or fun in the adventure.
- Ask, "What do you wish for the earth today?" Once a few wishes have been named, slowly take ten steps (in place or walking around the meeting hall). With each step, imagine stepping that wish into the earth.
- Turn to each of the four directions. Stop at each direction and ask, "What does this direction remind you about what has happened today?" Or ask a different question with each direction:  
**North:** "What good deed did you do today?"  
**East:** "What good deed did someone do for you today?"  
**South:** "What is a goal you want to accomplish this week?"  
**West:** "What are you thankful for today?"

### USING THE INTERNAL COMPASS

- **Naming Gratitude:** A Scout experiences and names gratitude for the many gifts of nature and of the human community.  
 Example: A Pack Scouter ends the meeting by inviting each Cub Scout to name one thing for which she or he is thankful.
- **Experiencing Service:** A Scout expresses gratitude and learns more about his or her part in a larger spiritual and human reality through service to others.  
 Example: A Venturer Scout Company spends time visiting in a nursing home, playing board games and engaging in conversation with the residents.
- **Stopping for Reflection:** A Scout pauses to reflect upon the Law, Promise and Motto as well as his or her role in relation to a larger reality through prayer, worship, thanks, meditation and conversation.  
 Example: A Scout Troop pauses at the base of a mountain after completing its hike. The Scouts recite the Promise together. They stand still for a moment of silence, and then each of the Scouts offers one word to describe how he or she is feeling at that moment. At the next meeting, there is further reflection on the experience, and youth raise questions and offer comments about how this experience impacts their understanding of their role in the world. One of the Scouts shares a story from his or her faith tradition about climbing a mountain. Another offers a quotation from Baden-Powell that fits their experience. Another youth offers a prayer to close the discussion about their "mountaintop experience".
- **Welcoming Wonder:** A Scout wonders at the intricate beauty, diversity and complexity of both nature and humanity.  
 Example: Out on a walk with a Beaver Scout Lodge, a Scouter invites the Beaver Scouts to pause for a moment and listen very quietly, then to share what they have heard, encouraging them to wonder about what made the sounds they have heard and to delight in the joy of hearing those sounds.

### USING THE INTERNAL COMPASS FOR REVIEW IN PLAN-DO-REVIEW

At the end of an adventure, the Internal Compass can be used to help review the experience.

- **Naming Gratitude:** When you think of this (camp), what are you thankful for? Who are you thankful for?
- **Experiencing Service:** During this (activity), how you we help each other? How did you help the earth?
- **Stopping for Reflection:** Ask questions that focus on specific lessons of the activity, such as "What did you learn about packing?" or "Is there any food you wish you'd brought or not brought?"
- **Welcoming Wonder:** I wonder what you enjoyed, noticed, were challenged by, succeed at during this (trip).

### SCOUTS' OWN—A BASIC FRAMEWORK

The Scouts' Own (Beaver Scouts' Own, Cub Scouts' Own, etc.) is a short service that allows us to reflect upon who we are as Scouts, and the core beliefs and values that shape who we are and what we do. It may be used as part of a campfire, a sleepover or camping trip, to end a meeting, or in any program to provide a pause for reflection.

The same framework can be adapted for use in all Sections. For a Beaver Scouts' Own or Cub Scouts' Own, use age-appropriate language, stories and songs. Keep the Scouts' Own time short. Scouters will need to provide guidance and support to Beaver Scouts and Cub Scouts.

It is important we remember to include the Promise and Law, but after that please adapt the framework as you wish. In good Scouting fashion, involve a team of youth in planning and leading the Scouts' Own, if possible.

<b>Welcome</b>	<i>To end this evening, we are going to share a Scouts' Own.</i> <i>I invite you to get ready to think about who we are as Scouts.</i> <i>We have had a fun evening. Now it is time to think about what Scouting means to us.</i>
<b>Opening Prayer or Reflection</b>	Choose an opening prayer or words of reflection connected with your adventure, theme, story or reading.
<b>Scout Promise and Motto</b>	Please stand and make the Scout Salute and join me in saying the Scout Promise. ( <i>Say Promise.</i> ) And what is our Motto? ( <i>Say Motto.</i> )
<b>Scout Law</b>	Please listen as I say the Scout Law, and think about how you live this every day. ( <i>Say Law.</i> )
<b>Song</b>	Choose a song that fits the theme and the reflective spirit of the Scouts' Own. It might be one to sing together or one to which everyone listens. Make a few comments about why you have chosen this song.
<b>Reading or Story or Quotation</b>	Share what you have chosen and what it means to you. If you wish, invite a discussion or response to what you have shared.
<b>One or more Songs, Poems or Sayings</b>	Additional songs, poems, readings or sayings may be added.
<b>What are you thankful for this evening?</b>	<i>We're going to go around the group and I'm going to invite each person to say one thing for which he or she is thankful at this moment. Please remember to give a respectful answer as part of this Scouts' Own.</i> (Go around the group and give each person a turn.)
<b>Closing Words</b>	Choose a closing prayer, words of blessing, quotation or poem to send the Scouts on their way.



# CEREMONIES

## CEREMONIES IN THE CANADIAN PATH

In Scouting, ceremonies play an important part in our programs. Ceremonies help us to celebrate achievements, and they add significance and meaning to our adventures. They connect us with the worldwide Scouting movement. Scouting ceremonies incorporate the Four Elements of The Canadian Path.

Ceremonies provide opportunities:

- To reflect the symbolic framework of each particular Scouting Section
- To present the purposes of Scouting in a dramatic, memorable and lasting manner
- To provide youth with a sense of belonging as they learn and participate in the ceremonies
- To focus attention on the accomplishments of youth and their personal progression as well as the accomplishments of the entire Section
- To establish a regular pattern of marking progression and recognizing achievements
- To clearly mark beginnings, closings and transitions within meetings, within Sections and between Sections
- To create anticipation of upcoming adventures

### WHEN PLANNING A CEREMONY

Remember to keep ceremonies simple so that there won't be too much for the youth or Scouters to memorize. Many Sections and Groups have evolved their own particular way of doing things, but it is important to make sure that any ceremony does not become complex, overlong or intimidating for those involved.

Have the Section Leadership Team plan the ceremony using the Plan-Do-Review process and include as many youth as possible in carrying out the ceremony.

Ceremonies take planning and effort. The Section Leadership Team needs to take time to map out what will happen, check that all necessary items (such as badges and neckers) are on hand and rehearse.

Hold ceremonies outdoors, if at all possible, to add to the significance of the occasion.

Well done ceremonies help youth celebrate their achievements and feel a sense of pride in belonging to the Scout Movement!

**BASIC CEREMONIAL FORMATIONS**

Each Section has a basic formation for all ceremonies.

- **Beaver Scouts:** Riverbanks (two lines on either side of an imaginary river)
- **Cub Scouts:** the Pack Circle
- **Scouts, Venturer Scouts and Rover Scouts:** the Horseshoe formation

**RUNNING A CEREMONY**

The specific requirements and ideas for the ceremonies of each Section can be found in the chapter for that Section. They are presented in the following format:

- **Introduction:** Each ceremony will first be introduced and the purpose clearly explained so that youth and Scouters can understand the importance of the ceremony.
- **Requirements:** The required elements of the ceremony will be clearly defined. These are the points that must be included in the ceremony in order to ensure continuity in the program across Scouts Canada. We want those youth who move to Groups in other parts of Canada to fit in and immediately recognize what is going on.
- **Procedure:** The general way the ceremony should be carried out will be described. The outlined procedure should be consistent in every Group across the country.
- **Creative Examples:** Some suggestions are provided in the Section material, and more suggestions will be found online. Youth and Scouters are free to run their ceremonies creatively, as long as the basic procedure is followed.

**THE BASIC CEREMONIES**

The ceremonies that are part of the Scout program, and are found in some form in all Sections, are:

- Opening of Meeting Ceremony
- Closing of Meeting Ceremony
- Badge Presentation Ceremony
- Investiture Ceremony
- Formal Campfire
- Moving-up Ceremony
- Top Section Award Ceremony

In addition, some Sections will have ceremonies specific to that Section.

**OPENING CEREMONY**

The Opening Ceremony is used at the beginning of weekly meetings. It can also be used to signal the beginning of any gathering of the Section, such as at a camp or hike. Beaver Scouts and Cub Scouts have elaborate opening ceremonies. Scouts, Venturer Scouts and Rover Scouts have simple ceremonies. It is important to have some form of opening ceremony for all Sections. It supports the transition into the Scouting meeting or activities from whatever the youth were previously doing.

When all Sections have gathered together for an event, it is helpful to have each Section present its opening in turn, beginning with the Beaver Scouts and moving through to Rover Scouts.



### **CLOSING CEREMONY**

The Closing Ceremony is used at the end of each weekly meeting. It can also be used to signal the conclusion of any camp or activity. Beaver Scouts and Cub Scouts have elaborate closing ceremonies. Scouts, Venturer Scouts and Rover Scouts have simple closing ceremonies. It is important to have some form of closing for all Sections to mark the conclusion of the meeting or activity. It is an opportune time to remind youth of what they have planned for the next week and to share any information that will be helpful to youth, parents and guardians.

When all Sections have gathered together, it is best to conclude the gathering with each Section presenting its closing in turn.

### **BADGE PRESENTATION CEREMONY**

The badges of The Canadian Path are used to celebrate the personal journey of youth in Scouting. They mark the milestones of the journey and celebrate youth achievements. Taking time to present badges reminds us to stop and celebrate each youth's accomplishments.

Badges are presented to youth who have completed the Plan-Do-Review process for that badge and who are ready to receive the badge to mark their achievement. Badge presentations typically take place during the Closing Ceremony, once youth and Scouters have gathered in their ceremonial formation and just prior to the closing of the meeting. Youth may be invited to offer a few sentences about what they did to achieve the badge. This is not the time for a long presentation, but just a few words to celebrate the accomplishment and to inspire other youth. Badges are presented by the Section Youth Leadership Team, Troop Leader, Company Leader, Crew Leader or a Scouter. Invite parents to attend and add to the significance of the ceremony.

### **INVESTITURE CEREMONY**

The Investiture Ceremony is a very important part of the Scouting tradition. In this ceremony, returning youth and Scouters reaffirm their Scouting Promise and their commitment to Baden-Powell's vision, while the new youth and Scouters have the excitement of making their Promise for the very first time. It is an opportune time to share, in an age-appropriate way, Baden-Powell's original vision of Scouting and to show how that vision continues to be lived out in Scouts Canada programs. New youth and Volunteer-ready Scouters are welcomed into the program and presented with their neckers, woggles and identifying Group, Area and Council crests. Beaver Scouts receive the appropriate colour of tail. Cub Scouts receive their Runner, Tracker or Howler "whiskers" (woggle). Invite parents to attend to add to the significance of the ceremony.



### FORMAL CAMPFIRE

A formal campfire is both a magical and a very solemn occasion, experienced in all Sections of Scouting. It follows a traditional pattern of songs, skits, cheers and stories. A non-formal campfire includes many of these same elements, but in a more relaxed format. The focus should be on the ceremony and the wonder of the occasion.

Ideas for songs, skits and cheers are available at [wiki.scouts.ca/en/Campfire](http://wiki.scouts.ca/en/Campfire).

### MOVING-UP CEREMONY

This essential ceremony celebrates the youth journey into the next Section on The Canadian Path. The ceremony is typically held in the spring. Parents should be invited to attend, and gifts of special significance can be presented, such as a compass to the Beaver Scouts who are moving up to Cub Scouts. If possible, hold the ceremony with all Sections of your Group present so that the Beaver Scouts move up to Cubs Scouts, the Cub Scouts to Scouts, Scouts to Venturer Scouts and Venturer Scouts to Rover Scouts. This reminds the youth and Scouters that they are part of a movement much bigger than their own Sections. If you have no youth from a particular Section in your Group, consider inviting some from a neighbouring Group in your Area or Council.

### TOP SECTION AWARD PRESENTATION CEREMONY

As the culmination of their experiences in each Section, youth have the opportunity to challenge themselves to complete the Top Section Award. The presentation of these awards should hold special significance and celebrate the hard work and achievement of the youth. Invite parents to attend to add to the significance of the ceremony.



# VOCATIONAL SCOUTING AND SEA SCOUTING

## VOCATIONAL SCOUTING AND THE CANADIAN PATH

Within Scouts Canada, there has been a tradition of Scouting Groups and Sections (especially older Sections) forming around particular vocations. For example, you will find “MedVents”, who are focused on developing first aid and emergency response skills with an eye to future medical training, or you might meet “Police Rovers” who are developing skills with a focus on law enforcement as a vocation.

The expectation is that all Sections with a vocational focus will engage the whole Canadian Path. This provides new opportunities for these vocational Sections, as it does for every Section within Scouts Canada.

### Vocational Scouts will:

- Use the **Four Elements** (Adventure, Youth-led, Plan-Do-Review and SPICES) as the basis for their programming.
- Engage all **six Program Areas** in planning for their program.
- Follow the **personal progression** for their Section, earning the Personal Progression badges. For example, MedVents will fulfill six goals, one in each of the Program Areas, to move from the Trailhead to the Tree Line, another six to move to the Snow Line and another six to move to the Summit. These goals may have a medical or first aid focus, but the Venturer Scout is also welcome to expand these goals beyond the Company’s vocational field.
- Choose **Outdoor Adventure Skills** that fit with their particular vocational focus while knowing they have the option to challenge themselves in all Outdoor Adventure Skills areas. For example, MedVents may focus on achieving Stage 9 in Emergency Aid, while also engaging Scoutcraft, Trail and Aquatics to round out their skills, especially for wilderness situations. Individual youth within the Section choose other Outdoor Adventure Skills to fit with their own interests and desire for personal challenge.
- Work toward the **Top Section Award**, possibly choosing a project for the award that connects with the vocational focus.
- Be able to make choices about what their own personal progression through The Canadian Path will be, focusing on the particular vocational bent.

## SEA SCOUTING

Within Scouting in Canada, there has been a tradition of Sea Scouting Groups who have focused their Scouting experience around skills and activities related to being on the water.

The expectation is that all Sea Scout Sections will engage the whole Canadian Path. The Canadian Path allows for these Groups to continue their particular love and focus on the water, while also providing new opportunities within Scouts Canada.

### Sea Scouts will

- Use the **Four Elements** (Adventure, Youth-led, Plan-Do-Review and SPICES) as the basis for their programming.
- Engage all **six Program Areas** in planning for their program.
- Follow the **personal progression** for their Section, earning the Personal Progression badges. For example, Sea Scouts will progress through challenges that take them from Pioneer to Voyageur to Pathfinder to Trailblazer, following the journey outlined in the Scouting program.
- Choose to undertake adventures that have a boating focus, but Scouts are also welcome to expand these challenges beyond the particular Sea Scouting focus, if they wish.
- Choose **Outdoor Adventure Skills** that fit with their particular vocational focus while knowing that they have the option to challenge themselves in all Outdoor Adventure Skills areas.
- Work toward the **Top Section Award**, possibly choosing a project for the award that connects with Sea Scouting.



## BEAVER SCOUTS—WELCOME TO THE POND



Beaver Scouting is for youth ages 5 to 7 years of age. It is Scouts Canada's youngest Section.

### The Canadian Path

The Canadian Path involves:

- A non-formal approach to learning
- The seven components of the Scout Method
- The Four Elements (Youth-led, Plan-Do-Review, Adventure and SPICES)
- A Balanced Program in six Program Areas: Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression and Beliefs & Values
- A Personal Journey of growth

### The Canadian Path and the Beaver Scout Program

#### 1. NON-FORMAL APPROACH TO LEARNING

Beaver Scouts experience non-formal learning by developing skills and acquiring knowledge through youth-led adventures. Beaver Scout activities are engaging, enjoyable, hands-on experiences that don't feel like homework. It's all about learning by doing, learning from mistakes and trying new things within a safe and supportive situation.

#### 2. SEVEN COMPONENTS OF THE SCOUT METHOD FOR BEAVER SCOUTS

- Beaver Scout Law and Promise
- Learning by Doing
- The Team System (Lodges)
- A Symbolic Framework: The Pond
- Nature
- Personal Progression (tracked on the Pond Map)
- Volunteer Support from Colony Scouters



Ringtail's Hollow  
(Environment & Outdoors)



Malak's Maple (Leadership)



Rusty's Meadow  
(Active & Healthy Living)



Big Brown Beaver's Lodge  
(Citizenship)



Rascal's River  
(Creative Expression)



Rainbow's Reflections  
(Beliefs & Values)

### 3. THE FOUR ELEMENTS

The following four Canadian Path elements are essential to the Beaver Scout Colony:

**Youth-led:** Beaver Scouts decide on the Scouting adventures they will do, supported by their Scouters. Beaver Scouts learn to generate ideas for adventures within their Lodges. The Colony Leadership Team, which is made up of senior Beaver Scouts, sorts the ideas and makes plans for taking these adventures to the Colony for final selection. While Beaver Scouts need significant support and mentorship from their Scouters in planning and leading safe and enjoyable adventures, the more opportunities they are given for youth leadership and planning, the better the program will be as they make it their own.

**Adventure:** Beaver Scouts will have many ideas about the adventures with which they want to challenge themselves. It is all about trying things for the first time in a safe and supportive environment. It is all about taking old ideas in new directions.

**Plan-Do-Review:** Adventures in the Beaver Scout program are guided by a three-step process. An adventure includes all three parts in order to make it something that youth will remember and upon which they will build.

**SPICES:** Social, Physical, Intellectual, Character, Emotional and Spiritual are the six dimensions of personal development that Beaver Scouts explore and develop through their adventures. The development in one or more of these dimensions is revealed and strengthened through the review process.

### 4. A BALANCED PROGRAM IN SIX PROGRAM AREAS<sup>1</sup>

Beaver Scouts explore and have adventures in the forest around the pond. In their adventures, they visit all of the places on their Beaver Scout map. These include the six Program Areas, as well as other experiences.

There are Six Program Areas: Ringtail's Hollow (Environment & Outdoors), Malak's Maple (Leadership), Rusty's Meadow (Active & Healthy Living), Big Brown Beaver's Lodge (Citizenship), Rascal's River (Creative Expression) and Rainbow's Reflections (Beliefs & Values).

Other places on the map used to track adventures are: Echo's Mountains (Outdoor Adventure Skills), Hawkeye's Campfire (ceremonies and reflection time), Tic Tac's Camp (camps and sleepovers), Northern Lights (Quest) and Akela's Jungle (linking with other Sections).



<sup>1</sup> Check out the Beaver Scout Section Demo Kit at [Canadianpath.ca](http://Canadianpath.ca).

## 5. A PERSONAL JOURNEY OF GROWTH

The learning and development of each Beaver Scout will be unique. Each adventure the Beaver Scout engages will contribute to his or her personal progression and growth. There are many ways to encourage and celebrate the individual journey of each Beaver Scout, such as through the use of the Pond Map, tails, badges, Year-end Review and the Top Section Award.

### The Pond: The Beaver Scout Symbolic Framework

The diverse Canadian landscape and its flora and fauna provide the basis for the symbolic framework for Beaver Scouts, with an emphasis on the beaver, its pond and the surrounding forest. We invite the imagination of both Beaver Scouts and Scouters to create this symbolic framework.

Here's what happens:

Beavers Scouts explore and have adventures in the forest around the pond. In Lodges, and as part of the Colony, Beavers plan adventures that will take them to all of the Program Areas (and more) laid out on their Pond Map.

As they engage the adventures they have planned, the Beaver Scouts learn about their world. Along the way, they face challenges (such as the Outdoor Adventure Skills); explore their own ideas, skills, and creativity (through the Program Areas and through Personal Achievement badges); and help family and friends as they live their Scouting Law, Promise and Motto.

Beaver Scouts are guided in their explorations by the Friends of the Forest (Scouters)—the forest animals who bring new ideas, new perspectives and wisdom with which to explore the forest, the pond and beyond. Beaver Scouts and Colony Scouters join in sharing ideas and adventures.

As they take increasing leadership in exploring the forest and the pond alongside their Scouters, Beaver Scouts engage all aspects of Scouting through the Four Elements and the Scout Method. To show what they have achieved, Beaver Scouts undertake a Northern Lights Quest in the second half of their White Tail year, completing a significant and personally meaningful project that makes a contribution to the community in order to work toward the North Star Award. Then, having had fun and worked hard, the Beaver Scouts are ready to swim up to the Cub Scout Pack and explore the world beyond the forest and the pond.



North Star Award

The North Star Award is the Top Section Award for a Beaver Scout. Work for this award is undertaken during the year before the youth moves to Cub Scouts. In Beaver Scouts, the work toward this award is undertaken through the Northern Lights Quest. The White Tails work on this award as a team, and most, if not all, will receive this award if they participate.



**Beaver Scout Promise**

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

**Beaver Scout Law**

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

**Beaver Scout Motto**

Sharing, Sharing, Sharing



<sup>1</sup>Check out the “How can your Colony have successful Lodges?” Scouters’ Tip at [Canadianpath.ca](http://Canadianpath.ca).

## Beaver Scout Basics

**LODGES<sup>1</sup>**

Beaver Scouts gather in Lodges, which are small groups of six to eight Beaver Scouts of various ages. It is important that each Lodge is made up of a mixture of White Tails, Blue Tails and Brown Tails (first, second and third-year Beaver Scouts), as well as a mixture of those who are experienced Beaver Scouts and those who are new to Beaver Scouting. Each Lodge decides its own name and symbol.

**FORMING LODGES**

When forming new Lodges, engage the whole Colony in making some of the decisions. Talk about the need for balancing the numbers of White Tails, Blue Tails and Brown Tails in each Lodge. Talk about things that are important to keep in mind: friends need to have the opportunity to be in the same Lodge if they wish; siblings may or may not want to be in the same Lodge. Talk about the idea that the Lodge members will need to be able to work well together on the Plan-Do-Review for adventures. Scouters need to keep in mind other needs that may influence good matches of youth in Lodges. If your practice is to change Lodges each year, these are important considerations. If you maintain the Lodges from year to year, the Colony Leadership Team could work with a Scouter to place the new Beaver Scouts in Lodges. The considerations are still the same. Lodges, once assigned, should still be flexible. During the year, some Beaver Scouts may need or appreciate a change in Lodge.

- Several Lodges come together to form a **Colony**.
- The place where the Colony meets is called a **Pond**.
- Children who participate in the Colony are known as **Beaver Scouts**. Volunteers and older youth mentors are known as **Scouters** and are given Friends of the Forest names.
- Sometimes the Colony divides into **Tail Groups**. A Tail Group is made up of youth from the same age or grade.
- Kindergarten Beaver Scouts are **Brown Tails** (age 5 by Dec. 31st).
- Grade One Beaver Scouts are **Blue Tails**.
- Grade Two Beaver Scouts are **White Tails**.



**Idea #1**

Invite the Beaver Scouts to help in forming the Lodges. Let them know that the Scouters will work with their ideas to finalize the Lodges by next week. Have the White Tails gather in one spot, the Blue Tails in another and the Brown Tails in another. Invite them to find one or two other youth who they think they would get along with. If there is a youth who is not included, a Scouter can help introduce him or her to the other Beaver Scouts of the Tail Group, or ask if he or she has a friend in another Tail Group who he or she would like to join. Next, invite each of these partners to find two more sets of partners who they think they'd work well with on adventures. Tell them that they need to find these other two sets of partners from each of the Tail Groups, so that in the end there is a White Tail set, a Blue Tail set and a Brown Tail set. Write down the names of those who have formed each of these groups. Thank the Beaver Scouts for being part of this. Take seriously these groups that were formed, and modify them only if absolutely necessary to address individual needs of the Beaver Scouts.

**Idea #2**

Invite the Beaver Scouts to share the names of one or two friends they have in the Colony when they register or on the first night. Scouters use this information (as well as the information they have about individual needs) to create the Lodges. The first time the Lodges are gathered, Beaver Scouts have the option of talking to a Scouter if they would prefer to be in a different Lodge. This should be handled respectfully.



### IDEAS FOR SELECTING LODGE NAMES

The Section Leadership Team can have fun deciding how the Lodge names will be chosen each year. Here are some ideas to get you started:

- Choose a theme for the year such as wild cats, animals from your province, birds or bears, and have each Lodge choose within that category.
- Give each Lodge four or five possibilities from which to choose.
- Have each Lodge choose an animal and then come as a group into the centre. Each Lodge shouts out the name of its animal, with all Lodges shouting at the same time. If two Lodges have chosen the same animal, then they need to go back and decide on a new one. Then all come back and shout out the new choice. This continues until each Lodge has its own animal.

### LODGE NAMES

Lodge names come from animals, following the tradition started by Lord Baden-Powell at the first Scout camp on Brownsea Island. A new Lodge animal may be chosen each year by the Beaver Scouts in each Lodge. Lodge patches may be purchased at the Scout Shop or made by the Beaver Scouts. They are worn on the right pocket.

### COLONY LEADERSHIP TEAM

The Colony Leadership Team includes all of the White Tails in the Colony. In Colonies with few White Tails, some or all of the Blue Tails could be invited to join the Colony Leadership Team as well. This team takes an active role in making decisions for the Colony.

### THE BEAVER SCOUT SALUTE

The Beaver Scout Salute is used when saying the Beaver Scout Promise. It is done with the right hand while saying the promise, and with both hands (elbows bent and hands raised to shoulder height) during the Opening Ceremony. To make the salute: two fingers are raised as if making a peace sign, but with bent fingers. These represent the front teeth of the beaver. The same salute, made with one hand fully raised in the air, can be used to signal for the Beaver Scouts and Scouters to quiet themselves in order to listen to instructions. When one person makes this salute for quiet, everyone responds with the same salute while sitting or standing quietly.

### THE CHOPPING POSITION

The Chopping Position is used in the Opening Ceremony. The Beaver Scout crouches down, feet on the floor, with elbows at the knees, forearms straight up and both hands in the Beaver Scout Salute. This position represents the beaver resting its front paws on the tree stump after cutting down a tree.

### THE CAMPFIRE POSITION

The Campfire Position is sitting down cross-legged and ready to listen. When “Campfire Position” is called, all Beaver Scouts and Scouters sit cross-legged (this can be adapted for those for whom this position is difficult) and look toward the speaker.

### RIVERBANKS

Riverbanks is the formation used for Beaver Scout ceremonies. It is two straight lines (more or less) formed facing each other.

### BUILD A DAM

“Build a Dam” is the call for Beaver Scouts to form a circle for a game or activity.

Here are some ideas for a quiet, reflective time to end the Beaver Scout meeting or activity:

One of the Scouters can offer one or two “I wonder...” statements based on the Beaver Scout Law and Promise, followed by a moment of silence after each. “I wonder how we have worked together tonight.” “I wonder how we have helped take care of the world.” “I wonder how we have shared.”

Each Beaver Scout and Scouter is invited to name one thing for which he or she is thankful.

A prayer learned and repeated together as a Colony (as appropriate to the context and age group) could be used to conclude each meeting. Children of this age love repetition and can become actively involved in saying the prayer when it is used each week.

To share a moment of silence with Beavers, accept that it won't be perfectly quiet. Model the attitude and behaviour you want. Secondly, set the moment with a question or comment such as, “I've enjoyed being together as a Beaver Scout Colony tonight and I'm thankful for the Beaver Scouts and Scouters who worked together to make this evening happen. Let's take three slow deep breaths and while we're taking those breaths, let's think about what we are thankful for tonight.”



<sup>1</sup>Check out Planning Template for Beaver Scouts at [Canadianpath.ca](http://Canadianpath.ca).

### BEAVER SCOUT HANDSHAKE

The Beaver Scout Handshake is the same handshake as used by all Scouting members. Scouts shake with the left hand as a symbol of peace.

### BEAVER SCOUT TAIL SLAP

The Beaver Scout Tail Slap is used to signal the beginning or ending of a ceremony. It is performed by clapping the hands together behind the back or by slapping one hand on the floor.

### BIG BROWN BEAVER

Big Brown Beaver is the large beaver mascot placed in the centre of the river during ceremonies. “Big Brown Beaver” is reserved as a name for the mascot rather than being used for a Scouter. Other Scouter names are in the Friends of Forest list.

## Colony Structure and Planning

### YOUTH LEADERSHIP WITHIN THE LODGE AND COLONY<sup>1</sup>

On The Canadian Path, the youth are the leaders and the Scouters are the mentors. Beaver Scouts is where youth first learn about leadership. In the Beaver Scout Section, Scouters provide a great deal of mentoring, encouragement, guidance and support for youth leadership. Within the Beaver Scout Section, it often works best to relate this leadership to the Tail Groups.

Here is an idea of how this might work:

- **Brown Tails** are exploring the program for the first time and learning about the Beaver Scout program as well as Scouting in general. They could be partnered with a Blue Tail or White Tail for a single event.
- **Blue Tails** gradually take on more leadership in their Lodges through the year. During the fall, the White Tails work with Blue Tail partners to take attendance, organize materials, lead the Lodge in a game and so on. All Blue Tails in a Lodge get a turn (this can change week by week or month by month) to partner with a White Tail in this role. In January, after the White Tails begin their Northern Lights Quest, the Blue Tails take over the leadership roles within the Lodge, and continue those roles in the fall of the next year.
- **White Tails** are Colony Leaders, helping with the leadership of ceremonies and participating in the Colony Leadership Team. Within the Lodge, throughout the fall, they take attendance, organize materials, lead their Lodges in games and so on. They do this with a Blue Tail partner, for whom they act as mentor. In January, after the Northern Lights Tail ceremony, the White Tails relinquish leadership to the Blue Tails. (A small Lodge ceremony might be used to symbolize this transfer of leadership.) Throughout the year, the White Tails continue in their role of Colony leadership, through the Colony Leadership Team.

Beaver Scouts of the same age vary greatly in their readiness to provide leadership. Some Blue Tails may be more than ready to be leaders, and can be given opportunities to do so. Some White Tails, especially those new to the Colony, may not be ready to take on leadership tasks, but can still be offered the opportunity and encouraged to try. Individual Beaver Scouts may have their own personal preferences about whether they wish to take on certain leadership tasks. On The Canadian Path, each youth follows his or her own personal progression in building leadership and other skills.



<sup>1</sup>Check out “How can your Colony have a successful White Tail Council?” Scouters' Tip at [Canadianpath.ca](http://Canadianpath.ca).

### YOUTH LEADERSHIP WITHIN THE LODGE

Cub Scouts are welcomed to offer leadership in the Beaver Colony in a variety of ways:

- An individual Cub Scout may wish to be a regular part of Colony leadership throughout the year, attending each weekly meeting and participating in Plan-Do-Review. The Colony Scouters encourage and mentor the Cub Scouts in offering leadership. The Beaver Scouts can choose one of the wolf names from “Akela’s Jungle” in the Friends of the Forest names for each of these Cub Scouts.
- A group of Tracker Cub Scouts may plan and conduct several activities for the Beaver Scout Colony throughout the year.
- The Cub Scout Pack may invite the whole Beaver Scout Colony or just the White Tails to join it for an adventure it has planned.
- A Tracker Cub Scout can act as an ambassador between the Beaver Scout Colony and the Cub Scout Pack, introducing the Beaver Scouts to the “ways of the Wolf Cub Pack”.

A Scout, Venturer Scout or Rover Scout who works with the Beaver Scout Colony is part of the Scouter team and participates in supporting activities alongside the other Scouters. His or her Scouter name is chosen from the Friends of the Forest names in the same way that the other Scouters’ names are chosen.

## The Colony Leadership Team

The Colony Leadership Team provides input, makes decisions and offers feedback on the Beaver Scout program. It also serves to develop leadership skills among the White Tails as they prepare to move up to Cub Scouts.

The Colony Leadership Team:<sup>1</sup>

- Is made up of all the White Tail Beaver Scouts. The Colony Leadership Team may choose its own name, but it is typically called the White Tail Council (Scouts Canada uses this name).
- Is chaired by a Scouter, who works consistently with the White Tails in the Colony Leadership Team. The role of this Scouter is to model leadership, encourage youth input from all White Tails and set up the Council for success.
- May be co-chaired by a Cub Scout or Scouter from another Section who helps the Beaver Scouts brainstorm ideas and encourages participation.
- Makes decisions by consensus. This means that when the final decision is reached, everyone can live with the decision even if it isn’t someone’s first choice or what he or she would choose if working alone.
- Uses its meetings as an opportunity to talk about the White Tails’ role as leaders and mentors in the Beaver Scout Colony.

- Holds meetings that are typically no more than 10 minutes long.
- Holds meetings regularly as part of the Plan-Do-Review cycle.
- Builds toward greater leadership opportunities in Cub Scouts and beyond.

### **DUTIES OF THE COLONY LEADERSHIP TEAM (with the support of a Scouter)**

Here are some ideas of what the Colony Leadership Team does:

- Helps with decisions on which activities will be taken to the whole Colony for a vote
- Brainstorms themes for adventures
- Makes decisions on names for Scouters to be voted on by the whole Colony
- Plans the yearly Investiture Ceremony for the Colony
- Plans at least two linking activities a year with other Sections
- Offers input and feedback to the Scouters about the program

## Scouter Leadership Within the Colony

Scouters are Volunteers who join with the Beaver Scouts as they explore the Pond. The Scouters serve as guides and mentors for the Beaver Scout adventures. Among the Scouters, the following roles are shared. Some Scouters may fill more than one role.

- One Scouter is designated as Contact Scouter, with the responsibilities of reporting to the Group Committee; coordinating with other Sections; and ensuring that planning, safety and other aspects of Colony life are running smoothly.
- One or two Lodge Scouters are designated to work with the same Lodge each week in order to get to know the Beaver Scouts in that Lodge and to be able to encourage them in their personal progression, to invite their ideas and participation, and to support the Blue Tails and White Tails in their leadership roles.
- One or two Scouters are designated as the Personal Achievement badge reviewers. They check the planning process when a Beaver Scout wants to begin work on a badge and then go through the review process with a Beaver Scout when she or he has completed the activities for a badge. It is important that the Scouter(s) be committed to helping the child work on his or her own goals and follow his or her own personal progression.
- One Scouter acts as Colony Leadership Team Scouter, working consistently with the Colony Leadership Team to mentor and encourage the White Tail Beaver Scouts in participating in the team, sharing their ideas and taking on age-appropriate leadership roles. In smaller Colonies, there will naturally be some overlap in these roles. For example, the Contact Scouter may also serve as the Scouter who works with the White Tail Council.

Remember the Two-Scouter Rule when working with individual Beaver Scouts or small groups. One Scouter should always be within earshot and eyeshot of another.



## Exploring the Pond

### THE JOURNEY: PLAN-DO-REVIEW

#### Plan

In Lodges, the Beaver Scouts brainstorm ideas to engage each of the areas on their Pond Maps. Beaver Scouts are encouraged to bring their interests and imagination to program planning, and to make the program their own. Then, the Colony Leadership Team (White Tail Council) decides on the Colony's adventures, with guidance from their Scouters. Planning adventures should be shared (in turns) between the Colony's Lodges, so that all of the Beavers can have the opportunity to experience some of the preparation that goes into organizing adventures. The Scouters engage the Beaver Scouts in planning for the activities in age-appropriate ways.

Trail Cards, online program resources, Personal Achievement badges and Outdoor Adventure Skills will add to the range of ideas.

#### Planning Essentials

- When beginning brainstorming, look together with the Beaver Scouts at the Pond Map. Ask what adventures could be shared.
- The Scouters' job is to help the Beaver Scouts remember to visit every area of the map several times during the year.
- If Beaver Scouts need support in generating ideas, then use the Trail Cards to get imaginations flowing.
- Do not limit the Beaver Scouts' imaginations. Their ideas might include climbing Mount Everest, flying to the moon, digging for fossils or parachuting. While suggested adventures may not be age-appropriate or readily available, there are many fun and fitting activities related to these themes.

**Example 1:** While you will not be able to climb Mount Everest, the Beaver Scouts could find out how much the Sherpas carry in their packs and then challenge themselves to see how much weight they could safely carry, try putting up a tent together in the snow, taste dehydrated food that the climbers would use and try balance-walking across an aluminum ladder laid on the floor (just like the climbers do across crevices on Mount Everest).

**Example 2:** While Beaver Scouts cannot go parachuting, they could learn the landing roll, listen to a skydiver talk about what it feels like to go parachuting, paint pictures of what they would see if parachuting, play games with an old parachute and experiment with creating small parachutes to drop a toy to a safe landing.



### Do

Adventures can be undertaken in Lodges or as a Colony. All of the Beavers in a Lodge or Colony should be involved in an adventure. The “doing” for a particular adventure may be completed in one evening; over the course of two or three evenings; or through a day event, camp or sleepover.

### Review

Beaver Scouts plan. Then they do. And then they review. At the end of the activities for a particular adventure or at the next Beaver Scout meeting, Beaver Scouts and Scouters take time (usually in Lodges, sometimes as a Colony) to talk about the activity. The Colony Leadership Team receives the review reflections to help the White Tails with future planning. Here are some review questions to get you started:

- What did you see or hear or notice?
- What did you enjoy about this adventure?
- What was a challenge for you in this adventure?
- What did you learn that you didn't know before?
- What might you do differently if you did this adventure again?

Sometimes a review will happen quickly and sometimes it will take more time. At the end of the review, each Beaver who participated in the adventure will colour in one dot on his or her Pond Map for the Program Area visited during the adventure. Those who reach an outlined circle can mark their maps with a paw-print stamp. Those who haven't reached the outlined circle are encouraged to keep participating until they can add a paw print themselves.

### SCOUTERS' ROLE IN PLAN-DO-REVIEW

Scouters have the overall responsibility of providing appropriate mentoring and guidance for the youth, being the catalysts of enthusiasm and engagement in the program, ensuring that adventures are safe and appropriate to the age and abilities of youth, completing appropriate forms, and seeing the activity through to success. Scouters will meet regularly as a team to give shape to the Beavers Scouts' ideas, to build a balanced program that includes all Program Areas and to monitor the personal journey of each of the Beaver Scouts. The Beaver Scouts are to be included in the Plan-Do-Review process in as many ways as appropriate to their age and abilities. Scouters need to help the youth discover that their ideas and opinions are valued in this planning process, which continues on from Beaver Scouts through to Rover Scouts.





Trail card for Beavers



<sup>1</sup> Check out our resources for Beaver Scouts at **Canadianpath.ca**.



<sup>2</sup> Check out the Pond Map at **Canadianpath.ca**.

## Resources to Support Adventure Planning

### TRAIL CARDS<sup>1</sup>

There may be occasions when Beaver Scouts need some suggestions about what kinds of adventures they might like to have. Scouters can guide the Beaver Scouts. Another resource youth may turn to is the Section's collection of Trail Cards. Trail Cards give ideas for adventures for every Program Area. Each Trail Card has ideas that can be used in meetings or at a camp.

### THE POND MAP<sup>2</sup>

Each Beaver records his or her personal journey through Beaver Scouts on a personal map.



The Pond Map

### THE TALKING STAMP

"The Talking Stamp", a permanent felt marker, is used to colour in the dots as adventures in each Program Area are completed. Picking up on the idea of the "talking stick", this marker will also be used to indicate which Beaver Scout is the one who can speak and share during Lodge discussions.

Lodges can create their own Talking Stamp by decorating a felt marker.

Sometimes a whole Lodge will reach an outlined circle on the same night. At other times, one or more Beaver Scouts may not have enough dots for the next paw print stamp. Those who don't have enough for a paw print can be encouraged to make sure that they participate in adventures so that they can get their next paw print.

### BEAVER PAW PRINT STAMPS

The Beaver Scout's personal journey is tracked on the Pond Map. For each adventure in which they take part, Beaver Scouts will colour in a dot on their maps at one or more of the Program Areas, as decided upon by the Lodge or Colony.

- When three circles (dots) have been coloured in by an individual Beaver Scout in a specific Program Area, the Beaver Scout receives the first paw print stamp for that Program Area (placed in the first paw print circle on the path for that Program Area).
- Four more circles (seven total) are needed to reach the second paw print for each Program Area.
- Five more circles (12 total) are needed to reach the third paw print for each Program Area.
- If more adventures are completed in a Program Area beyond the 12 circles provided, keep adding more dots with the permanent marker. There are only 12 dots supplied in each Program Area so that youth have a sense of being able to accomplish the personal journey.
- The path continues from one year to the next. Youth don't start over.
- Paw Print stamps are placed on the map immediately, during the meeting.





**TAILS** are usually presented according to grade levels; however, when a child is in a different grade than most of those the same age, the child would be presented the same tail as other Beaver Scouts of the same age, unless they prefer to have the tail colour related to their grade.

A Beaver Scout should not wear the same tail colour two years in a row.



Brown Tail badge



Blue Tail badge



White Tail badge

## Personal Progression: the Beaver Scout Journey

When entering Beaver Scouts, the youth begins both a personal journey as well as a journey with his or her Colony. These are the tools used to record and celebrate the journey:

### TAILS

Tails are presented to the Beaver Scouts at one of the first meetings in the fall. Each Beaver Scout is presented, in a special Tail Ceremony, with a tail representing his or her stage in the Beaver Scout Journey.

Remember, at the last meeting in the spring or at swim-up, to make a big deal about the fact that next fall the Blue Tails will be the new White Tails (forming the White Tail Council), and the Brown Tails will become Blue Tails, ready to welcome new Brown Tails into the Colony and to take on more leadership in the Lodge. However, the actual tails should be presented in the fall, in the first few weeks of the program.

### Typically

- Kindergarten Beaver Scouts are Brown Tails.
- Grade One Beaver Scouts are Blue Tails.
- Grade Two Beaver Scouts are White Tails.

In addition to indicating the grade levels, each of the tails has symbolic meaning as described in the tail ceremony.

### PERSONAL PROGRESSION BADGES

At the end of the year, the whole Colony reviews its Pond Maps. The Colony Leadership Team helps in this review. The point of this Year-End Review is to engage everyone in an assessment of the year as a Colony and to talk about what the Beaver Scouts and Scouters have learned and accomplished together. It is not meant to be a pass-or-fail process for either individual Beaver Scouts or the Colony as a whole. At the conclusion of the review, everyone in the Colony gets a Personal Progression badge appropriate to their tail group colour. These badges are worn on the uniform vest.



<sup>1</sup>Check out “How should you review the past season?” Scouters’ Tip at **Canadianpath.ca**.



<sup>2</sup>Check out “Questions to ask the Youth as the Activities are Reviewed” Scouters’ Tip at **Canadianpath.ca**.



Canadian Path Link badge

### QUESTIONS FOR YEAR-END REVIEW<sup>1</sup>

Remember to keep this quick and fun. Give a cheer for what you’ve done!

- Point to the different Program Areas and ask: “What did we do at Rascal’s River this year?” “What did we do in Echo’s Mountains?” And so on. Be ready to prompt with clues to spark memory of themes and activities.
- What adventures did you enjoy the most this year?
- What was a challenge for you this year?
- What do you know now that you did not know before?
- Does anyone have something from an adventure this year that you’d like to show us again?

In addition, do a brief review of SPICES.

Remember, in Scouting our goal is to learn and grow in every part of who we are. That’s what we call our SPICES.

Let’s review the SPICES:<sup>2</sup>

(Hint: The Beaver Scouts will yell “Yes!” for each one.)

- Did we work together and work with other people this year? (Social)
- Did we use our bodies this year? (Physical)
- Did we use our brains and learn something this year? (Intellectual)
- Did we face challenges this year? (Character)
- Did we feel frustrated, surprised or delighted this year? (Emotional)
- Did we learn about God and our world this year? (Spiritual)

### CANADIAN PATH BEAVER SCOUT LINK BADGE

Youth who have participated in the Beaver Scout program receive a Canadian Path Beaver Scout Link badge to wear on their Cub Scout uniforms. The Canadian Path Link badge will be presented at the Swim-up Ceremony in the spring. This link badge is an acknowledgment and celebration of the youth’s personal journey. Prior to swim-up and the presentation of the badge, Beaver Scouts have the opportunity to:

- Meet with some Cub Scouts and hear about what Cub Scouts do
- Take part in linking activities with other Sections
- Discuss with their Scouters what they are looking forward to in Cub Scouts

## Beaver Scout Personal Achievement Badges



Exploring Beaver



Earth Beaver



Leader Beaver



Community Beaver



Spirit Beaver



Beavers of the World



Chef Beaver



Olympic Beaver



Musical Beaver



Scientific Beaver



Creative Beaver



Friendship Beaver



Pet Care Beaver



Canada Beaver



Beaver Heroes



Tech Beaver

A Beaver Scout has the opportunity to achieve 16 Personal Achievement badges, which are worked on as an individual. The Beaver Scout, in consultation with a Scouter, plans **three requirements** to complete for each badge. Beaver Scouts may choose from the suggested requirements or they may define their own requirements that meet the educational objective.





<sup>1</sup>Check out *Beaver Scout Camping* at [Canadianpath.ca](http://Canadianpath.ca).



North Star Award



Northern Lights Tail

### OUTDOOR ADVENTURE SKILLS<sup>1</sup>

The Outdoor Adventure Skills allow Beaver Scouts to build Scouting expertise that they will use along their journey from Beaver Scouts through to Rover Scouts. Each of the Outdoor Adventure Skills has nine stages. For Beaver Scouts, these are typically pursued as a Colony. Outdoor Adventure Skill badges are worn on the Beaver Scout uniform. This is meant to encourage the Beaver Scouts, under the mentorship of their Scouters, to pursue the Outdoor Adventure Skills. Only the highest stage earned in each Outdoor Adventure Skill is worn. More information is available in Chapter 6: “Outdoor Adventure Skills” (pp. 81–84); competencies and requirements for the Outdoor Adventure Skills are available at [Canadianpath.ca](http://Canadianpath.ca).

### TOP SECTION AWARD: THE NORTH STAR AWARD

The North Star Award is the pinnacle of the Beaver Scout journey. In January of the Beavers' White Tail year, the Northern Lights Ceremony marks the beginning of the Beaver Scout Northern Lights Quest. The White Tails receive their Northern Lights Tail to symbolize the start of the Northern Lights Quest. During the ceremony, the White Tails receive special scrolls that will guide them on the quest. The scrolls are tied up with ribbon or string, and outline the process for achieving the North Star Award. As a team and as individuals, the White Tails are asked to demonstrate excellence in what they have learned as Beaver Scouts in order to earn their North Star Award. When a Beaver Scout has completed his or her quest, a celebration is held at which he or she is presented with the North Star Award badge.

This award can be earned by White Tail Beaver Scouts, even if they are in their first year in Scouting. The focus is on the personal journey, individually appropriate challenge and the willingness of the Beaver Scout to work hard.

### THE BEAVER SCOUT NORTHERN LIGHTS QUEST

There are four components to completing the Northern Lights Quest and achieving the North Star Award.

The Beaver Scout follows these steps in the quest:

#### 1. Personal Progression Review

This review is meant to be fun and to engage the Beaver Scout in storytelling about her or his personal journey through Beaver Scouts. The Beaver Scout should come away from this process amazed at what he or she has learned and done as a Beaver Scout. It should last no more than 15 minutes. A Scouter takes the Beaver Scout through her or his Beaver Scout personal progression by looking at his or her Pond Map and talking about the activities in which he or she has taken part as well as the Outdoor Adventure Skills Awards and Personal Achievement badges she or he has earned. It is helpful if the Scouter uses SPICES questions, or asks questions such as:

- What do you know now that you did not know before you were a Beaver Scout?
- What is the best thing you have done as a Beaver Scout?

- What is the most challenging thing you have done as a Beaver Scout?
- What did you do to earn this badge?
- What was your favourite adventure as a Beaver Scout?
- How have you helped take care of the world?
- How have you worked hard? Had fun? Helped family and friends?
- How have you shared with someone else as a Beaver Scout?
- What adventures would you like to have in Cub Scouts next year? What Outdoor Adventure Skills do you want to keep exploring?

## 2. Outdoor Adventure Skills

A total of five Outdoor Adventure Skill stages are to be achieved by Beaver Scouts in order to achieve their North Star Award. These stages may be worked on through all years of the Beaver Scout program as well as concurrently with the Northern Lights Quest project. The total number of stages needs to be completed prior to presentation of the North Star Award. Beaver Scouts may explore a number of Outdoor Adventure Skills by doing one stage in each, or they can focus on gaining several stages in two or three Outdoor Adventure Skills, according to the individual interests and abilities of the Beaver Scout.

## 3. Service Hours

Beaver Scouts must complete five hours of community service to achieve their North Star Award. These service hours can be completed over the entirety of a Beaver Scout's time in the Section, and do not have to be fulfilled in a Scouting capacity. Beaver Scouts are encouraged to reflect on their time as Beaver Scouts and appreciate the service they offered their communities. For example, if a Beaver Scout has taken part in three Scoutreels planting events at local parks, he or she has probably offered five hours of service to the community.

## 4. The Northern Lights Quest Project

As part of the Northern Lights Quest, Beaver Scouts must complete a project. The objective is to complete a challenging project that provides meaningful personal development for the Beaver Scout, and makes a positive difference in the local, national or global community. There are three key components to the Northern Lights Quest Project:

- Individually challenging and meaningful
- Something the youth cares about
- Makes a positive difference in the local, national or global community

This project is likely the Beaver Scout's most challenging and significant experience in the Section. There are to be no time limits or requirements other than the above criteria. Scouters should provide guidance on selecting an appropriately challenging project that meets the above criteria.



### THE PROJECT PROCESS

A Scouter who is moving up to Cub Scouts with these Beaver Scouts is a good candidate for helping encourage and mentor the Northern Lights Quest.

**Plan:** The Beaver Scouts who are on their Northern Lights Quest may complete this project individually or as a group, as long as everyone is challenged, contributes meaningfully and has the opportunity to put a good effort into the project. The Plan questions used for the Personal Achievement badges provide a template for this planning. The project plan is jointly approved by the Colony Leadership Team and the Scouters.

**Do:** Execute the project, making sure that (if working as a group) each youth has the opportunity for input and participation.

**Review:** Use the SPICES questions (available at [Canadianpath.ca](http://Canadianpath.ca)) for review as well as these questions:

- What did you enjoy about this project?
- What was a challenge for you in this project?
- What do you know now that you did not know before?
- What would you do differently next time? Why?
- What positive difference have you made in the lives of others in your community, this country or the world through the accomplishment of this project?



Share your project with your Lodge or Colony in some way. Completion is approved jointly by the Colony Leadership Team and Scouters.

### Examples for the Quest Project

Remember, if the Beaver Scout has already done this activity alone or as part of the Colony, then it is not an appropriate choice for the Northern Lights Quest project.

- Complete a one-day 8–10 kilometre hike and pick up litter along the way.
- Connect with a Beaver Scout-age Section in another part of the world (Keas, Joeys, Tiger Scouts, etc.) or in another part of Canada and decide on a project you can do together to help take care of the earth.
- Gather information about an endangered forest animal and present it to the Lodge or Colony in a fun way (e.g. two or three facts with pictures, a game, a puzzle or a song). Then invite your Lodge to work together to raise funds to help protect that animal.
- Learn about a local, national or international project, such as the Canadian Scout Brotherhood Fund, an animal shelter or a children's hospital. Create posters or a PowerPoint slideshow to share what you've learned.
- Design and build a woodcraft project that benefits the community.
- Plan, prepare and then share a personal interest at a nursing home, on one or more occasions. Visit with the residents and learn of their interests.
- Carry out a community beautification project, such as planting a flower garden for a school or church. Ask garden centres for donated bulbs or bedding plants.

### LINKING WITH OTHER SECTIONS

Linking activities with other Sections are an essential part of The Canadian Path. Joint activities with another Section or with all Sections together add to the fun and inspire youth in the adventure of Scouting. These activities should happen throughout the Scouting Year—not just in the spring.

Trackers (the second-year Cub Scouts) will be seeking opportunities to join with the whole Colony in activities or to invite the White Tail Beaver Scouts to join in Cub Scout activities.

The Colony Leadership Team plans at least two activities during the year with one or more of the other Sections.

The names of the Friends of the Forest are chosen by Beaver Scouts as names for their Scouters (both adult Scouters and youth Scouters from other Sections) based on the names in this list and other names and characters that the Beaver Scouts come up with themselves. Typically, the Contact Scouter for the Colony is called “Malak” (just as “Akela” is typically the Contact Scouter for a Cub Pack). The whole Colony participates in choosing the name for a Scouter. After the new, fully-screened Scouter has been part of several meetings, the Colony Leadership Team meets and, with the support of a Scouter, thinks about the new Scouter’s characteristics. The Colony Leadership Team decides upon two or three possible names, ensuring that there will not be a duplicate name among Scouters. The Scouter for whom the name is being chosen has the right to veto a name he or she really does not want. Designated White Tails then present the names to the Colony. The voting may take place by show of hands, the dropping of a woodchip into a container labelled with the name or a cheer for the name.

## Friends of the Forest Names for Scouters



### Malak (Owl)

Character traits: insightful, understanding, protective, patient



### Rainbow

Character traits: inspiring, peaceful, creative



### Hawkeye (Hawk)

Character traits: observant, visionary, powerful, intuitive, fast



### Rascal (Otter)

Character traits: curious, confident, athletic



### Rusty (Fox)

Character traits: cunning, adaptable, agile, diplomatic



### Bubbles (Fish)

Character traits: open-minded, proud, confident, inspiring



### Tic Tac (Squirrel)

Character traits: organized, resourceful, playful, chatty, energetic, sociable, independent, curious, friendly, mischievous



### Sunshine

Character traits: hopeful, encouraging



### Echo (Bat)

Character traits: sensitive, intuitive, nurturing, communicative



### Ringtail (Raccoon)

Character traits: curious, confident, athletic

**Big Brown** is one of the names used for the Colony mascot. This is not a Scouter name. Big Brown is wise and friendly.



FRIENDS OF THE FOREST NAMES FOR SCOUTERS (continued)	CHARACTER TRAITS
<b>Aurora and Boris</b> (male and female names derived from Aurora Borealis)	lively, colourful
<b>Lightning</b> (White Tail Deer)	caring, kind, compassionate, creative, adventurous
<b>Acorn</b> (Chipmunk)	independent, trustful, curious, inquisitive, fearless, playful
<b>Talon</b> (Eagle)	ingenious, noble, strong, courageous, wise
<b>Boomer</b> (Rabbit)	shy, vigilant, faithful, nurturing
<b>Bramble</b> (Mouse)	playful, inquisitive, organized, orderly
<b>Zip</b> (Bumblebee)	industrious, creative, inspirational
<b>Hopper</b> (Frog)	energetic, resourceful, protective
<b>Drake</b> (Wood Duck)	sensitive, graceful, agile
<b>Chinook</b> (Salmon)	strong, proud, wise, confident, diligent
<b>Skitter</b> (Dragonfly)	mature, agile, poised, happy, visionary
<b>Thunder</b> (Mountain Goat)	independent, surefooted, understanding, agile
<b>Wiley</b> (Coyote)	clever, resourceful, ingenious, mischievous
<b>Rufus, Red, Bobtail</b> (Bobcats)	patient, shy, mysterious, resourceful, tenacious
<b>Rojo, Whiskers</b> (Lynx)	solitary, curious, bold, protective, attentive, instructive

### AKELA'S JUNGLE (LINKING)

The wolf names below are for **Cub Scouts** who work regularly in leadership with the Colony. These are not for Scouters. We suggest that “Grey Paw,” along with the Cub’s first name, be used for Cub Scouts who come to help for just a week or two: e.g. Grey Paw Jason or Grey Paw Amy. If a Cub Scout helps regularly as part of the Scouter team throughout the year, then a special name should be chosen for that Cub Scout from below.

#### Wolves

**Character traits:** cautious (of strangers) but curious, elusive by nature, attuned to their environment, devoted, cooperative, playful, social, intelligent, expressive, loving

**Grey Paw**—a wolf who can move quietly through the jungle

**Marrok**—Latin root for “wolf”

**Blaze**—Old Breton for “wolf”

**Volk**—Russian for “wolf”

**Cana**—Celtic for “young wolf”

**Striker**—an energetic wolf

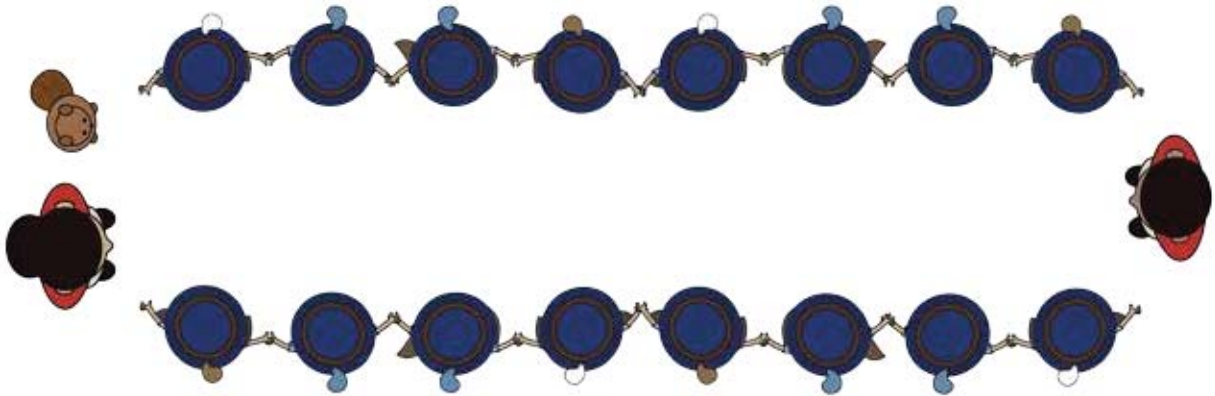


## Beaver Scout Ceremonies

In Scouting, many ceremonies may have quite a history to them and still play an important and traditional part in our programs today.

### CEREMONIAL FORMATION

The basic formation for all Beaver Scout ceremonies is **Riverbanks**, the two straight (more or less) lines on either side of an imaginary river.



The **"Build a Dam"** formation is used in informal activity situations. When "Build a Dam" is called, youth and Scouters join hands to form a circle.





### THE CEREMONIES OF THE BEAVER SCOUT COLONY

- Opening Ceremony
- Closing Ceremony
- Badge Presentation Ceremony
- Investiture & Tail Ceremony
- Formal Campfire
- Northern Lights Tails Ceremony & Quest Launch
- Swim-up  
(Advancement) Ceremony
- North Star Award  
Presentation Ceremony

### THE CEREMONIES

All ceremonies presented here will follow the same explanation format so that you can fully understand the significance and meaning of these ceremonies. They are presented in the following format:

- **Introduction:** Each ceremony will first be introduced and the purpose clearly explained so you can understand the importance of the ceremony.
- **Requirements:** The required elements of the ceremony will be clearly defined. These are the points that must be included in the ceremony in order to ensure continuity in the program across Scouts Canada. We want those youth who move to Groups in other parts of their province or another part of Canada to fit in and immediately recognize what is going on, regardless of where they are in Canada.
- **Procedure:** The basic procedure of the ceremony will be described. Regardless of an additional theme or special location, the outlined procedure should be consistent in every Colony across the country.

### OPENING CEREMONY

#### Introduction

The Opening Ceremony is used at the beginning of weekly meetings. It can also be used to signal the beginning of any gathering of Beaver Scouts. The Opening Ceremony helps Beaver Scouts with the transition from home to Beaver Scout meeting and signals that everything is ready to begin.

#### Requirements and Procedure

All Beaver Scouts and Scouters take part in the Opening Ceremony. To start the ceremony, a Scouter stands in the middle of the Pond (meeting place) next to Big Brown Beaver, holds out both arms in front of him or her (spread wide) and yells "Riverbanks!" At this signal, the Beaver Scouts form two lines (Riverbanks formation), one off each of the Scouter's arms.

The Scouter then calls out, "Turn in!" At this command, the Beaver Scouts turn in towards the centre of the river, so that the two lines are facing each other.

The White Tail Beaver who is leading the ceremony stretches out his or her arms sideways, and then lowers them, saying "Chopping Positions!" At this signal, all Beaver Scouts 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 Beaver Scouts are in the chopping position, the White Tail asks in a loud voice, "Who are we and what do we do?"

As loudly as they can, the Beaver Scouts reply: "Beavers, Beavers, Beavers! Sharing, Sharing, Sharing!" Immediately after this, in unison, the Beaver Scouts call, "Ooo-oo-OO!", starting quietly and building ever louder. At maximum volume, Beaver Scouts 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.

Following this, the adventure or meeting begins.

## CLOSING CEREMONY

### Introduction

The Closing Ceremony is used at the end of each weekly meeting. It can also be used to signal the conclusion of any gathering of Beaver Scouts. The Closing Ceremony helps Beaver Scouts with the transition from Beaver Scout meeting to home. It is an opportune time to remind the Beaver Scouts of what they will be doing next and to send them off with a desire to be at the next Colony meeting or activity.

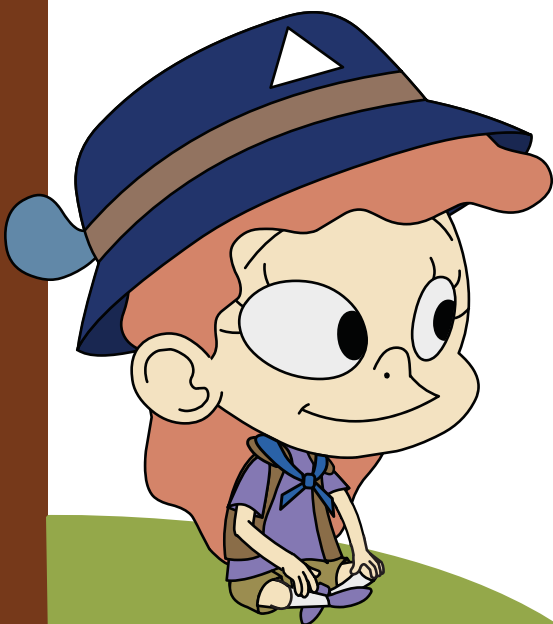
### Requirements and Procedure

All Beaver Scouts and Scouters take part in the Closing Ceremony. Start the ceremony in the same manner as the Opening Ceremony.

Once Riverbanks are formed, a moment of gratitude, reflection or prayer is shared. If a prayer or blessing is used, it is best to use the same one consistently week by week. White Tail Beavers lead this.

Next, the White Tail leading the ceremony asks all Beaver Scouts to assume "Campfire Position" (sit down cross-legged). At this point, the Badge Presentation Ceremony takes place (if there are Personal Achievement or Outdoor Adventure Skills badges to present—see "Badge Presentation Ceremony" on opposite page). Once the badges have been presented, share any announcements with the Beaver Scouts and be sure to remind them about the exciting activities they have helped plan for the next week!

Finally, the White Tail who is leading the Closing Ceremony raises an arm above his or her head. The other Beaver Scouts copy the action. With the palms of their hands, all Beaver Scouts make one last resounding slap on the floor in front of themselves, saying, "Goodnight, Beavers, and busy building tomorrow!"



## BADGE PRESENTATION CEREMONY

### Introduction

The badge presentation ceremony is often part of the Closing Ceremony, though it can also be used as part of other ceremonies such as the Swim-up Ceremony or Northern Lights Award presentation ceremony.

### Requirements and Procedure

All Beaver Scouts and Scouters are present for this ceremony. If not being done in conjunction with the Closing Ceremony, start the ceremony in the same manner as the Opening Ceremony.

Once Riverbanks are formed, ask all Beaver Scouts to assume “Campfire Position” (sit down cross-legged).

For the badge presentation, youth are asked to swim up from the bottom of the river, one by one. To do this, they walk behind the other Beaver Scouts until they reach the bottom of the river, then “swim” up the middle of the Riverbanks to the youth or Scouter who will be presenting the badges. The youth is presented with the badges he or she has earned and is congratulated in a way chosen by the Colony Leadership Team. The youth then turns towards his or her riverbank and, walking down the outside of the river (behind the other Beaver Scouts), returns to and sits down in his or her spot. The next youth to be presented with a badge(s) is called forward.

## INVESTITURE AND TAIL CEREMONY

### Requirements

How you develop your Investiture and Tail Ceremony is up to you. However, it should have the following elements:

- This ceremony is planned by the White Tail Beavers who, with support of the Scouters, work to make it very special, because it celebrates what Scouting is all about!
- The ceremony is held outdoors, if at all possible. If not, make sure it has an outdoor theme.
- The Beaver Scout flag is held by the youth and Scouters while reciting their Promise.
- The new neckers and woggles are presented to those making the Promise for the first time. (Returning Beavers who have grown might wish to exchange for a larger necker at this time.)
- The Beaver Scout Promise is recited by all Beaver Scouts (new and returning) and the Scout Promise is recited by Scouters (new and returning).
- Group, Area, Council and Section badges are presented to those who need them.
- Parents and guardians are invited to be involved in this significant ceremony.

The Investiture Ceremony is a very important part of Scouting tradition. In this ceremony, returning youth and Scouters re-affirm their commitment to Lord Baden-Powell’s vision, while the new youth and Volunteers have the excitement of making their Promise for the very first time.

For the Beaver Scouts, the presentation of the Brown, Blue and White Tails are part of this ceremony. The presentation of tails is the way we celebrate how the Beaver Scouts have grown. Beaver Scouts enjoy receiving these tails and seeing how their journey has progressed.

- The meaning behind each tail colour and the difference of each year in the Beaver Scout program is explained to the youth and parents.
- Although the ceremony should stay the same (relatively) from Colony to Colony, Groups are welcome to establish their own traditions.

### Procedure

The ceremony begins outdoors at the beginning of the path the group will walk for the ceremony. The Colony and parents walk to a new location for the presentation and Investiture of each Tail Group to symbolize the Beaver Scouts' growth and progression.

A Scouter begins by welcoming everyone and explaining what will happen. The group then walks to the first stop, where the Brown Tails will be presented with their tails and then invested.

Note: It is helpful to have one person designated to take care of neckers, tails and badges for each Tail Group. A different Scouter could be in charge of leading the ceremony at each stop.

## MEANING OF THE TAIL COLOURS



### Brown Tail

**Natural World:** The Brown Tail represents the colour of wild beavers' fur, and the earth where we live and where things grow. (Remind Beaver Scouts of their responsibility to help take care of the world.)

**Growth and Development:** The Brown Tail symbolizes a time of discovery and potential growth, when Beaver Scouts are entering a new phase in life and discovering a broader world beyond family and close friends. Think of the brown earth where a seed is buried, just waiting for the right opportunity to grow.



### Blue Tail

**Natural World:** In nature, blue represents the sky and water.

**Growth and Development:** The Blue Tail symbolizes the immense opportunities to explore now opened up to Beaver Scouts whose abilities are expanding and changing. Think of how endless the sky or sea seems when you're standing on the shore.



### White Tail

**Natural World:** The White Tail represents the moon and the stars. They give us light to help us find our way through the darkness of the night.

**Growth and Development:** The White Tail symbolizes distant goals, which seem difficult and far away, but which can be reached. Traveling to the moon was once considered impossible, but now we look forward to voyages to Mars and beyond. Through hard work and determination, we prove that nothing is impossible. As the stars in the night sky guide adventurers home, the White Tail Beaver Scouts guide the Colony.

### Brown Tail Stop

- The Scouter calls “Riverbanks” and Beaver Scouts and Scouters get into formation. Parents stand behind the Riverbanks on both sides, possibly behind their own child.
- Ask the Beaver Scouts what might be the meaning of a Brown Tail. Encourage as many ideas as possible, but make sure the “natural world” points listed in the “Meaning of the Tail Colours” (see graphic on opposite page) are mentioned and understood. Next, explain the significance of the first stage in Beaver Scouts (as described in “Growth and Development”—see graphic on opposite page).
- The Scouter calls up one youth at a time to receive his or her Brown Tail. When a Beaver Scout’s name is called, the youth takes two steps back from the riverbank, walks to the bottom of the river and swims towards the Scouter conducting the ceremony. If you have a Cub Scout or Scouter who is a youth from another Section, he or she could lead this part of the ceremony. The tail is buttoned on. The Brown Tail Beaver Scouts remain standing at the front, forming a Brown Tail group.
- Once all Brown Tails have been presented with their tails, a parent, grandparent or guardian is invited to come and stand behind each Brown Tail. For Brown Tails who do not have a parent present, a Scouter will stand with them.
- The Scouter speaks briefly about the importance of the Beaver Scout Promise and how it joins us to Scouts across Canada and around the world.
- The Brown Tails, as a group, hold on to the Beaver Scout flag with the left hand and make the Beaver Scout Salute with the right hand. With support of all the Beaver Scouts, they then say the Beaver Scout Promise as a group. This is not a test of memory!
- Neckers and woggles are given to the parent or Scouter with each youth to place on the Brown Tails. Group, Area and Council badges should also be presented at this time. Make sure you give an opportunity for excited parents to take pictures!
- All Scouters congratulate the Beaver Scouts with the left-handshake and they return to their spot by walking outside the river (they do not walk back up the river). If the Colony Leadership Team has chosen a cheer for congratulations, this is offered now.
- The group then walks to the Blue Tail Stop.

### Blue Tail Stop

Repeat the same ceremony as for the Brown Tails with the following changes:

- Speak of what it means to be a Blue Tail.
- Have both new Blue Tails and returning Blue Tails repeat the Promise together.
- Acknowledge the leadership role Blue Tails fulfill in the Colony.
- Present neckers and badges to only the new youth. (The returning youth continue to wear neckers from the previous year unless they need a bigger one.)
- Congratulate the Blue Tails in the way chosen by the Colony Leadership Team.

### White Tail Stop

Repeat the same ceremony as for the Blue Tails with the following changes:

- Speak of what it means to be a White Tail.
- Have both new White Tails and returning White Tails repeat the Promise together.
- Emphasize the leadership role they have together in their Lodges and as the Colony Leadership Team.
- Present neckers and badges to only the new youth. (The returning youth continue to wear neckers from the previous year unless they need a bigger one.)
- Remind them that, in a few months, they will begin their Northern Lights Quest and work toward the North Star Award.
- Congratulate the White Tails in the way chosen by the Colony Leadership Team.

### Closing Stop

At the end of the trail:

- Invest new, Volunteer-ready Scouters. Remember to use the Scout Promise (not the Beaver Scout Promise) when investing Scouters. Beaver Scouts can place the necker on the Scouter and announce the Scouter's Friends of the Forest name.
- Thank parents, grandparents and guardians for coming, and remind them of their role in making the Beaver Scout program successful.
- Share a moment of reflection, a Beaver Scouts' Own or a Scouter's Five.
- Conduct the Closing Ceremony, if you are not returning to the meeting place.

## FORMAL CAMPFIRE FOR BEAVER SCOUTS

### Introduction

It is very likely that a youth's fondest memories of his or her Scouting experiences are of the times he or she sat around an evening's campfire. Campfires have a magical quality to them—a quality that often defies description. Where else can Volunteers and youth stand up together and make total fools of themselves singing "I'm a Little Teapot", all the while feeling totally at home?

A formal campfire is something Beaver Scouts should experience at an early age. When the campfire just involves the Beaver Scouts, you can relax the formal rules. At the same times, this is an important opportunity to learn to respect the traditions and rules. Let this be a time when the experienced Beaver Scouts share traditions with the new Beaver Scouts. For more information on formal campfires, see Chapter 10.





### Requirements and Procedure

A typical campfire for Beaver Scouts lasts about 30 minutes. It has both active and reflective components to it, as shown in the typical campfire layout below:

Active Section	Opening.
	Welcoming Song—Round (e.g. “The More We Get Together”)
	Action Song (e.g. “I’m a Little Teapot”)
	Skit (e.g. “I Need to go Weee!”)
	Yell (e.g. “The Tony the Tiger Cheer”)
	Action Song (e.g. “Mother Gooney Bird”)
	Skit (e.g. “I Don’t Have a Skit!”)
	Yell (e.g. “Round of Applause”)
Transition Section	General Song (quieter) (e.g. “Ging Gang Goolie”)
Reflective Section	Scouter’s Five
	Spiritual Song or a Beaver Scouts’ Own
	Closing or Prayer

### A BEAVER SCOUTS’ OWN

A Beaver Scouts’ Own or reflective time can be part of the Closing Ceremony, or the closing of a camp, hike or special activity. It provides a time of transition and reflection. A suggested format for the Beaver Scouts’ Own is found in Chapter 9, “Spirituality in The Canadian Path”. If there is not time for a full Beaver Scouts’ Own, then a quiet moment of reflection or prayer can be used. This, along with the Closing Ceremony, signals that the meeting is ending and that the time of transition from meeting to home is about to take place. Transition is easier for this age group when there are well-known rituals involved in supporting the transition. Remember to honour and acknowledge the diversity of faith practices that are part of your Colony.

You may wish to use a story book about the Northern Lights such as one by Inuit author Mindy Dwyer: *Aurora: A Tale of the Northern Lights* (Alaska Northwest Books, 2001), or you might find an Aboriginal “Northern Lights” legend related to your area of Canada, or you might tell your own story. The purpose is to make this a significant and magical moment for the White Tail Beaver Scouts.

## NORTHERN LIGHTS QUEST CEREMONY

### Introduction

This is a special ceremony where we celebrate the White Tail Beaver Scouts who are ready to start their journey to Cub Scouts. During this ceremony, they receive their Northern Lights Tail as well as the scroll outlining their Northern Lights Quest.

### Requirements and Procedure

Begin in the Riverbanks formation. A Cub Scout or a Scouter tells a story about the Northern Lights.

The youth are then told:

*“Tonight, when the Northern Lights shine in the night sky (the other Beaver Scouts wave glow sticks or flashlights), you White Tail Beavers are not the only ones looking at them. There are some other visitors who are looking to the night sky. From Akela’s Jungle, some Cub Scouts from the Wolf Cub Pack have come. They keep their distance at first. (If you have Cub Scouts present, they act this out.) Yet one comes forward to see what the White Tails are doing, and soon invites the other Cub Scouts to join. The Cub Scouts sense that the White Tail Beaver Scouts are eager to begin a journey to the Northern Lights, and discover more about themselves and what they can be in the world. The Cub Scouts know what lies beyond the Northern Lights.*

*They have brought a special scroll to guide the White Tails on this journey. They sense that now is the time to share the knowledge contained in this scroll.”*

White Tails are called up the river one at a time and presented with their Northern Lights Tail. Then a Cub Scout (if possible) presents each White Tail Beaver with the scroll for his or her Northern Lights Quest, which (upon completion) will result in the North Star Award. Make a big deal about this quest being something that only White Tail Beavers can go on. After receiving the scroll, the White Tail then sits back down as in every other ceremony.

Once all White Tails have received their Northern Lights Tail and scroll, the ceremony is concluded and the Cub Scouts and designated Scouters lead the White Tail Beavers to an area where the Scouters go over the quest with the White Tail Beavers. This is their first planning meeting as a Northern Lights Quest group to begin discussing how they are going to achieve this quest as they prepare for Cub Scouts. It is also an opportunity for them to ask questions of the Cub Scouts about the Cub Scout program. Have the White Tail Beavers take their Pond Maps out and do a quick review of what they’ve done in the program so far and then locate Akela’s Jungle and the Northern Lights area. (Note: this is not the personal review that is part of the quest, but simply a chance to orient and beginning thinking about the quest they are undertaking.) This special meeting time is held while the rest of the Blue Tails and Brown Tails continue with games or activities.

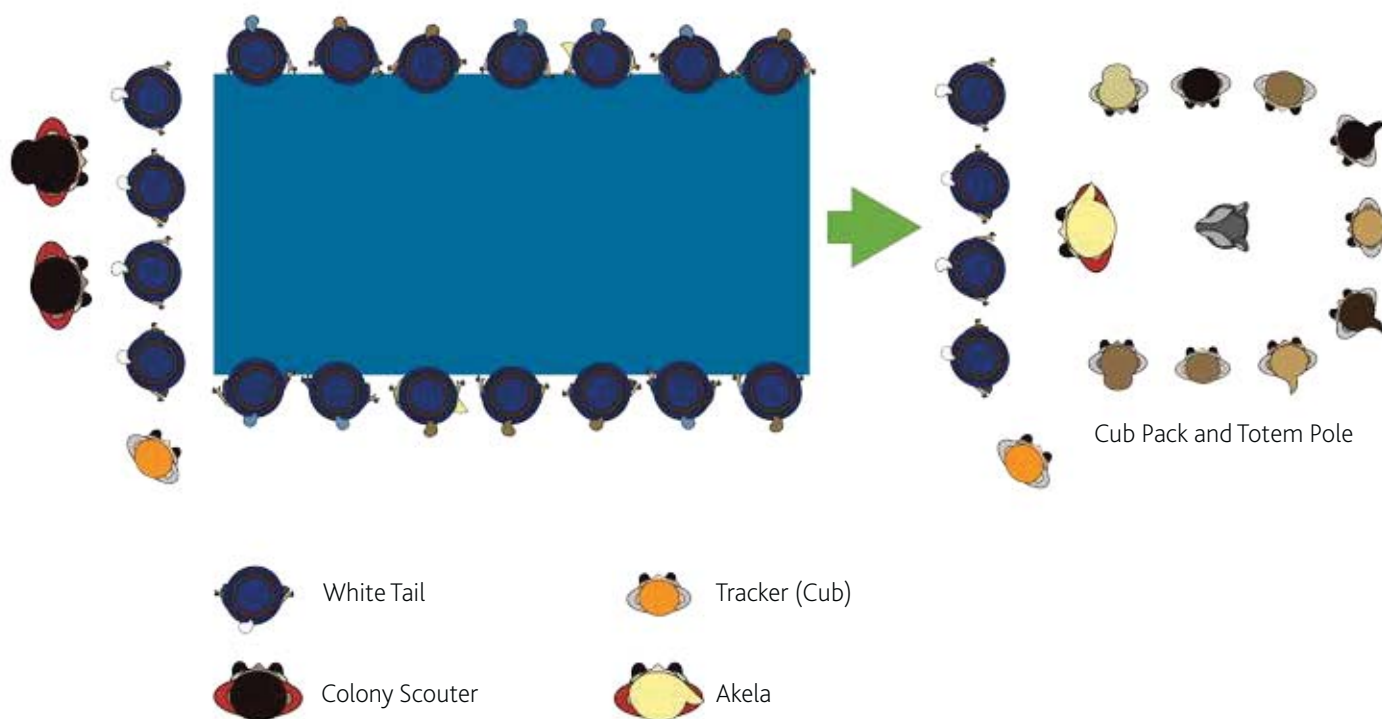
## SWIM-UP CEREMONY (ADVANCEMENT CEREMONY)

### Introduction

This is an essential ceremony that celebrates the advancement of the Beaver Scouts as they continue their journey into Akela's Jungle. The ceremony itself is fairly rigid, as it involves the Cub Pack, but how you present it is up to you. If possible, hold this ceremony with all Sections of your Group so that the Beaver Scouts move up to Cubs Scouts, then Cub Scouts to Scouts and so on.

### Requirements and Procedure

The ceremony begins in the same manner as the Opening Ceremony, with the Colony in the Riverbanks formation and the Cub Pack at ease in the Pack Parade Circle, leaving an opening facing the Colony. A Colony Scouter calls out the names of the Northern Light Tail Beaver Scouts who are swimming up. As their name is called, each Beaver Scout "swims" up the river to the Colony Scouter and stands facing them.



**Colony Scouter:** *"Beaver Scouts, I invite you to remember your Beaver Scout Promise as you prepare to cross the forest to the jungle beyond. Once again I ask you to join with me in the Beaver Scout Promise."*

All make the Beaver Scout Sign.

**All:** *"I promise to love God and help take care of the world."*

If there are any presentations of badges or special gifts to the Northern Light Tail Beaver Scouts, then do it here. Gift presentations could include a compass or a headlamp.

**Colony Scouter:** *"Beaver Scouts, we wish you the best on your Scouting journey as you join the Wolf Cub Pack."*

The Beaver Scouts now shake hands with the Scouters and then, escorted by two Cub Scouts, walk up the river formed by their Colony to stand facing the Pack Scouters and the Pack.

**The Cubs Scouts bring the new Cub Scouts to Akela and say,** *"Akela, these are the new Cub Scouts I have told you about. This is (name, name and name.)"*

Akela shakes their hands and welcomes them into the Pack. Akela asks the youth to make the Beaver Scout Sign, then to straighten out the two fingers to make the



Cub Scout Sign. Akela returns the salute and welcomes the new Runner Cub Scouts to the Pack. Introductions should not be necessary because the youth will have already met the Pack Scouters and the Tracker Cub Scouts as part of linking activities.

The Cub Scout Pack continues with its ceremony.

### **NORTH STAR AWARD PRESENTATION CEREMONY**

The North Star Award Ceremony is the first presentation of a major award for the Northern Lights Tails youth. It signifies that they have completed the quest that began at their Northern Lights Tail Ceremony. The North Star Award is a special badge, the pinnacle achievement of the Beaver Scout Section. This award is worn on the Cub Scout uniform.

The award should be presented by the Group's Youth Commissioner (or Group Commissioner if there is no Youth Group Commissioner) at a special venue, with all those receiving the award, their parents and other invited guests in attendance. The key is to make the ceremony special for the Beaver Scouts without making it too long. The Colony Leadership Team has input into the location and other aspects of the ceremony. It is a remarkable achievement for the youth, and it needs to be recognized as such.

## **What Does a Beaver Scout Meeting Look Like?**

Beaver Scout meetings take a variety of forms. Some may take place around a campfire at a camp, on a hike through the woods or in a regular meeting location. The structure of the meeting is determined by the adventure. The following basic outline of a Beaver Scout meeting may be used as a guideline for basic meetings, which occur in a regular meeting hall.

### **SAMPLE OUTLINE OF A BEAVER SCOUT MEETING IN A HALL**

A Beaver Scout meeting typically runs for 60 minutes, although some are shorter and some are longer. Each Beaver Scout Meeting will usually include the following:

- A gathering activity
- Opening and Closing Ceremonies
- Active and quiet adventures
- Adventures in the Lodge as well as Colony adventures
- Youth Leadership
- The Pond Map
- A Spiritual Time (such as a prayer or a Beaver Scouts' Own)

Here is an excerpt from a planning template that can help you and your Beaver Scouts plan your meetings. You can find the full version at [Canadianpath.ca](http://Canadianpath.ca).

**FALL**

**ADVENTURES WE WOULD LIKE TO HAVE THIS CYCLE**

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**USE PLAN-DO-REVIEW TO HELP DRIVE THE DISCUSSIONS:**

**Plan**

- How can we make sure everyone participates?
- How can we make sure everyone stays safe?
- What materials do we need?
- What tasks are required? How should they be divided?
- What skills are required?
- Has everyone agreed on all the details?

**Do**

- Learn any new skills required
- Take part in your adventure

**Events**

Investiture

Halloween

Fall camp

Remembrance Day

Apple Day / Popcorn

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**BIG BEAVER**  
 BEAVER'S VOICES  
 Citizenship

**BEAVER'S HOLLOW**  
 Environment & Outdoors

**THE TENT CAMP**  
 Camping

**RAZELT'S RIVER**  
 Creative Expression

**RAINBOW'S REFLECTIONS**  
 Beliefs & Values

**BUCKY'S MEADOW**  
 Active & Healthy Living

**BEAVER'S CAMPFIRE**  
 Citizenship

**SCOUT'S MOUNTAIN**  
 Outdoor Adventure Skills

**MAPLE'S MAPLE**  
 Leadership

**ADULT'S JUNGLE**  
 Living

WHAT PLACES ON THE POND MAP WILL WE EXPLORE THIS CYCLE?

**It starts with Scouts**

[Canadianpath.ca](http://Canadianpath.ca)

**SEPTEMBER**

Learning programs are conducted in accordance with Scouts Canada's safety policies and practices (e.g., Two-Scouter Rule, appropriate skills and knowledge, outdoor activity management process).

	Theme	Game	Plan	Do	Review
1					
2					
3					
4					

**Events for this Month:**

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Circle or check the tree if your meeting is more than 20 minutes outdoors.

Circle or check the hat if the White Tail Council is meeting.

[Canadianpath.ca](http://Canadianpath.ca)

**It starts with Scouts**



# CUB SCOUTS

## CUB SCOUTS—WELCOME TO THE JUNGLE

"Now Chil the Kite brings home  
the night  
That Mang the Bat sets free  
The herds are shut in byre and hut,  
For loosed till dawn are we.  
This is the hour of pride and power,  
Talon and tush and claw.  
Oh, hear the call! Good hunting all  
That keep the Jungle Law!"

(*The Jungle Book*, by Rudyard Kipling)

Cub Scouting is for youth ages 8 to 10. The theme of the Cub Scout program is inspired by *The Jungle Book*, by Rudyard Kipling, in which a jungle wolf pack in India adopts an abandoned young boy.

Youth of Cub Scout age come together in small groups called Lairs. Lairs are usually made up of six to eight youth. Collectively, Lairs make up a Cub Pack.

### The Canadian Path

The Canadian Path involves:

- A non-formal approach to learning
- The seven components of the Scout Method
- The Four Elements (Youth-led, Plan-Do-Review, Adventure and SPICES)
- A balanced program in six Program Areas: Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression and Beliefs & Values
- A journey of personal growth

### The Canadian Path and the Cub Scout Program

#### 1. NON-FORMAL APPROACH TO LEARNING

Non-formal learning in Cub Scouts is the knowledge developed through youth-planned activities. Cub Scout activities are engaging, enjoyable, hands-on experiences. Learning by doing allows youth to develop a wide range of knowledge and skills by engaging in adventures, individually, in small groups and within larger groups. Youth progress to more challenging activities through these experiences.

#### 2. SEVEN COMPONENTS OF THE SCOUT METHOD FOR CUB SCOUTS

All Sections in Scouting follow the Scout Method.

- (Cub Scout) Law and Promise
- Learning by Doing
- The Patrol (Team) System in Cub Scouts is Lairs
- The Symbolic Framework used is "The Jungle"
- Nature
- Personal Progression
- Volunteer Support (Pack Scouters)





<sup>1</sup> Check out the Planning Template for Cub Scouts at **Canadianpath.ca**.



<sup>2</sup> Check out “Questions to ask the Youth as the Activities are Reviewed” Scouters’ Tip at **Canadianpath.ca**.



<sup>3</sup> Check out the Section Demo Kit for Cub Scouts at **Canadianpath.ca**.

#### THE SIX PROGRAM AREAS

1. Environment & Outdoors
2. Leadership
3. Active & Healthy Living
4. Citizenship
5. Creative Expression
6. Beliefs & Values

### 3. THE FOUR ELEMENTS

The Four Elements are essential components of The Canadian Path. These are explained in great detail in Chapter 1. What follows is a quick refresher.

**Youth-led:** Cub Scouts decide on the Scouting activities they will do, supported by Scouters. Cub Scouts learn to generate ideas for program activities within their Lairs, and decisions on what activities are selected is done through a team of third-year Cub Scouts, supported by Scouters.

**Adventure:** Cub Scouts explore new things, share new ideas, learn new skills and create new paths.

**Plan-Do-Review<sup>1</sup>:** This is the three-step process that guides all activities in the Cub Scout program.

**SPICES<sup>2</sup>:** SPICES are the six dimensions of personal developments that Cub Scouts can explore and develop through their Adventures. Cub Scouts are guided in their SPICES growth through reviewing completed Adventures. The six SPICES are: Social, Physical, Intellectual, Character, Emotional and Spiritual.

### 4. A BALANCED PROGRAM IN SIX PROGRAM AREAS<sup>3</sup>

Cub Scouts use the Jungle Map when choosing adventures. The Jungle Map helps them visit each of the six Program Areas throughout the year. These six areas are spread over several spots on the Jungle Map.

- Bagheera’s Hunting Grounds relates to Environment
- The Red Flower Camp relates to Outdoors
- Council Rock relates to Leadership
- The Swinging Bridge relates to Active & Healthy Living
- Elephant Turf relates to Citizenship
- Monkey City relates to Creative Expression
- Baloo’s Cave relates to Beliefs & Values

And in keeping with the *Jungle Book* theme, Cub Scouts have a village on the map. This place on the map relates to linking with other Scouting Sections.

### 5. A PERSONAL JOURNEY OF GROWTH

The development of each Cub Scout is unique. Although they share adventures, what Cub Scouts learn depends on the individual. Over the three years of the Cub Scout program, there are many opportunities for personal growth in a variety of areas. There are many ways to challenge Cub Scouts on their Scouting journey.

These include:

**Outdoor Adventure Skills Awards:** The Outdoor Adventure Skills are in nine areas with nine stages in each. The youth continue to progress through these awards as they move from Section to Section.

**Personal Achievement Badges:** These are defined by each youth, emphasizing the youth's own interests and creativity. They build skills in the Plan-Do-Review cycle.

**Top Section Award:** Each Section has a Top Section Award through which youth demonstrate excellence in Scouting along specific criteria. The Cub Scout award is called the Seeonee Award.

## The Jungle: The Cub Scout Symbolic Framework

### LAIRS AND THE CUB PACK<sup>1</sup>

You already know that a small group of Cub Scouts makes a Lair and that the Lairs form a Pack. As a Scouter, you are also part of the Pack and are known as a Pack Scouter!

Each Lair is comprised of a mixture of the three age groups (grade levels) of Cub Scouts so that everyone can learn from each other. The Cub Scouts pick a name for their Lair. All the members of the Lair may wear a colour patch on the right sleeve of their uniform. While Lairs may be named by the patch colour, the Lair name is up to the creativity of the Lair.

In keeping with the *Jungle Book* theme, each age group (grade level) of Cub Scouts is named for a wolf characteristic. Grade 3 Cub Scouts are **Runners**, Grade 4 Cub Scouts are **Trackers** and the Grade 5 youth are **Howlers**. A youth who wishes to join Cub Scouts would start at the same level as their grade peers, regardless of when they join. Scouters will be sensitive to the individual needs of youth who are in a grade not consistent with their age group. Youth will always progress to the next level of Cub Scouts.

All Cub Scouts wear a neckerchief (necker) held together with a "woggle", which is a cloth strip that hold the ends of the necker together. Each woggle has "whiskers". Runners have one line (whisker), Trackers have two and Howlers have three.



<sup>1</sup>Check out "How can your Pack have successful Lairs?" Scouters' Tip at [Canadianpath.ca](http://Canadianpath.ca).



**The Cub Scout Promise**

I promise to do my best,  
To love and serve God,  
To do my duty to the Queen;  
To keep the law of the Wolf Cub Pack,  
And to do a good turn for somebody  
every day.

**The Cub Scout Law**

The Cub respects the Old Wolf;  
The Cub respects himself/herself.

**The Cub Scout Motto**

Do Your Best.



<sup>1</sup>Check out The Jungle Map at  
[Canadianpath.ca](http://Canadianpath.ca).

## Cub Scouts Basics

**THE CUB SCOUT SIGN**

The Cub Scout Sign is used for greeting other Cub Scouts and Scouters. It is also used when saying the Promise. The Cub Sign is formed with the first two fingers on the right hand, open to form a “V”, with the thumb holding down the last two fingers, raising the right arm bent at the elbow and holding the hand level with the head. Baden-Powell explained that the two fingers of the Cub Scout Sign are like the ears of a wolf. The Cub Scout Sign, when held high above the head, is a signal for getting everyone’s attention. When the signal is made, all members of the Pack (Cub Scouts and Scouters) must stop what they are doing, become quiet and make the signal as well. It may take a while, but be patient and don’t shout out to stop and be quiet.

**THE CUB SCOUT SALUTE**

The Cub Scout Salute is similar to the Cub Scout Sign, except that the hand touches the head or headwear. The Salute is used when the Cub Scouts salute the Flag of Canada.

**THE CUB SCOUT HANDSHAKE**

The Scout Handshake is used by all members of the Scout Movement. All members of Scouting shake with the left hand as a symbol of peace.

**THE TOTEM OR WOLF HEAD**

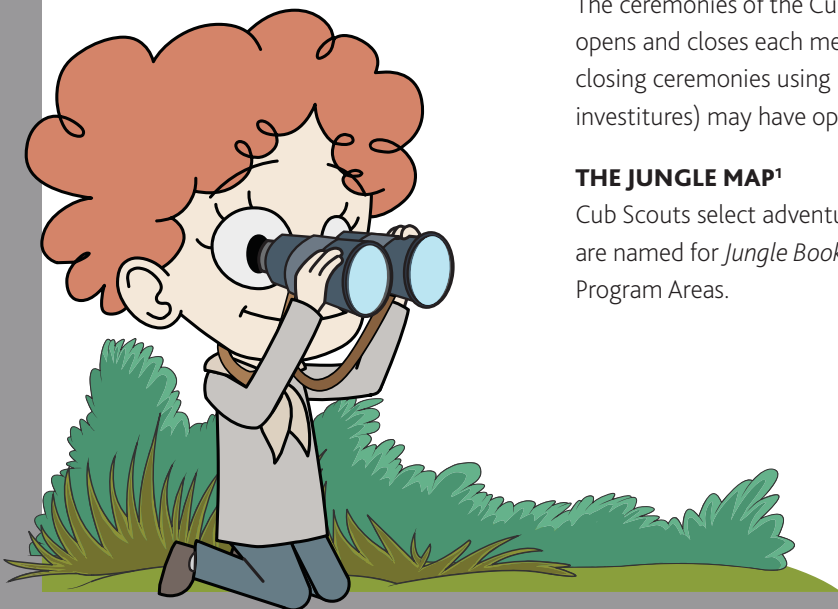
Baden-Powell suggested that every Pack have a totem pole, which is like a crest of the Pack. Packs may choose to use a totem of a wolf head at the centre of the circle when the Pack meeting is opened. Other Packs may choose to use a box covered by a grey blanket that symbolizes “Council Rock”. They can be used together.

**JUNGLE CEREMONIES**

The ceremonies of the Cub Pack continue with a jungle flavour. The Grand Howl opens and closes each meeting. Packs can perform *Jungle Book*-themed opening and closing ceremonies using language from *The Jungle Book*. Other ceremonies (such as investitures) may have optional jungle versions.

**THE JUNGLE MAP<sup>1</sup>**

Cub Scouts select adventures from areas on the Jungle Map. The places on the map are named for *Jungle Book* characters or locations, and each is related to one of the six Program Areas.



**JUNGLE NAMES****Akela**—Wolf**Bagheera**—Panther**Baloo**—Bear**Chil**—Kite (bird)**Hathi**—Elephant**Kaa**—Rock Python**Mang**—Bat**Raksha**—Mother Wolf**Ikki**—Porcupine**CREATING A JUNGLE ATMOSPHERE**

If your Cub Scouts really enjoy the jungle theme, it may be continued throughout the adventures that Cub Scouts choose or develop. Packs may create a jungle atmosphere through jungle games, dances, stories, songs, chants, playacting or decorations.

**JUNGLE NAMES**

Volunteers in the Cub Pack are known as Pack Scouters. They serve as guides and mentors for the Cub Scout adventures. They are given character names from *The Jungle Book*, or *The Second Jungle Book* (both by Rudyard Kipling). Cub Scouts enjoy choosing the names for Pack Scouters!

Good characters have been the traditional names for Pack Scouters, except for Mowgli. Bad characters, such as Shere Khan (the tiger), Tabaqui (the jackal) and Jacala (the crocodile) are not used for Scouter names.

**HOW IS A YOUTH PLACED IN A LAIR?**

First of all, a Lair needs a mixture of ages. Lairs should be as balanced as possible, depending on the number of youth from each age group (grade level) in the Pack. This is important so that the Cub Scouts in each Lair can develop leadership skills. In a Lair, the Howlers (collectively) are the leaders, supported by their Scouters.

When forming new Lairs, engage the Pack Leadership Team in making the decisions. Remind the Howlers of the need for balancing the numbers of Howlers, Trackers and Runners in each Lair, but also help them be sensitive to important friendships, sibling preferences, and the individual needs of the Cub Scouts when assigning them to a Lair.

If your practice is to change Lairs each year, these are important considerations. If you maintain the Lairs from year to year, the Pack Leadership Team will only have to place the new Cub Scouts in a Lair. The considerations are still the same.

Lairs, once assigned, should still be flexible. During the year, or at year-end, some Cub Scouts may need or appreciate a change.

**Assigning Scouters to Support a Lair**

Depending on the number of Scouters, there should be one or two who work consistently with a Lair. Scouters, regardless of their age or participation in another Section, can fill this important role. The Scouter who works consistently with a Lair gets to know the youth, their skills and abilities—and can therefore support them more effectively.

A Scouter who is also a parent of a Cub Scout should work with a different Lair than the youth's Lair. This prevents awkward situations and conflicts of interest. Exceptions for parents of youth with disabilities may be considered.

**CONTACT SCOUTER: AKELA**

One of the Pack Scouters serves as the Contact Scouter with the responsibilities of reporting to parents and the Group Committee and coordinating with other Sections. This Scouter is usually given the name “Akela”, but any Scouter can fill the role.

**Lair Scouters**

Scouters should be designated to work with the same Lair each week in order to get to know the Cub Scouts in that Lair. The role of the Lair Scouter is to be a mentor to the youth, to encourage their ideas, to encourage each of the Cub Scouts in their personal progression and to support the Trackers and Howlers in their leadership roles. It is especially important that the Scouter notice youth who rarely offer ideas or volunteer for leadership and help them participate. Youth from older Sections who have been screened to volunteer as Scouters would serve well in this role as well.

Remember: if all Lairs meet in various spots within the main gathering space of the Pack, one Scouter can work with each Lair while still maintaining the Two-Scouter Rule. If the Lairs meet in locations that are not in eyeshot and earshot of each other, two Scouters must work together with each Lair.

**Pack Leadership Team Scouter**

At least one Scouter supports the Pack Leadership Team. Again, the role is one of mentorship and encouraging the Cub Scouts to participate, share their ideas and to take on age-appropriate leadership roles. The Contact Scouter may also serve on the Pack Leadership Team.

**Contact Scouter**

In many Packs, Akela does this job, but any Scouter can!

**Note:** In some Packs, depending on size, there will naturally be overlap in these roles.

**A CUB SCOUTS' OWN**

A Cub Scouts' Own is a reflective time that may be part of the Closing Ceremony at a meeting, a hike, a camp or another activity. It is also helpful in the transition from Cub Scouts to home. A suggested format for the Cub Scouts' Own is found in Chapter 9, “Spirituality in The Canadian Path”.

Scouters should honour and acknowledge the diversity of faith practices that exist within the Group and Section, as well as diversity across Scouts Canada.

**Suggestions for a Cub Scouts' Own**

Developing a quiet atmosphere in which to reflect takes some time and practise. This reflective time could be accomplished by any of the following:

- To name one thing for which they are thankful
- Refer to the Internal Compass: Naming Gratitude, Experiencing Service, Stopping for Reflection, Welcoming Wonder. Have the Cub Scouts turn to face each of the directions as a Scouter names something from the meeting or activity that relates to that direction.



- One of the Cub Scouts or Scouters can offer one or two “Do your Best....” questions. Did you do your best getting along with the other Cub Scouts? Working as a team? Showing respect for each other?
- A moment of silence for a reason shared with the youth
- A prayer learned and repeated together as a Cub Pack
- A moment to reflect on something each Cub Scout was proud of doing

#### DID YOU KNOW?

*By-law, Policies and Procedures* is only available online so that as changes are made, they can be updated immediately. No print copies are available. It's important to know where to find the current information relating to Cub Scout activities!

#### **BY-LAW, POLICIES & PROCEDURES: BY THE BOOK!**

##### **How Many Scouters are Needed in a Pack?**

The ratio of Scouters to Cub Scouts is 1:6, but there must always be at least two Scouters working with youth, both in the meeting area and on activities outside of the meeting area. Parent helpers are not counted in this ratio.

Scouters between the ages of 14–18 with Wood Badge I are counted in the ratio, as long as there are two Scouters over the age of 18. Scouters need to be completely screened according to the Scouts Canada Child and Youth Safety Policy in order to be counted in this ratio; further, Scouters will only count toward the ratio if they have appropriate training for their Section.

Policies of Scouts Canada (such as the ratio of youth to Scouters) are found in *By-law, Policies and Procedures*, which is found at **Scouts.ca**. (Information about ratios is in section 4008.2.)



## RUNNERS, TRACKERS AND HOWLERS: YOUTH LEADERSHIP WITHIN THE CUB SCOUT PACK

Each Cub Scout has a role within the Cub Scout Pack.

### Runners

Runners learn the “Way of the Pack” by:

- Helping their Lair choose their Pack journeys
- Using the Plan-Do-Review cycle for adventures
- Leading their Lair or Pack in “gathering activities” (activities easily joined as Cub Scouts arrive at a meeting)
- Sharing special skills and knowledge with their Lair
- Exploring interests through the Personal Achievement badges

### Trackers

Trackers continue making choices on the Pack adventures and their own Personal Achievement badges. They:

- Act as mentors to the Runners and help them learn skills and the way of the Pack
- Assist in the running of the Cub Pack or Lair activities, such as games
- Assist the Beaver Scout Colony by helping with its adventures, planning and conducting several activities, or sharing a mutual adventure throughout the year
- Connect with the White Tail Beaver Scouts in preparation for them moving up to Cub Scouts.

**Note:** Trackers who attend Beaver Scout meetings on a regular basis are considered part of the Colony Leadership Team and help represent the Beaver Scouts in the planning meetings. They are given special wolf names as “Friends of the Forest” (see previous chapter).

### Howlers

Howlers are “The Voice of the Pack”. They:

- Mentor the Cub Scouts who are in their Lairs
- Guide the Lair in recommending the adventures for the Pack
- Work with other Howlers and Scouters to decide the order and select adventures
- Offer guidance and assistance to the Runners and Trackers during the adventures
- Take a leadership role with adventures
- Support the Pack in administrative tasks, such as gathering materials, collecting dues, helping with attendance, etc.
- May take responsibility for equipment use and storage at camps, hikes, etc.





<sup>1</sup>Check out “How can your Pack have a successful Howler Council?” Scouters’ Tip at [Canadianpath.ca](http://Canadianpath.ca).

### PACK LEADERSHIP TEAM<sup>1</sup>

Howlers from each Lair come together regularly as part of the Pack Leadership Team. This team is made up of:

- All Howlers
- At least one Scouter

Remember the Two-Scouter Rule. A Scouter working with the Pack Leadership Team should always be within earshot and eyeshot of another Scouter. Youth from older Sections who regularly work with the Pack are also part of the Pack Leadership Team.

The Pack Leadership Team:

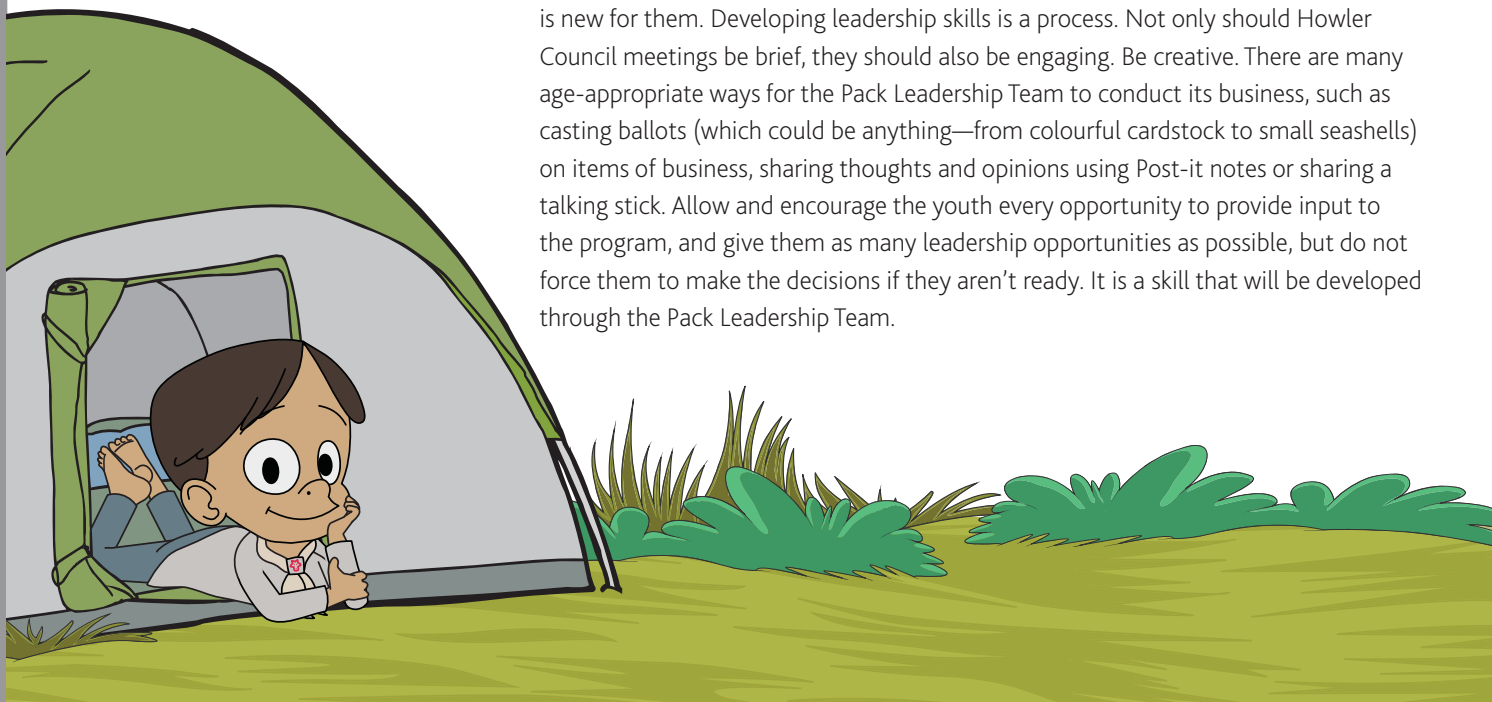
- Meets to mentor new Howlers on their roles at the start of the Scouting Year
- Meets to decide the Pack adventures
- Reviews and approves the awarding of the Cub Scout Top Section Award (the Seeonee Award)
- Creates a Pack Code of Conduct with input from each Lair

### Pack Leadership Team Meeting Format

A Pack Leadership Team (also known as the Howler Council) meeting should be brief—about 15 minutes.

The meeting should be held either in a corner of the meeting space or outside so that the Howlers feel free to express themselves without the distraction of the other Cubs.

It is important to remember that each group of youth is different, and some Howlers may be more willing than others to participate and plan, particularly when the role is new for them. Developing leadership skills is a process. Not only should Howler Council meetings be brief, they should also be engaging. Be creative. There are many age-appropriate ways for the Pack Leadership Team to conduct its business, such as casting ballots (which could be anything—from colourful cardstock to small seashells) on items of business, sharing thoughts and opinions using Post-it notes or sharing a talking stick. Allow and encourage the youth every opportunity to provide input to the program, and give them as many leadership opportunities as possible, but do not force them to make the decisions if they aren’t ready. It is a skill that will be developed through the Pack Leadership Team.



### How the Pack Leadership Team Decides on an Adventure

The Howlers determine a method for gathering ideas from their Lairs at a Pack Leadership Team (Howler Council) meeting. There are many ways to gather ideas. Lair Scouters can suggest Howlers write ideas on a chart, or they can use Post-it notes to gather their ideas.

The Pack Leadership Team Scouters help the Howlers review the Program Areas that have already been explored in the Pack's adventures, and together they identify the Program Areas that should next be visited. The Jungle Map is a great resource for keeping track of Program Areas and adventures.

Howlers return to their Lairs and follow the chosen strategy to collect ideas from the Runners and Trackers for adventures. In Lairs, the youth brainstorm and come to a consensus on their top two or three ideas. The Howlers bring the Lairs' ideas back to the Pack Leadership Team.

Each Howler presents his or her Lair's top suggestions to the other Howlers. Together (and supported by the Pack Leadership Team Scouters), the Howlers select adventures for the Pack. As a Scouter, you can guide the Howlers' decisions by asking great questions to help their thinking.

When the Howler Council is meeting, what do the others do? This is a great time to have the Trackers teach the Runners a new game or hold another activity.

Once the adventure has been chosen for the Pack, planning for the first adventure is scheduled for the next meeting of the Pack. Scouters should hold a Scouters' meeting prior to the next Pack meeting to determine how to guide the youth in their plan for the adventure.



### The Meeting of the Pack Begins with Meetings in Lairs!

The Lairs get together regularly (during meetings and at camp) to plan their current adventures, review past adventures and to discuss their goals for future adventures.

At the beginning of each Cub Scout meeting, Cub Scouts gather in their Lairs. The Lairs are spread out in the meeting area.

Scouters join the Lairs as they prepare for the meeting. Chat with the Cub Scouts. Ask them about good turns they had done for others during the week. Discuss any Personal Achievement badges that the Cub Scouts are working on.

During this time, Howlers may arrange for the collection of weekly dues.

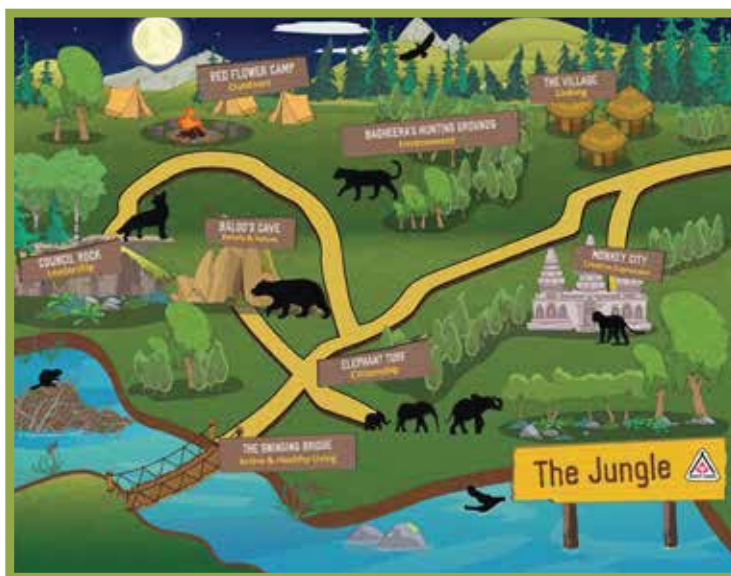
## Exploring the Jungle

### LET THE ADVENTURES BEGIN!

With your support and mentoring, the Pack has chosen the next adventure. It was determined after input from the Cub Scouts in their Lairs and through the Pack Leadership Team, under the direction of the Howlers. But it doesn't have to include the entire Pack! There are times when there may be two or more adventures happening, maybe with a few Lairs working together on an adventure while the other Lairs have a different adventure. That's okay, as long as they are all supported by Scouters.



<sup>1</sup>Check out the Jungle Map at [Canadianpath.ca](http://Canadianpath.ca).



The Jungle Map<sup>1</sup>





Red Flower Camp  
(Outdoors)



Bagheera's Hunting Ground  
(Environment)



Council Rock (Leadership)



The Swinging Bridge  
(Active & Healthy Living)



Elephant Turf (Citizenship)



Monkey City  
(Creative Expression)



Baloo's Cave  
(Beliefs & Values)

Whether a big adventure or a short activity, it should connect to one of Scouts Canada's six Program Areas. To emphasize the different opportunities for Environment adventures and Outdoors adventures, these are presented as two different places on the Jungle Map. Here are some types of adventures that may happen in the various spots of the Jungle Map.

#### Red Flower Camp (Outdoors)

- Hiking
- Pioneering
- Orienteering
- Geocaching
- Paddling
- Sailing
- Camping

#### Bagheera's Hunting Grounds (Environment)

- Going on a nature scavenger hunt
- Visiting a wildlife area
- Planning a Leave No Trace hike
- Cleaning up a community area

#### Council Rock (Leadership)

- Earning your new whiskers
- Planning a fall camp
- Leading an adventure review
- Planning a games night

#### The Swinging Bridge (Active & Healthy Living)

- Paddling
- Planning a healthy camp menu
- Cycling

#### Elephant Turf (Citizenship)

- Planning a hike through the community
- Creating a project to help your family
- Entertaining senior citizens



### THE VILLAGE (Linking)

Linking is not one of the six Program Areas. However, it is represented on the Jungle Map to remind Cub Scouts that linking should be a consideration when planning adventures.

### Monkey City (Creative Expression)

- Planning a skit night
- Sharing your hobbies
- Performing with a musical instrument
- Creating a project to help your family

### Baloo's Cave (Beliefs & Values)

- Planning a Cub Scouts' Own
- Planning a campfire
- Visiting a multicultural fair
- Learning about other faiths and cultures

### The Village (Linking with other Sections)

- Planning an activity for the Beaver Scout Colony
- Having a camp with the Beaver Scout Colony
- Going on a hike with the Scout Troop

### TRAIL CARDS<sup>1</sup>

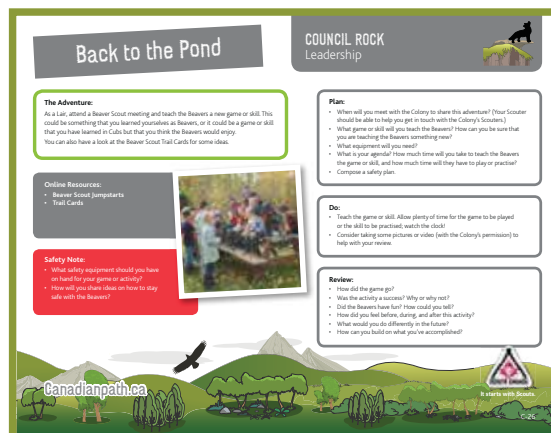
There may be occasions when Cub Scouts need some suggestions about what kinds of adventures they might like to have. Scouters can help guide the Cub Scouts. Another resource youth may turn to is the Section's collection of Trail Cards<sup>2</sup>. Trail Cards give ideas for adventures for every Program Area. Each Trail Card has ideas that can be used in meetings or at a camp.



<sup>1</sup> Check out our resources for Cub Scouts at **Canadianpath.ca**.



<sup>2</sup> Check out the Trail Card infographic at **Canadianpath.ca**.



Trail Card for Cub Scouts






### WHERE THE ADVENTURES BEGIN—COUNCIL ROCK

At the beginning of each year, the Cub Scouts all begin their journey at Council Rock on the Jungle Map. It is here that the Cub Scouts complete the activities to earn their woggles (whiskers), if they haven't received them at the end of the previous Scouting Year. Once this has been accomplished, the Howlers begin collecting ideas for adventures.

### PERSONAL PROGRESSION: THE CUB SCOUT JOURNEY

Each year provides new challenges for the Cub Scout. The following chart shows how the Cub Scout program does that in a progressive way.

YEAR PROGRESSION	JUNGLE ADVENTURES	ADDITIONAL CHALLENGES	REVIEW PROCESS	NEXT STEP
<b>Runner</b> (age 8) 	Adventures for each area of the Jungle Map with the Lair or Pack, as defined in the Program Quality Standards	<ul style="list-style-type: none"> <li>Learn the Cub Scout Promise, Law and Motto</li> <li>Develop Outdoor Adventure Skills</li> <li>Obtain Personal Achievement badges (optional)</li> <li>Do at least one linking activity</li> </ul>	<ul style="list-style-type: none"> <li>Review each adventure with the Lair or Pack</li> <li>Conduct a Year-end Review with the Pack, with specific attention to the SPICES</li> </ul>	Tracker
<b>Tracker</b> (age 9) 	Adventures for each area of the Jungle Map with the Lair or Pack, as defined in the Program Quality Standards	<ul style="list-style-type: none"> <li>Take part in the Leadership of the Lair</li> <li>Plan and participate in linking activities, especially those with the Beaver Colony</li> <li>Develop Outdoor Adventure Skills</li> <li>Obtain Personal Achievement badges (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Review each adventure with the Lair or Pack</li> <li>Conduct a Year-end Review with the Pack, with specific attention to the SPICES</li> </ul>	Howler
<b>Howler</b> (age 10) 	Adventures for each area of the Jungle Map with the Lair or Pack, as defined in the Program Quality Standards	<ul style="list-style-type: none"> <li>Take part in the leadership of the Pack (in the Howler Council)</li> <li>Develop Outdoor Adventure Skills</li> <li>Obtain Personal Achievement badges (optional)</li> <li>Participate in linking activities with other Sections, especially with Scouts</li> </ul>	<ul style="list-style-type: none"> <li>Review each adventure with the Lair or Pack</li> <li>Review each adventure with the Howler Council and Scouters</li> <li>Conduct a Year-end Review with the Pack, with specific attention to the SPICES</li> </ul>	Seeonee Award and then moving up to Scouts

## Celebrating the Cub Scout Journey

To celebrate the Cub Scouts' accomplishments on their personal journey, they receive badges. Badges mark the journey; they are not the reason for the journey! There are several times when progress on the individual journey is celebrated.

- Investiture
- Completing a Personal Achievement badge
- Completing a stage of an Outdoor Adventure Skill
- Completing the Year-end Review
- Completing the Seeonee Award.
- Moving up to the Scout Section

### INVESTITURE RECOGNITION

At Council Rock (on the Jungle Map) there are several activities relating to the Promise and Law, the Grand Howl and the history of Scouting appropriate for each of the three levels of Cub Scouts. These are completed in order for each Cub Scout to be recognized with the appropriate woggle for Runner, Tracker or Howler. A Howler woggle is presented to the third-year Cub Scout by a Scouter. The Howlers present the Trackers with their woggles, while the Trackers present the Runners with their woggles. As this is an important event in the life of the Cub Scout, there is a ceremony to celebrate!

The following tasks should be completed before being recognized with the appropriate woggle:



#### **RUNNER**

- Learn the Cub Scout Handshake and Salute.
- Perform a Grand Howl.
- Repeat the Cub Scout Motto, Law and Promise.
- Participate in a Cub Scouts' Own.
- Do a good turn for somebody and discuss your good turn with the Lair.



#### **TRACKER**

- Teach the Cub Scout Handshake and Salute to a Runner.
- Demonstrate a Grand Howl to the Runners.
- Teach the Runners the Cub Scout Motto, Law and Promise.
- Share a reflective piece in a Cub Scouts' Own, such as a poem or prayer.
- Do a good turn for somebody and discuss your good turn with the Lair.



#### **HOWLER**

- Tell the Runners a little about Baden-Powell.
- Lead a Grand Howl.
- Teach the Runners what the Cub Scout Motto, Law and Promise means.
- Organize and lead a Cub Scouts' Own with other Howlers.
- Do a good turn for somebody and discuss your good turn with the Lair.



<sup>1</sup>Check out the PAB template for Cub Scouts at **Canadianpath.ca**.



<sup>2</sup>Check out the PAB guide for Cub Scouts at **Canadianpath.ca**.

#### OUTDOOR ADVENTURE SKILLS

- Camping
- Trail
- Scoutcraft
- Emergency Aid
- Paddling
- Winter Skills
- Vertical Skills
- Sailing
- Aquatics

### PERSONAL ACHIEVEMENT BADGES<sup>1</sup>

Personal Achievement badges<sup>2</sup> provide opportunities for youth to pursue their own personal interests on an individual basis. They are structured to recognize existing knowledge or interest in an area, and to challenge the Cub Scout to pursue further experiences. The process follows the Plan-Do-Review model. Badges acknowledge the Cub Scout's achievements in the pursuit of those interests. The Plan-Do-Review template for Personal Achievement badges is found in Chapter 3.

The selection of Personal Achievement badges is intended to provide a wide variety of adventure possibilities so that each Cub Scout can tailor the badge to suit his or her specific interest. To complete the badge, there are four requirements that must be completed. There are varied suggestions provided for each badge, so that Cub Scouts may select from these, but Scouters need to encourage youth to select their own goals for the badges. Of the four requirements, any number can come from the Cub Scout. As well, the same badge may be presented more than once each year, as long as the Cub Scout selects a more progressive level or a different focus.

There are sixteen Personal Achievement badges. When having adventures in a Program Area, Cub Scouts may be motivated to follow through on their personal interests connected with that Program Area. They may also work on achieving any Personal Achievement badge, regardless of the Program Area they are currently exploring. Scouter, you may help make a connection for a Cub Scout and a specific Personal Achievement badge that may be of interest.

Personal Achievement badges are completed solely at the discretion of the youth. They are meant to support and encourage the personal interests that contribute to the personal journey of each youth. While you (as a Scouter) can encourage Cub Scouts, don't pressure them.

### OUTDOOR ADVENTURE SKILLS

Outdoor Adventure Skills are important skills associated with Scouting. Nine areas of skills are part of every Scouting Section, from Beaver Scouts to Rover Scouts. Each of the nine skills is defined in nine progressive stages.

Outdoor Adventure Skills are learned in the completion of adventures. For example, youth on a winter camp can achieve several objectives in several Outdoor Adventure Skills, such as Winter Skills, Emergency Aid, Camping and Scoutcraft. Through reviewing their activities, Cub Scouts will recognize how they have personally developed in these skills.

The Outdoor Adventure Skills accomplished by the youth depends on both individual and Cub Pack factors. More information is available in Chapter 6: "Outdoor Adventure Skills" (pp. 81–84); competencies and requirements for the Outdoor Adventure Skills are available at **Canadianpath.ca**.

## Cub Scout Personal Achievement Badges



Earth



Air



Water



Space



Summer Fitness



Winter Fitness



Year-round Fitness



Home



Community



Canada



World



Technology



Arts



Building



Hobby



Science

### YEAR-END REVIEW

At the end of each year, the Lair Scouters will work with the youth in the Lair to review the adventures they have had. Although reviews take place throughout the year, the Year-end Review gives the youth the opportunity to look at their cumulative growth. The Lair Scouters engage with the Lair in the meeting hall, on a hike, at a camp or around a campfire. Using the Jungle Map as a reference may help guide the discussion. Using the SPICES review questions as a guide, the Scouter will ask:

- What is the most interesting thing you learned this year? Why?
- What did you find the most challenging? Why?
- What did you learn about yourself in all your adventures?
- How would you describe yourself at the beginning of this year and at the end?
- What do you know now that you did not know before?

The Pack Leadership Team may also do a Year-end Review, focusing on how it provided leadership to the Pack. Review questions may address what the Howlers learned as members of the Howler Council and from leading their Lairs. Scouters participate in this review by answering the questions as well. At a meeting following the Year-end Review, youth should be presented with their Personal Progression badges.

#### DID YOU KNOW?

The Seeonee Award is named after the Seeonee wolf pack that adopts Mowgli. The pack lived in the Seeonee Hills.



Seeonee Award

### TOP SECTION AWARD: THE SEEONEE AWARD

The Seeonee Award is the Top Section Award for a Cub Scout. It marks the culmination and completion of a successful Cub Scout journey. At the end of Cub Scouts, youth will have an opportunity to reflect on their personal journey and Outdoor Adventure Skills attained. They will volunteer hours of service and develop a project that serves their community.

During the second half of their Howler year, Cub Scouts may begin to work on their Seeonee Award. The Top Section Award is achievable even if the youth has only been in Cubs for one year.

There are four important components of the Seeonee Award:

1. Cub Scouts have made personal progress through their adventure activities.
2. Cub Scouts have progressed through 10 Outdoor Adventure Skills stages (including any achieved in Beaver Scouts).
3. Cub Scouts have completed 15 volunteer service hours to give back to their communities. These hours must be completed as a member of the Cub Scout Section; they are not cumulative from Beaver Scouts.
4. Cub Scouts complete a project that makes a positive difference in their local, national or global community.



### 1. Personal Progression

Howlers review their personal journey and progression through the Cub Scout program by reviewing their Cub adventures with a Scouter. During this review, the Howlers discuss the areas visited on the Jungle Map, the adventures they completed while there and any Personal Achievement badges that were attained. The Scouter may guide the Howler in the review with prompting SPICES questions that assist the Scouter in learning how the Cub Scout has grown.

### 2. Outdoor Adventure Skills

In addition to personal progression, Cub Scouts are expected to achieve 10 Outdoor Adventure Skills stages, including any achieved in Beaver Scouts. This can be accomplished by achieving multiple stages in a few skills or a few stages in multiple skills.





### 3. Volunteer Hours

Cub Scouts are required to complete 15 volunteer service hours. These hours do not have to be completed within Scouting and do not have to be completed as part of one activity or event. Although volunteer service activities completed as part of the Section's program do count towards this requirement, youth should be encouraged to find their own opportunities to give back to the community in a way that has special meaning to them.

### 4. Seeonee Award Project

During the second half of their Howler year, Cub Scouts plan and complete an individual or small group project that makes a positive difference in the local, national or global community. The Cub Scout proposes a project to a Scouter who then guides the Cub Scout to develop a project that is challenging as well as relevant and meaningful. The Scouter uses best judgment in determining if the project meets the criteria. The project should provide an opportunity for the Cub Scout to continue his or her personal journey and extend learning. The Cub Scout should feel committed to the project because of its importance to the youth. Through completion of the project, the Cub Scout develops more confidence in his or her ability to take on a challenge and to achieve it. There are no set time limits or requirements for the project other than those agreed upon between the Cub Scout and the Scouter. The duration of the project is determined by the Cub Scout. It should be completed before moving up to Scouts.

If Cub Scouts want to collaborate on a project, that's fine. The Scouter needs to ensure that each Cub Scout is contributing to the best of his or her ability.

The final project follows the Plan-Do-Review cycle. The Cub Scout plans and proposes the project and action plan. The project plan is followed. The Cub Scout reviews the project with the Scouter, who guides the Cub through SPICES questions as well as project-related questions.





The project is to be shared with the other Cub Scouts, either at the Lair or Pack level. The sharing should be short and engaging for the audience. The intent is to inspire other Cub Scouts.

The completion of the Seeonee Award is to be approved by the Howler Council.

### MOVING UP TO SCOUTS

Youth who are journeying from one Section to the next are presented with a Canadian Path “Footprint” Link badge appropriate for the completed Scouting Section. (Cub Scouts who were in Beaver Scouts have “Beaver Paw” Canadian Path Link bages on their Cub Scout uniforms.) Cub Scouts who have participated in a Cub Pack, and are ready to move up to Scouts, will receive a Wolf Paw Canadian Path Link badge to wear on their Scout uniform. The Canadian Path Link badge may be presented at an important occasion which involves other Sections. It is an acknowledgement and celebration of a youth’s personal journey.

Prior to the presentation of the badge, Cub Scouts will have opportunities to:

- Meet with youth from the next Section and hear about what they do in that Section
- Take part in linking activities with other Sections, including Beaver Scouts and Scouts
- Discuss with youth and Troop Scouters, or with their Pack Scouters, what they are looking forward to doing when they move to Scouts

## Cub Scout Ceremonies

Ceremonies are among the important traditions of a Cub Scout program. As structures, they give a format to mark the significant accomplishment and events in the life of the Cub Scout and the Pack. Each ceremony has basic components that are essential to the consistency of the Cub Scout program from one Pack to another. Packs may individualize the ceremonies, as long as the basic components are retained.

Through the ceremonies, particularly the Grand Howl, the Jungle theme is reinforced on a regular basis.

Jungle variations on other ceremonies tend to evoke the mysterious language of *The Jungle Book*, require planning and take much longer to run. They are wonderful opportunities for Cub Scouts to engage in drama, while reconnecting with *The Jungle Book*.

Some ceremonies allow for more input from the Cub Scouts, but some, such as the Grand Howl, are standard across Canada.

The basic formation for all ceremonies is the circle. There are two different types of circle formations: the Rock Circle and the Parade Circle. The Rock Circle is formed by the Cub Scouts standing shoulder to shoulder.

A **Parade Circle** is formed from the Rock Circle by taking three steps back from a shoulder-to-shoulder position.



Council Rock

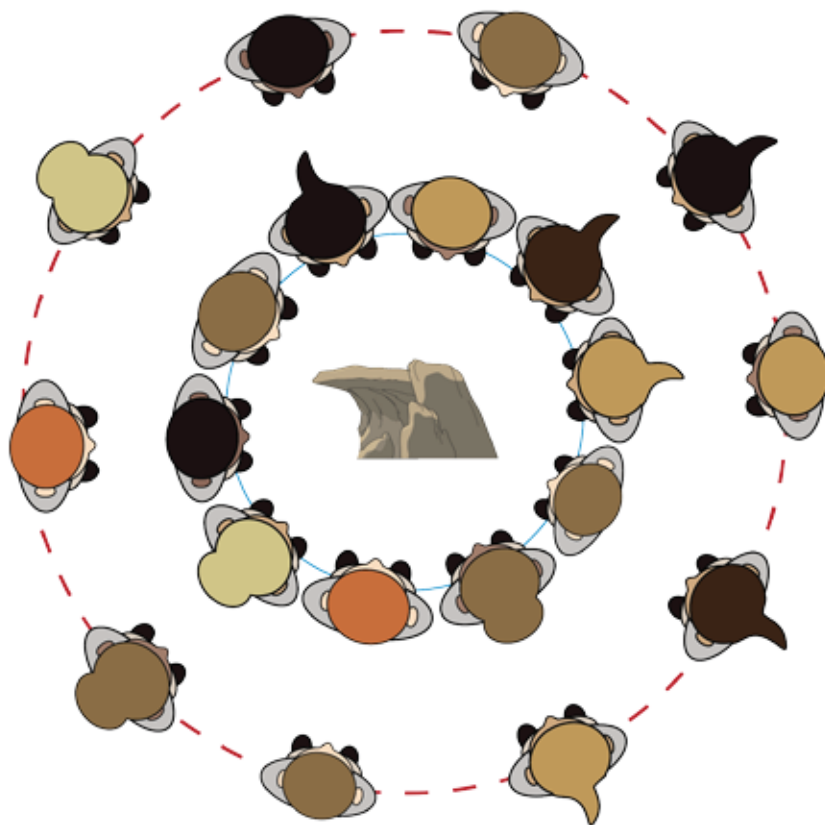


Rock Circle



Parade Circle

### BASIC FORMATION FOR ALL CEREMONIES



### Opening the Meeting

Before a meeting begins, Cub Scouts are usually involved in a gathering activity or game. The Scouter opening the meeting for the night (often Akela) will use the Cub Scout Sign to get the Cub Scouts to stop, make the Cub Sign too and then listen. This requires patience from Scouters as they teach the Cub Scouts to respond in an appropriate amount of time. The use of a whistle or shouting is discouraged.

A Scouter makes the Cub Scout Sign and waits for the Cub Scouts to be attentive. Then the Scouter may guide the Cub Scouts to their Lairs. One option might be: "To your Lairs! Get ready for the meeting of the Pack!"

Cub Scouts go to their Lairs, where the Lair Scouters discuss preparations for the meeting. The Howlers help the Scouters and the members of their Lairs. Some Packs may wish to have uniform inspections. Dues may be collected and attendance taken at this time.

### USING THE FLAG OF CANADA IN THE OPENING

If the Flag of Canada is fixed on a staff or the wall, the Scouter can say: "Pack, face the flag. Salute!" The Scouter briefly pauses and then says, "Steady. Face the totem." (Or, "Face in," if no totem is used.) If the Pack raises the flag, prepare it before the meeting begins. After the Grand Howl, the Scouter asks the Pack to "Face the flag," and asks a Cub Scout to "Prepare to break the flag." The Cub Scout moves to the flag pole and places his or her right hand on the loose halyard, saying, "Halyards all clear." The Scouter tells the Cub Scout to proceed. The Cub Scout pulls the halyard to break the flag and takes two steps back. The Scouter asks the Pack to salute.

### LOWERING THE FLAG AT THE CLOSING

The Scouter says, "Pack, alert! Face the flag. (Cub Scout name) prepare to lower the flag." The Cub Scout moves to the flag pole and unties the halyards, saying, "Halyards all clear." The Scouter says, "Proceed." The Cub Scout lowers the flag, drapes it over his or her shoulder, unhooks it from the halyards and reties the halyards to the pole. The Pack does not salute. After the flag is lowered, the Scouter asks the Pack to "Face the totem." The Cub Scout gives the flag to the Scouter and returns to the circle. Some Packs might like to learn how to fold the flag properly.

### The Grand Howl

The Grand Howl is the core of the opening and closing of all camps and meetings of the Cub Scout Section. It symbolizes Akela calling a meeting of the Seeonee wolf pack at Council Rock, a significant event in *The Jungle Book*. It is also a ceremony that should be performed consistently in every Pack. The elements of the Grand Howl should not be changed. One Cub Scout may be selected in advance to lead the Grand Howl.

### Steps in the Opening, Including the Grand Howl

A Scouter initiates the opening by getting the attention of all the Cub Scouts by shouting, "Pack!", which is a signal for all Cub Scouts to freeze. The Scouter then shouts, "Pack! Pack! Pack!" Cub Scouts run in from their Lairs, yelling a long "Paaack!" They form a tight Rock Circle around the Scouter.

If needed, ask the Pack to back up three steps to form a Parade Circle to give more room.

The Howler leading the Grand Howl barks, "Pack Alert!" (calling for the Pack to stand at attention). If a totem is used, the Howler brings in the totem, places it in front of the Scouter and returns to the circle.

The Scouter faces the Cub Scout and, by a nod of the head, tells the Howler to start the Grand Howl.

The Howler swings his or her hands in the air and brings them down to the floor while dropping to the squat position, with knees apart. Hands touch the floor in front, between the knees, with only the first two fingers of each hand touching the floor, with the rest of the fingers closed. This represents forepaws.

All other Cub Scouts drop to the floor in a squat at the same time as the Howler, without raising their hands over their heads. All of the Cub Scouts look upwards, as though ready to howl like wolves.

All Cub Scouts say, in short barks, "A-Ke-La, We'll-Do-Our-BEST!" When they say "Best", all Cub Scouts jump up to stand at alert, with first and second fingers of each hand at each side of their head, like wolf ears.

The Howler says "DYB, DYB, DYB, DYB"—drawn out a little like a wolf howl. ("DYB" sounds like "dib" and stands for "Do Your Best".)

The other Cub Scouts drop their left hands, and make the Cub Salute with their right. They answer the Howler with, "We'll DOB, DOB, DOB, DOB" in short, sharp barks. (DOB means "Do Our Best".) After "DOB", the Cub Scouts drop their right hands.

The Grand Howl begins with the Scouter's nod and ends with the Cub Scouts dropping their right hands. This part of the Cub Scout ceremony is the same across Canada.

### Opening Ceremony Options

While the Grand Howl should not be changed, there are many variations of openings, depending on traditions of the Pack. There are some variations that are used regularly in Canada. The first is that some Packs use the Flag of Canada as part of their opening, after the Grand Howl is done. This gives opportunity for more Cub Scouts to be involved in the opening.

Another option that several Cub Scout Packs use is repeat the Promise, Law and Motto as part of the opening. This helps the Cub Scouts remember each.

If there are any investitures, this is the time when many Packs do it.

Singing “O Canada” is a practice in some Packs.

### Closing Ceremony

The Closing Ceremony is very similar to the Opening Ceremony, but adds in celebration and recognition of Cub Scouts' accomplishments.

Toward the end of the meeting, whether outside or in, Cub Scouts often need to gather in their Lairs to prepare to leave. Give Lairs some time to review their night's adventures with their Lair Scouter and gather their things together.

The same steps are followed as in the Opening Ceremony. There are some additional options, however. These include presenting badges to Cub Scouts, giving reminders or notes, and acknowledging the flag (if one was used).

The Grand Howl is performed after badges are presented and notes are passed out. Some Packs say a prayer after the Grand Howl.

A long-standing Pack tradition has the Scouter closing the meeting by saying, “Good Night, Good Hunting, Go Straight Home.”

### BADGE PRESENTATION CEREMONY

Cub Scouts who achieve personal progress in Outdoor Adventure Skills or Personal Achievement badges need to be recognized by the Pack. Badges may be presented at any time during meetings. They can also be presented at camps and campfires. The intent is to celebrate the accomplishment by making the badge presentation special.

One option is to present badges at the closing ceremonies. The Scouter may ask the Cub Scout to come into the Parade Circle before the closing Grand Howl. The Cub Scout has already reviewed with a Scouter what was done to complete the badge, but if there is something worthy of comment, the Cub Scout or Scouter can do so.

Make the presentation of a badge a special moment in the Cub Scout's experience. Some Packs have little traditions like placing the badge in the mouth of the Wolf Totem during closing. Encourage your Cub Scouts to create their own traditions for your Pack.

### INVESTITURES

All Cub Scouts will be invested with their new "whiskers" (woggle) every year, once they have had the opportunities to work together through the Investiture preparation activities (see p. 153). Scouters may present the Howlers with their whiskers (woggles). In turn, Howlers can present new Trackers with their whiskers. For the Runners and any other new Cub Scouts, this is a very special occasion. They will receive their Group neckers and their Group, Area and Council crests for their uniform. Runners can be invested at any time: when they swim up from Beavers in the spring, in the fall or throughout the year if they join partway through. Investitures can happen at the meeting hall, outdoors or at a camp. Parents are often invited, particularly for Runner Investitures. Each Pack may have traditions that enrich this important experience.



### INVESTITURE CEREMONY

The Pack has a traditional Open Ceremony. After the Grand Howl is done, the Investiture begins.

A Scouter, usually Akela, asks the Howlers to bring the new Cubs to the centre of the circle. Each Howler introduces the new Cubs of the Lair.

Akela asks the new Cubs, "Do you know the Promise, Law, Motto and Grand Howl of the Wolf Cub Pack?"

The new Cubs answer, "Yes, Akela; I do."

Akela then asks, "Are you ready to make the Wolf Cub Promise?"

The new Cubs answer again with, "Yes, Akela; I am."

Then Akela says to the Pack, "Pack, alert! Please make the Cub Scout Sign."

A Scouter in the centre of the circle holds the Flag of Canada out horizontally and the new Cubs hold the flag with their left hands, while making the Cub Scout Sign with their right.

Pack:

I promise to do my best,  
To love and serve God  
To do my duty to the Queen  
To keep the law of the Wolf Cub Pack,  
And to do a good turn for somebody every day.

After the Promise is completed, the Cub Scouts drop their hands, but remain at alert. Howlers return to the circle. Other Scouters pass the neckers and woggles to the Howlers to hold for the Trackers in their Lair. The next step involves the Trackers playing a role. Akela calls the Trackers to come forward and stand behind the new Cubs. Then Akela asks the Pack to repeat the Cub Scout Law.

Pack:

The Cub respects the Old Wolf;  
The Cub respects him/herself.

Akela asks the Trackers to place the necker and whiskers on the new Cubs. The Howlers pass the neckers and woggles to each Tracker. The Trackers place neckers and woggles on the new Cubs, then return to the circle.

Akela welcomes the new Cubs to the Pack.





Beginning with Akela, Scouters give the invested Cubs a left handshake. The invested Cubs then shake hands with the members of the Pack by going around the inside of the circle. They rejoin their Lair. Perform a Grand Howl to finish the ceremony.

### **ADVANCEMENT TO SCOUTS**

"Moving Up" to Scouts is the last celebration of the Cub Scout's journey in Cub Scouts. Many Groups gather all of their Sections have their advancement ceremonies happen at the same time. At the least, the Cub Pack and Scout Troop meet for this celebration. There are also many variations in how this is done, but the essence of the Ceremony is that Pack and Troop use their traditional opening circle and horseshoe, the Pack Scouter says goodbye and good luck to the Howlers, and the Troop Scouter welcomes them to the Troop. What follows is a suggestion.

The Pack forms a circle at one end of the field or hall while the Troop forms a horseshoe a short distance away, with the open end of the horseshoe facing the Pack.

A Scouter, often Akela, stands in the centre of the circle and the other Pack Scouters stand on the far outside of the circle, away from the Scout Troop. The Troop Scouter stands in the opening of the horseshoe with the other Troop Scouters in a line alongside the horseshoe. Akela calls the Howlers into the circle by name.

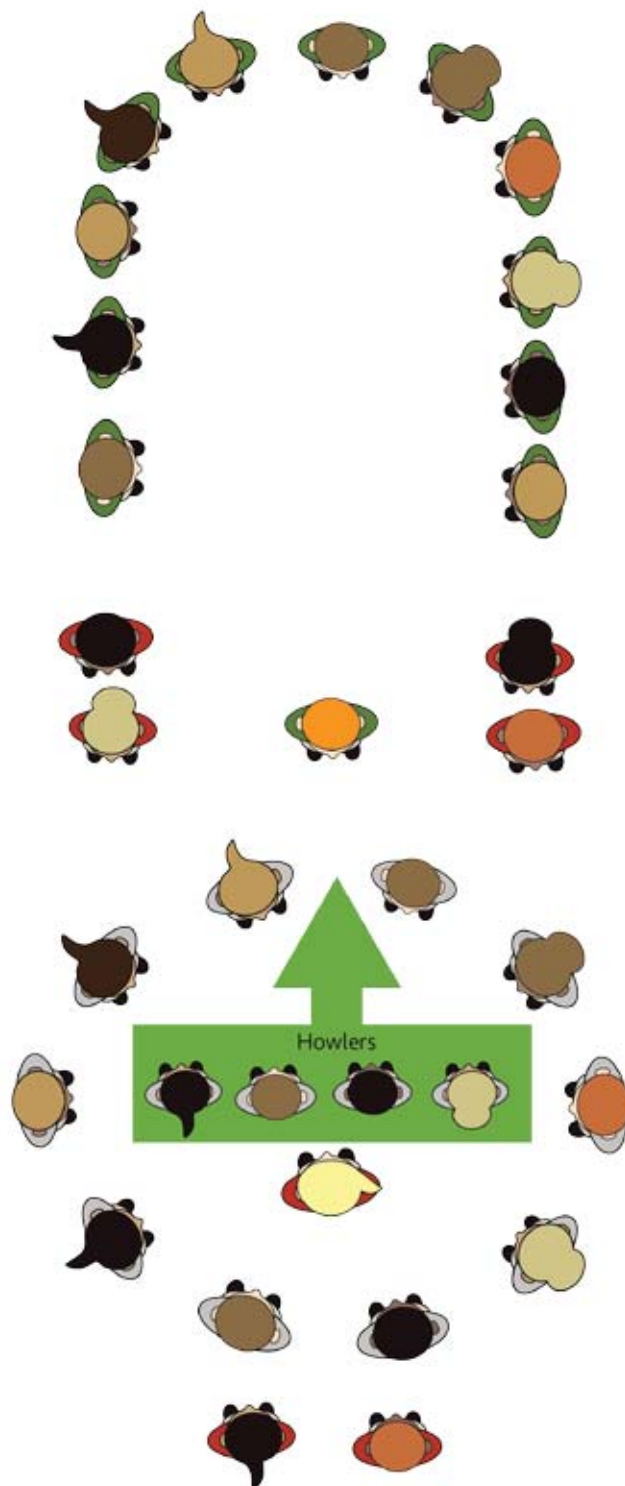
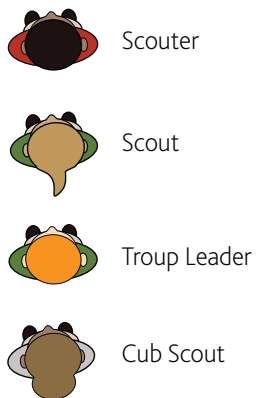
Akela offers a few words to the Howlers. There are many ways to wish the Howler good luck. Here is a sample that uses the Jungle theme:

"There comes a time when Cub Scouts must leave the jungle. They have run with the Pack, played with the Pack and learned many skills with the Pack. They have shared those skills with other members of the Pack and (though we will miss them) it is time for them to continue their Scouting adventures with the Troop."

Akela may then say something personal about each Howler. Some Packs choose to present parting gifts to the Cub Scouts. The Howlers may exchange high fives or handshakes with the rest of the Pack. The Howlers move outside of the circle and move around it giving a high five to each of the Cub Scouts in the circle and the other Scouters. The Cub Scouts return to the inside of the circle.

Akela then leads the Cub Scouts out of the circle to the horseshoe. Akela may say to the Troop Leader, "The Pack has said goodbye to these Cub Scouts and they are ready to blaze their trail with the Troop." The Troop Leader then welcomes the new Scouts.

## Advancement to Scouts Ceremony



### **WELCOMING NEW RUNNERS**

The Beaver Scouts will perform their Swim-Up Ceremony. Typically, this will take place in the spring. Trackers who have worked with the Beaver Colony bring the White Tails forward. As the Pack Circle opens, the new Cub Scouts come into the circle.

Akela welcomes the new Cub Scouts as Runners in the Pack. Akela asks the new Runners to make the Beaver Sign, then to straighten out the two fingers and make the Cub Scout Sign, explaining that the Cub Scout Sign represents the ears of the wolf. Akela returns the Cub Scout Sign. Akela gets the Howlers of the various Lairs to bring their new Runners to their Lair place in the circle.

The Howler Council may have discussed the makeup of each Lair before the announcement. Trackers will be familiar with the Beaver Scouts from their time in the Colony and through other linking activities. If the youth is new, or the Pack Leadership Team is not ready to place the new Runners in a Lair, temporary Lairs are assigned for the meeting. This gives the Pack Leadership Team a chance to ask the new Runners about friendships or special needs. The intent is to have new Cub Scouts comfortable with their place in the Pack.

Akela asks the Cub Scout Pack to welcome the new Runners with the Grand Howl. The Grand Howl is performed by everyone (the new Runners will have been introduced to the Grand Howl in a linking visit by the Trackers). If there are youth who are joining the Pack without knowing about the Grand Howl, the Scouters may decide to leave the new Runners in the centre of the circle while the rest of the Pack performs the Grand Howl.

## **What Does a Cub Scout Meeting Look Like?**

Cub Scout meetings take a variety of forms. Some may take place around a campfire at a camp, on a hike through the woods or in a regular meeting location. The structure of the meeting is determined by the adventure. The outline of a Cub Scout meeting may be used as a guideline for regular meetings, which occur in a meeting hall.

### **SAMPLE OUTLINE OF A CUB SCOUT MEETING IN A HALL**

A Cub Scout meeting typically runs for 90 minutes, although some are shorter and some are longer. Each Cub Scout meeting will usually include the following:

- A gathering activity
- Opening and Closing Ceremonies
- Active and quiet activities
- Activities in the Lair as well as Pack activities
- Youth Leadership
- The Jungle Map
- A spiritual moment (such as a prayer or a Cub Scouts' Own)

Here is an excerpt from a planning template that can help you and your Cub Scouts plan your meetings. You can find the full version at [Canadianpath.ca](http://Canadianpath.ca).

**FALL**

**ADVENTURES WE WOULD LIKE TO HAVE THIS CYCLE:**

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**USE PLAN-DO-REVIEW TO HELP DRIVE THE DISCUSSIONS:**

**Plan**

- + How can we make sure everyone participates?
- + How can we make sure everyone stays safe?
- + What materials do we need?
- + What does everybody need to do?
- + What skills are required?
- + Has everyone agreed on all the details?

**Do**

- + Learn any new skills needed
- + Take part in your adventure

**EVENTS**

Investiture

Halloween

Fall camp

Remembrance Day

Apple Day / Popcorn

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**WHICH AREAS ON THE MAP HAVE YOU VISITED THIS CYCLE?**

BACKBEAVER'S HUNTING GROUND  
Scoutcraft

RED POWER CAMP  
Outdoors

ELEPHANT TUSK  
Citizenship

COUNCIL ROCK  
Leadership

HONEY CITY  
Creative Expression

BALOO'S CAVE  
Beliefs & Values

SWINGING BRIDGE  
Active & Healthy Living

THE VILLAGE  
Living

It starts with Scouts

**SEPTEMBER**

Scouting programs are conducted in accordance with Scouts Canada's safety policies and practices (e.g. Two Scouter Rule, appropriate skills and knowledge, outdoor activity management process).

	Theme	Game	Plan	Do	Review	
1						 It starts with Scouts
2						
3						
4						

**Events for this Month:**

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Circle or check the tree if your meeting is more than 20 minutes outdoors.

Circle or check the wolf if the Howler Council is meeting.

It starts with Scouts

## SCOUTS—WELCOME TO THE CANADIAN TRAILS



Scouts is the third Section of The Canadian Path, designed for youth ages 11 to 14. Scouts has a rich tradition—it was the first Section developed by Lord Baden-Powell over 100 years ago.

Scouting is still about helping clever youth with pluck succeed in life by learning and practising valuable skills.

Scout-aged youth come together in small groups called Patrols. Patrols are usually made up of six to eight youth. Patrols join together to form a Scout Troop.

### The Canadian Path

The Canadian Path is the way Scouting is done in Canada.

It involves:

- A non-formal approach to learning
- The seven components of the Scout Method
- The Four Elements (Youth-led, Plan-Do-Review, Adventure and SPICES)
- A Balanced Program in six Program Areas: Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression and Beliefs & Values
- A personal journey of growth

#### THE SEVEN COMPONENTS OF THE SCOUT METHOD

1. Scout Law and Promise
2. Learning by Doing
3. The Patrol (Team) System
4. A Symbolic Framework
5. Nature
6. Personal Progression
7. Volunteer Support

### The Canadian Path and the Scout Program

#### 1. A NON-FORMAL APPROACH TO LEARNING

Scouts develop a wide range of skills by engaging in adventures individually, in their Patrols and in the Troop. Scouting adventures are enjoyable, hands-on experiences that allow Scouts to explore their world in ways they haven't before.

#### 2. THE SEVEN COMPONENTS OF THE SCOUT METHOD

The Canadian Path is rooted in the Scout Method—the basis of all of the adventures Scouts experience. It is a non-formal educational process that makes each youth the principal agent of his or her development as a responsible person. The Scout Method is an approach unique to Scouting.



<sup>1</sup> Check out the Planning Template for Scouts at **Canadianpath.ca**.



<sup>2</sup> Check out “Questions to ask the Youth as the Activities are Reviewed” Scouters’ Tip at **Canadianpath.ca**.



<sup>3</sup> Check out Section Demo Kit for Scouts at **Canadianpath.ca**.



### 3. THE FOUR ELEMENTS

There are four elements to The Canadian Path.

**Youth-led:** The program is directed by its youth members—not the Scouters. The responsibility for leadership in Scouts falls more and more on the Scouts themselves.

**Plan-Do-Review<sup>1</sup>:** A three-step process informs all activities in the Scout program.

**Adventure:** Scouts explore new things, share new ideas, learn new skills and create new paths.

**SPICES<sup>2</sup>:** Social, Physical, Intellectual, Character, Emotional and Spiritual are the six dimensions of personal development for the Canadian Path program.

### 4. A BALANCED PROGRAM<sup>3</sup>

The Canadian Path is designed to deliver a balanced program. Scouts participate in experiences from each of the six Program Areas: Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression and Beliefs & Values.

### 5. A PERSONAL JOURNEY OF GROWTH

The Scout program is about personal progression—each member develops in his or her own way and on his or her own path, even as he or she works with others as a team.

## Blaze Your Trail: The Scout Symbolic Framework

Scouts want adventure! They want to experience new and exciting things such as snowshoeing, canoeing, camping and hiking. The symbolic framework of the Scout program uses the diversity found in our great country as a basis for a variety of adventures. Scouts are inspired to discover more about the world and themselves by reflecting on the historical trails that are found throughout Canada.

Scouts are supported in this great Canadian journey by Scouters, who act as mentors for the youth. Scouters encourage and engage Scouts in the “game of Scouting” through the Four Elements and the Scout Method. Toward the end of the Scouting journey, youth can undertake the Chief Scout’s Award to demonstrate their personal progression and development in Outdoor Adventure Skills, and make a contribution to the global community.



**The Scout 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.

**The Scout Law**

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

**The Scout Motto**

Be prepared.

## Scout Basics

**SCOUT PROMISE, LAW AND MOTTO**

Scouts Canada asks every Scout and Scouter to subscribe to and live by the Scout Promise and Law. These are written in clear language and outline expectations for members of the Scout Movement. The motto is a phrase that helps guide the youth in their adventures.

**BASIC SCOUTING TRADITIONS**

There are three basic traditions in Scouting: the Scout Salute, the Scout Sign and the Scout Handshake.

**The Scout Salute**

Hold together the three middle fingers of the right hand and touch together the thumb and little finger, with the thumb holding the little finger down. With palm facing the front, bring up the hand smartly to the head until the forefinger touches the forehead. Bring down the hand to the side. The Scout Salute is made only when in full uniform. It's a sign of respect, courtesy and friendliness.

**The Scout Sign**

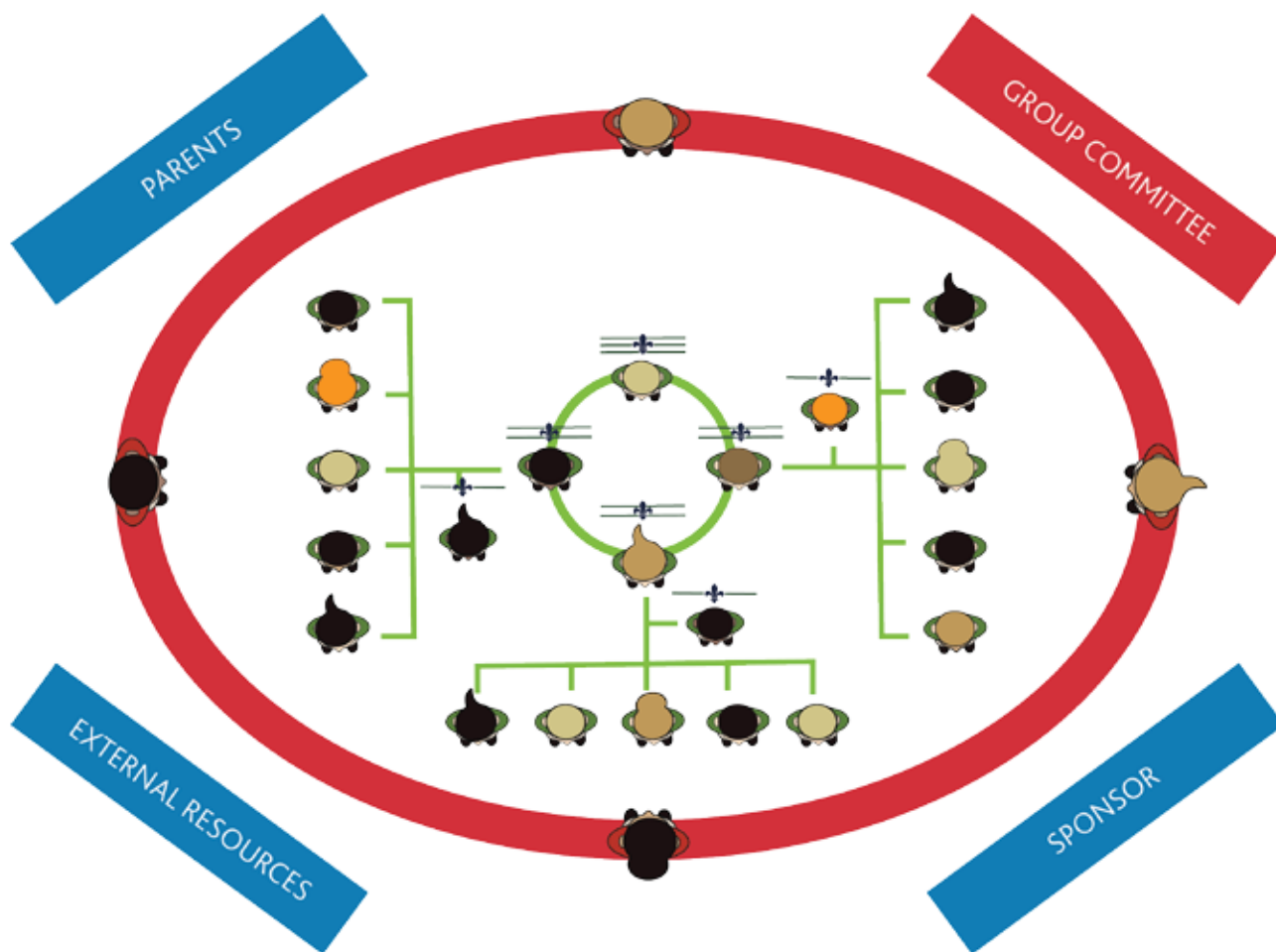
The right hand position is the same as for the salute: three fingers up, thumb and little finger touching, and palm out. Begin as with the salute, but hold the hand straight up beside the head. The three upright fingers represent the three parts of the Scout Promise: doing your best; doing your duty to God, Queen and other people; and carrying out the spirit of the Scout Law. The thumb and little finger meet to represent Scouting's ties in friendship. The Scout Sign is used:

- At all Investiture Ceremonies
- While reciting the Scout Promise or Law
- To get Scouts' attention
  - In this case, someone will raise his or her hand up high to form the Scout sign and wait for all other Scouts to do the same. When Scouts raise their hands to the Scout Sign, they should be quiet and await instruction. This method is more respectful than whistling or yelling (and easier on the vocal chords, too!).
- In place of the Scout Salute when out of uniform

**The Scout Handshake**

Scouts shake with the left hand as a sign of fellowship and trust. Scouts shake with the left hand as a symbol of peace.

## Troop Structure



**Note:** This chart depicts the organization of the Troop—not the Troop's ceremonial formation.



Scouter



Scout



Assistant Patrol Leader



Patrol Leader



Troop Leader

### PATROLS

The basic unit of Scouts is the Patrol. A Patrol is a group of six to eight Scouts. Patrols are formed at the beginning of the year.

Many Scouts have friends who they have moved up from Cub Scouts with, or who have simply joined the Troop, possibly after a Bring-a-Friend night. They may have never been a Scout before. It's important to recognize these relationships and ensure that (where possible, and where there are no other issues) friends can be in the same Patrol. The Patrol becomes that place where working together, learning by doing and taking on responsibilities to support one another happens. Youth joining Scouts for the first time are identified based on their age—not by the number of years they've been Scouts.

### DUTY PATROL

One of the Patrols in a Troop may be selected to be “on duty” each meeting, to help with flag break during the opening, tidying up after the meeting and other duties as required. The Duty Patrol is selected by the Troop Leadership Team. It’s a good idea to have the responsibilities of the Duty Patrol rotated among the Patrols on a regular basis.



<sup>1</sup>Check out “How can your Troop have successful Patrols?” Scouters’ Tip at [Canadianpath.ca](http://Canadianpath.ca).

After a few meetings to get to know one another, start by asking Scouts to get together with one or two other Scouts with whom they’d like to be in a Patrol<sup>1</sup>. Scouts who already know each other will have had the opportunity to get to know youth who are new to the Troop, and vice-versa. These small groups can then move into larger groups of about six youth. This is a good working size for a Patrol. When this has been done, the Scouts who have indicated they would like to serve as Patrol Leader should be prepared to speak about why they should be selected. The Scouts then vote on who will be their Patrol Leader and Assistant Patrol Leader. These decisions are then shared with the Troop Leader and Scouters.

At this point, Patrols should start to think of Patrol names, and perhaps even a yell. Don’t be too surprised that the names are not animal names or things that have traditionally been selected. Scouts can be very imaginative, and their Patrol names might be comical. This is not to be discouraged!

Once Patrols have been identified and the Troop Leadership Team is complete, the planning phase of the year can get started. The Troop Leadership Team should set a date to begin coordinating the Troop’s adventures.

### Setting up Patrols—Some Guidelines

There is no magic formula for setting up Patrols, but here are some guidelines:

- Patrols could be selected by fourth-year Scouts with feedback from Scouters, or all returning Scouts could be involved in discussing parameters for setting up the Patrols.
- Scouts must create mixed-age Patrols so that older, more experienced Scouts can assist newer Scouts.
- It’s often useful to take friendships into account; on the other hand, you don’t want to create cliques.
- Scouts should have a say about whether they’re with siblings or not.

Scouters should be present for Patrol selection, but their most important role should be to help the Scouts make sure everyone is included and good working groups are formed. For example, a special needs Scout is given appropriate support.

### Patrol Leadership

A Patrol is led by a Patrol Leader, who is assisted by an Assistant Patrol Leader. Both the Patrol Leader and the Assistant Patrol Leader are Scouts. The Patrols elect their respective Patrol Leaders and Assistant Patrol Leaders.

### CORE MEMBERS OF THE TROOP LEADERSHIP TEAM

- Troop Leader  
(who chairs the meeting)
- Patrol Leaders
- Fourth-Year Scouts
- Troop Scouters



<sup>1</sup>Check out “How can your Scouts have an effective Troop Leadership Team?” Scouters’ Tip at [Canadianpath.ca](http://Canadianpath.ca).

### THE SCOUT TROOP

A collection of Scout Patrols and Scouters make up a Troop. Troop size can vary greatly from community to community, from two Scouters supporting three or four Scouts, to as many as 40 Scouts supported by six or seven Scouters.

Sea Scouts is a Section of Scouting with a particular emphasis on water-based activities, such as sailing, rowing and paddling. This program emphasis will require Scouters with expertise in these areas, but otherwise a Sea Scout Troop functions much like any other.

#### Troop Leader

The Troop Leader should be an experienced and accomplished Scout, but not necessarily the oldest Scout. Ideally, a Troop Leader will have already spent time on the Troop Leadership Team and served as a Patrol Leader or Assistant Patrol Leader; a Troop should work to prepare its Scouts for the role of Troop Leader.

#### Troop Leadership Team

The Troop Leadership Team<sup>1</sup> is a forum for youth to make decisions regarding their program.

The Troop Leadership Team is one of the key program components for successful youth development. Used effectively, the Troop Leadership Team builds youth leadership through the cycle of introducing, mastering, mentoring and reviewing youth leadership within the Troop.

The purpose of the Troop Leadership Team is to:

- Draft, review and promote a Troop Code of Conduct in consultation with the entire Troop
- Make program decisions for the Troop
- Make major equipment purchase decisions
- Review previous adventures as part of the Plan-Do-Review cycle
- Act as a quality check to ensure the program (including the service of Scouters) is meeting the needs and desires of the youth
- Work out minor discipline issues

Scouters should not outnumber the youth at Troop Leadership Team meetings. The Troop Leadership Team should meet at least monthly, and may meet informally as necessary (for instance, at a camp, or before or after a meeting). It is important that the Troop Leadership Team has the flexibility to meet to address issues as they arise.

**PATROL LEADERS' RESPONSIBILITIES**

- Planning and leading Patrol meetings and activities
- Keeping Patrol members informed
- Assigning each Patrol member a specific duty
- Representing the Patrol at all Troop Leadership Team meetings
- Preparing the Patrol to participate in all Troop activities
- Working with other Patrol Leaders to make the Troop run well
- Knowing the abilities of each Patrol member

**A TROOP LEADER'S RESPONSIBILITIES**

- Leading Troop meetings, events and activities
- Calling the Scouts to ceremonies
- Leading ceremonies, including badge and award presentation ceremonies, and investing new Scouters
- Chairing the Troop Leadership Team meetings
- Assigning duties and responsibilities
- Assisting the Scouters with youth leader training

**How to Select the Troop Leadership Team**

There are several ways to select the Troop Leadership Team, and Troops need to choose which method works best.

Select a Troop Leader by:

- election by entire Troop
- election by Patrol Leaders
- election by Troop Leadership Team

**ROLES AND RESPONSIBILITIES****Patrol Leaders**

Patrol Leaders may be elected by their Patrols to serve and lead other Scouts in the Patrol. The role of Patrol Leader may be rotated after a period of time.

Or Scouts may volunteer for Patrol Leader. They could be interviewed by the Troop Leader, who might ask what they would love to get out of the experience and what opportunities it would provide. The Troop Leader selects from the volunteers.

**Assistant Patrol Leaders**

The Assistant Patrol Leader is a youth elected by the Patrol who assists the Patrol Leader as needed, and takes the Patrol Leader's place when absent. This role could also be also filled by a volunteer selected through an interview process, as with the Patrol Leader.

**Troop Leader**

The Troop Leader will serve for a predetermined term, and the responsibility of Troop Leader may rotate among suitable Scouts over the year. (To be clear, the Troop Leader is a Scout—not a Scouter.) This rotation may be set out at the beginning of the year, or decided at the beginning of each leadership term, possibly by election. The Troop may prefer that fourth-year Scouts be the candidates of choice for the role of Troop Leader, as it is their last Scouting Year of eligibility for the experience. If the selected Troop Leader is also a Patrol Leader, the Assistant Patrol Leader will take over the leadership of the Patrol for the leadership term and a new Assistant Patrol Leader is selected.

For the new Scouting Year, Scouts prepare to take on leadership roles within the Troop. This can start with announcing that those interested in being elected by the Troop as the Troop Leader, or as a Patrol Leader, should come prepared to the next meeting to outline why they would be a good fit for the role.

The next week, have the Scouts interested in serving as the Troop Leader make their presentation to the whole Troop. The youth can then vote (by secret ballot) for their Troop Leader.

### **SOME GUIDELINES FOR A TROOP TO CONSIDER WHEN SELECTING YOUTH LEADERS**

- This is not a popularity contest; sometimes the best leaders aren't the most popular people.
- Remember, Scouts is a good, safe place to learn!
- Consider running an activity that provides opportunities for Scouts to demonstrate leadership. This should help Scouts to recognize leadership potential in one another.
- Consider who would be best suited for the role.
- Consider who might benefit from a leadership role.
- Consider how the Troop or Patrol might benefit by having a given Scout lead.

The Troop Scouter should outline what is expected of the Scout who will serve in this role. He or she will become a member of the Troop Leadership Team, which includes the Scouters.

The Troop Leader should be a Scout who has the time for the role, as he or she will be expected to communicate regularly with the Patrols Leaders and chair the Troop Leadership Team.

This Scout must be someone who is mature and comfortable working with others.

### **OTHER ROLES TO CONSIDER**

Your Troop may want to consider including other designated roles for youth, beyond those listed above. Some Troops will provide leadership and learning opportunities to youth who serve at the Patrol or Troop level as Treasurer (a Scout who is responsible for dues), Quartermaster (a Scout who is responsible for gear and food on camps) and Scribe (a Scout who is responsible for attendance and other records).

### **CONTACT TROOP SCOUTER**

Scouters are Volunteers who mentor and guide the Scouts on their journey. They are typically referred to as Scouter (first name). One of the Scouters fills the role of Contact Troop Scouter.

#### **Contact Troop Scouter Responsibilities**

- Risk management: Ensure that the health and safety of all members is maintained continually. This is a primary concern.
- Support the Troop Leadership Team.
- Oversee the delivery of weekly meetings and several overnight adventure experiences each year.
- Mentor youth and Scouters to ensure all members experience personal growth while with the Troop.
- Participate in and implement decisions made in Troop Leadership Team meetings.
- Develop close working relationships with other members of the Scouter team and share the responsibilities of operating the Troop with the youth and other Scouters.
- Assist the Troop Leader in carrying out the weekly program.
- Support and participate in special meetings, including day trips, as well as short and long-term adventures.
- Know and use resource materials available.

- Maintain good relationships with parents and guardians, and encourage activities that involve parents and guardians.
- Encourage recruitment of members, and help the Group Committee recruit other Scouters.
- Maintain good relationships with Scouters in other Sections and attend Group Committee and local Council meetings as required.
- Meet specific requirements of the sponsoring body, where applicable.

### TROOP SCOUTERS

Troop Scouters support the Contact Troop Scouter as needed. A Troop Scouter will take the Contact Troop Scouter's place when he or she is absent. The main role is to support youth leaders and to assist in successfully delivering program components.

## Exploring the Canadian Trails

The Canadian Trails Map<sup>1</sup> provides a variety of trails to use as the basis for creating adventurous journeys. The trails are based on actual Canadian trails and geographic regions of historic and cultural significance. Scouts will explore the trails as a symbolic framework supporting their personal progression (though, of course, they may be inspired to actually visit and explore some of the trails as well!). Each of the four Scouting years (Pioneer, Voyageur, Pathfinder, Trailblazer) is named in keeping with the trail-blazing framework.



<sup>1</sup>Check out the Canadian Trails Map at [Canadianpath.ca](http://Canadianpath.ca).



The Canadian Trails Map





Mackenzie River  
(Environment & Outdoors)



Red Coat Trail (Leadership)



Bruce Trail  
(Active & Healthy Living)



Rideau Trail (Citizenship)



Cabot Trail  
(Creative Expression)



West Coast Trail  
(Beliefs & Values)

The selected trails correspond with the six Program Areas (Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression and Beliefs & Values), and ensure that the personal progression of Scouts is measurable and balanced.

#### **THE MACKENZIE RIVER** (Environment & Outdoors)

This river runs from Great Slave Lake in the Northwest Territories to the Beaufort Sea in the Arctic Ocean.

The life that can be found along the river is vulnerable to the effects of climate change. For example, polar bears depend on a long season of reliable ice on the ocean to hunt for food. Their home on mainland tundra at the delta of the Mackenzie River in the summer can only be a temporary one.

Program activities for the Mackenzie River include shoreline, park and roadside clean-ups; and developing outdoor skills, such as hiking, orienteering, camping, paddling, lighting campfires and identifying wild edible foods.

#### **RED COAT TRAIL** (Leadership)

In 1874, the Northwest Mounted Police set out on the March West from Fort Dufferin, Manitoba for Fort Whoop-up in Alberta with the aim of bringing law and order to the Prairies. Sam Steele, the famous Northwest Mounted Police Commissioner, can be regarded as the embodiment of strong leadership. He was one of the officers on the March West, and later managed customs at the Chilkoot Pass during the Klondike Gold Rush.

The Red Coat Trail invites planning and leading adventures for other members of the Troop, for Cub Scouts or Beaver Scouts.

#### **BRUCE TRAIL** (Active and Healthy Living)

The Bruce Trail runs across the Niagara Escarpment. The trail provides people with the opportunity to explore a variety of ecosystems over a 900 kilometre path across southwestern Ontario, from Tobermory on the shores of Lake Huron, to Queenston near Niagara Falls. The trail and its surrounding wilderness offer opportunities for dozens of activities in all seasons: hiking, mountain biking, climbing, snowshoeing, skiing, sailing, kayaking and canoeing—just to name a few! In short, the Bruce Trail is the perfect symbol of the healthy activities that Scouts love!

**RIDEAU TRAIL** (Citizenship)

The trail parallels the Rideau Canal, which connects Ottawa and Kingston. In the War of 1812, the Rideau Canal was part of a safe travel route between Montreal and Kingston, helping to secure trade and communication during a turbulent period in our history. Adventures for the Rideau Trail focus on Citizenship and may include getting to know the public servants and services in the local community through visits and guest speakers. A Troop may visit a library or a fire hall, or invite a politician to talk about the community's plans for a local park. Scouts can also roll up their sleeves to contribute to their community in a variety of ways, such as painting park benches or performing trail maintenance at a conservation area.

**CABOT TRAIL** (Creative Expression)

The Cabot Trail represents this Program Area because the east coast of Canada was a new frontier for European explorers over 500 years ago. Furthermore, Cape Breton Island is a place that has a rich history of gifted artists and creative thinkers.

Adventures for the Cabot Trail emphasize creativity, and can include the performing arts, writing and visual arts.

**WEST COAST TRAIL** (Beliefs & Values)

This trail was chosen because of the strong cultural traditions of the west coast aboriginal peoples and the tenacious environmental activism of many Vancouver Islanders. Just as the east coast once represented a new frontier for Europeans, the setting sun and the Pacific Ocean are symbols of distant horizons and vast potential.

This trail is made up of adventures that can foster social awareness, such as exploring one's faith, encountering other faiths and wrestling with political issues that are relevant to Scouts. Activities may include visiting a place of worship, planning a Scouts' Own or inviting a guest speaker to a meeting.

## Planning a Program Cycle

Each season is a program cycle. Over the Scouting Year, a Troop should try to complete two adventures for each of the six Canadian Trails (Program Areas). Depending on the length of the adventures, the Troop may have more than two adventures for some of the Program Areas by the time the Scouting Year is through. It is also possible that Patrols might wish to pursue different trails (adventures) from the rest of the Troop. They should be encouraged to do so, and helped to plan whatever experiences they have decided to undertake.

**CHECKPOINTS ALONG THE TRAIL**

- Pioneer is a first-year Scout
- Voyageur is a second-year Scout
- Pathfinder is a third-year Scout
- Trailblazer is a fourth-year Scout



<sup>1</sup>Check out Trail Cards for Scouts at **Canadianpath.ca**.



<sup>2</sup>Check out the Trail Card infographic at **Canadianpath.ca**.

## RESOURCES TO SUPPORT ADVENTURE PLANNING—TRAIL CARDS<sup>1</sup>

Trail Cards<sup>2</sup> are resources designed to help Scouts in the planning, execution and review of a variety of adventures (should they have difficulty coming up with ideas of their own). Trail Cards present adventure ideas in each of the Canadian Trails (Program Areas). These support materials augment the planning done by the Patrol or Troop. They are developed focusing on the Plan-Do-Review method and can assist the youth in planning an adventure.



Trail Card for Scouts

## YOUTH-LED

Through the Troop Leadership Team, all youth in the Troop can offer input into the selection of adventures. The Patrol Leader and his or her Assistant Patrol Leader gather suggestions at the Patrol level and brings these suggestions to the Troop Leadership Team. It decides which adventures the Troop will pursue. This strategy gives Scouts a great deal of say in their program; they will decide upon the adventures that they find the most interesting, challenging and fun. The selection will vary from Troop to Troop, and possibly from Patrol to Patrol.

## PLAN-DO-REVIEW

### Plan

Once an adventure has been chosen, the planning begins!

The Troop Leadership team invites Patrols to discuss what is needed for the adventure, what skills must be learned (and by whom) and how planning must be done. Planning can be done collectively by the Troop (especially if the Troop is small), by a Patrol or (occasionally) by the Troop Leadership Team.

The Scouters act as mentors, offering to help when asked or by asking questions when it appears the Scouts need some guidance. “Learning by doing” is extremely important at this stage in the planning, so Scouters have to take a back seat!

### The “Plan” Challenge

Each Scout brings a range of experiences and knowledge to the planning. As Scouts progress through their four years in the Section, their learning is cumulative.

By definition, a Scouting adventure is something new and exciting. Part of the planning process that supports personal progression is having each youth identify the new and exciting aspect of the adventure that is being developed. For Pioneer Scouts, much of any adventure in the Scout Section will be new and exciting. Scouts in their Trailblazing year will have to add something to the adventure to make it new and exciting for them. This also applies to Voyageur and Pathfinder Scouts, of course.

### Personal Progression: the Scout Journey

As youth go through the Scouting program, they are undertaking a personal journey.

The focus of the Scouting program is on personal progression—on Scouts bringing their diverse experiences to the Scouting adventures and growing through new experiences. By working both with peers and independently, youth are helped to develop adventures that provide opportunities for individual growth.

### Adventure Challenges

In the planning of an adventure, each Scout needs to set a personal goal. This goal needs to be discussed with the Patrol and a commitment made to achieve the goal. As each Scout is unique, the goals may also be unique. Determining and sharing the goal is an important part of the planning process.

Each Scout can be creative in setting his or her personal goal or challenge on each adventure. For example, if a Voyageur Scout has hiked many times before, his or her challenge for an upcoming hike may be to learn how to pack a lighter pack, show others in the Patrol how to pack, or to walk and chat with the slowest Scout instead of leading the way.

The point for the individual Scouts is to set a wide variety of goals—to learn to recognize their personal social, physical, intellectual, character, emotional and spiritual growth.

### Do

The Scouts engage in the adventure they have planned, along with their Scouters.

### Review<sup>1</sup>

A significant part of the learning that takes place through Scouting adventures is accomplished by having the youth reflect on what they learned. This review can take place toward the end of the adventure or at the next meeting, and can take place with an individual, the Patrol or the entire Troop.



<sup>1</sup>Check out “How should you review the past season?” Scouters’ Tip at [Canadianpath.ca](http://Canadianpath.ca).

**A SCOUT'S PERSONAL JOURNEY**

- Outdoor Adventure Skills
- Personal Progression badges
- Personal Achievement badges
- Canadian Path Link badges
- Top Section Award: The Chief Scout's Award



Pioneer (for a first-year Scout)



Voyageur (for a second-year Scout)



Pathfinder (for a third-year Scout)



Trailblazer (for a fourth-year Scout)

## Celebrating a Scout's Personal Journey

There are five categories of badges that mark a Scout's personal journey.

### 1. OUTDOOR ADVENTURE SKILLS

As Scouts develop their plans for adventures, they will also develop a list of skills that they will need to complete an adventure successfully. After learning those skills and completing the adventure, the review will give them an opportunity to talk about the skills they have gained.

As part of The Canadian Path, Scouts Canada has developed a comprehensive Outdoor Adventure Skills program. More information is available in Chapter 6: "Outdoor Adventure Skills" (pp. 81–84); competencies and requirements for the Outdoor Adventure Skills are available at [Canadianpath.ca](http://Canadianpath.ca).

Outdoor Adventure Skills begin with Beaver Scouts and continue through to Rover Scouts. Each of the nine Outdoor Adventure Skills is divided into nine stages. Outdoor Adventure Skills should be seen as tools to support the Plan-Do-Review cycle. Completion of each stage is recognized with a badge that is worn on the uniform sleeve.

### 2. PERSONAL PROGRESSION BADGES

Following a Year-end Review, a Scout receives the appropriate Personal Progression badge (Pioneer, Voyageur, Pathfinder or Trailblazer).

### 3. PERSONAL ACHIEVEMENT BADGES

Personal Achievement badges recognize the successful completion of personal interest-based goals that Scouts set for themselves. Once a set of five goals is determined, the Scout works with a Scouter to develop and finalize the plan. The Plan-Do-Review cycle is followed. Success is recognized with the appropriate badge. The Scout must set five personal requirements, any number of which can be of his or her own choosing. Sample goals for each Personal Achievement badge are provided as part of the badge description.

The purposes of the Personal Achievement badges include:

- Encouraging youth to try new things
- Encouraging youth to pursue their own interests
- Providing recognition
- Encouraging personal development
- Giving the youth responsibility for his or her own growth by giving him or her the responsibility to develop his or her own requirements

## Scout Personal Achievement Badges



Earth



Air



Water



Space



Summer Fitness



Winter Fitness



Year-round Fitness



Home



Community



Canada



World



Technology



Arts



Engineering



Hobby



Science



Canadian Path Link badge

#### 4. CANADIAN PATH LINK BADGES

Youth who have participated in the Scout program will receive a Canadian Path Scout badge to wear on their Venturer Scout uniform. The Canadian Path Scout badge is presented at the advancement ceremony in the spring. This link badge is an acknowledgement and celebration of the completion of a stage on the youth's personal journey.

Prior to advancement and the presentation of the badge, Trailblazer Scouts will have the opportunity to:

- Meet with some Venturer Scouts and hear about what Venturer Scouts do, and meet with Cub Scouts to tell the younger Section what to expect in Scouts.
- Take part in linking activities with other Sections (Beavers, Cubs, Venturers and Rovers). For instance, a Scout may:
  - Assist with a Kub Kar Rally
  - Invite senior Cub Scouts to attend a Scout camp or activity
  - Attend a Venturer camp or activity, such as a Venturee

With their Patrols, Trailblazers review their experience in Scouts, reflecting upon their growth in terms of the SPICES and their development in Outdoor Adventure Skills. Further, Scouts can say what they're looking forward to in Venturer Scouts. This review can take place as part of a meeting, but it is recommended that it be incorporated into a camp (perhaps at a campfire) near the end of the Scouting Year.

#### 5. TOP SECTION AWARD: THE CHIEF SCOUT'S AWARD

The Chief Scout's Award is the Top Section Award of a youth's personal journey through Scouts. It is the highest award that can be achieved at the Scout level. The Scout has displayed exceptional personal development through adventures in all Program Areas and progression in Outdoor Adventure Skills.

There are four requirement components to the Chief Scout's Award:

##### 1. Personal Progression

The recipient must demonstrate that he or she has developed in his or her personal progression. Specifically, the Scout must demonstrate that he or she has:

- Reviewed his or her personal progression
- Led his or her Patrol on an adventure (this does not mean that the Scout has to serve in a specific Patrol or Troop Leadership role)
  - The Scout has worked with other Scouts and used the Plan-Do-Review approach for the adventure, which can be from any of the six Program Areas.



Chief Scout's Award

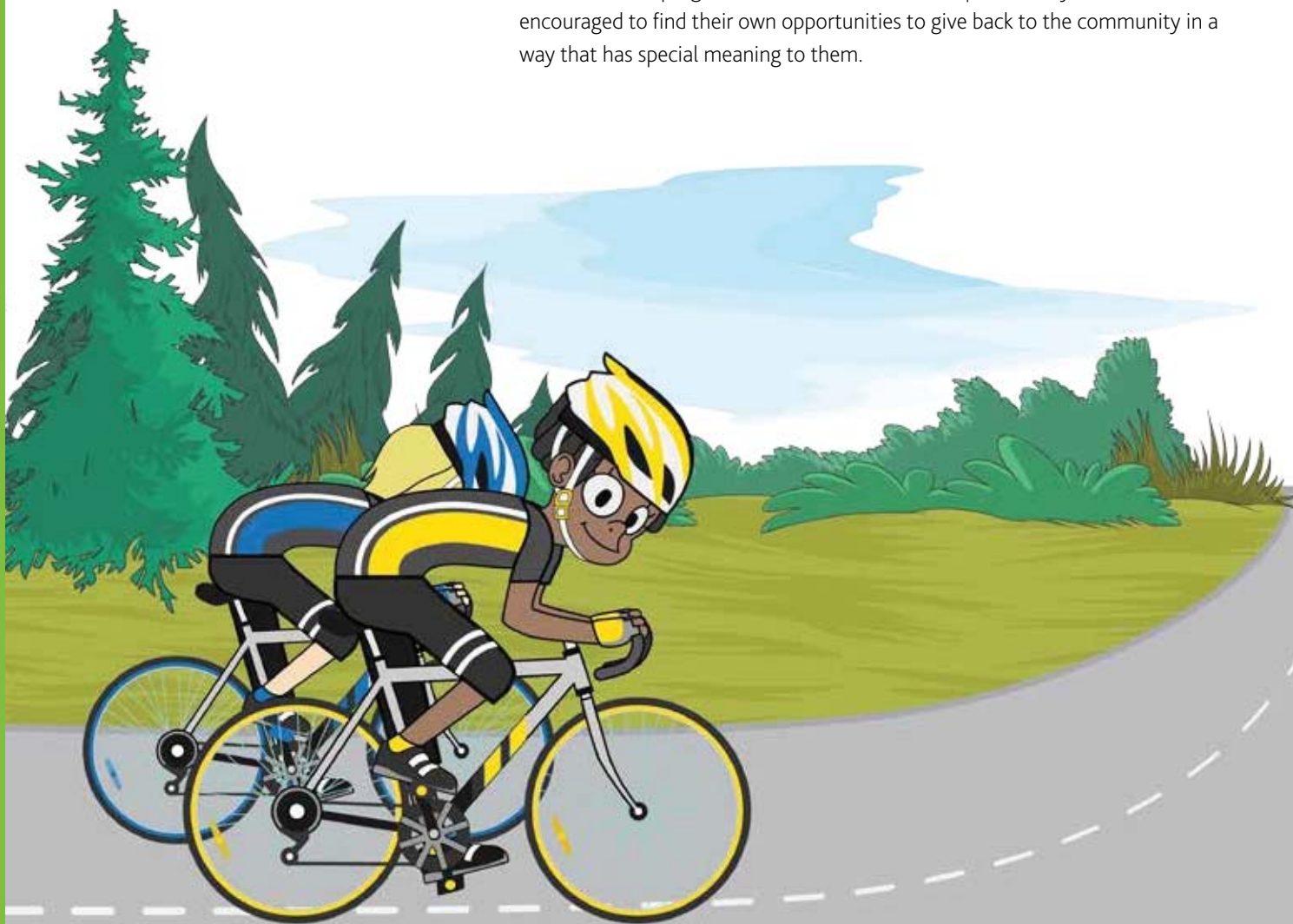


## 2. Outdoor Adventure Skills

Scouts will have completed (cumulatively from Beavers, Cubs and Scouts) 18 stages of Outdoor Adventure Skills. The youth may choose to make progress across several Outdoor Adventure Skills or focus on making great progress in a few Outdoor Adventure Skills. This enables youth to go broad or go deep, and lets the Troop Leadership Teams determine which Outdoor Adventure Skills they want to undertake.

## 3. Volunteer Hours

Scouts are required to complete 30 volunteer service hours. These hours do not have to be completed within Scouting and do not have to be completed as part of one activity or event. Although volunteer service activities completed as part of the Section's program do count towards this requirement, youth should be encouraged to find their own opportunities to give back to the community in a way that has special meaning to them.





#### 4. Chief Scout Project

This is the capstone project of Scouts, typically completed in the last year of the program. With the approval of the Troop Leadership Team, the Scout will complete a challenging project that matters to the youth and that will benefit a community (local, national or international) using the following Plan-Do-Review framework.

The Chief Scout Project may be completed in conjunction with or in support of a project for another organization, such as school or the Duke of Edinburgh's Award.

Instructions to the youth include:

- Peer planning and risk review
- Choose a project that matters to you and that you believe will be significant to a community. This community could be:
  - Local (your town, school, place of worship, hospital, etc.)
  - National (Canada)
  - International (outside Canada)

Issues that a Scout may in part address with a Chief Scout's Award project include (but are not limited to): education, poverty, racism, pollution, housing or ecology.

A Scout might construct or repair benches or picnic tables for a local park, organize a drive and assemble care packages for armed forces members serving overseas, or acquire school supplies to be sent to a foreign school in need. A Scout can come up with an original idea for a service project, solicit ideas from his or her Troop (including Scouters), or research suitable projects online. Chief Scout's Award projects are often proudly shared on social media.

Scouts should be instructed to:

- Conduct research as necessary, and create a project plan that includes a schedule, a budget, and an inventory of required supplies and possible sources for said supplies.
- Present your plan to your Troop Leadership Team for its approval. Your Scouter will need to approve the risk management components of project.
- Prepare for and carry out the project
- Review

Present the results of your project to your Troop Leadership Team, Patrol, Troop or other suitable group. This is a significant review that's more than just about

reviewing the project and its process; the review should be introspective. A Scout should be encouraged to reflect upon how the experience of conceiving and executing the capstone project was a personal journey. As with other activities and projects, there is no single recommended approach to the Scout's review of his or her capstone project. Scouts should be encouraged to be creative in how they review their projects. The nature of the project itself may have some influence on how it is reviewed.

#### **CEREMONIES IN THE SCOUT PROGRAM**

- Opening Ceremony
- Closing Ceremony
- Investiture Ceremony
- Chief Scout's Award Ceremony
- Advancement Ceremony

## **Scout Ceremonies**

Ceremonies have been used for centuries to mark significant events or occasions, or to recognize rites of passage. Scouting ceremonies are fundamental to the operation of a Scout Troop. We use ceremonies to open and close meetings, to invest new Scouts, to present badges and to recognize achievements such as Scouts earning the Chief Scout's Award.

Ceremonies can be formal or informal, but should always be carried out respectfully. Troops are encouraged to personalize their ceremonies, but are reminded that certain ceremonies have specific requirements that ought to be included.

The ceremonies described below are only suggestions. Should the Scouts decide they wish to use these ceremonies as is, they may wish to create small reference cards to refer to during the ceremony. It's also a good idea to practise a ceremony with the Scouts to make sure it runs smoothly.

Scouts should understand the rationale behind a specific ceremony.

Ceremonies should be kept simple, sincere and short in order to keep the youth's attention, and to ensure that the importance of the occasion is recognized.

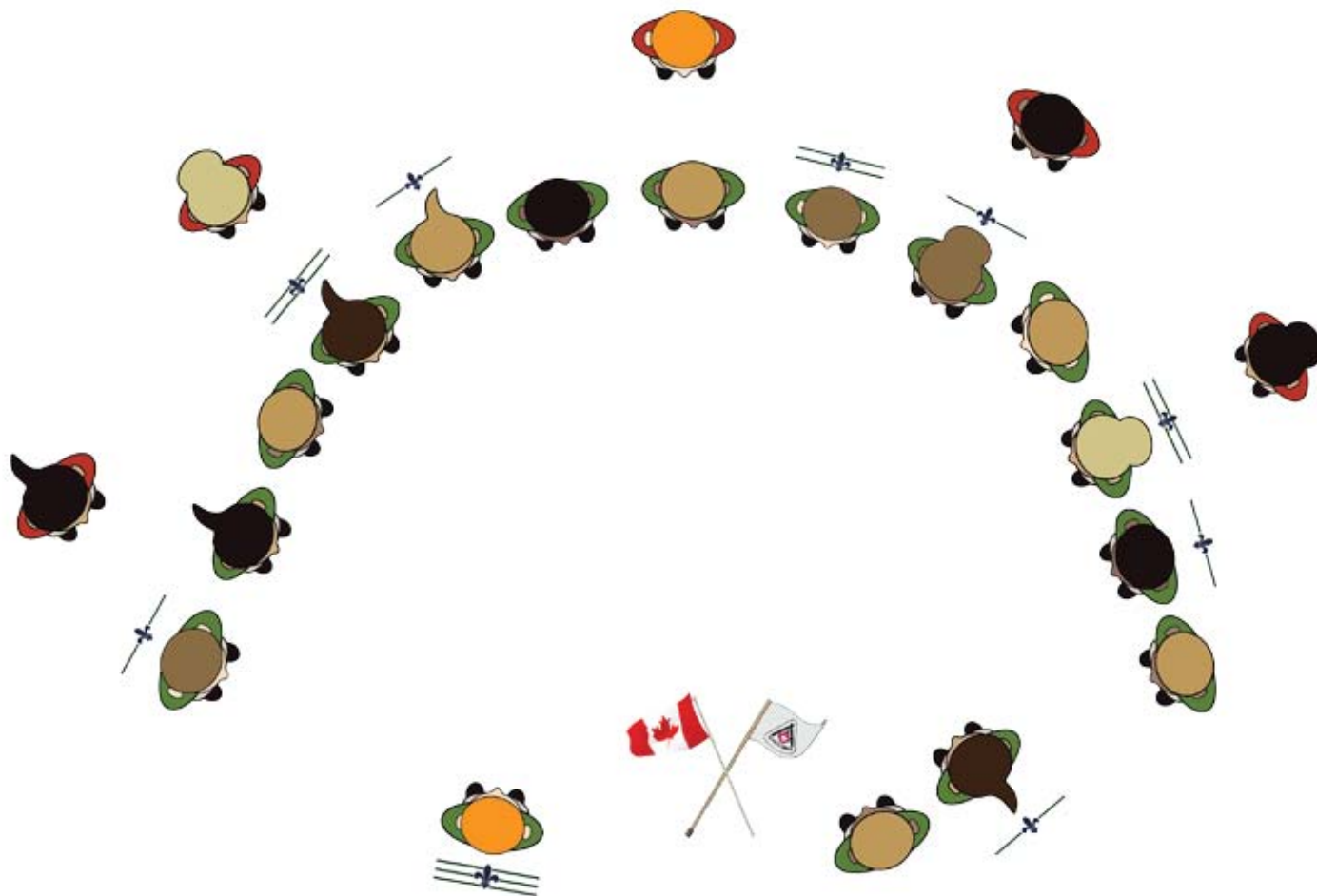
If Scouts should wish to create their own ceremonies, it may be useful for them to look closely at the ceremonies here to understand the structure of a ceremony and to incorporate essential elements into their own.

### **THE USE OF THE FLAG IN SCOUT CEREMONIES—FLAG ETIQUETTE**

The Flag of Canada is often used in Scout ceremonies, particularly the opening and closing of meetings and camps.

When you fly two flags, they must be on separate staffs of the same height. The Flag of Canada is on the left when viewed from the front. When you fly three or more flags, the Flag of Canada has the central position.

## Opening



Scouter



Scout



Assistant Patrol Leader



Patrol Leader



Troop Leader

## MEETING OPENING

### Purpose and Preparation

The Opening Ceremony presents a definitive beginning to a meeting or camp, and provides the youth with a feeling of belonging and a sense of being at home wherever they are. The Duty Patrol should have the flags (Troop and Canadian) prepared and ready before the start of the meeting. Troops may also include the World Scout or Scouts Canada flags, but should ensure that proper flag etiquette is observed at all times with regards to placement of flags in relation to the Flag of Canada. The Troop Leader should commence this ceremony, or assign this duty to a Duty Patrol Leader.

### Suggested Procedure

The Troop is called into a horseshoe formation by the Troop Leader or Duty Patrol Leader (depending on the Troop's own way of doing things) with the "Troop, fall in!" command. The exact nature of the command will depend upon the Troop, and will be determined by the Troop Leadership Team. On hearing the "Troop" command, Scouts should stop what they are doing, listen for the instruction and then move quickly into formation. Scouters should place themselves in the proper positions.

The Duty Patrol provides the Colour Party (sometimes called the "Colour Guard"; usually two Scouts).

The Troop Leader or Duty Patrol Leader makes the "Troop, alert!" command and Troop comes to attention.

The Colour Party takes one step back, away from the horseshoe, then walks smartly around the outside of the horseshoe to the Flag of Canada. The Scout who is breaking the flag unties and then reports the halyards, saying, "Halyards all clear."

The Troop Leader then makes the "Break the flag" command.

Once the flag is completely unfurled and halyards retied, the Troop Leader makes the "Troop, salute!" command. When the Troop Leader drops the salute, the Scouts follow.

The Colour Party then returns to its place in the horseshoe.

At this time, the singing of "O Canada" can be included, as can the repetition of the Scout Promise and Law, or an opening prayer.

The Troop can then be told to "Stand at ease," and any announcements can be made. If the announcements or instructions are expected to be long, Scouts can sit.

Before the next event, the Troop should again stand if seated, be called to "Alert" and then the Troop Leader gives the "Troop, break off!" command.

All Scouts should now take one step back out of the horseshoe before leaving.

## MEETING CLOSING

### Purpose and Preparation

The closing horseshoe provides for a definitive closing to the meeting or camp. Unlike the opening ceremony, the closing horseshoe provides a reflective time and sends the Scouts home relaxed and ready to live out the Promise and Law on a daily basis. This time provides the Scouts with the opportunity to show respect to Canada through the lowering of the flag.

### Procedure

The process follows much the same process as the opening, with a few small differences. The Troop is called into a horseshoe formation with the “Troop, fall in!” command, or silently with the appropriate, Troop-designated hand signal.

On hearing the “Troop” command, Scouts should stop what they are doing, listen for the instruction and then move quickly into formation. Scouters should place themselves in the proper positions. The Duty Patrol again provides the Colour Party. The Troop Leader or Duty Patrol Leader makes the “Troop, alert!” command and the Troop comes to attention. The Colour Party takes one step back, then walks smartly to the Flag of Canada. The Scout who is lowering the flag unties and then reports the halyards, saying, “Halyards all clear.”

After the reporting of the halyards, the Troop Scouter gives the “Lower the flag” command. The Colour Party lowers the flag, being careful to keep the flag from touching the ground. The flag is removed from the halyards and is folded and presented to the Troop Leader or Duty Patrol Leader. Upon presenting the folded flag, the Colour Party salutes the Troop Leader or Duty Patrol Leader, who returns the salute. The Colour Party then returns to its place in the horseshoe by walking around the outside of the horseshoe.







The Friendship Knot

At this time, a short Scouter's Five (a short, Scouter-led reflection) could be given, followed by a closing prayer or recitation of the Scout Promise and Law. In Troops with multiple faiths, a moment of silent reflection may be appropriate. Scout Silence can be used at the close of any meeting or activity along with or in place of a prayer.

The Troop Leader then gives the "Troop, dismissed!" command. Scouts take one step back from the horseshoe before leaving. The Duty Patrol then ensures flag stands and other flags are properly put away.

The Closing Ceremony presents a great opportunity to recognize Scouts and Scouters on accomplishments (both inside and outside of Scouting, such as sports and school). Recognizing the work of an individual or Patrol during the meeting is also encouraged, as is mentioning where improvements could be made. Badge presentations can be made at this time. Troops that run competitions between Patrols can use the Closing Ceremony to give a rousing "Three Cheers" for the winning Patrol.

## INVESTITURE OF NEW SCOUTS

### Purpose and Preparation

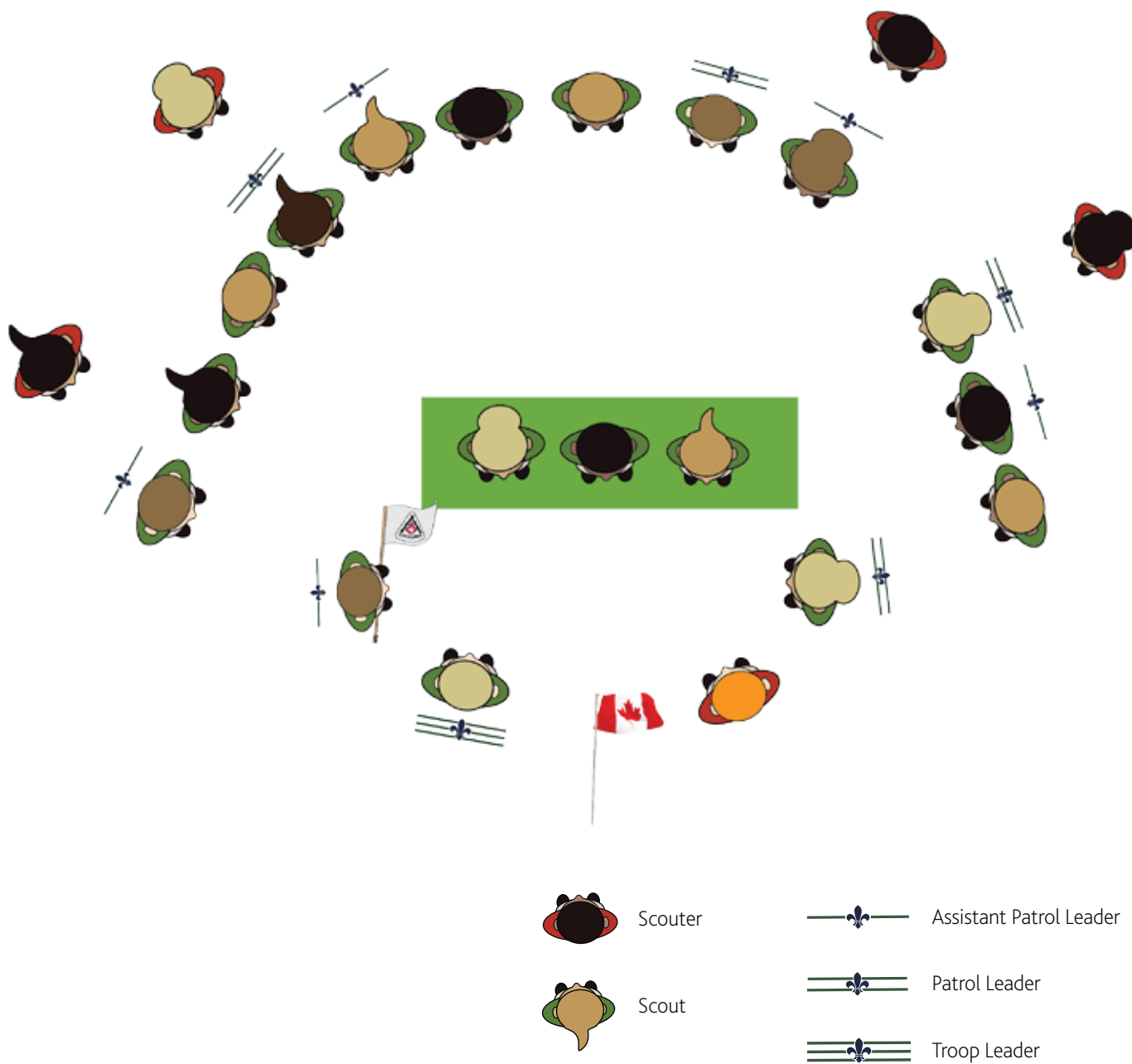
The Investiture Ceremony officially makes a youth or a Volunteer a member of a Scout Troop and, by extension, a member of the worldwide Scout Movement. An Investiture should occur within a relatively short period of time (less than a month) from when the youth begins attending meetings and has demonstrated the knowledge of the Scout Promise and the Scout Law. In order to make a Scout feel welcome in a Troop, he or she should be permitted to wear the Group neckerchief and Group, Area and Council badges before being invested. A Scout woggle can be used to signify a Scout's Investiture; this is a subtler difference in an uninvested Scout's uniform, and should minimize any sense of difference or exclusion. Prior to Investiture, a Scout can wear the Group neckerchief tied with a friendship knot, tied by a fellow member of the Troop.

The Investiture Ceremony is one of the most important ceremonies in a Scout's experience. The Scout makes the Promise to the investing member of the Troop Leadership Team who, in turn, pledges to help the new Scout to do his or her best. Any member of the Troop Leadership Team may invest another Scout, although it is usually the Troop Leader. Investiture can take place at the regular meeting place, outside or at a camp.

The Investiture Ceremony is an important occasion in the life of a Scout. For that reason, parents or other people of importance to the Scout may be invited to witness the Investiture. If the Troop has a sponsor, a representative of the sponsoring organization can be invited. The Scout being invested should be consulted in this regard. If the Investiture is to be held at a camp, it is important that parents be able to attend.



## The Investiture Ceremony



### Procedure

While Troops are free to individualize the Investiture Ceremony, all ceremonies must include the making of the Scout Promise. Some Troops also include the repeating of the Scout Law after the Promise. If more than one Scout is to be invested, each should make the Promise separately as a sign of personal commitment.

Scouts should be in horseshoe formation and called to alert. The Troop Leader stands at the open end of the horseshoe. Scouters may be two steps behind the Troop Leader at the open end of the horseshoe. One Scout stands off to one side with the Troop flag ready to bring it in. It might be desirable that the Scout holding the flag be either the new Scout's Assistant Patrol Leader (or a sibling or friend of the new Scout) in order to make it more personal.

The Troop Leader says: "Colour Party, present the colours."

At this time, the Troop salutes and the flag bearer enters with the flag and stands one pace to the left of the Troop Scouter. Once the flag is in place, Scouts return to alert by dropping their hands at the same time as the Troop Scouter.

The Patrol Leader now brings the new Scout into the horseshoe and stands one pace in front of the Troop Scouter:

Patrol Leader: "I present (recruit's full name), who wishes to be invested as a Scout."

Troop Leader: "Thank you, Patrol Leader." The Patrol Leader now takes one step back.

Troop Leader: "(Recruit's given name), do you know the Scout Promise and Law?"  
Recruit: "I do."

Troop Leader: "Can I trust you, on your honour, to do your best to live up to the Scout Promise?"

Recruit: "You can."

Troop Leader: "Troop, Scout Sign!" (Only invested Scouts make the sign. The recruits, having been briefed beforehand by their Patrol Leaders, stand fast.)

At this command, every invested member of the Troop, except the colour bearer, makes the Scout Sign. The colour bearer turns right and, keeping the flag gathered, lowers the Troop colours between the recruit and the Troop Leader. The Troop Leader and recruit grasp the colours with their left hands and make the Scout Sign with their right. In advance of the ceremony, the Troop Leader should check with the new Scouts and ask if they would like to make the Scout Promise on their own or to repeat it after the Troop Leader.

Troop Leader: "(Recruit's name), say after me..." or "(Recruit's name), make the Scout Promise." (The recruit repeats line by line after the Troop Leader, though the making of the Promise may be adapted by the Troop Leadership Team as appropriate for individual Scouts.)

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.

As soon as the recruit has completed the Promise, the Scout and Troop Leader release the colours. The flag bearer raises the flag and returns to the former position. At the same time, the Troop returns to the alert.

The Troop Leader shakes hands with the recruit using the Scout Handshake and says: "Scout (full name), you are now a Scout in the worldwide Scout Movement. I trust you, as a Scout, to keep this Promise."

The Troop Leader presents the Group woggle (if it has one) or the Scout woggle, placing it on the necker of the newly invested Scout and saying something like: "With this woggle, I make you a member of the (number and name) Group." You might, at this time, give a short explanation on the meaning of the (Group) woggle and the colours of your Group neckerchief (if there is any). The Patrol Leader now steps forward and pins on the Patrol emblem, saying something like this: "(New Scout's given name), with this emblem I welcome you into the (Patrol name) Patrol." They shake hands using the Scout Handshake, and the Patrol Leader falls in beside the new Scout on the right.

Troop Leader: "Scout (full name), about turn!" (The Patrol Leader turns about at the same time.)

"Salute the Troop. Troop, to our new Brother (or Sister) Scout, salute!"

The Patrol Leader then escorts the new Scout back to the Patrol. In some Troops, the tradition at this point is for each member of the Patrol to give the new Scout a left handshake of welcome. If there are any other Scouts to be invested, the Patrol Leader should bring the next recruit forward at this time and the ceremony is repeated.

Once all Scouts are invested, the Troop Leader says: "Troop, alert! Colour Party dismissed." (The Colour Party turns left and marches off. The Troop salutes.)



When the colours are gone, someone appointed previously leads the Troop in the Troop yell, or three cheers for the new Scout.

### Options to Consider

- At the end of the ceremony, while returning to other meeting or camp activities can certainly take place, it might be desirable to have a celebration such as a campfire with songs and skits, or a time of fellowship with a special cake and drinks.
- If one of the Scouters is a parent of the new Scout, have that Scouter present the woggle. If that Scouter was also a Scout, a nice touch is to have the woggle presented be one that the parent wore as a youth.
- Have yellow candles (representing Cubs) burning on a table or altar during the ceremony. After the new Scout has been invested and presented with the woggle and badges, have the Scout light a green candle (representing Scouts) from the yellow one before blowing the yellow candle out. Youth new to Scouting could use a white candle. This is a physical way of showing the transition from one Section to the next, and showing that the new Scout is growing up and becoming more independent.
- Locations for an Investiture can include: the regular meeting hall (not necessarily the best choice), place of worship (if appropriate), local Scout Camp, park or Scout museum. Investitures held outdoors present challenges (e.g. weather, campfire smoke), but often these ceremonies are more memorable.

### CHIEF SCOUT'S AWARD CEREMONY

Recognizing the attainment of the Chief Scout's Award is done in a public ceremony, in keeping with the significance of the accomplishment. There are different traditions across the country. In some areas, a government representative, such as the Lieutenant Governor of the province, may host the presentation ceremony. Whatever the tradition in your area, the Certificate from the Chief Scout of Canada is read out and presented to the youth, while parents and Scouters watch. The badge is awarded upon completion of the requirements, often at a Troop meeting or camp. The badge is transferred to the Venturer Scout uniform when the Scout moves up.

### ADVANCEMENT CEREMONY

The Advancement Ceremony will occur at the end of the Scouting Year (typically in the late spring). It is a graduation ceremony for Scouts going up to Venturer Scouts. The Advancement Ceremony is the formal recognition of a Scout's accomplishments in the Scout Section, but it is a relatively small part of linking, which is an ongoing process throughout a youth's time in Scouts.

To begin a ceremony, the Troop Leader calls the Troop into the horseshoe formation.

There are several ways to call the Troop to the horseshoe, but the most common (and respectful) is for the Troop or Patrol Leader to raise the Scout Sign, and wait for all the other Scouts to do the same. When a Scout has raised the Scout Sign, he or she should be silent and await instruction. For each Scout participating in the Advancement Ceremony, Canadian Path Scout badges are provided. These badges will be worn on the Scout's Venturer Scout uniform, along with any previously awarded Canadian Path Link badges.

A Troop may also have its own rewards as part of the Advancement Ceremony, such as Venturer Scout uniforms for Scouts moving up, or another form of recognition unique to the Group. It is important that the Advancement Ceremony treat all Scouts moving up from the Troop equally. A table may be required to lay out paraphernalia for the ceremony.

The Troop Leadership Team will design its own Advancement Ceremony. For this occasion, the Troop Leadership Team may decide that it is best to have Scouters play a larger role than usual, as it is likely that members of the Troop Leadership Team will be moving up. The Troop Leadership Team should be able to consult resources with suggestions for this ceremony, developed by Scouts Canada. The Troop Leadership Team should also be aware of its Group's traditions and its sponsor's expectations.

### **EASING TRANSITIONS BETWEEN SECTIONS AND DEVELOPING LEADERSHIP**

Linking activities are helpful in easing transitions from one Section to the next and developing leadership skills in those youth who visit other Sections. Linking refers to an activity or event in which two different Sections are "linked" together in an activity. At the beginning of the Scouting Year, Scouters from the Pack, Troop and Company should meet to determine the best times for having older Cub Scouts visit the Troop and older Scouts visit the Company. Alternatively, the older Cub Scouts may participate in Troop outings and events while the older Scouts may do the same with the Company.

Either second or third-year Scouts should visit Cub Scouts because of their experience, and the fact that they'll still be in Scouts when the Cubs move up to Scouts.

The more opportunity to build familiarity with the Troop program in Cub Scouts, and the Company program in Scouts, the better the chances that youth will feel at ease in moving into their new Section.

### Cub Scouts to Scouts

The Troop Scouter should talk to older Cub Scouts and their parents to ease potential concerns about the transition. The Scouter might bring along a Patrol or the Troop Leadership Team to demonstrate a Scout activity or lead a game for the Pack.

The Troop Scouter and Scouts could also work with Cub Scouts who are working on their Outdoor Adventure Skills or another project. At a Troop meeting, the older Cub Scouts will see Scout activities firsthand and have a chance to try some of them.

Encourage Troop members to take older Cub Scouts on an outing that isn't too challenging, but which gives them a chance to sample outdoor skills at the Scout level. It may or may not be desirable for a Pack Scouter to go along, depending on the youth and outing in question. The Troop Leadership Team can discuss this with the Pack Scouters in advance.

Some Trail Card activities for both Cub Scouts and Scouts will suggest or require linking with the older or younger Section.



Howlers, the third-year Cub Scouts, should regularly take part in Scout meetings and activities in the spring. That way, the new Scouts start in their new Sections at the beginning of a new program year in the fall with a great deal of comfort established in the previous spring and, for many, over summer activities as well.

### Scouts to Venturers

As with the transition to the Scout Section, youth may be uncertain about new Scouters; a new program; and new, bigger youth. Therefore, it is a good idea to have a Company Scouter meet with the older Scouts face to face. Regular linking activities should be coordinated between the Troop and the Company. For example, second-year Venturers could lead an activity such as Dutch oven cooking at a regular Troop meeting, then join in a game. Emphasis on linking with Scouts in the Venturer Scout program will ensure that both the Troop and the Company have an interest in regular and strategic linking activities.

## How to Support Scouts in Plan-Do-Review

Being a Scouter with Scouts presents some unique but interesting challenges. It's critical to create lots of opportunities for the youth to figure out what they want to do and how to go about it. They also may need help reviewing an adventure. So how does a Scouter handle such a challenge?

In the beginning, a group of youth inexperienced at making decisions may need quite a bit of coaching. You may handle the situation with questions to help the Scouts figure out what they want to do, and how they want to do it; you may suggest different ways of going about the experience in order for the youth to see the parameters within which they need to make decisions. This might be considered a process of collaborative decision making.

The youth may need to develop technical skills. You may begin by demonstrating the skill, pointing out separate elements of what's required, yet making it clear there could be other ways of achieving the same objective. Then you become more of a cheerleader as the Scouts try the skill themselves.

You might know that some of the older, more experienced Scouts already have the skill. Instead of doing the demonstrating yourself, you might call upon those who already possess the skill to help others learn what's involved.

The point is that there is no single way to interact with Scouts in your role as Scouter. How you choose to be of help to the youth depends on what they already know, whether some in the group have enough experience to take charge or not, and whether or not things are flowing reasonably smoothly.





If new Scouts don't know how to plan, then you help out in a supportive, often indirect way, or you find one of the other youth who can provide input into the problem solving.

All the while, you're watching for Scouts who are not engaged or included in what's going on. Make sure that all of the Scouts participate at in a way that's appropriate to their knowledge and skills.

Scouts may not be familiar with doing an in-depth review. You, as Scouter, will probably have to take the lead by asking questions that focus on what the Scouts have learned.

You can't let Scouts flounder, but you don't want to solve their problems for them too soon. If you can be patient and watchful, the Scouts might just find a way to overcome their own obstacles.

## What does a Scout Meeting Look Like?

Scout meetings take a variety of forms. Some may take place around a campfire at a camp, on a hike through the woods or in a regular meeting location. The structure of the meeting is determined by the adventure. The following basic outline of a Scout meeting may be used as a guideline for basic meetings, which occur in a regular meeting hall.

### **SAMPLE OUTLINE OF A SCOUT MEETING IN A HALL**

A Scout meeting typically runs for 90 minutes, although some are shorter and some are longer. Each Scout meeting will usually include the following:

- A gathering activity
- Opening and Closing Ceremonies
- Active and quiet activities
- Activities in the Patrol as well as Troop activities
- Youth leadership
- Use of the Canadian Trails Map
- A spiritual time (such as a prayer or a Scouts' Own)

Here is an excerpt from a planning template that can help you and your Scouts plan your meetings. You can find the full version at [Canadianpath.ca](http://Canadianpath.ca).

**FALL**

**ADVENTURES WE WOULD LIKE TO HAVE THIS CYCLE:**

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**USE PLAN-DO-REVIEW TO HELP DRIVE THE DISCUSSIONS:**

**Plan**

- How can we make sure everyone participates?
- How can we make sure everyone stays safe?
- What materials do we need?
- Does everyone know what they need to do?
- What skills are required?
- Has everyone agreed on all the details?

**Do**

- Learn any new skills needed
- Participate successfully in your adventure

**EVENTS**

Plan

Investiture

Halloween

Fall camp

Remembrance Day

Apple Day / Popcorn

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**WHICH AREAS ON THE MAP HAVE YOU VISITED THIS CYCLE?**

<p><b>BRUCE TRAIL</b> Active &amp; Healthy Living</p> <p></p> <input type="checkbox"/>	<p><b>RED COAT TRAIL</b> Leadership</p> <p></p> <input type="checkbox"/>
<p><b>CABOT TRAIL</b> Creative Expression</p> <p></p> <input type="checkbox"/>	<p><b>RIDEAU TRAIL</b> Citizenship</p> <p></p> <input type="checkbox"/>
<p><b>MACKENZIE RIVER</b> Environment &amp; Outdoors</p> <p></p> <input type="checkbox"/>	<p><b>WEST COAST TRAIL</b> Beliefs &amp; Values</p> <p></p> <input type="checkbox"/>

Canadianpath.ca

**SEPTEMBER**

Meeting programs are conducted in accordance with Scouts Canada's safety policies and practices (e.g. Time Assessment Policy, Assessment skills and knowledge, active activity management process)

	Theme	Game	Plan	Do	Review	
1						<input type="checkbox"/>
						TLT <input type="checkbox"/>
2						<input type="checkbox"/>
						TLT <input type="checkbox"/>
3						<input type="checkbox"/>
						TLT <input type="checkbox"/>
4						<input type="checkbox"/>
						TLT <input type="checkbox"/>

**Events for this Month:**

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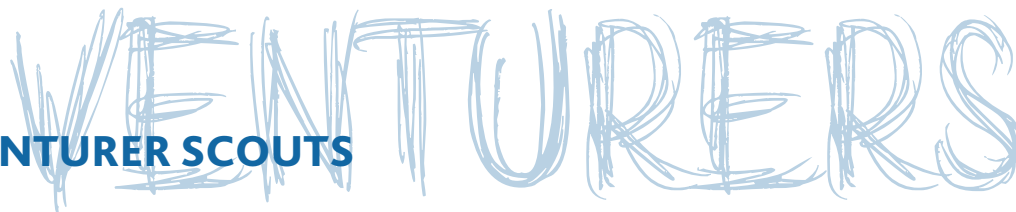
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Circle or check the tree if your meeting is more than 20 minutes outdoors.

**TLT** Circle or check if the Troop Leadership Team is meeting.

Canadianpath.ca

## CLIMB HIGHER—VENTURER SCOUTS



The Venturer Scout program provides an exciting and enriching experience at one of the most important periods of development in a young person's life. Venturer Scouts (ages 15–17) have an opportunity to enrich their Company and themselves by setting and achieving goals, measuring progress, developing in each of the SPICES and realizing their potential as members of Canadian society.

On The Canadian Path, Venturer Scouts focus on the importance of developing character. Less emphasis is placed on Company structure and authority, and more on building a team that takes advantage of the entire skill set of the group. Venturer Scouts may muster into large groups that provide greater social-development opportunities and allow Venturer Scouts to work together to ensure everyone reaches his or her personal summit. However, the main focus for the Venturer Scout is on personal development—a Solo Climb.

### The Canadian Path

The Canadian Path is the way Venturer Scouting is done in Canada.

It involves:

- A non-formal approach to learning
- The seven components of the Scout Method
- The Four Elements (Youth-led, Plan-Do-Review, Adventure and SPICES)
- Six Program Areas: Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression and Beliefs & Values
- A personal journey of growth

### The Canadian Path and the Venturer Scout Program

#### 1. A NON-FORMAL APPROACH TO LEARNING

Venturer Scouts develop a wide range of skills by engaging in adventures individually, in Expedition Teams and in the Company. Scouting adventures are enjoyable, hands-on experiences that allow Venturer Scouts to explore their world in ways they haven't before.

**THE SCOUT METHOD**

- Scout Law and Promise
- Learning by Doing
- The Patrol (Team) System
- A Symbolic Framework
- Nature
- Personal Progression
- Volunteer Support

**PROGRAM AREAS**

- Environment & Outdoors
- Leadership
- Active & Healthy Living
- Citizenship
- Creative Expression
- Beliefs & Values



<sup>1</sup>Check out “Questions to ask the Youth as the Activities are Reviewed” Scouters' Tip at [Canadianpath.ca](http://Canadianpath.ca).

**2. THE SEVEN COMPONENTS OF THE SCOUT METHOD**

The Canadian Path is rooted in the Scout Method—the basis of all of the adventures Venturer Scouts experience. It is a non-formal educational process that makes each youth the principal agent of his or her development as a self-reliant, responsible and committed person. The Scout Method is an approach unique to Scouting and includes seven components.

**3. THE FOUR ELEMENTS**

There are four elements to The Canadian Path:

**Youth-led:** The program is directed by its members—not the Scouters.

**Plan-Do-Review:** A three-step process informs all activities in the Venturer Scout program.

**Adventure:** Venturer Scouts explore new things, share new ideas, learn new skills and create new paths.

**SPICES<sup>1</sup>:** Social, Physical, Intellectual, Character, Emotional and Spiritual are the six dimensions of personal development for the Canadian Path program.

**4. A BALANCED PROGRAM**

The Canadian Path is designed to deliver a balanced program. Venturer Scouts participate in adventures from each of the six Program Areas: Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression and Beliefs & Values.

**5. A PERSONAL JOURNEY OF GROWTH**

The Venturer Scout program is about personal progression—each member develops in his or her own way and on his or her own path, even as he or she works with others as a team.

## Climb Higher: The Venturer Scout Symbolic Framework

The symbolic framework provides a structure for activities.

The Venturer Scout symbolic framework challenges Venturer Scouts to climb higher in everything they do—to work to be better and to take on more adventurous challenges. Each Venturer Scout, through his or her program experience, journeys from the base of his or her mountain towards the summit. The symbolic journey of scaling the mountain is really about working towards personal development in each of the six SPICES.

**VENTURER EXPERIENCES**

- Solo Climbs
- Base Camps
- Expeditions

**CHECKPOINTS**

- Trailhead
- Tree Line
- Snow Line
- Summit

Each Venturer is a member of a community of adventurers who work together, go on expeditions together and help one another to reach the summits of Solo Climbs. The Venturer Company exists to support cooperation and collaboration among Venturer Scouts.

**SOLO CLIMB**

From the moment someone joins Venturer Scouts, he or she sets off towards the summit of a personal mountain. A Venturer scales the mountain as he or she achieves meaningful personal development through the Program Areas.

While each Venturer undertakes his or her own Solo Climb, parts of one Venturer's mountain may resemble those of another's in the Company. Venturer Scouts are expected to work together to help each other successfully reach their personal summit.

As Venturer Scouts attain certain levels of personal achievement along their Solo Climb, they reach checkpoints: the **Trailhead**, the **Tree Line**, the **Snow Line** and the **Summit**.



### BASE CAMPS

At the start of each program cycle, the Venturer Scouts will get together at a Base Camp. This provides them an opportunity to review the expeditions that have happened since the last Base Camp and to plan a new set of expeditions. Base Camps are key to the Venturer program planning process. They provide an opportunity to bring together all the Venturer Scouts in the Company to discuss their needs and goals, and to take a reprieve from their expeditions to review and reflect.

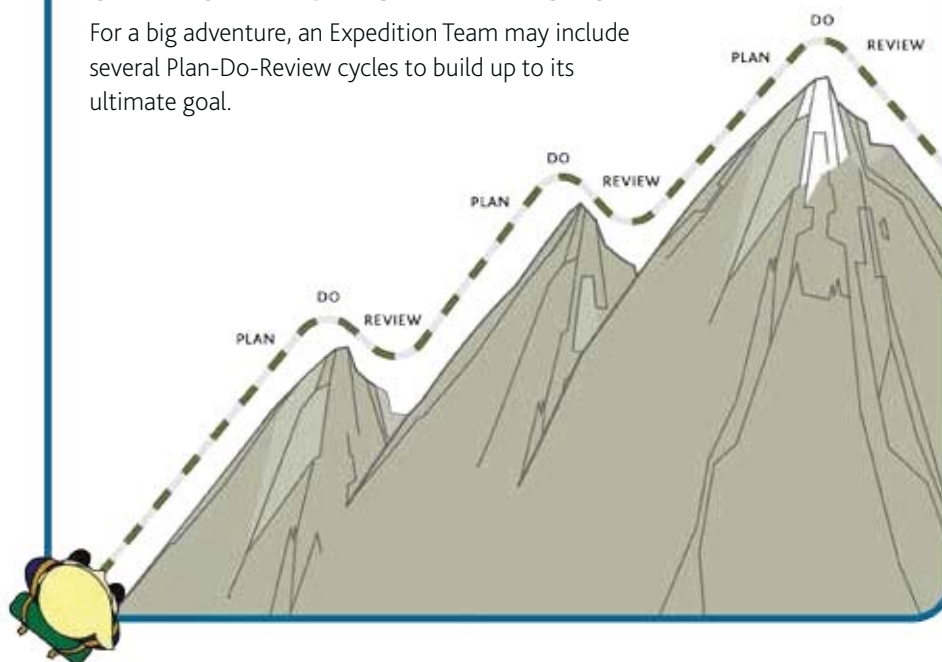
### EXPEDITIONS

Expeditions are the adventures that Venturer Scouts in a Company take on. Expeditions are often focused on the Program Area challenges set by Venturer Scouts as part of their Solo Climbs, but they can also serve other purposes, including recreation. The important thing to remember is that expeditions are planned by a team of Venturer Scouts (an **Expedition Team**) with support, mentorship and, in some cases, hands-on help from the Company Scouters.

Expedition planning follows the **Plan-Do-Review** process. Most expeditions are planned and undertaken during a single planning cycle; however, expeditions that are larger and more involved may extend beyond one program cycle and may require smaller expeditions in order to prepare for the larger experience.

#### CLIMB HIGHER ADVENTURE PLANNING MODEL

For a big adventure, an Expedition Team may include several Plan-Do-Review cycles to build up to its ultimate goal.



**The Venturer Scout 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

**The Venturer Scout Law**

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

**The Venturer Scout Motto**  
"Challenge"

While Venturer Scouts share the Law and Promise with Scouts and Rover Scouts, the Venturer Scout Motto captures the essence of what the Venturer Scout program seeks to accomplish with adolescents. The Motto serves as a guiding principle to the Scouters and participants in the Section.



<sup>1</sup>Check out "How can your Company make the most of its Expedition Teams?" Scouters' Tip at **Canadianpath.ca**.



<sup>2</sup>Check out "How can your Venturers have an effective Company Leadership Team?" Scouters' Tip at **Canadianpath.ca**.

## Venturer Scout Basics

A Venturer Scout experience can be broken into three separate aspects of an overall journey:

**THE SOLO CLIMB**

Individual Venturer Scouts identify challenges they want to experience and goals they want to accomplish that will help them along their life path toward an independent and successful adulthood.

**EXPEDITION TEAMS<sup>1</sup>**

Expedition Teams are ad hoc and temporary small groups of Venturer Scouts. They are established to allow small groups of Venturer Scouts within a larger group (called a Company) to undertake adventures the members of the Expedition Team have chosen. Each Expedition Team can be supported by a single Company Scouter (bearing in mind the Two-Scouter Rule—a Scouter working with an Expedition Team should be in earshot and eyeshot of another Scouter).

**COMPANY**

The Venturer Company serves as a place of belonging. The Company is the entity to which individual Venturer Scouts belong.

The Company allows Venturer Scouts of different stages of achievement to collaborate with other youth interested in similar challenges. As well, the Company offers an organizational structure to connect with other Venturer Companies and larger programming opportunities outside of a particular Venturer Company.

Venturer Companies should have 12 or more Venturer Scouts. Companies with fewer than 12 Venturer Scouts should consider forming a composite Company with other local Venturer Scouts (if possible). Composite Venturer Companies may be managed and supported at the Area level rather than at a Group level.

**Venturer Company Leadership Team<sup>2</sup>**

A Venturer Company has a **Company Leadership Team** (composed of Venturer Scouts and at least two Scouters) which serves the membership of the Company. It is set up to provide a formal structure for the larger group. For example, the Venturer Scouts might decide that they need a formal executive structure (electing people to chair Company meetings, to manage finances, to keep records, to schedule events, etc.) which will allow the Company to function. Alternately, they may choose to create a less formal organizational structure. In either case, a Venturer Company needs some form of structure in order for events to happen.





Environment &amp; Outdoor



Leadership



Active &amp; Healthy Living



Citizenship



Creative Expression



Beliefs &amp; Values

## Program Areas

The interests of Venturer Scouts lay the foundation for the challenges they undertake in pursuing their Solo Climbs. The six Program Areas for the Venturer Scouts are the same as those for the other Scouts Canada Sections.

- **Environment & Outdoors:** This area concentrates on developing awareness and understanding of a Venturer Scout's local ecosystem and of the planet. Venturer Scouts are encouraged to work independently or in Expeditions Teams on projects that will have a positive impact on the natural world. This Program Area is also about getting outdoors to enjoy the splendour of nature.
- **Leadership:** Leadership is the ability to identify your role in a group and fulfill it (whatever it may be). For Venturer Scouts, it is about learning how to enable themselves and others around them to achieve a common goal.
- **Active & Healthy Living:** Getting the most out of life is what healthy and active living is all about. It's about taking charge of one's personal health and mental wellbeing and learning the facts about nutrition, physical activity and hydration in order to make sensible choices that support good health. This Program Area encourages Venturer Scouts to learn to live in a healthy and active way through individual and group activities.
- **Citizenship:** This Program Area focuses on developing empathy and giving back to one's community. Venturer Scouts acquire a greater awareness of their place in society, their responsibilities in their community and their potential to impact the world. For Venturer Scouts, this involves developing skills needed for life beyond high school, and understanding how to prepare themselves for the rest of their lives as independent and engaged citizens making meaningful contributions to the world around them. This also includes service—giving back to the community (the Scouting, local or world community) with the unique skills they are developing.
- **Creative Expression:** This Program Area focuses on the development and improvement of a skill or collection of skills of the Venturer's choosing. This could be something new that a Venturer Scout would like to try, or it may mean working to improve creative capabilities he or she already has.
- **Beliefs & Values:** This Program Area centres on developing a greater understanding of one's morals. A Venturer's moral code may be founded upon his or her religious faith or on another personal belief system.

Through their personal journey (Solo Climb), individual Venturer Scouts set themselves challenges—experiences they hope to explore in the Program Areas. These challenges collectively become the basis for a Company program and are supported through a Company program planning cycle (overseen by the Venturer Company Leadership Team). They provide a source of ideas for other Venturer Scouts (in particular, youth new to the Company) to draw on as they consider challenges they might undertake.

Theme-based or vocational programs (such as Sea Venturer Scouts) have the same program elements as a traditional Venturer program. It is simply in how these elements are implemented that the programs differ.

### RESOURCES TO SUPPORT ADVENTURE PLANNING—TRAIL CARDS<sup>1</sup>

Trail Cards<sup>2</sup> present adventure ideas. These support materials augment the planning done by the Company. They are developed focusing on the Plan-Do-Review method and can assist the youth in planning an adventure.

Trail Cards are resources designed to help Venturer Scouts in the planning, execution and review of a variety of adventures (should they have difficulty coming up with ideas of their own).



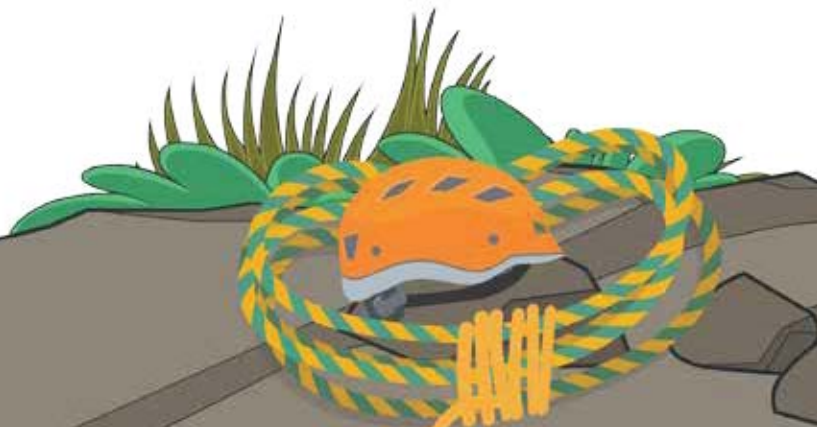
<sup>1</sup> Check out Trail Cards for Venturers at **Canadianpath.ca**.



<sup>2</sup> Check out the Trail Card infographic at **Canadianpath.ca**.



Trail Card for Venturers



Venturers set six personal goals at the beginning of a program cycle, each in support of a Program Area. These should be increasingly challenging as the Venturer nears his or her Summit.

Base Camp meetings are opportunities for members of a Company to see the big picture; they are important for Venturer Scouts to discuss possible expeditions and to determine the leadership roles at both the Company and Expedition Team levels. This process should not be rushed; it will probably happen over two meetings, so that Venturer Scouts will have time to reflect upon the expeditions that have been proposed.

## Personal Progression: the Venturer Scout Journey

### THE SOLO CLIMB

The Venturer Scout personal journey is all about setting goals using a **Plan-Do-Review** process.

It is through these challenges that Venturer Scouts make their way from Tree Line to Snow Line, eventually reaching the Summit.

Progression through the Personal Journey does not have minimum or maximum time requirements. Venturer Scouts should progress at their own pace. Scouters and other Venturer Scouts can provide advice on increasing or reducing the difficulty of a specific challenge; however, the decision about what challenges to pursue ultimately belongs to an individual Venturer Scout.

The most important piece is that their progress is reviewed by themselves, other Venturer Scouts and Scouters.

### BASE CAMP

At the beginning of the year, the structure of the Company and the nature of the Venturer program will be presented by experienced Venturer Scouts (likely a past member of the Company Leadership Team) as an orientation for new Venturer Scouts and as a refresher for returning Venturer Scouts. The roles of the Company Leadership Team can be explained, and members of the Company are able to consider whether to submit their names for positions. The Company Leadership Team should be elected by the Company at the following meeting. Some Venturers may identify running for a position on the Company Leadership Team as a personal challenge (a Leadership goal as part of the Solo Climb).

The orientation at the first meeting can explain the six Program Areas and the program's expectation that a Venturer Scout sets challenges for each area. This should help to inform the expeditions proposed. Venturer Scouts in the Company can propose expeditions to determine whether there is interest for such adventures. Not all expeditions proposed at Base Camp will work out, but the Company should be able to narrow down its options and focus on some ideas. Experienced Venturer Scouts will understand how the Program Areas can influence possible expeditions. They may propose successful expeditions from previous years.

Between the first two Base Camp meetings, the members of the Company will attempt to identify six challenges for themselves, one for each of the Program Areas. These challenges will often fit in with one or two proposed expeditions, but some will also have to be pursued by the Venturer on his or her own time. At least two copies of these written challenges will be brought to the next Base Camp meeting (see the Solo Climb planning sheet below).

VENTURER SCOUT SOLO CLIMB PLAN		
Name: _____		Date: _____
<b>PROGRAM AREA</b> Environment & Outdoors 	<b>GOAL</b>	<b>COMPLETION DATE</b>
Leadership 		
Active & Healthy Living 		
Citizenship 		
Creative Expression 		
Beliefs & Values 		
Are all of my goals SMART? * Specific      * Measurable      * Attainable      * Relevant      * Timely		
Signatures: _____ Venturer Scout		_____ Company Leader

Canadianpath.ca

SCOUTS CANADA  
It starts with Scouts

At the second Base Camp meeting, Venturer Scouts will have a better sense of what expeditions they want to be a part of. The Expedition Teams will be decided upon.

The Company could now divide itself into smaller groups of about five. Ideally, a Scouter is present with each group. It does not matter whether the members of these smaller groups are from different Expedition Teams or not; however, there should be a good mix of Venturer Scouts at different stages in their Solo Climbs. The Venturer Scouts share the challenges they have set for themselves across the six Program Areas. This is an opportunity for less experienced Venturer Scouts to ask questions of those who have completed challenges as part of their personal progression in the past.

More important, these small groups provide an opportunity for Venturers to question whether each set of challenges is SMART—Specific, Measurable, Attainable, Relevant and Timely. New Venturer Scouts will likely find this process challenging; Scouters and experienced Venturer Scouts will be able to demystify what realistic goals consist of.

The personal goals also have to be considered as a group. One very significant goal should be manageable for most Venturer Scouts; more will only be possible for very few. The Venturer Scouts in each small group mentor each other, helping each review his or her goals. In light of the feedback of the group, some changes may need to be made to the goals a Venturer Scout has set him or herself. After amending the goals (if necessary) a copy of the written goals is submitted to the Scouters and Company Leadership Team for review. This allows for further amendments, as necessary, and helps the Company Leadership Team and the Scouters coordinate the Company activity in ways that make each Venturer Scout's goals possible.

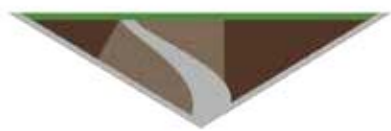
The written goals also help the Company Leadership Team and the Scouters keep track of the Venturer Scouts' progress in their Solo Climbs.

## CHECKPOINTS

### Trailhead

The Trailhead is the base of the mountain and the beginning of the youth's path in Venturer Scouts. A youth who has come from Scouts, or who has recently joined Scouting, starts work towards the Trailhead right away. A Venturer Scout reaches the Trailhead of his or her Solo Climb and is invested as a member of the Company when he or she has completed the following:

- Knows and understands the principles of Scouting, including the Venturer Promise, Law and Motto
- Learns how a Venturer Company works and joins an expedition to do something interesting



Trailhead

- Sets six goals, one in each of the Program Areas
  - These goals need to be realistic and manageable. That may mean the first challenges are relatively easy to accomplish: “I want to succeed at my first canoe day trip.” Or, “I want to try my first rock wall climb.” Or perhaps, “My younger brother is a Cub Scout; I’d like to help out on the Pack’s camping trip.” As Venturer Scouts become more experienced, their goals are expected to become progressively more challenging.
  - It’s probably enough for new Venturer Scouts to set one or two initial goals. After they have planned and undertaken these first challenges, they can more confidently set other appropriate goals for the remaining Program Areas.
  - Company Scouters and experienced Venturer Scouts should help new Venturer Scouts with the goal setting so that the experience is not overwhelming.
  - Goals in many Program Areas may be of a “take part” nature, strongly supported by the planning work and leadership of others in the Company.
  - It is important to note that the Venturer Scout only sets his or her six goals at this stage; they are to be completed later in the Venturer’s Solo Climb.
  - Work on reaching the Trailhead should be done with the support of the other Venturer Scouts and under the guidance of the Company Scouters. The Trailhead badge is presented to the Venturer when he or she has completed the above.







Tree Line

### Tree Line

The Tree Line marks the progress (approximately one year's worth) that Venturer Scouts have made as they journey along their Solo Climbs. A Venturer reaches the Tree Line at the completion of the following:

- Achieve six goals, at least one in each of the Program Areas. These should either be the goals set at the Trailhead, or comparable replacements developed as the Venturer Scout climbs towards the Tree Line.
- Either lead an expedition or co-lead an expedition with another Venturer Scout.
- Review the work done to reach the Tree Line and what was learned along the way, with a specific focus on development in the SPICES.
- Set six new goals, at least one in each of the Program Areas.
- Work on reaching the Tree Line should be done with the support of the other Venturer Scouts and under the guidance of the Company Scouters. The Tree Line badge is presented to the Venturer Scout when he or she has completed the above.



Snow Line

### Snow Line

The Snow Line climb represents the middle milestone of a youth's journey through Venturer Scouts. At this stage, the majority of the Solo Climb is complete. Once a Venturer Scout has reached his or her Tree Line, he or she will begin working towards the Snow Line. The Snow Line is all about achieving the goals a Venturer Scout has set and embarking on a new set of goals. A Venturer Scout reaches the Snow Line upon completing of the following:

- Achieve six goals—one in each of the Program Areas. These should either be the goals set at the Tree Line, or comparable goals developed as the Venturer Scout climbs towards the Snow Line.
- Lead at least one expedition with another Venturer Scout. Review the work done to reach the Snow Line, and what was learned along the way, with a specific focus on development in the SPICES.
- Set at least six new big goals, at least one in each of the Program Areas. These goals should carry into your life beyond Scouting and help you to continue to develop as an individual.
- Complete at least one linking activity with a Scout Troop in your Area.
- Work on reaching the Snow Line should be done with the support of the other Venturer Scouts and under the guidance of the Company Scouters. The Snow Line badge is presented to the Venturer Scout when he or she has completed the above.





Summit

### Summit

Reaching the Summit marks the last Venturer chapter of The Canadian Path. This may be the culminating adventure of the Venturer Scout journey, but it marks the entrance into the final stage of the Venturer Scout program, as the Venturer Scout prepares for Rovers. Attaining the Summit represents the completion of the goals set by an individual for what he or she wanted to achieve in Venturer Scouts. The Summit is also where a Venturer Scout completes his or her final review of his or her climb through the Section before embarking on whatever new adventures lay ahead.

- Achieve the six big goals. These should either be the goals set at the Snow Line, or comparable adaptations made as the Venturer climbs.
- Help at least three other Venturer Scouts complete one of the goals they've set for themselves.
- Lead or co-lead at least two expeditions. At least one expedition must be led independently.
- Review the most recent part of your journey in Venturer Scouts and in Scouting, the work done to reach the Summit and what you learned along the way, with a specific focus on development in the SPICES.
- Work on reaching the Summit should be done with the support of the other Venturer Scouts and under the guidance of the Company Scouters. The Summit badge is presented to the Venturer when he or she completed the above.

### Example

One of the very first challenges a Venturer will face will be setting goals. In the beginning, Venturer Scouts need to set one or two solo goals (based on Program Areas). There may be further goals that tie in to an expedition (or two) taking place within the Company; one (or more) of the expeditions may be led by a Venturer as a goal itself—that is, leading the expedition is the goal, regardless of the activity. Some goals will take place in a Venturer's own time, or as part of another activity or interest. Each goal, once set, should be more fully pursued using the Plan-Do-Review process.

A complete set of six goals may look like this:

- **Leadership:** Be the Expedition Team Leader for a diving expedition.
- **Environment & Outdoors:** After earning (or while earning) my Open Water certification, dive a local wreck. If I haven't earned my diving certification, snorkel the wreck. If possible, make this outing part of the diving expedition.
- **Active & Healthy Living:** Cycle to school daily instead of taking the bus.
- **Beliefs & Values:** Read *Into the Wild*, by Jon Krakauer and think about how that helps me look at my life in a new way.



- **Creative Expression:** Earn (or pursue) PADI Open Water certification with the Venturer Company's diving expedition. Create a photo slideshow to document the experience.
- **Citizenship:** Run for grade representative for Student Council at school.

Note that a number of distinct goals stem from the same activity, but none of the goals is dependent upon the success any of the others. This ensures that the goals should be reasonably attainable.

To set bigger goals on one's Summit Climb, imagine these same examples pursued at a greater degree of difficulty:

- **Leadership:** Be the Expedition Team Leader for the diving expedition (same as above, as leading an expedition always represents a big challenge).
- **Environment & Outdoors:** Dive three local wrecks.
- **Active & Healthy Living:** Cycle to school daily instead of taking the bus. Make the ride home a 40-minute extended route.
- **Beliefs & Values:** Read *Walden*, by Henry David Thoreau, and plan and execute a personal goal based on something Thoreau described, or initiate an expedition with one or two other Venturer Scouts based on something in the book.
- **Creative Expression:** Apply what I've learned from my shop woodworking class at school to build a wannigan for the Company.
- **Citizenship:** Run for Student Council President.

Sometimes it may not be possible to complete a goal as planned. In this case, it could be adapted, or it could be acknowledged that the Venturer benefited from experience even if the goal was not attained.

## A Venturer Scout's Review of Personal Journey

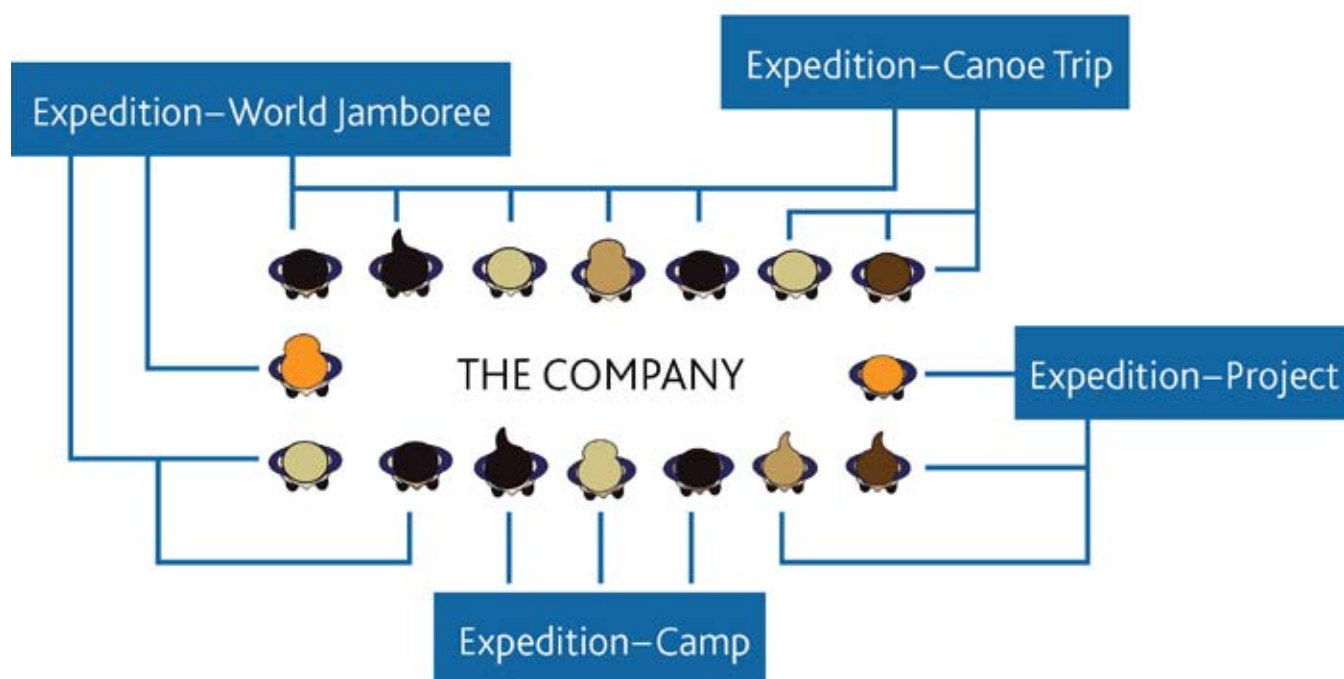
### THE VENTURER COMPANY

Venturer Scout Companies are organized at either the Group or the Area level.

### COMPANY SIZE

**Minimum Standards:** Venturer Companies should have 12 to 24 youth members.

**Why?** We know that large groups work better to offer more opportunities and a wider variety of options to pursue expeditions. The goal is to have more Venturers participating in any given activity, knowing that there are always youth not able to attend due to other commitments, such as jobs and homework.



The Company can be managed by a group of Venturers, elected by their peers and sharing responsibilities for the Company's overall administration. Their exact roles, responsibilities and methods would be determined by the Company's membership.

During the planning of activities, the Venturer Scout Company creates smaller Expedition Teams responsible for planning, organizing and delivering the program for the whole Company.

### Expedition Teams

An Expedition Team is a small group of Venturer Scouts. The Venturers in the Expedition Team come together to plan an activity. Examples of when Expedition Teams are used include, but are not limited to:

- Personalized interests that do not extend to the entire Company
- Small teams to organize events as part of the regular Company activities (Jamborees, Council events, etc.)

Expedition Teams are not fixed, but should be assembled and disbanded as activities and projects are fulfilled.

The Expedition Team model aligns with the Patrol (Team) System of the Scout Method.

### PLANNING AN EXPEDITION

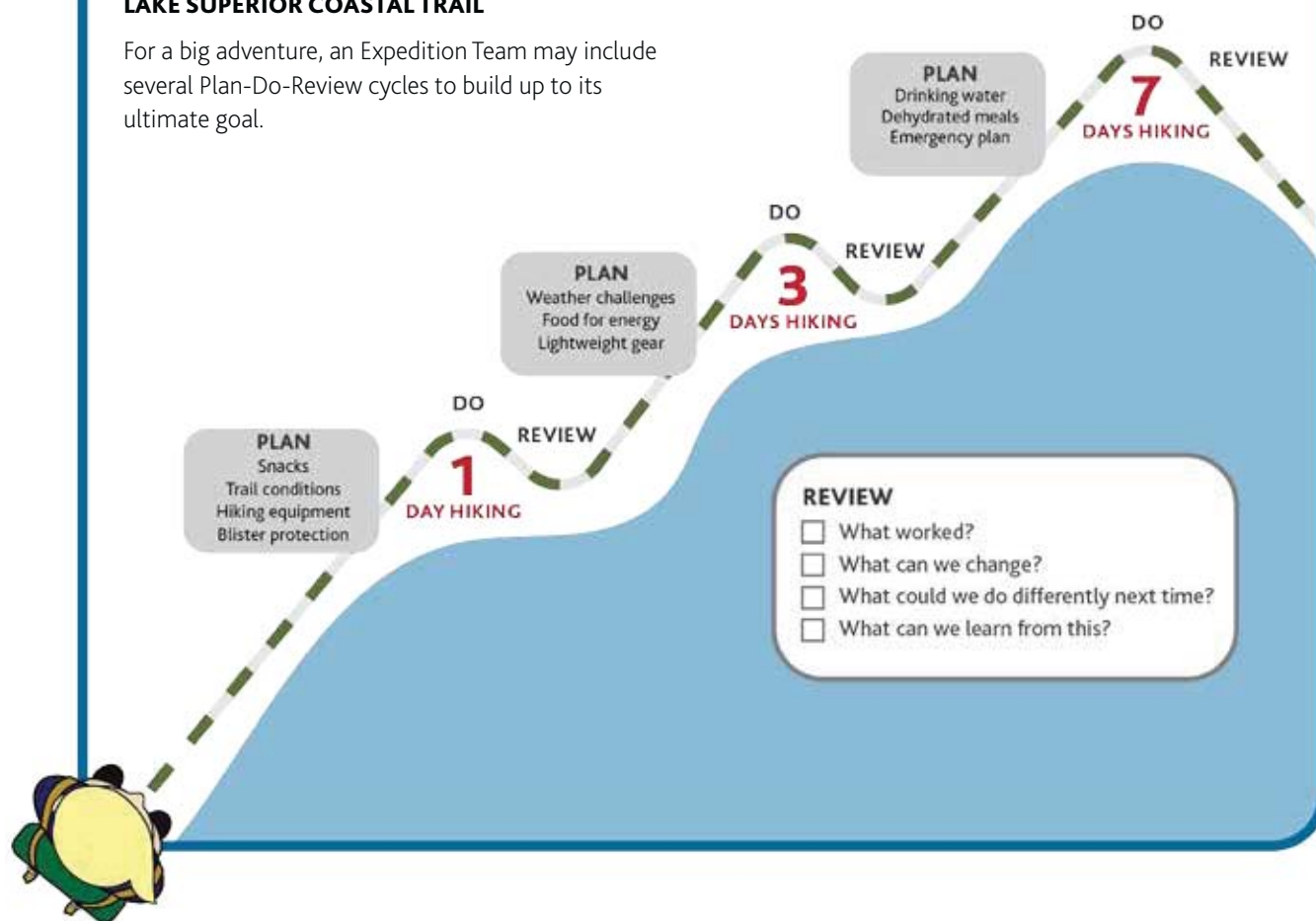
There are many ways an expedition can be put together. Depending on the complexity of the experience, an expedition might take a single day, or it might take several. It could involve a pair of Venturer Scouts, or a much larger group could decide to participate. The planning process is the same.

The Venturer Scouts need to take into account what resources they need, what skills they should possess, what safety issues they should consider, who will be responsible for what, who they can turn to for help, emergencies they should be prepared for and so on.

With inexperienced Venturer Scouts, the Scouter needs to keep an eye on the planning to make sure they've fully considered everything they need to take into account.

#### SEVEN-DAY HIKE ALONG THE LAKE SUPERIOR COASTAL TRAIL

For a big adventure, an Expedition Team may include several Plan-Do-Review cycles to build up to its ultimate goal.



## THE COMPANY JOURNEY

While each Venturer Scout's Solo Climb spans the entire length of their time in Venturer Scouts, the Company Journey refers to the activities and adventures of the entire Venturer Company over a year.

The annual Company Journey is divided into program cycles that roughly correspond with the four seasons. Each program cycle includes a Plan, a Do and a Review phase. Through that process, each Venturer's ideas, objectives and the challenges he or she has set are incorporated into the Company's activities.

### Plan

Venturer Scouts get together at a Base Camp meeting and generate ideas considering: the goals they have set themselves as part of their respective Solo Climbs, any special interests or Outdoor Adventure Skills they would like to work towards, new adventures they would like to take on and new things they would like to try, and ideas left over from previous program cycles. (Note: Base Camp is led by the Company Leader, a Venturer Scout elected by his or her peers.)

As a Company, the Venturer Scouts then work from that list to identify which activities they would like to take on during that program cycle. Some activities may get selected because they are popular with most of the Venturer Scouts. Others may be chosen because they are of particular interest to a smaller group that is willing to take on more of the planning and organization itself.

As expeditions are agreed upon by the members of the Company, Venturer Scouts join Expedition Teams. Teams plan and execute each of the expeditions. Each Expedition Team should consist of at least two Venturer Scouts, one of whom serves as the Expedition Team Leader (though some Expedition Teams may have co-Expedition Team Leaders). Representation from the Company Scouter team provides support and assistance in planning and executing the expedition. Two Scouters should be involved in every expedition.

When an Expedition Team is formed and an Expedition Leader has been selected, specific planning for the adventure is the next step.

### Do

The activity happens. Everyone has a great time. Though only planned by those Venturer Scouts on the Expedition Team, expeditions are usually open to all the Venturer Scouts in the Company. Sometimes longer expeditions that involve considerable skill or planning in advance may limit participation to those who contributed to the planning. These will usually involve practice trips before the main expedition. An Amory-oriented expedition could be an example of a more involved and selective expedition. (More information about the Amory Adventure Award can be found on page 223.)



<sup>1</sup>Check out “How should you review the past season?” Scouters’ Tip at **Canadianpath.ca**.

### Review<sup>1</sup>

The Expedition Team should discuss the activity. How did it go? Was there anything unexpected? Did anything get missed in the planning? Did everyone have fun?

At the next Base Camp, the Company as a whole should review the activity. Was it successful? What were some funny stories? Is it something the Company should do again?

It’s important to note that the review phase isn’t about dwelling on failures, laying blame or pointing out problems. It’s more about reflecting on the experience and sharing that reflection with others in the Company.

The review process should follow a progression. Questions shouldn’t dwell only on surface level fact-finding inquiries. Conversely, the review process should not be exclusively abstract. Balance is key. Work from the “What?” to the “So what?” and the “Now what?” Remember that reflecting on the SPICES is an important part of any review.

## Scouters—It’s All about Situational Leadership

A Volunteer in the Venturer Scout Section is called a Company Scouter.

The Company Scouter actively supports and advises the members of the Company as they follow the Plan-Do-Review cycle, try new things and plan activities. The Company Scouter’s responsibility, first and foremost, is to provide a safe and supportive environment in which the Venturer Scouts are set up for success in planning, doing and reviewing their own program.

A Company Scouter guides the Venturer Scouts as they ascend on their Solo Climbs. A Company Scouter supports the constant development of each Venturer Scout in each of the SPICES, and challenges the Venturer Scout to step up to challenges, try new things and continuously strive to become better.

A Company Scouter guides the Venturer Company as a participant in the Company Leadership Team. The Company Scouter’s role relies heavily on an understanding of and implementation of situational guidance. The Scouters must constantly be observing and assessing the needs, the competencies and the commitment of the Venturer Scouts, and adapting their coaching accordingly.

Sometimes, a Scouter needs to be directly involved in decisions and activities; other times, the Scouter needs to be a coach, and occasionally the Scouter will stand back quietly and ensure everything comes together.



Being a Scouter with Venturer Scouts presents some interesting challenges. It's critical to create lots of opportunities for the Venturer Scouts to figure out what they want to do and how to go about it. They will need a lot of support in learning to set appropriate goals for themselves. They may also need help learning to review the goals they set for themselves.

So how does a Scouter handle this situation?

In the beginning, new Venturer Scouts are relatively inexperienced at making decisions. They may need quite a bit of coaching. You may handle the situation with questions to help the Venturer Scouts figure out what they want to do, and how they want to do it; you may suggest different ways of going about an experience in order for the youth to see the parameters within which they need to make decisions. This might be considered a process of collaborative or joint decision making.

The Venturer Scouts may need to develop technical skills. You may begin by demonstrating the skill, pointing out separate elements of what's required, yet making it clear there could be other ways of achieving the same objective. Then you become more of a cheerleader as the Venturer Scouts experiment with the skill themselves.

You might know that some of the older, more experienced Venturer Scouts already have a skill. Instead of doing the demonstrating yourself, you might call upon those who already possess the skill to help others learn what's involved.

The point is this: there is no single way to interact with Venturer Scouts in your role as Scouter. How you choose to be of help to the youth depends on what they already know and whether some in the group have enough experience to take charge.

If new Venturer Scouts don't know how to plan, then you help out, or you find a youth who can provide useful input.

All the while, you're watching for individuals who are not engaged or included in what's going on. You want to be sure everybody is participating in a way that's appropriate for their knowledge and skill level.

Some Venturers may not be familiar with doing an in-depth review. You, as Scouter, may have to take the lead by asking questions that focus on what the youth have learned.

You can't let Venturer Scouts flounder, but on the other hand you don't want to solve their problems for them too quickly.

If you can be patient and watchful, the Venturers might just find a way to overcome their own obstacles.





Canadian Path Link badge

### LINKING

The Venturer Scout program offers excellent opportunities for linking with each of the other four Sections.

Venturer Scout Companies should participate in linking activities with both Scout Troops and Rover Scout Crews.

Venturer Scout Companies are also expected to be active within their Group and/or Area by attending and interacting with youth at some Beaver Scout, Cub Scout and Scout events.

Further, Venturer Scouts have an opportunity to serve alongside Scouters to deliver program to Beaver Scout Colonies, Cub Scout Packs and Scout Troops.

## Celebrating a Venturer Scout's Personal Journey

There are five categories of badges that mark accomplishment in a Venturer Scout's personal journey.

1. Personal Progression badges
  - To mark the milestones on the personal journey from the base of the mountain to the Summit
2. Outdoor Adventure Skills Awards
  - 9 stages in 9 categories
  - Program spans all five Sections
3. Top Section Award: Queen's Venturer Scout Award
4. Amory Adventure Award
5. Duke of Edinburgh's Award Program



Personal Progression badges for Venturers

### PERSONAL PROGRESSION BADGES

At the completion of the tasks associated with each of the Solo Climb checkpoints (Trailhead, Tree Line, Snow Line, Summit) a Venturer Scout receives the appropriate Personal Progression badge.

**OUTDOOR ADVENTURE SKILLS**

- Camping
- Trail
- Scoutcraft
- Emergency Aid
- Paddling
- Winter Skills
- Vertical Skills
- Sailing
- Aquatics



Queen's Venturer Award

**OUTDOOR ADVENTURE SKILLS**

As Venturer Scouts develop their plans for adventures, they will also develop a list of skills that they will need to complete an expedition successfully. After learning those skills and completing the expedition, the review will give them an opportunity to talk about the skills they have gained. As part of The Canadian Path, Scouts Canada has developed a comprehensive Outdoor Adventure Skills program. Through a review of an expedition, Venturer Scouts will realize they have completed some Outdoor Adventure Skills.

Outdoor Adventure Skills begin with Beaver Scouts and continue through to Rover Scouts. Each of the nine Outdoor Adventure Skills is divided into nine stages. Outdoor Adventure Skills should be seen as tools to support the Plan-Do-Review cycle. Completion of each stage is recognized with a badge that is worn on the uniform sleeve. More information is available in Chapter 6: "Outdoor Adventure Skills" (pp. 81–84); competencies and requirements for the Outdoor Adventure Skills are available at [Canadianpath.ca](http://Canadianpath.ca).

**TOP SECTION AWARD—QUEEN'S VENTURER SCOUT AWARD**

The Queen's Venturer Scout Award is the top award of a youth's personal journey through Venturer Scouts. The Company Leadership Team evaluates Venturer applicants for the Queen's Venturer Scout Award.

There are four requirement components to the Queen's Venturer Scout Award:

**1. Personal Progression**

The recipient must demonstrate that he or she has developed in his or her personal progression on his or her Solo Climb.

**2. Outdoor Adventure Skills**

Venturer Scouts will have completed 24 stages of Outdoor Adventure Skills. This lets Venturer Scouts to go broad or deep, taking part in diverse expeditions or increasingly difficult expeditions that focus on a specific Outdoor Adventure Skill set.

**3. Service Hours**

Venturer Scouts are required to complete 50 volunteer service hours. These hours do not have to be completed within Scouting and do not have to be completed as part of one activity or event. Although volunteer service activities completed as part of the Section's program do count towards this requirement, youth should be encouraged to find their own opportunities to give back to the community in a way that has special meaning to them.

#### 4. Queen's Venturer Scout Project

This is the capstone project of Venturer Scouts, typically completed in the last year of the program. With the approval of the Company Leadership Team, the Venturer Scout will complete a challenging project that matters to the youth and that will benefit a community (local, national or international) using the Plan-Do-Review framework.

The Queen's Venturer Project may be completed in conjunction with or in support of a project for another organization, such as school or the Duke of Edinburgh's Award.

Instructions to the youth could be something like:

##### **Peer Planning and Risk Review**

- Choose a project that matters to you and that you believe will be significant to a community. This community could be: local (your town, school, place of worship, hospital, etc.) national (Canada) or international (outside Canada).
- Issues that you may in part address with a capstone project include (but are not limited to): education, poverty, racism, pollution, housing, ecology.
- You might construct or repair benches or picnic tables for a local park, organize a drive and assemble care packages for armed forces members serving overseas, or acquire school supplies to be sent to a foreign school in need. A Venturer Scout can come up with an original idea for a service project, solicit ideas from his or her Company (including Scouters) or research suitable projects online. American Eagle Scout projects are easy to find, and can provide very good ideas for Queen's Venturer Scout Award projects.
- Conduct research as necessary, and create a project plan that includes a schedule, budget, and an inventory of required supplies and possible sources for said supplies.
- Present your plan to your Company Leadership Team for suggestions and approval. Your Scouter will need to approve the risk management components of project.

##### **Do**

- Prepare for and carry out the project.

##### **Review**

- Present the results of your project to your Company. This is a significant review that's more than just about reviewing the project and its process; the review should be introspective. You encouraged to reflect upon how the experience of conceiving and executing the capstone project was a personal journey. Your reflective review can be composed in terms of the SPICES.

- As with other expeditions, there is no single recommended approach for your review of your capstone project. Be creative in how you review your project. The nature of the project itself may have some influence on how it is reviewed.



Amory Adventure Award



Duke of Edinburgh's Award

### AMORY ADVENTURE AWARD

The Amory Adventure Award is given annually to the Company that displays the most initiative in conceiving, planning and executing an outdoor adventure activity. You can find more information on the Amory Adventure Award here: [Scouts.ca/ca/amory-adventure-award](https://scouts.ca/ca/amory-adventure-award).

### THE DUKE OF EDINBURGH'S AWARD

From [dukeofed.org](https://dukeofed.org):

The Duke of Edinburgh's Award program is a non-competitive programme in which participants set and achieve personal goals for community service, skills, fitness and adventure. It is a great way to explore new interests and try new challenges you might not have done otherwise, and even stretch your comfort zone. The Award is open to all young Canadians who are between 14 and 24 years of age.

The Awards has three levels:

**BRONZE** (for ages 14 years and up)

**SILVER** (for ages 15 years and up)

**GOLD** (for ages 16 years and up)

Participants can expect to spend at least six months completing the Bronze level, and a year or more on Silver or Gold, depending on whether the participant registers as a direct entry or continues from one level to the next. You must complete your Award before your 25th birthday.

### THE DUKE OF EDINBURGH'S AWARD AND THE CANADIAN PATH

Many of the goals of the Duke of Edinburgh and The Canadian Path are the same. Those Scouting youth or Sections who wish to earn the Duke of Edinburgh's Award can easily focus their activities to meet the Duke of Edinburgh's Award requirements. Achievements and activities for the Duke of Edinburgh's Award will count toward achievement on The Canadian Path, including Outdoor Adventure Skills and the Queen's Venturer Scout Award.

### CEREMONIES IN THE VENTURER SCOUT PROGRAM

- Arrival Ceremony for new Venturers
- Opening/Closing of a Base Camp
- Investiture Ceremony
- Top Section Award Ceremony
- Advancement Ceremony

## Venturer Scout Ceremonies

Ceremonies have been used for centuries to mark significant events or occasions, or to recognize rites of passage. Venturer Scouting ceremonies are important to the operation of a Venturer Company. We use ceremonies to open and close meetings, to invest new Venturer Scouts, to present awards, and to recognize achievements such as Venturer Scouts earning the Queen's Venturer Scout Award or a Duke of Edinburgh's Award.

Ceremonies can be formal or informal, but should always be carried out respectfully. Venturer Scouts should understand the rationale behind any ceremony they choose to conduct.

Ceremonies should be kept short and simple in order to keep everyone's attention and to ensure that the importance of the occasion is recognized.

Venturer Companies will likely wish to develop and personalize their own ceremonies. It may be useful for them to look closely at the ceremonies developed for Scouts to understand the structure of a ceremony and to incorporate essential elements into their own.

Ceremonies could include:

- Arrival Ceremony (for Scouts moving into Venturer Scouts)
- Investiture Ceremony (when a Venturer Scout accepts the Promise, Law and Motto)
- Advancement Ceremony (Venturer Scouts moving on to Rovers)
  - This ceremony occurs at the end of the Scouting Year (typically in the late spring). It is a graduation ceremony for Venturer Scouts moving up to Rover Scouts. The Advancement Ceremony is the formal recognition of a Venturer Scout's accomplishments in the Venturer Scouts Section.
- Opening (for regular meetings, camps and events)
- Closing (for regular meetings, camps and events)



The basics for every Venturer Scout Investiture Ceremony include:

- A Venturer Scout's commitment to self-development and personal improvement
- The awarding of the Venturer Scout's new woggle and necker (if they don't have a necker from participation in Scout Section in this Group)
- Words of welcome to the Venturer Scout Company

## What Does a Venturer Scout Meeting Look Like?

Venturer Scout meetings take a variety of forms. Some may take place around a campfire at a camp, on a hike through the woods or in a regular meeting location. The structure of the meeting is determined by the adventure, and there is generally less routine in Venturer Scout meetings than can be found in younger Sections.

A Venturer Company should aim to meet at the same time every week, and it should take advantage of these scheduled meetings to conduct Company business. This is an opportunity for the Company Leadership Team to touch base with each of the Expedition Teams and ensure that the planning of projects and adventures is proceeding smoothly. The Company Leadership Team can offer advice, support or encouragement to the Expedition Teams as needed. The Company Leader should chair the business part of the meeting, but this does not mean that the entire meeting should be spent seated around a table. To make things as efficient as possible, an agenda should be shared a day or two in advance of the meeting so that everyone is prepared. If the Company is having an outdoor meeting and going for an evening paddle, it can take some time at the beginning of the meeting to sit on shore and briefly conduct Company business before heading out on the water. (Remember, a quality program should include at least one outdoor meeting per month.)

At the beginning of each program cycle (season), the Company should hold a Base Camp meeting. This is a time for the Company to review the past cycle and set both individual and Company goals for the cycle ahead. Expedition Teams are formed and adventures for each Program Area are planned. There is a lot to hash out at a Base Camp meeting, and the Company Leadership Team should set out a meeting agenda and format that can facilitate all of the meeting's items of business.

Vocational Venturer Companies should dedicate one meeting per month to their vocational interests, but should bear in mind that a balanced program should explore all six Program Areas. The vocational dimension of a Company's program should not come at the expense of other exciting possibilities.

Venturer Companies are encouraged to link with Scout Troops and Rover Crews, but should refrain from linking more than once or twice per program cycle. Linking too often can undermine a Section's autonomy and get in the way of age-appropriate adventures.

Here is an excerpt from a planning template that can help you and your Venturers plan your meetings. You can find the full version at [Canadianpath.ca](http://Canadianpath.ca).

**FALL**

**ADVENTURES WE WOULD LIKE TO HAVE THIS CYCLE:**

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**USE PLAN-DO-REVIEW TO HELP DRIVE THE DISCUSSIONS:**

**Plan**

- How can we make sure everyone participates?
- How can we make sure everyone stays safe?
- What materials do we need?
- What does everybody need to do?
- What skills are required?
- Agree on all the details

**Do**

- Learn any new skills needed
- Take part in your adventure

**EVENTS**

Investiture

Halloween

Fall camp

Remembrance Day

Apple Day / Scout Popcorn

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**WHAT PROGRAM AREAS HAVE YOU VISITED THIS CYCLE?**

Environment & Outdoors

Citizenship

Leadership

Creative Expression

Active & Healthy Living

Beliefs & Values

Canadianpath.ca

**SEPTEMBER**

Planning programs are conducted in accordance with Scouts Canada's safety policies and procedures (e.g. Time, Location, Risk, appropriate skills and knowledge, resource activity development process)

	Theme	Game	Plan	Do	Review	
1						 CLT
2						 CLT
3						 CLT
4						 CLT

**Events for this Month:**

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Canadianpath.ca

Circle or check the mountain if your meeting is more than 20 minutes outdoors.

Circle or check if the Company Leadership Team is meeting.



## PADDLE YOUR OWN CANOE—WELCOME TO ROVERING

# ROVERS

Rover Scouting is for young adults who are 18 to 26 years old. This is the most senior Section of the five Scouts Canada Sections. Rover Scouting helps with the transition from adolescence to adulthood and supports young adults with their integration into adult society. The challenges for young adults of this age are many, including figuring out what they want to do with their lives, doing well in school, getting a job and being successful at it, navigating relationships, transitioning into adult life and responsibilities, and seeking to make an impact in society. Rover Scouts provides young adults with a program and a support system to help them achieve their personal goals within groups of like-minded individuals.

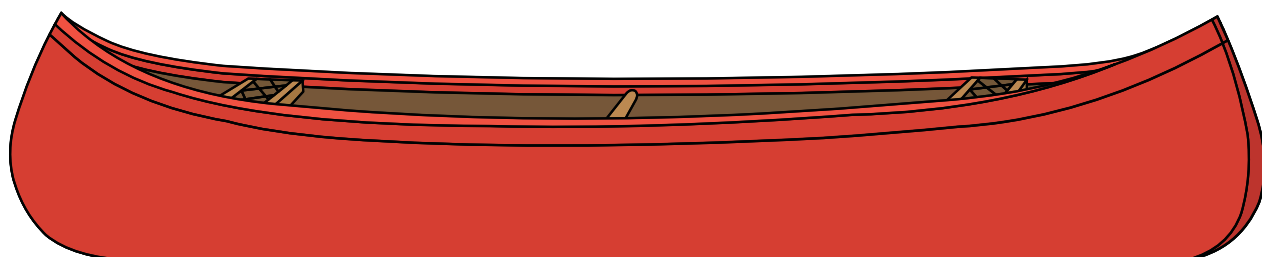
### Aims of Rover Scouting

- To provide young adults with opportunities to enhance their personal development through dimensions of personal growth: social, physical, intellectual, character, emotional and spiritual
- To give young adults the opportunity to discover the challenges of today's world, and develop the motivation and the skills to face them—not only within their community and their country, but also at an international level
- To help young adults acquire experience and skills in leadership that will improve their job opportunities and satisfaction in life
- To help young adults develop their own paths in life and actively plan their futures

### The Canadian Path

The Canadian Path is the way Scouting is done in Canada.

- A non-formal approach to learning
- Seven components of the Scout Method
- The Four Elements (Youth-led, Plan-Review-Do, Adventure and SPICES)
- A balanced program in six Program Areas
- A personal journey of growth



## The Canadian Path and the Rover Scout Program

### 1. NON-FORMAL APPROACH TO LEARNING

Non-formal learning in Rover Scouts is the development of skills as the young adults participate in adventures as a Crew and plan, complete and review their Personal Development Plans with mentors. Rover Scout goals involve learning by doing, learning from mistakes, and trying new things within the safety and support offered by the Crew and the personal mentor.

### 2. SEVEN COMPONENTS OF THE SCOUT METHOD FOR ROVER SCOUTS

At the heart of any Scouting program is the implementation of the Scout Method.

All seven components of The Scout Method are present in the Rover Scout program:

#### 1. The Scout Promise and Law

The Scout Promise and Law form the basis for the Scouting movement and the non-formal education that is the core of Scouting. The Rover Scout Promise, Law and Motto form the code that a Rover Scout lives by.

#### 2. Learning by Doing

Rover Scouts are well on their way to becoming strong, competent leaders. They continue to grow by pushing themselves to try new things. Rover Scouts are able to push their own limits in adventurous but well-planned ways within the safe and supportive environment created by the Rover Crew.

#### 3. Patrol (Team) System

In the final Section of Scouting, a Rover's personal goals are driven by the individual with the support of mentors and Scouters. In addition, the Crew may divide itself up into teams for specific activities and projects.

#### 4. A Symbolic Framework—Paddle Your Own Canoe

A symbolic framework is all about story. Through metaphors and symbols, the Rover Scout symbolic framework sets a context for Rover Scouts that inspires them to work through the challenges they have set for themselves.

#### 5. Nature

The outdoors is where adventure happens. Nature presents a world of uncertainty, risk and uncharted territory. It is through exploring nature and taking on challenges in the outdoors that Rover Scouts learn about the world around them and about themselves.



## 6. Personal Progression (tracked through completion of Personal Development Plans)

When a Rover wraps up his or her time in Rover Scouts, he or she will be well on the way to independent adulthood. The Rover Scout personal progression employs a system that relies on setting goals, trying new things and going on unforgettable adventures. The adventure is the exciting part; personal development is what happens along the way.

## 7. Volunteer Support from Crew Scouters and Mentors

When we say “Volunteer support,” we really mean “driven by the youth with the support of the Scouters.” The program belongs to the Rover Scouts; they need to own it, drive it and experience it every step of the way themselves. By this stage, Rover Scouts rely on themselves and on their peers, but they also need to look for support, input and advice from experienced Volunteers. Scouters have an important advisory and mentoring role to play with Rover Scouts.

## 3. THE FOUR ELEMENTS (YOUTH-LED, PLAN-DO-REVIEW, ADVENTURE AND SPICES)

The following four Scouting elements are essential to the Rover Scout Crew:

**Adventure:** Rover Scouts are in charge of deciding the adventures with which they want to challenge themselves, as well as the goals for their Personal Development Plans. In all cases, it is about trying things for the first time in a safe and supportive environment. It is taking old ideas in new directions.

**Youth-led:** Rover Scouts decide upon their own Personal Development Plans as well as the Scouting adventures they will do as a Crew. They take full leadership in the preparation for and planning of all activities.

**Plan-Do-Review:** A three-step process guides all activities in the Rover Scout program. All three steps are necessary to maximize the learning and benefits that come from the effort and energy offered by the individual Rover Scouts or the Crew.

**SPICES<sup>1</sup>:** Social, Physical, Intellectual, Character, Emotional and Spiritual are the six dimensions of personal development that Rover Scouts explore and develop through their Personal Development Plans, as well as through any adventures they undertake with the Crew. The development in one or more of these dimensions is revealed and strengthened through the review process.



<sup>1</sup>Check out “Questions to ask the Youth as the Activities are Reviewed” Scouters’ Tip at [Canadianpath.ca](http://Canadianpath.ca).

**The Rover Scout 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

**The Rover Scout Law**

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

**The Rover Scout Motto**

“Go beyond”

While Rover Scouts share the Law and Promise with Scouts and Venturer Scouts, the Rover Scout Motto captures the essence of what the Rover Scout program seeks to accomplish with young adults. The Motto serves as a guiding principle to the Scouters and participants in the Section.

**4. A BALANCED PROGRAM IN SIX PROGRAM AREAS**

The adventures in The Canadian Path are developed within six Program Areas:

- Environment & Outdoors
- Leadership
- Active & Healthy Living
- Citizenship
- Creative Expression
- Beliefs & Values

Rover Scouts keep these Program Areas in mind to spark ideas as they plan their program. Engagement of all Program Areas provides a balanced program, inclusive of and challenging to all Rover Scouts.

**5. A PERSONAL JOURNEY OF GROWTH**

The learning and development of each Rover Scout is unique. Through the Personal Development Plan and working with a mentor, the Rover Scout is able to pursue goals that he or she has chosen to foster his or her own growth and development.

## Paddle Your Own Canoe: The Rover Scout Symbolic Framework

Emerging with a freshly developed appetite for adventure and blossoming leadership skills, Rover Scouts move from the Venturer Scout Section to their next step on The Canadian Path.

As young adults, Rover Scouts are well on their way towards development in each of the six dimensions of personal growth: Social, Physical, Intellectual, Character, Emotional and Spiritual (SPICES). Having developed leadership skills, Rover Scouts step up to the plate in planning and executing the valuable adventures that will help them succeed in their adulthood.

The Rover Scout program provides members with opportunities for ongoing self-discovery through adventure. By trying new things in each of the Program Areas, Rover Scouts explore how they can fit in as members of their community.

Rover Scouts focus on the core principles of setting and achieving personal goals through the Plan-Do-Review process, learning by doing, utilizing the Scout Method, experiencing outdoor adventures and accepting challenges as they continue on in life.

In Baden-Powell's book *Rovering to Success*, he describes paddling the wilds of Canada during an oncoming storm:

"We had voyaged along rivers and streams, sometimes in the smooth, sometimes through the rapids, but always amid the ever-changing glories of forest scenery. It was a new experience to come out of our stream on to the wider expanse of the lake and, after starting out in the sunshine, to find ourselves presently under a darkening sky involved in a rising gale and a choppy sea."

The quotation in the text box captures the reality of a new Rover Scout. Leaving the familiar rivers and streams of their high schools (and often home towns), new Rover Scouts enter the wider world with many options from which to choose. Some choose to pursue work; others choose schooling. Some stay at home; others decide to move out. Even if a decision seems to be pretty clear at the outset to a Rover Scout, changes occur quickly, and plans must remain adaptable. They often find themselves in the midst of a storm of events and choices. They are expected to be able to find their way through all the challenges of the real world, to choose their own route and to "paddle their own canoe". The Rover program is there to support this journey, much like a good canoe paddle supports travel through treacherous waters.

The Rover Scout program is the last one in the whole progression of Sections, all working towards the same mission: "To help develop well-rounded youth, better prepared for success in the world." The symbolic framework of "Paddle Your Own Canoe" reminds Rover Scouts of the challenges they face in young adulthood, and the abilities they have to help them through the journey of these early adult years.

The use of a canoe as a symbol also reflects Scouting's commitment to the outdoors. Canoeing is an activity most Scouts have participated in at some point through their Scouting journey. The image of the shared experience of canoeing speaks of the need for Rover Scouts to work together in order to navigate the sometimes challenging waters of their lives.

This is the symbolic framework that is supported by the World Organization of the Scout Movement (WOSM). Rover Scouts travelling abroad will be able to connect their Rovering experience with other Rover Scouts they will meet along the way.



## Rover Scout Basics

### CREWS

Rover Scouts are locally organized as “Crews”. The Rover Scouts in a Crew share interests, goals and adventures. Sometimes small groups (Teams) are formed within the Rover Scout Crew to achieve specific goals. Rover Crews may attract people within common geography (those who attend the same school or live in the same area) or similar special interests (such as specific outdoor activities). Some Rover Crews may be dedicated to a vocational interest.

### CREW SIZE

**Minimum Standards:** Rover Crews should have at least 10 members.

**Why?** We know that large groups work better to offer more opportunities. The goal is to have more Rovers participating in any given activity, knowing that there are always those who are unable to attend due to jobs, school and so on.

Each Area needs to consider the following options to optimize the number of youth in its Rover Crews:

- Consolidate two or more Crews to reach 10 or more members.
- Encourage Rover Scouts in small Crews to recruit friends to get to 10 members.
- New (forming) Rover Crews should be encouraged to include 10 members from their outset.

Approval of how a Crew will proceed is given by the Area Key 3.

The Area Key 3 appoints a Venturer/Rover Service Scouter to work with Area Companies and Crews and make sure that these Sections have enough members.

## Crew Structure and Planning

### CREW LEADERSHIP TEAM

The Rover Crew is managed by the Crew Leadership Team, which is elected\* annually by the Rover Scouts, and is responsible for the administration and coordination of the Crew. The positions of the Crew Leadership Team are to be determined by the Crew to match the Crew’s goals. One Crew may choose to have Crew Leader, Assistant Crew Leader, Secretary, Treasurer and Quartermaster. Another Crew may choose to have a Crew Leader as well as several Assistant Crew Leaders responsible for different portfolios according to the Crew’s needs. In all cases, it is important that all Rover Scouts are involved in the decision making and given opportunities to take leadership roles in the Crew.

\* The Crew may decide to elect people to specific roles, share the roles or rotate the roles among members of the Crew.

Some of the responsibilities of the Crew Leadership Team:

- The safe and efficient running of Crew activities
- Managing the finances of the Crew
- Filing appropriate paperwork prior to activities
- Appointing and approving mentors
- Guiding the Crew in developing plans according to the program cycles

There are a variety of ways planning can be done—just how will depend upon the Crew. Input can be gathered from the Crew with a small key group creating a plan to propose to the rest of the Crew, or the whole Crew could be involved in discussions and decisions for the Crew's direction. The size and makeup of the Crew will determine which of these methods is best for the Crew; it may change over time as the Crew changes.

### PROGRAM PLANNING IN THE CREW

One of the important aspects of the Scouting program is the Plan-Do-Review process, which is similar to professional processes used in various industries; the ability to plan ahead, execute a plan and review what happened is not only a useful skill, but is an ideal way to measure progress.

Depending upon the Crew, different timelines for the Plan-Do-Review process may be appropriate. For a Crew that is mostly composed of postsecondary students, it may be appropriate for program cycles to match school terms. For Crews that are mostly made up of people in steady jobs, seasonal program cycles may work better than school terms. Program planning should include a review of the previous cycle, as well as planning for the activities in the upcoming cycle. In conjunction with these medium-term planning cycles, long-term annual planning and goal setting is recommended.

Generally, a program cycle will begin with the Crew coming together to set its goals for the season, and to create a high-level year plan. This completes the Plan component of the annual Plan-Do-Review cycle and follows a review of the past year's goals. After the Crew has set its goals, individual Rovers then begin to create their own Personal Development Plans together with their mentors, which is also a Plan-Do-Review process.

### RESOURCES TO SUPPORT ADVENTURE PLANNING—TRAIL CARDS<sup>1</sup>

Trail Cards present adventure ideas. These support materials augment the planning done by the Crew. They are developed focusing on the Plan-Do-Review method and can assist in planning an adventure.

Trail Cards are resources<sup>2</sup> designed to help Rover Scouts in the planning, execution and review of a variety of adventures (should they have difficulty coming up with ideas of their own).



<sup>1</sup> Check out the Trail Card infographic at [Canadianpath.ca](http://Canadianpath.ca).



<sup>2</sup> Check out our resources at [Canadianpath.ca](http://Canadianpath.ca).



Trail Card for Rovers



Crew Scouters must be at least 25 years of age and meet all Volunteer readiness and screening requirements as per current Scouts Canada policy.

The Scouter is also responsible for upholding the principles and mission of Scouting, and ensuring that the policies of Scouts Canada are being followed.

If the proposed Scouter has been a Scouter with another Section (or even another Crew) in the past year, the new expectations must be explained to him or her by his or her Group Commissioner during an interview, which should also serve to assess his or her qualifications and readiness for the role.

### TEAMS: SMALL GROUPS WITHIN THE ROVER SCOUT CREW

Experience with working in teams allows for development of well-adjusted individuals who contribute to society. Within the Crew, small groups can be created to fit the needs of specific activities and interests. These do not need to be fixed in size or membership. The Crew selects and adapts a model of small groups to best fit its operational needs.

Young adults like to have the freedom to organize themselves based on the tasks at hand. As such, the Patrol (Team) System in Rover Scouts revolves around the creation of Teams. A Team can be formally organized for large projects (such as planning and executing a service project), or more informal for something as simple as embarking on a weekend camp or putting together an evening at the local climbing gym. In all cases, the Teams are made up of Rover Scouts who are committed to completing the project. The Team is typically coordinated by a Team Leader (or Team Leaders), and follows the Plan-Do-Review approach.

### CREW SCOUTERS

Scouters (who are fully screened and Active with Scouts Canada) are chosen by the Rover Scouts to work with the Crew. The Scouters serve two primary functions:

- As a check and balance to ensure prudent Crew self-governance and ensure proper practices that abide by Scouts Canada's *By-law, Policies and Procedures (BP&P)*
- As mentors to the Crew Leadership Team and individual Rover Scouts

The Scouter's role is not to suggest, run or administer programming, but rather to inspire, challenge and coach at the appropriate moments. Scouters need to be encouraging, professional, supportive, team players, mature, very skilled in situational leadership, able to draw on life experience and committed to empowering young adults.

Some of the roles of the Crew Scouter may include:

- Helping individuals identify personal challenges and set up their Personal Development Plans
- Opening fields of discovery, action and responsibility for the young adults
- Helping individuals become involved in personal, team and community activities
- Encouraging Rover Scouts to progress and overcome limits
- Helping individuals evaluate progress and identify personal potential
- Helping liaise with the Rover Scout mentors

Crew Scouters are appointed annually by the Crew Leadership Team.

## Personal Progression: the Rover Scout Journey

The core of Scouting is to aid in the personal development of young Canadians. Rover Scouts is the final stage of Scouting's overall program. It is the culmination of the four previous Sections. The Rover Scout program represents the pinnacle in a young adult's development. During this life stage, Rover Scouts are exploring what it means to be an adult, entering Canada's workforce or attending postsecondary education.

The Rover Scout program aims to help young Canadians be prepared for and supported in this stage of their lives. Rover Scouts practise comprehensive goal setting, receive mentoring and participate in projects that have an impact, all within a supportive team environment. The program develops capable, confident and well-rounded individuals, better prepared for success.

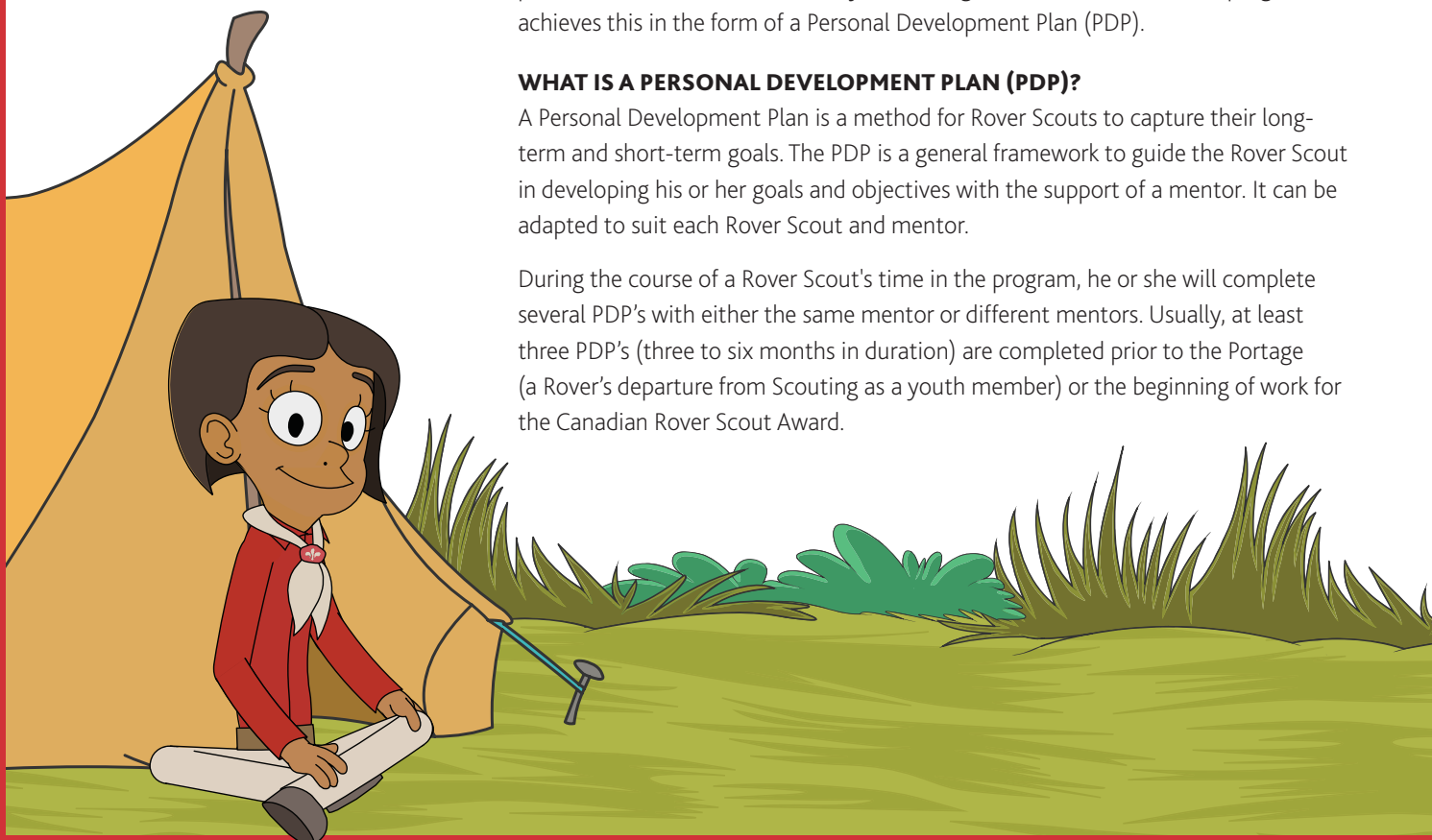
### THE ROLE OF GOAL SETTING

The fleur-de-lis, the symbol of World Scouting, originally symbolized the north point on a compass. It represents the value Scouting places on one's ability to set a course and progress toward some destination or goal. For young adults, the skill of learning to navigate the challenges of one's life is just as relevant as it was 100 years ago when Scouting started. It's been proven that documenting your goals can be a significantly positive contributor to successfully actualizing them. The modern Rover program achieves this in the form of a Personal Development Plan (PDP).

### WHAT IS A PERSONAL DEVELOPMENT PLAN (PDP)?

A Personal Development Plan is a method for Rover Scouts to capture their long-term and short-term goals. The PDP is a general framework to guide the Rover Scout in developing his or her goals and objectives with the support of a mentor. It can be adapted to suit each Rover Scout and mentor.

During the course of a Rover Scout's time in the program, he or she will complete several PDP's with either the same mentor or different mentors. Usually, at least three PDP's (three to six months in duration) are completed prior to the Portage (a Rover's departure from Scouting as a youth member) or the beginning of work for the Canadian Rover Scout Award.



The PDP format allows for four goals. A Rover Scout and mentor can choose to add more goals, but it is probably best to stick with four (or fewer) goals so that the PDP is achievable and can be completed in a timely manner.

### STARTING A PERSONAL DEVELOPMENT PLAN (PDP) CYCLE

Every Rover Scout develops a PDP with his or her mentor. The PDP form supports the discussion and is used as a place to record the highlights of the discussion as well as the goals. The Rover Scout and mentor discuss what a Rover Scout has in terms of responsibilities, obligations and demands (at home, at school and in other activities), as well as interests and aspirations. They explore obstacles as well as dreams and aspirations. Out of these discussions, goals are set for the coming months. Once the Rover Scout and mentor are satisfied with the goals, both sign the document as a mutual symbol of commitment to the goals within the PDP.

Here is an example of a PDP:

**ROVER PERSONAL DEVELOPMENT PLAN**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What's on my plate? What responsibilities do I have at home, at work, at school and in other activities right now?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Relevant Discussion & Insights with my mentor:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My S.M.A.R.T. Goals and Objectives:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_


4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

Signatures: \_\_\_\_\_ Mentor \_\_\_\_\_

Canadianpath.ca

  
 It starts with Scouts.

## CHARACTERISTICS OF THE PDP PROCESS

Here are some ideas to keep in mind as you create your PDP:

### 1. Holistic Approach Using the SPICES

The PDP takes a holistic approach to the Rover's development; all aspects of a Rover Scout's life are addressed, including school, Scouts, work, family, relationships, and other activities and interests. This is a good opportunity to use the SPICES (Social, Physical, Intellectual, Character, Emotional and Spiritual) as the dimensions of personal growth. How is the Rover Scout developing in all of these dimensions?

In establishing each goal, decide which of the six personal dimensions it most includes. In looking at all the goals for a particular PDP, have all of the dimensions been included? Is there balance among the dimensions of personal growth that suits the Rover's life right now?

### 2. Striking the Right Balance

Striking the right balance between personal interests, family, school, work and Scouting is the challenge that Rover Scouts face at this point in their lives. The mentor invites discussions of the balance between all aspects of a Rover Scout's life and encourages the restoring of balance to reduce stress and anxiety.

### 3. Goal Setting:

It is important to have written goals to refer back to and to use to mark progress. That is the purpose of the PDP. In addition, each of the goals should be SMART goals:

**S**—specific

**M**—measurable

**A**—achievable

**R**—relevant

**T**—timely

### 4. Cycle of Plan-Do-Review:

The Personal Development Plan follows a Plan-Do-Review process, just like the Crew's program planning. After the initial planning and creation of the PDP, Rovers Scouts will meet with their mentors periodically to check in on how they are doing in completing their goals.



<sup>1</sup>Check out “How should you review the past season?” Scouters’ Tip at [Canadianpath.ca](http://Canadianpath.ca).



Duke of Edinburgh's Award

Three dedicated meetings between a Rover Scout and his or her mentor are recommended for the course of each Personal Development Plan. More frequent meetings are certainly welcome, but fewer will reduce the timeliness and efficacy of the mentoring. Many university or college-based Crews may opt to match the PDP cycle with the school calendar.

### Plan

In the beginning of the year, the Rover Scout and mentor set objectives together and create a plan to achieve them, using the SMART criteria.

### Do

At scheduled meetings over the course of the Personal Development Plan, the Rover Scout and mentor check on progress and adjust plans as necessary.

In between PDP meetings, it is very important that the Rover Scout and mentor be engaged in ongoing conversation. While either the Rover Scout or mentor may choose to initiate contact and meetings, the mentor should take initiative in contacting the Rover Scout if they have not met for a while. In this way, the mentor can help identify learning moments as they arise and coach the Rover Scout through real-life obstacles.

### Review<sup>1</sup>

At the end of the Personal Development Plan, the Rover Scout and mentor evaluate whether the goals have been achieved and what things the Rover Scout has learned in the process. Upon the completion of the PDP, it is important to celebrate the achievements in some way before beginning the next PDP cycle. See the “Rover Scout Ceremonies” section for more information.

## 5. Rover Scout-driven

The PDP process is very Rover Scout-driven. The Rover Scout must take ownership of his or her own development, and take the initiative to seek out opportunities for development, discuss obstacles and review his or her own progress. It instills a healthy sense of personal responsibility for one's own development.

## 6. Duke of Edinburgh's Award

Work on the requirements for the Duke of Edinburgh's Award can be easily integrated into both the PDP plans for individual Rover Scouts as well as the plans of the Rover Crew. Some Rover Scouts may find that achievement of one of the levels of the Duke of Edinburgh's Award is helpful to focus their goal setting. It is a helpful and recognized addition to resumes. More information about the Duke of Edinburgh's Award can be found at [dukeofed.org](http://dukeofed.org).

## Mentors

Mentors provide support, encouragement and guidance for a Rover Scout as he or she develops, carries out and reviews his or her Personal Development Plans (PDP's).

### WHO CAN BE A MENTOR?

A Rover Scout's mentor could be a Scouter, a more experienced Rover Scout or even an individual outside of Scouting. In certain cases, two Rover Scouts may even choose to support each other in their personal development as peer mentors.

### WHAT DOES A MENTOR DO?

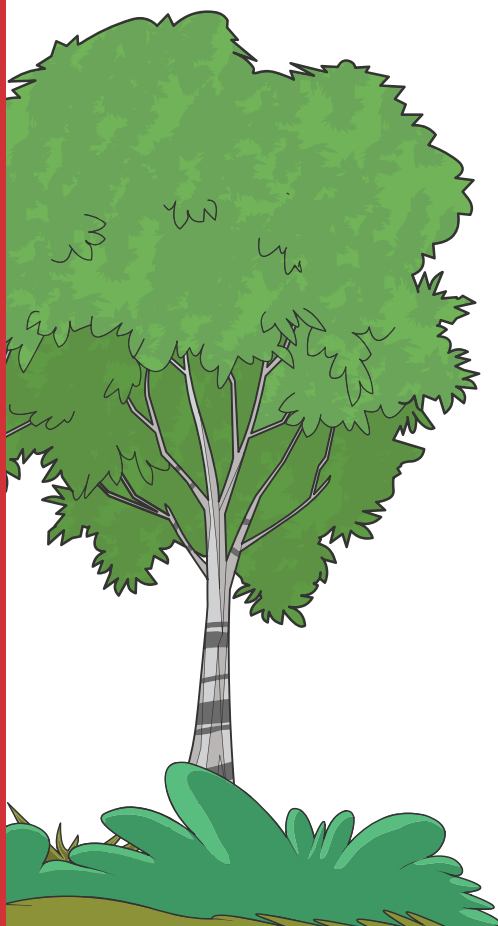
Mentors fulfil the following roles:

- **Motivator:** Expresses belief and confidence in the Rover Scout's abilities, and encourages the Rover Scout to try new things
- **Resource:** Teaches and advises the Rover Scout on how to make professional contacts, and introduces the Rover Scout to new people, places or ideas
- **Supporter:** Encourages open and honest dialogue, and listens to and responds to the Rover Scout's needs
- **Coach:** Helps the Rover Scout develop (and work to achieve) realistic and meaningful goals

A mentor will help a Rover Scout:

- Better understand himself or herself
- Build self-confidence
- Learn how to set and achieve challenging goals through the use of the Personal Development Plan (PDP) process
- Create action plans to achieve those goals
- Identify challenges with the goals and discuss how to overcome them
- Widen the Rover Scout's perspective
- Improve critical thinking skills by asking the Rover Scout the right questions
- Develop a healthy outlook on life
- Practise wise time management

A mentor also holds a Rover Scout accountable to his or her goals. A mentor never gives a Rover Scout answers or tells a Rover Scout what to do. A Rover Scout must figure out his or her own path through reflection and critical thinking. A mentor helps the Rover Scout arrive at his or her own decisions by asking the right questions at the right time.



### MENTOR-ROVER SCOUT PAIRING

Matching Rover Scouts with mentors is an important task. A poor match could lead to a disengaged Rover Scout and an incomplete Personal Development Plan, with the Rover Scout losing interest and possibly departing from the program. The Crew Leadership Team assists Rover Scouts in selecting mentors within the first six months of joining the Crew. A new mentor can be appointed for each new Personal Development Plan cycle, or the same mentor may work with a Rover Scout for more than one PDP, as suitable to the situation. The Crew Leadership Team gives final approval to all mentor-Rover Scout pairings.

#### Considerations in the Selection of a Mentor

- Professional aspirations
- Personality type
- General hobbies and interests
- Mentor and mentee's general regard for each other
- Availability, flexibility and time constraints

There may not be a perfect match of mentor for the Rover Scout, but taking into account as many of these factors as possible will help achieve a match that has the potential to work well and lead to a successful and completed PDP cycle.





## Rover Scout Journey: “Paddle Your Own Canoe”

Rover Scouts is a self-directed program with the support of Scouters and mentors.

	PERSONAL	CREW ADVENTURES	REVIEW PROCESS	NEXT STEP
Preparation for Launch (Investiture)	<ul style="list-style-type: none"> <li>• Completion of Volunteer screening</li> <li>• Introduction to Personal Development Plan process</li> <li>• Introduction to basics of Rover Scouting and Law, Promise and Motto for those new to Scouting</li> <li>• Choosing of a mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Choice of participating in Crew adventures as time and interest allow, once completely Active within the Scouts Canada system</li> <li>• Outdoor Adventure Skills (individually or with others in Crew)</li> <li>• Linking with other Sections</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with an experienced Rover Scout, Scouter or Crew Leadership Team to choose a mentor</li> <li>• Prepare for Launch Ceremony</li> </ul>	First PDP cycle
PDP Cycles	Develop PDP and meet a minimum of three times with mentor to discuss plan and progress	<ul style="list-style-type: none"> <li>• Choice of participating in Crew adventures as time allows</li> <li>• Outdoor Adventure Skills (individually or with others in Crew)</li> <li>• Linking with other Sections</li> </ul>	Final review of PDP with mentor, followed by a celebration of completion of PDP (as decided upon by Crew)	Complete as many PDP cycles as desired, up to age 26
Final Year (This can happen any time from 18 to 26, as determined by Rover)	Develop final PDP with a view to completing participation in Rover Scouts; work on Scouts of the World (or equivalent) is included in plan (if Rover Scout wishes)	<ul style="list-style-type: none"> <li>• Choice of participating in Crew adventures as time allows</li> <li>• Outdoor Adventure Skills (individually or with others in Crew)</li> <li>• Linking with other Sections</li> </ul>	<ul style="list-style-type: none"> <li>• Final review of PDP with mentor, followed by a celebration of completion of PDP (as decided upon by Crew)</li> <li>• Prepare for Portage Ceremony</li> </ul>	<ul style="list-style-type: none"> <li>• Canadian Rover Scout Award (The project for this award may be worked on concurrently with PDP cycle.)</li> <li>• The Portage</li> </ul>

**OUTDOOR ADVENTURE SKILLS**

- Camping
- Trail
- Scoutcraft
- Emergency Aid
- Paddling
- Winter Skills
- Vertical Skills
- Sailing
- Aquatics

**OUTDOOR ADVENTURE SKILLS**

As Rover Scouts develop their plans for adventures, they will also develop a list of skills that they will need to complete an outing successfully. After learning those skills and completing the outing, the review will give them an opportunity to talk about the skills they have gained. As part of The Canadian Path, Scouts Canada has developed a comprehensive Outdoor Adventure Skills program. Through a review of an outing, Rover Scouts will realize that they have completed some Outdoor Adventure Skills.

Outdoor Adventure Skills begin with Beaver Scouts and continue through to Rover Scouts. Each of the nine Outdoor Adventure Skills is divided into nine stages. Outdoor Adventure Skills should be seen as tools to support the Plan-Do-Review cycle. Completion of each stage is recognized with a badge that is worn on the uniform sleeve. More information is available in Chapter 6: “Outdoor Adventure Skills” (pp. 81–84); competencies and requirements for the Outdoor Adventure Skills are available at [Canadianpath.ca](http://Canadianpath.ca).

**TOP SECTION AWARD: THE CANADIAN ROVER SCOUT AWARD**

The Canadian Rover Scout Award is the pinnacle award for both the Rover Scout Section as well as for the five Scouts Canada Sections.



Canadian Rover Scout Award



Scouts of the World Award

Requirements of the Canadian Rover Scout Award:

- Complete the personal progression PDP: at least three cycles. The Rover Scout and his or her mentor agree that the Rover Scout has made sustained effort towards personal development and has demonstrated that he or she has learned from the process.
- Complete a total 32 stages (cumulative) of the Outdoor Adventure Skills
- Rover Scouts are required to complete 80 volunteer service hours. These hours do not have to be completed within Scouting and do not have to be completed as part of one activity or event. Although volunteer service activities completed as part of the Section's program do count towards this requirement, Rover Scouts should be encouraged to find their own opportunities to give back to the community in a way that has special meaning to them.
- Complete the Scouts of the World Award, or another service project. With the approval of the Crew Leadership Team, the Rover Scout will complete a challenging project that matters on a personal level and that will benefit a community (local, national or international), using the Plan-Do-Review framework. The Canadian Rover Scout project may be completed in conjunction with or in support of a project for another organization.

**SCOUTS OF THE WORLD AWARD**

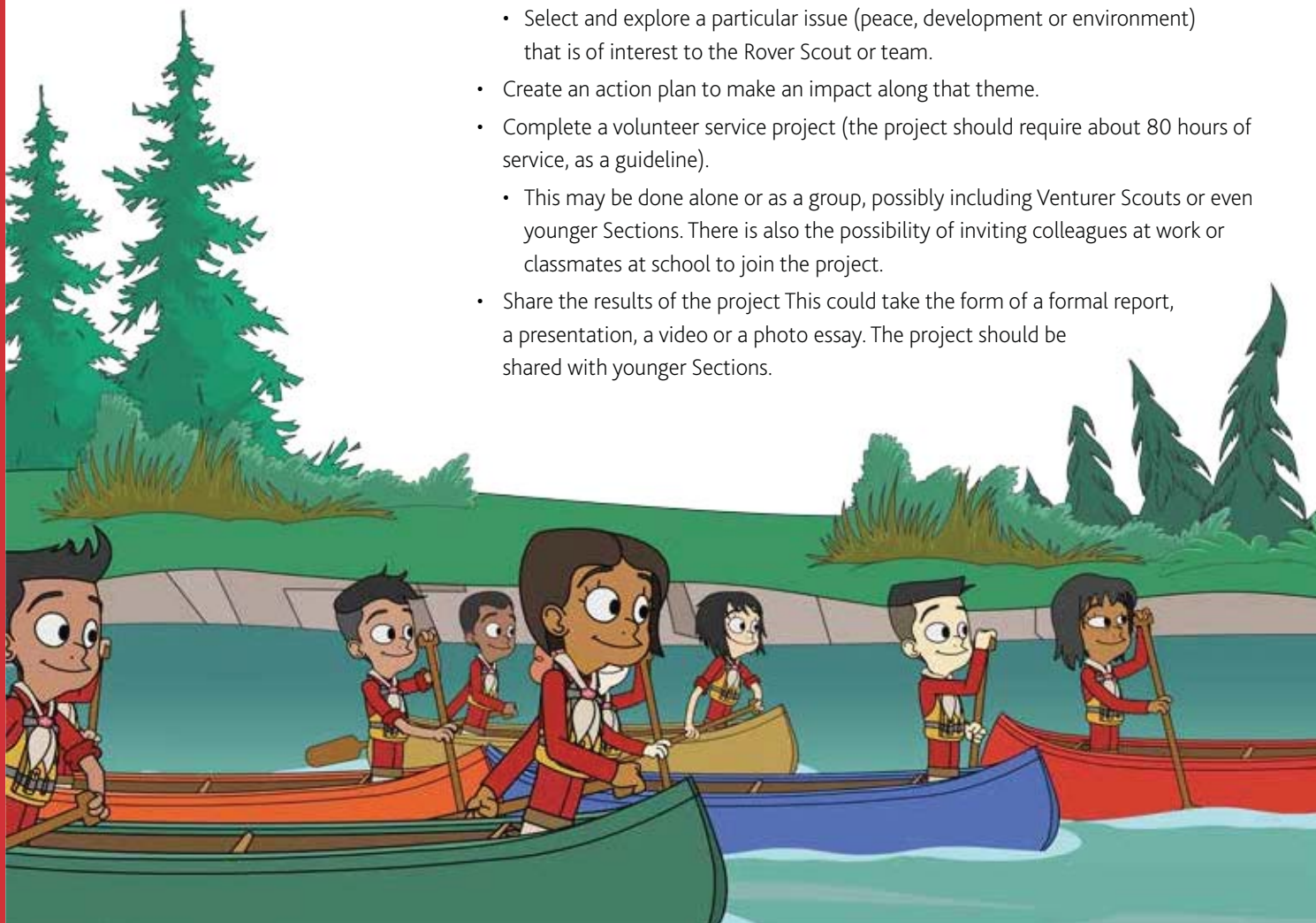
The Scouts of the World program is a program created by the World Organization of the Scout Movement (WOSM) to engage Scouting members in the fields of the environment, development and peace, and generate positive change in our communities and internationally.

Rovers will first undertake the **discovery phase**, where they will select a topic and gain an intricate understanding of the causes and effects of the chosen issue. At the end of the discovery phase, they will have the chance to create an **action plan**. They might decide to conduct an awareness campaign for an issue, or take on a community development project. They might even be interested in completing an international development project in another country.

This project can be completed individually, or as a member of a team. Should a Rover Scout have had the opportunity to take part in a Scouts of the World (SOTW) project as a Venturer Scout, he or she has the opportunity as a Rover Scout to use that experience to take on an even more challenging project or role.

### Requirements

- Participate in a discovery.
  - Learn about development projects and search out opportunities to make a difference.
  - Select and explore a particular issue (peace, development or environment) that is of interest to the Rover Scout or team.
- Create an action plan to make an impact along that theme.
- Complete a volunteer service project (the project should require about 80 hours of service, as a guideline).
  - This may be done alone or as a group, possibly including Venturer Scouts or even younger Sections. There is also the possibility of inviting colleagues at work or classmates at school to join the project.
- Share the results of the project This could take the form of a formal report, a presentation, a video or a photo essay. The project should be shared with younger Sections.



## Rover Scout Ceremonies

### INVESTITURE: THE LAUNCH

#### Orientation

Before Investiture, the new Rover Scout should be linked with an existing Rover Scout within the Crew, who discusses and explain the principles of Scouting. The new Rover Scout is invited to consider the following questions:

- What does being a Rover Scout mean to me?
- What is Scouting all about?
- What is my place within Scouting, and what can Scouting add to my life right now?

After this time of discussion and reflection, the new Rover Scout is ready to join the Crew as an invested Rover Scout.

In a sense, the Rover is ready to launch his or her canoe into the rivers and lakes to which he or she has been oriented—to begin paddling his or her own canoe. The Crew arranges for the Investiture to occur as soon as the new Rover Scout is ready to make the Promise—ideally, within the first three months of the member's first activity with the Crew.

### INVESTITURE CEREMONY

The Investiture Ceremony has two parts: a time of personal reflection for the new Rover Scout and the ceremony itself. Several Rover Scouts and Scouters may be invested as part of the same ceremony if they are fully screened and prepared.

#### A Time of Reflection

Before launching any canoe, last-minute checks are always necessary. A trip will never be successful if the right equipment is not in working order, or the paddler is not prepared for the journey that is ahead. On the day of his or her Investiture, the new Rover Scout is invited to spend some time reflecting on the journey ahead. He or she also reflects on the Promise, Law and Motto of Rover Scouting—the very things that will be accepted in Investiture. The majority of these ideas have already been discussed and reflected upon during the orientation; therefore, the length of this time of personal reflection would be less than an hour in length, though it should be long enough to be a significant part of the ceremony.

#### The Investiture Ceremony

After the personal reflection is complete, the Rover Scout is officially welcomed into the Rover Crew through the Investiture Ceremony. The Investiture Ceremony should reflect the modern and inclusive nature of Scouting. It is up to each Crew to decide upon the type of ceremony and location for the ceremony.

Rover Scouts need to be fully screened and Volunteer-ready before participating in Rover Scout activities.

The basics for every Rover Scout Investiture Ceremony include:

- The saying of the Rover Scout Law, Promise and Motto
- A Rover Scout's commitment to self-development and personal improvement
- The awarding of the Rover Scout's new woggle and necker (if they don't have a necker from participation in Venturer Scout Sections in this Group)
- Words of welcome to the Rover Scout Crew

### **PDP COMPLETION CELEBRATION**

A Rover Scout may choose some way of celebrating with the Crew the completion of a Personal Development Plan (PDP) prior to beginning the next PDP. It might also be a yearly event for the whole Crew. The Rover Crew may determine whether this is an informal or formal recognition ceremony.

### **DEPARTURE—THE PORTAGE**

The Departure Ceremony has three parts: a review with the mentor, a time of personal reflection for the departing Rover Scout and the ceremony itself. While several Rover Scouts may be recognized within one ceremony, a Crew may decide that this ceremony is best held individually for each departing member.

In canoeing, portaging is the act of transitioning from one stage to another. The Portage marks the end of the youth journey for a Rover Scout, and the beginning of a new journey in the world. The Portage itself is the act of effecting that transition, a transition for which Rover Scouts have ultimately been preparing throughout the program.

On any canoe journey, the canoeist must plan the portage to ensure that he or she reaches the intended body of water on the other side, and does not become lost as he or she navigates the unfamiliar terrain. Likewise, for the young adult, the transition out of the Rover Scout Section presents the Rover Scout with a few challenges, but even more opportunities. This departure phase aims to help prepare the Rover Scout for these challenges, in order that he or she might take advantage of a world of opportunities.

### **Review with Mentor**

The Portage is meant to be a phase marked with a ceremony at its completion. During the departure phase, which is expected to generally last approximately three to six months, the Rover Scout meets with his or her mentor, Scouters or Crew Leadership Team to consider questions that are very similar to the ones posed upon joining Rover Scouts:

- What have I gained from my time in Rover Scouts in particular, and Scouting in general?
- What have I accomplished in my life up to this point?

The Rover Scout program takes place over the transitional years of early adulthood, which vary from person to person. As such, departure from the Rover Scout program may occur at any point of the Rover's choosing in the final years of the program, ideally after accomplishing this phase of the personal progression and having an opportunity to lead and mentor peers through the same. However, note that the Portage must be completed by the time a Rover Scout turns 27.

- Where do I see myself headed in the next year? Next five years? Next decade? How can I get there from here?
- What will my next role be in the community? Will I continue in Scouting? If so, how can I get involved?

### A Time of Reflection

To mirror the way in which the member was greeted into Scouting, an aspect of quiet personal reflection is recommended, in which the Rover Scout should contemplate how he or she has paddled his or her own canoe over the last number of years, the significance of the PDP's completed and the role that Scouting has had in his or her life. This might take the form of a hike, a paddle under the stars or some other way of making this a significant time of personal reflection.

### The Departure Ceremony

Naturally, each Crew should develop this ceremony in a manner that is meaningful for those undertaking it.

To symbolize the end of the journey within Rover Scouts, the ceremony should include:

- An acknowledgement that this Rover Scout is leaving Rover Scouts as a participant
- The celebration of the experience that the Rover Scout has gained through participation in Rover Scouts
- The presentation of a symbolic gift to mark the departure

## What Does a Rover Scout Meeting Look Like?

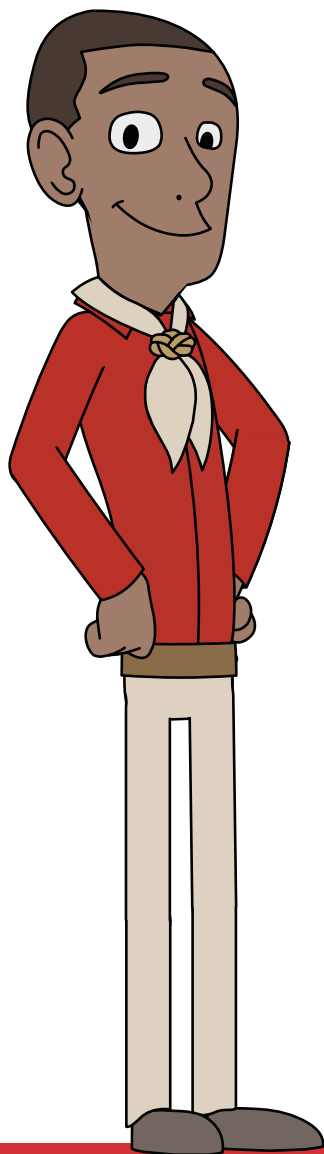
Rover Scout meetings take a variety of forms. Some may take place around a campfire at a camp, on a hike through the woods or in a regular meeting location. The structure of the meeting is determined by the adventure, and there is generally less routine in Rover Scout meetings than can be found in younger Sections.

A Rover Crew should aim to meet at the same time every week, and it should take advantage of these scheduled meetings to conduct Crew business. This is an opportunity for the Crew Leadership Team to ensure that the planning of projects and adventures is proceeding smoothly. The Crew Leader should chair the business part of the meeting, but this does not mean that the entire meeting should be spent seated around a table. To make things as efficient as possible, an agenda should be shared a day or two in advance of the meeting so that everyone is prepared. If the Crew is having an outdoor meeting and going for an evening paddle, it can take some time at the beginning of the meeting to sit on shore and briefly conduct Crew business before heading out on the water. (Remember, a quality program should include at least one outdoor meeting per month.) Regular meetings also represent a good opportunity for mentors and mentees to touch base and review the progress of Personal Development Plans.

At the beginning of each program cycle (season), the Crew should review the past cycle and set both individual and Crew goals for the cycle ahead. The meetings at the beginning of a program cycle are especially busy, and the Crew Leadership Team should set out a meeting agenda and format that can facilitate all of the meeting's items of business.

Vocational Rover Crews should dedicate one meeting per month to their vocational interests, but should bear in mind that a balanced program should explore all six Program Areas. The vocational dimension of a Crew's program should not come at the expense of other exciting possibilities.

Rover Crews are encouraged to link with Venturer Companies, but should refrain from linking more than once or twice per program cycle. Linking too often can undermine both Sections' autonomy and get in the way of age-appropriate adventures.



#### WHAT'S NEXT?

Scouters and mentors should be aware that there are challenges associated with a Rover Scout becoming a Scouter in the same Crew in which he or she was a youth member. Rover Scouts may have difficulty switching from one role to another, as may the Crew in recognizing the newly graduated Rover Scout as a Scouter. Departing Rover Scouts should be encouraged to get involved as Scouters in younger Sections, if that interests them. However, departing Rovers who do have the attitude and qualifications to be successful Crew Scouters, and are appointed as Crew Scouters by their Crews, must be mentored by a more senior Scouter to ensure that they will transition effectively into the new responsibilities and expectations. It may be best if they become Scouters in new Crews. Special care must be taken to ensure that Rover Scouts becoming Crew Scouters do not take away from the independence and leadership opportunities of the Rover Scouts in the program, but move into the role of advising and supporting.





# GUIDE

## TO PERSONAL ACHIEVEMENT BADGES





# INTRODUCTION BEAVER SCOUTS

Personal Achievement badges are designed to allow youth to explore and expand skills and knowledge in areas that are of particular interest to them. In The Canadian Path, Personal Achievement badges are strictly optional. They are not a core part of the program, and they are not an essential part of a youth's personal progression. Personal Achievement badges are not a requirement for any Top Section Award. It is recognized that activities outside of Scouting add to youth's growth in the SPICES and to their personal progression. No one comes to Scouting as an empty vessel. Working on Personal Achievement badges allows youth to further develop individual interests and skills and to have that development recognized as part of their growth and progression within The Canadian Path.

Here are some key things to know about the Canadian Path Personal Achievement (PA) badges:

- There are 16 PA badges for Beaver Scouts.
- The PA badges are earned individually by youth who choose to make these badges part of their personal Scouting journey. The PA badges are not part of the Colony program adventures. However, at the end of a Colony adventure, a youth who wishes to do more exploration related to the topic of that adventure could develop a set of adventures for one of the PA badges.
- The PA badges follow the Plan-Do-Review process.
- There are no set requirements for the badges. Instead, each badge has an Objective which is supported by a few Guidelines, and then ideas for possible badge adventures from which the youth may choose. The youth is also encouraged to use his or her own ideas.
- The adventure activities to be completed for the badge must be done specifically for the badge. Credit is not given for something already completed at school or in another group. However, a new project that is done jointly for the badge and for another purpose could be part of the badge adventures.
- A PA badge may be accomplished more than once as long as a new Plan is made with new adventures.
- Most importantly, completing the adventures for the badge must be exciting, fun and challenging for the youth!

As a Scouter, your role is to support the youth in setting safe and realistic requirements. The nature of these requirements will vary from youth to youth, depending on the unique interests and abilities of each individual. Help the youth to develop attainable but personally challenging requirements, supported by a well-thought-out plan. Check in with the youth from time to time to measure progress and provide some guidance to overcoming any obstacles.

## Beaver Scout Personal Achievement Badges

**Exploring Beaver:** anything to do with outdoor adventure and inquiry

**Earth Beaver:** anything related to environmental stewardship

**Leader Beaver:** organizing and taking part in activities that develop team skills

**Beaver Heroes:** discovering contributing members of the community and the positive difference they make

**Olympic Beaver:** having fun exploring healthy activity

**Chef Beaver:** having fun discovering healthy eating and making food that works at home and for Scouting activities

**Pet Care Beaver:** exploring how to look after domesticated animals

**Tech Beaver:** discovering how to use technology safely and responsibly

**Community Beaver:** opportunities to offer community service

**Canada Beaver:** discovering and exploring anything to do with our country and being a good citizen

**Beavers of the World:** discovering Scouting youth around the world, and helping someone somewhere else in the Scouting way

**Musical Beaver:** exploring a variety of musical expressions, including singing, dancing, playing an instrument, composing, choreographing or creating an instrument

**Scientific Beaver:** learning and experimenting critically and empirically

**Creative Beaver:** using the imagination to devise art, inventions and handicrafts

**Spirit Beaver:** exploring beliefs that are important for self and family as well as the beliefs of another faith

**Friendship Beaver:** exploring values that are important for self and family as well as those important to the Scouting movement

## Using Plan-Do-Review to Facilitate Beaver Scout Personal Achievement Badges

Every time a Beaver Scout would like to work towards a Personal Achievement badge, they must use the Plan-Do-Review process. This process emphasizes goal setting, personal development and recognizing personal growth. Beaver Scouts should set achievable goals that help them grow.

Colony Scouters can download a Beaver-friendly Plan-Do-Review sheet from [CanadianPath.ca/Beavers](http://CanadianPath.ca/Beavers), and should use that to set goals with each Beaver Scout. These goals should go home with each Beaver so that they can be worked on with their parents or guardians. Below is a more detailed overview of this process, which should help Scouters know the correct facilitating questions to ask.

### BRAINSTORMING A PLAN

*Talk about these questions first with your parent or guardian and then with your Colony Scouter.*

I want to do this badge \_\_\_\_\_

I would like to learn \_\_\_\_\_

I would like to try \_\_\_\_\_

I want to challenge myself to \_\_\_\_\_

This badge will be fun to do because \_\_\_\_\_

I wonder \_\_\_\_\_

I would like to try to finish by \_\_\_\_\_ (date)

*I have talked to my Scouter about what I will do for this badge:*

\_\_\_\_\_

Beaver Scout's initials or name

\_\_\_\_\_

Scouter's Initials

**PLANNING TO DO**

The 3 adventures I will do for this badge are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

To complete this badge I will need *(fill in ones that apply)*:

- ☐ to gather these supplies \_\_\_\_\_
- ☐ to visit \_\_\_\_\_
- ☐ to talk to \_\_\_\_\_
- ☐ to use \_\_\_\_\_
- ☐ to keep myself and others safe in these ways \_\_\_\_\_
- ☐ to \_\_\_\_\_

**REVIEW**

*Now that you've completed your adventures for this badge, share with your Scouter:*

- ☐ I now can \_\_\_\_\_
- ☐ I have learned \_\_\_\_\_
- ☐ I am excited about \_\_\_\_\_

This is how I used my Beaver Scout Promise, Law and/or Motto for this badge

\_\_\_\_\_

I want to share with the Lodge or Colony \_\_\_\_\_

Here's how I could use what I have learned from this badge

\_\_\_\_\_

**Colony Scouters**—use the age-appropriate SPICES questions from the Scouter Manual to guide the Beaver Scouts' reflections.



## Beavers of the World



**Objective:** I will learn about Scouting around the world.

### When planning your adventures, you might like to have

- an adventure that is about another country
- an adventure about Beaver Scout-age program in another country
- an adventure that helps people, animals or a good cause

### Here are some ideas to help you start creating your own adventures:

- Learn a game that is played by age 5–7 year-old Scouts in another country. What else can you find out about Scouting in that country?
- Find out about the badges for Beaver Scout-age youth in other countries. Complete one of the requirements from one of their badges.
- What did Lord Baden-Powell (the founder of Scouting) enjoy doing as a child? Try one or more of his favourite pastimes.
- Pick a country where there is Scouting. Go to a zoo or wildlife park and find animals in the zoo that come from that country. Take photos and create a collage, adding a photo or drawing of the Scout crest from that country.
- Draw a picture of yourself as a Rover Scout. You will be about 19 or 20 years old. Rovers often travel to meet and work with Scouts in other countries. What do you hope that you will do in Scouting by the time you are a Rover?
- What country might you like to visit with a Scout Jamboree (a jamboree is a big camp-out for many Scouts)? Find out what happens at a World Scout Jamboree. Where will the next World Jamboree be?
- Find out why Scouts around the world greet each other with a left handshake. Tell the story or create a skit to tell the story to your Lodge.
- Find out about the Scout Brotherhood Fund and how it helps Scouting in other countries. How might you or your Colony help the Scout Brotherhood Fund?
- Learn about the World Organization of the Scout Movement (WOSM). What does the WOSM flag look like? What do the symbols mean?
- Find the names of Beaver Scout-age Sections around the world. Why do they have the names they do? (Ask an adult to help you search the internet.)
- What promise and law is used by age 5–7 year old Scouts in other countries? Are they the same as your promise and law?
- Badge trading is part of the fun of Scouting. Learn about badge trading from a Scout or Scouter who has been to a jamboree. What are the rules of trading?
- Would you like to be a Messenger of Peace? Find out about this World Scouting program and how you can become a Messenger of Peace. [www.scout.org](http://www.scout.org)

### Need some more ideas?

Look at the Trail Cards for **Rainbow's Reflections: Beliefs & Values**.

Pick a suitable adventure for this badge that you would like to try on your own.

## Canada Beaver



**Objective:** I will learn about what it means to be Canadian.

**When planning your adventures, you might like to have**

- an adventure in which you talk to someone about being Canadian

**Here are some ideas to help you start creating your own adventures:**

- Create a Top Ten list of why you love being Canadian.
- Look through your toys, books, clothes or other items in your room. Which are made in Canada? Which are made in another country? Use a world map to mark the countries.
- If you could have a visit with the mayor of your town or city, what would you like to ask him or her? Create a list of questions or draw pictures to show the conversation you'd like to have. Why would you like to have this conversation?
- Visit with an elder or member of a First Nations community and ask him or her about his or her heritage and culture. Prepare your questions ahead of time.
- Visit with a veteran soldier and ask him or her about the history of our armed forces, and why he or she was proud to serve Canada.
- At election time, go to the polling booth with your parents when they vote.
- Visit a local museum. Find something in the history of your community that fascinates you. How will you share what you have discovered?
- What are the symbols of Canada? What are the symbols of your province (flower, flag, animal, bird, crest, etc.)?
- What are some inventions made by Canadians? Which do you use every day?
- Attend a cultural event such as Canada Day celebrations, Family Day events, a Thanksgiving parade or a local celebration. What did you discover about being Canadian?
- Visit a science museum and watch for ways that Canada and Canadians have been part of scientific discoveries, engineering and technology in the world.
- What birds, animals, trees and flowers are only found in Canada? Draw pictures or gather photos. Which is your favourite?
- Talk with someone who moved to Canada from another country. What does he or she enjoy in Canada? What is difficult? What does he or she miss about his or her home country?
- With the help of an adult, connect with Beaver Scouts from another province or territory through Skype, email or by writing letters.

**Need some more ideas?**

Look at the Trail Cards for **Big Brown Beaver's Lodge: Citizenship**.

Pick a suitable adventure for this badge that you would like to try on your own.

## Chef Beaver



**Objective:** I will have fun making food and exploring healthy eating.

**When planning your adventures, you might like to have**

- an adventure that involves eating outdoors
- an adventure in which you learn about lightweight/backpacking food

Remember, when sharing food with others, be aware of possible food allergies.

**Here are some ideas to help you start creating your own adventures:**

- Prepare a meal with help. Tell your family or Lodge about how you made sure to use healthy food and/or all the food groups.
- Try three new foods that you've never tried before. Which foods do you like? Why?
- Create and make a recipe that includes all the food groups in Canada's Food Guide.
- What are four foods that you like to eat and are healthy for you, too? If possible, prepare one of these foods to share with your Lodge.
- Make, buy or ask a Scouter for dehydrated food. Taste it as is (dehydrated), and then work with an adult to prepare it as if you were on a backpacking trip. Taste it again. What do you notice?
- Talk to a Scout or Venturer Scout to find out what foods are good to take on a backpacking trip and why.
- Work with older Scouting youth or with an adult to cook a meal over a campfire.
- Make a trail mix that everyone in your Lodge could eat on a hike. (Check first for food allergies in your Lodge.)
- Talk to a Scout about how he or she does dishes and deals with garbage when out backpacking.
- Why is milk (or eggs) kept in the fridge and why don't Scouts take a jug of milk (or a dozen eggs) when backpacking? Can you think of a way that Scouts could take milk (or eggs) in their backpacks?
- Figure out ways to keep food cold or warm using everyday materials. What appliances and tools do we have around the house that help us heat and cool food?
- Make a picnic for your family to take on a spring or summer outing. Have you included something from all the food groups listed in *Canada's Food Guide*?

**Need some more ideas?**

Look at the Trail Cards for **Rusty's Meadow**: Active & Healthy Living.

Pick a suitable adventure for this badge that you would like to try on your own.

## Community Beaver



**Objective:** I will do something to help my Colony, my family and/or my community.

**When planning your adventures, you might like to have**

- an adventure that surprises someone in a good way

Remember, when we do good deeds as Scouts, we don't want praise or a reward.

Check with an adult to make sure that you will be safe in your adventure and that the person receiving your help is okay with receiving it.

**Here are some ideas to help you start creating your own adventures:**

- Make a snack to share with your Lodge (or at school, a nursing home or another place where it would be helpful). Think of possible food allergies.
- Write Thank-you notes or draw Thank-you pictures for at least three people who help you in some way and who usually don't get thanked, such as a grocery store cashier, a bus driver, a hairdresser or a lifeguard.
- Do three good turns in one day at home or at school.
- Find out about who started Random Acts of Kindness or the Pay It Forward idea and why they did it. Tell the story to your Lodge or your family.
- Invite your family to join you in volunteering for one day in your community.
- Surprise your family by doing two or three jobs at home that you don't usually do.
- Create a special surprise for a friend or family member who is sick.
- Who started your community? How long has it been there? Is your community famous for something? Are there people in your community who help make it a great place? Create an award certificate to present to them, with an adult's help.
- Visit a nursing home or senior's residence and share something you do well, or enjoy doing. You might play the piano or another instrument for the residents, sing a song, share some campfire songs or play board games.
- Read or tell a story to a younger sibling.
- Scouts have fun doing good turns. Find out about Good Turn week. What good turns will you do during Good Turn Week and all year round?
- With an adult's help, hand out free lemonade on a hot day or hot chocolate on a cold day.
- Shovel snow from the sidewalk for someone who could use the help.

**Need some more ideas?**

Look at the Trail Cards for **Big Brown Beaver's Lodge**: Citizenship.

Pick a suitable adventure for this badge that you would like to try on your own.

## Creative Beaver



**Objective:** I will use my imagination and create something new.

**When planning your adventures, you might like to**

- use at least two different kinds of materials or tools
- use a tool or material you have not tried before

**Here are some ideas to help you start creating your own adventures:**

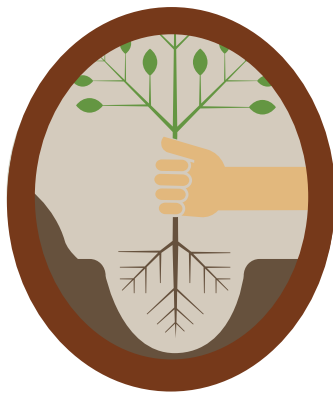
- Create two faces using a variety of materials, such as buttons, straw, fabric, beads or yarn. What helps you create the most realistic face? The most unusual face? The scariest face?
- Draw three pictures. Use a different kind of tool or material for each drawing. For example, use a pencil on one, felt pens on another and wax crayons on another. Which is your favourite?
- Visit a local potter to work with clay and create your own piece of pottery.
- Have someone teach you to knit, crochet or sew a simple item such as a potholder.
- Create a simple PowerPoint presentation on a theme that is important to you. (You can ask an adult to help you.)
- Use playdough or self-hardening clay to create four or five sculptures on the same theme.
- Using tissue paper and white glue, create a series of three “stained glassed” pictures.
- Imitate the style of pictures in your favourite picture book. Create two or three pictures using the same style, or create your own story book.
- Organize an art show and invite other Beaver Scouts (in your Lodge) to join you in creating art to display. Who will you invite to come?
- Using a camera, take a series of photos on one theme. Display your photos in an album, in frames or using a computer.
- Create your own play. Invite some of your friends from your Colony to act in your play. Perform the play for your Colony.
- Create a sculpture using recycled materials.
- Design and build a toy. What materials will you use to make it? Try different materials to build it. Which ones worked best? Why?
- Invent something that makes your life easier or more fun. What would that be? How would it work? Draw a sketch and then, if possible, build a model of it.
- Develop the text and pictures for a story book that you can share with the other Beaver Scouts or with younger siblings.

**Need some more ideas!**

Look at the Trail Cards for **Rascal’s River**: Creative Expression.

Pick a suitable adventure for this badge that you would like to try on your own.

## Earth Beaver



**Objective:** I will learn about the earth and help take care of the earth.

**When planning your adventures, you might like to have**

- an outdoor adventure
- an adventure that helps the environment

**Here are some ideas to help you start creating your own adventures:**

- Try building sandcastles with different kinds of earth, such as sand, rocks, dirt or gravel. What worked best? What else did you need to use?
- What plants do you know that you can find in a flower garden? Have you heard of “hens and chicks”, “snapdragons”, “monkey plants”, and “alien pods”? Grow two or three plants from a seed or bulb that you’ve never grown before.
- Notice the worms at work in a garden. Find out about vermipods and create one for your family.
- Help for one afternoon or one day at a community vegetable garden.
- Who is your environment hero? Find a fun way to tell his or her story.
- Build a birdhouse, bird feeder or bat box with help and hang it in your yard.
- What do plants need to grow? How do different growing conditions (wet, dry, windy) and different kinds of soil (dirt, sand, gravel) help or hurt their growth?
- Make your own volcano. What materials can you use? Once it is built, make it erupt with baking soda and vinegar. Share your model with your Lodge or Colony, and share some fun facts about volcanoes.
- Go on a hike through your community. Watch for animals and signs of animals, like nests, holes, tracks and poop. Take some photos of the animals and signs of animals that you find.
- Try this experiment. Bury an apple and a tin can side by side in the ground or in a box of soil. Dig them up in a month. What has happened to each? Bury them again for a month. Check again.
- Weigh your bags of recycling each week for a month. How many kilograms of recycling do you make as a family? Try the same with your garbage.
- What do you know about Earth Hour? Take on the Earth Hour challenge any time of the year of going without power for one hour. How can your family reduce its use of electricity?
- Find out about the garbage islands floating in the oceans. What do humans use that often ends up in the ocean? What could we do about it?
- Pick an animal that is almost extinct. What would we lose if this animal became extinct? What does it add to our world?
- Build a birdhouse, bird feeder or bat box with help and hang it in your yard.
- How does the rainforest help the world? What is happening to the rainforest in many parts of the world? What would happen if the rainforest was all destroyed?
- Choose a wild animal that lives near to you. What helps them survive in your area? Do they cause challenges for humans, other animals or plants? Do humans cause challenges for that animal?

**Need some more ideas?**

Look at the trail Cards for **Ringtail’s Hollow**: Environment & Outdoors. Pick a suitable adventure for this badge that you would like to try on your own.

## Exploring Beaver



**Objective:** I will use my sense of adventure to explore the world around me.

### When planning your adventures, you might like to have

- some outdoor adventures
- an adventure that takes you to a place you have always wanted to go
- an adventure to a place you have been before, but to see some part of it you have not seen before

### Here are some ideas to help you start creating your own adventures:

- Explore three different places, or do three different things in one place you'd like to explore.
- Go on three different hikes. Have a picnic with your family in each place you would like to explore.
- Would you like to explore the natural world?
  - Forest, park or campground
  - Lakeshore, seashore, beach or dunes
  - Pond, bog or other wetland
  - Conservation area or wilderness reserve
  - Hills or mountain path
- Would you like to explore in your community?
  - Library
  - Church
  - Theatre
  - Community centre
  - Amusement park
  - Zoo
  - Science centre
  - Observatory
  - Aquarium
  - Stadium
  - Scrap yard
  - Landfill
  - Recycling depo
  - Grocery store
  - Shopping mall

Would you like to explore with your imagination? Create stories, plays, drawings or something else to explore these places or things with your imagination:

- The moon, Mars, asteroids or somewhere else in outer space
- A far off province or country
- A place or time in the past, such as your town 100 years ago or the time of dinosaurs or perhaps ancient Egypt or Rome
- A First Nations village before European contact
- The distant future
- A pirate ship, or an island with buried pirate treasure
- Deep down in the ocean

### Need some more ideas?

Look at the trail Cards for **Ringtail's Hollow**: Environment & Outdoors. Pick a suitable adventure for this badge that you would like to try on your own.



## Friendship Beaver



**Objective:** I will share the good feelings I get from being with my friends, family and Beaver Colony.

### When planning your adventures, you might like to have

- an adventure that shows what is most important to you
- an adventure that uses the Beaver Scout Law
- an adventure in which you are a good friend to someone your age

### Here are some ideas to help you start creating your own adventures:

- Interview one of your friends. Find out about his or her favourite places, foods and activities. What do you both like to do? Why do you think you are good friends?
- Find a creative way to show your family or your Colony or Lodge what is most important to you.
- Do one thing to show each of the three parts of the Beaver Scout Law: A Beaver 1. has fun, 2. works hard, and 3. helps family and friends.
- Find someone your age who might become a new friend. Do something kind for that child. How does it feel to be a friendly person?
- Make up a song, a game or a poem that expresses friendship.
- Take photos of people (with their permission) doing things that show friendship.
- Create a Thank-you note for three good friends. Tell your friends why they are special to you.
- Create a play to show why friendship is so important. How is friendship important in the Beaver Scout Colony?
- What are ways to be friendly to a person who is new in your neighbourhood or who is new to Canada? Make a list and try them out.
- Take part in a Roots of Empathy program. ([www.rootsofempathy.org](http://www.rootsofempathy.org))
- What are the three best values to have? Why do you think so? Share your ideas with your family or your Lodge.
- Are there friends in the animal world? Find out some stories about animal friends.
- Find out about and tell the story of a person, story character, super-hero or cartoon character that shows one or more of your values.
- Find the 52 virtues (values) listed in The Virtues Project ([www.virtuesproject.com](http://www.virtuesproject.com)). Which are most important to you and your family?
- Do you have an animal friend? How have animals been great friends to humans? Find out about human-animal friendships and ways that animals help humans.

### Need some more ideas?

Look at the Trail Cards for **Rainbow's Reflections: Beliefs & Values**. Pick a suitable adventure for this badge that you would like to try on your own.

## Beaver Heroes



**Objective:** I will learn about the helping heroes in my community and all the good things they do.

### When planning your adventures, you might like to

- learn about at least one real-life hero
- interview someone who is a community hero
- think about how these community heroes show you the Beaver Scout Promise, Law and/or Motto

### Here are some ideas to help you start creating your own adventures:

- Arrange a visit with a hero in your community and find out how he or she helps others (fire fighter, paramedic, police officer, community nurse, etc.).
- Write a story or draw a cartoon about a hero in your family or community. Why is this person your hero?
- Write a story or draw a cartoon about an imaginary hero for your community. Why does your community need this kind of hero?
- What is a hero? Who are your heroes? Create a display of photos or drawings of your heroes (real-life and imaginary).
- Make three Thank-you cards to give to heroes in your community. Tell your Lodge why you think these people are heroes.
- Find a hero in history. Why is he or she a hero? Tell the hero's story with a play, song, storybook or cartoon.
- Invite someone who is a hero to visit with your Colony and share what he or she does in the community. How can your Beaver Scout Colony thank this person for what he or she does?
- Ask your parents or grandparents or another relative to tell you about one of their heroes. Why is this person a hero? Create a storybook about the hero.
- Find out about a child your age who is a community hero. What has he or she done to help others?
- Describe your favourite superhero. Why do you like this hero? What makes them special? What does this superhero do to help others?
- Go through a newspaper or, with an adult's help, an online news site. Find a good news story of someone who is a hero. Why do you think they are a hero? How did they learn to be a hero?

### Need some more ideas?

Look at the Trail Cards for **Malak's Maple**: Leadership.

Pick a suitable adventure for this badge that you would like to try on your own.

## Leader Beaver



**Objective:** I will learn about how I can be a good leader.

**When planning your adventures, you might like to have**

- an adventure that uses what you do best
- an adventure that helps others or teaches something to others

Remember, it is okay to have help from an adult or older youth in these adventures, as long as you are trying to be a better leader.

**Here are some ideas to help you start creating your own adventures:**

- Organize (with help) an event or activity for your Colony, such as: a game, a hike, a bake sale for a cause, a special day (such as Kite Day or Music Day), a science activity or a challenge (like building a bridge or tower).
- Organize (with help) a family outing or event such as: a picnic, a games night, a hike, decorating for a holiday or planning games for a birthday party.
- Demonstrate one of your talents or skills to your Colony.
- Teach another Beaver Scout, a younger sibling or a friend a skill or sport that you are good at doing.
- Learn a new game and teach your Colony how to play it.
- What makes a good leader? Create a poster that shows what you think makes a person a good leader.
- With the help of a parent or grandparent, interview someone you think is a good leader, such as a teacher, a Scouter, an older youth or a coach. Pick one of the things he or she said about being a good leader and try it out.
- Using posters, drawings or a slideshow, challenge your Lodge or Colony to help out in the community in a way you feel is important.
- With the help of an adult, meet with the mayor, your school principal, or someone else in a leadership role and share with him or her an idea for a positive change you'd like to see in your community or school.
- Volunteer to help in the community, such as at a Soup Kitchen, a Food Bank, a Clothing/Food or Toy Drive, a Homeless Shelter, a Disaster Relief Program or a Walk-a-Thon for a good cause.

**Need some more ideas?**

Look at the Trail Cards for **Malak's Maple: Leadership**.

Pick a suitable adventure for this badge that you would like to try on your own.

## Musical Beaver



**Objective:** I will explore different ways of making music.

**When planning your adventures, you might like to have**

- an adventure in which you try different ways of making music
- an adventure in which you use music in different ways or learn about how music is used in different ways

**Here are some ideas to help you start creating your own adventures:**

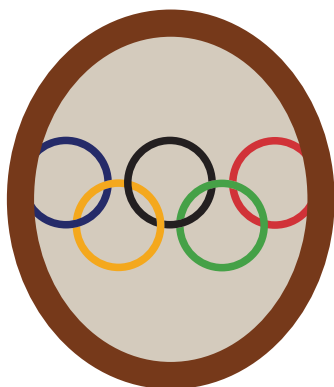
- Go to a symphony concert or a choir concert or a dance performance. What do you notice? What might you like to try?
- Create a new instrument. Find out how different sounds and notes are made.
- Create a song and play it on an instrument.
- Come up with new words to a song you already know.
- Come up with words for a new song.
- Learn one or two new songs. Lead your Lodge or Colony in singing them.
- Create a rhythm song to perform for your family or your Lodge, using many different household items such as garbage can lids, pots, bowls, wooden boards, glass jars, etc.
- Learn the basics of an instrument you have not played before.
- Learn some new dance steps or a new dance form.
- Create your own dance and perform it for your Lodge or Colony.
- Find out the story of how your favourite instrument was first invented.
- What is the oldest instrument in the world? The newest instrument? What do you think might be the next instrument created?
- How is music used for healing? How is music used to help people feel calm? How do you enjoy using music in your life?
- How is music used with animals? Do different animals enjoy different kinds of music?
- Pay attention as you go through the day. How many different places do you hear music playing? Why is music played in so many different places?

**Need some more ideas?**

Look at the Trail Cards for **Rascal's River**: Creative Expression.

Pick a suitable adventure for this badge that you would like to try on your own.

## Olympic Beaver



**Objective:** I will explore ways that I can have fun and be active.

**When planning your adventures, you might like to**

- set a new goal for yourself in a sport or physical activity you already do
- try a sport or physical activity you have never before tried

**Here are some ideas to help you start creating your own adventures:**

- Choose a sport that you love to do. What new skill would you like to learn in this sport? Or what skill would you like to get better at? What is your goal?
- Try a new sport that you have never played before. What do you think of this sport? Will you keep doing it?
- Pick two or three physical activities (like running 100 metres, long jump, throwing a ball, hitting a shuttlecock with a badminton racket, swimming 10 metres, throwing a football, shooting a number of baskets, doing sit-ups, skipping rope, twirling a hula hoop). What is your personal best in each of these? Set a new goal for your personal best. Go for it!
- Lead your Colony in playing two new active games.
- Create a new game that gets everyone moving and try it with your family or your Colony.
- Invite your family to work together to set a new goal to be more active. Work together on the goal for a few weeks.
- Pick three physical activities. Find out how each helps your body become stronger and healthier.
- Make something you can use to play a sport. Try it out with your Lodge or your family.
- Create your own sport.
- What active games did children your age play 100 years ago? Try one out.
- Pick a sport in the modern Olympic Games. How do athletes train for that sport?
- Which sports were parts of the original Olympic Games in ancient Greece? Why do you think they chose these sports? Which of these sports do you know how to do? Which would you like to give a try?

**Need some more ideas?**

Look at the Trail Cards for **Rusty's Meadow: Active & Healthy Living**.

Pick a suitable adventure for this badge that you would like to try on your own.

## Pet Care Beaver



**Objective:** I will learn about animals which make good pets and how to care for pets.

### When planning your adventures, you might like to have

- an adventure in which you help with a real animal

You do not need to have your own pet. You could help with someone else's pet.

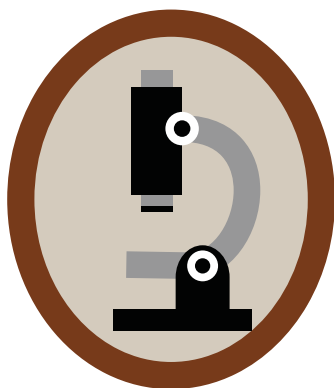
### Here are some ideas to help you start creating your own adventures:

- Create a "Top Ten" list of animals that you think would make good pets. Why did you choose these animals? Who would enjoy each pet the most?
- Care for your own pet or help someone care for his or her pet for two weeks.
- Visit a vet clinic or an animal hospital. What kind of pets do they help keep healthy? What do they do for pets? Draw a picture of a pet you saw there, showing how it was cared for.
- Visit an animal shelter. Find out about the animals they help. Why do these animals need help?
- Visit a kennel, a pet groomer or a pet store and find out how they help people who have pets.
- Visit a bird reserve. Why do these birds need a safe place? Would any of these birds make good pets? What kind of birds can be kept as pets?
- Interview someone who has a pet. Why did he or she choose this pet? How did he or she name the pet? What is the best part of having a pet? What is the most challenging part of having a pet?
- Bring your pet to show the Beaver Colony. Talk about why you have this pet, how you chose its name and what it eats. (Remember to check with your Scouters before bringing in the pet. Does anyone in your Colony have allergies to pets?)
- What do you think is the most unusual pet? What do you think is the most common pet? The largest pet? The smallest pet? Show your ideas in a creative way.
- Describe or draw your ideal pet (it doesn't have to be a real animal). What would it look like? How would it behave? What would it eat? What would it do all day? What colour would it be? Why would this be a good pet for you?
- If you were to have a fish, what would you need do to keep the fish healthy and happy?
- Take a whole bunch of photos of your pet and make them into a collage showing the many moods of your pet.

### Need some more ideas?

Look at the Trail Cards for **Big Brown Beaver's Lodge: Citizenship**. Pick a suitable adventure for this badge that you would like to try on your own.

## Scientific Beaver



**Objective:** I will use my scientific mind to explore, discover and experiment.

### When planning your adventures, you might like

- an adventure in which you test out your own ideas about how something could work.
- Remember that both successes and failures are important to scientific adventures.

### Here are some ideas to help you start creating your own adventures:

- How many different kinds of materials can you use to make a boat that will float? Keep track of the materials you've tried and show your Lodge the boat that worked best and the one that was the worst at floating.
- Build several boats out of tinfoil. Make your boats different shapes and sizes. Add a load (like some dimes) to each boat. Which shape holds the most dimes and keeps floating?
- Count the number of light bulbs in your house. If we didn't have light bulbs, what could you do and what could you not do in your home?
- How quickly does an ice cube melt? What if you put it in a glass of water? Or on a plate? Or in the sun? Or in the fridge?
- Look at the stars at night. Over the years, people have imagined what they could see in the stars. They have given names to groups of stars that seem to make shapes and imagined stories about what they see. What do you see in the stars? What name would you give a group of stars you've chosen? What story would you tell about it?
- What do you think it would be like to be an astronaut (a person who travels to space)? Learn about a Canadian astronaut. What did he or she find most exciting about being in space? Most difficult? Most surprising?
- Grow a plant from a seed or a cutting. Choose one that you've never grown before. What does it need to grow? Is it safe to eat or does it have other uses? Is it used in medicines? What do you like about this plant?
- Using toothpicks and mini-marshmallows, figure out how to build the highest tower that won't fall down. What is the secret to a tall tower? Take photos of your towers, showing the ones that work and the ones that fall down. How high was the tallest tower you built?
- Use a magnet. What can you pick up with your magnet? What can you not pick up? Why? What are magnets used for around your home?
- With an adult, search online to find a simple chemistry experiment you can try at home, such as adding food colouring to water for white carnations. Watch what happens.
- Look at the stars at night. Over the years, people have imagined what they could see in the stars. They have given names to groups of stars that seem to make shapes and imagined stories about what they see. What do you see in the stars? What name would you give a group of stars you've chosen? What story would you tell about it?
- Build your very own volcano. You can use baking soda and vinegar to make lava flow. What other safe ways can you make lava flow from your volcano?

### Need some more ideas?

Look at the Trail Cards for **Rascal's River: Creative Expression**. Pick a suitable adventure for this badge that you would like to try on your own.



## Spirit Beaver



**Objective:** I will explore beliefs that are important to me and my family as well as the beliefs of another faith.

### When planning your adventures, you might like

- an adventure that includes the four compass points of the Internal Compass: Wonder, Gratitude, Service and Reflection
- an adventure that shows the Beaver Scout Promise, Law or Motto

### Here are some ideas to help you start creating your own adventures:

- Find a story from your favourite holiday. Find a story about a holiday in another faith tradition or culture. Share the stories with your family or your Lodge.
- Make a food to share with your Lodge that is part of your faith or culture or tradition. Find out about a food from another tradition. Make that food too, if you can.
- Draw a symbol that is important to you or your faith group. Why is this symbol important? Find a symbol that is important to another faith group and learn why it's important.
- Write a prayer of your own or find a prayer from your faith tradition to share with your Lodge. Find a prayer you like from another faith and share it, too.
- Lead the Beaver Scout Colony in saying a Beaver Scout prayer. What do you like about this prayer? What might you add or change?
- Write or draw or do a "thank-you" to God.
- Go on a walk or drive with your parents or grandparents and take photos of many different places of worship. Create a collage or a picture book with your photos
- Do one thing for each point on the Internal Compass: Wonder, Gratitude, Service and Reflection. Draw the compass (or use a picture of a compass) and write down or provide a photo of you doing what you did for each point on the compass.
- Go to a service of worship for another church or another faith. What do you see?

### Need some more ideas?

Look at the Trail Cards for **Rainbow's Reflections: Beliefs & Values**. Pick a suitable adventure for this badge that you would like to try on your own.

## Tech Beaver



**Objective:** I will explore ways that people use technology every day.

### When planning your adventures, you might

- have an adventure which helps someone else
- have the Beaver Scout Promise, Law and Motto as a code of conduct when you use all technology

Remember that technology is anything that makes our work and play easier to do. If one of your adventure involves being online, be safe by working with an adult.

If one of your adventure involves being online, be safe by working with an adult.

### Here are some ideas to help you start creating your own adventures:

- What is your favourite piece of technology in your house? Who invented it? Share what you find out with your Lodge.
- With a parent/guardian or Scouter, create a "Code of Conduct" (rules) for using technology such as cell phones, computers, television, internet, gaming consoles, the fridge and stove. How might the "golden rule" fit as part of your code?  
\*Golden Rule: Do to others as you want them to do to you.
- With the help of an adult, find an app, website or program that can help you live the Beaver Scout motto, "Sharing, Sharing, Sharing!" Tell your Colony about it.
- Go on a treasure hunt in your house and find five pieces of technology that *did not* exist 50 or 100 years ago and five pieces of technology that *did* exist 50 or 100 years ago. Remember, technology is any object that makes work easier (like a pen or a pair of scissors).
- Think of something you use technology to help you do. Now try doing that without the help of technology. For example, try to find a fact on the internet and then go to the library and find the same fact in a book. What did you notice?
- With permission, take apart a toy and figure out how it works.
- Use materials you find around your home to create a tool or draw a sketch of a tool that could help you live the Beaver Scout Promise to "help take care of the world."
- Technology can help us but it can also hurt. Think of four examples of how it helps and four examples of how it might hurt someone. Which pieces of technology can both help and hurt? What makes the difference?
- Using recycled materials, build a tool that can be used in your home or in your Lodge.
- Imagine yourself 20 years in the future. What do you hope has been invented by then?

### Need some more ideas?

Look at the Trail Cards for **Big Brown Beaver's Lodge: Citizenship**. Pick a suitable adventure for this badge that you would like to try on your own.

## INTRODUCTION

# CUB SCOUTS

Personal Achievement badges are designed to allow youth to explore and expand skills and knowledge in areas that are of particular interest to them. In The Canadian Path, Personal Achievement badges are strictly optional. They are not a core part of the program, and they are not an essential part of a youth's personal progression. Personal Achievement badges are not a requirement for any Top Section Award. It is recognized that activities outside of Scouting add to youth's growth in the SPICES and to their personal progression. No one comes to Scouting as an empty vessel. Work on Personal Achievement badges allows youth to further develop individual interests and skills and to have that development recognized as part of their growth and progression within The Canadian Path.

Here are some key things to know about the Canadian Path Personal Achievement (PA) badges:

- There are 16 PA badges for each of the Sections
- The PA badges are earned individually by youth who choose to make these badges part of their personal Scouting journey. The PA badges are not part of the Pack program adventures. However, a youth who wishes to further explore anything first experienced with the Pack could develop personal adventures for one of the PA badges.
- The PA badges follow the Plan-Do-Review process.
- There are no set requirements for the badges. Instead, each badge has an Objective that is supported by a few Guidelines, and then ideas for possible badge adventures from which the youth may choose. The youth is also encouraged to use his or her own ideas.
- The adventure activities to be completed for the badge must be done specifically for the badge. Credit is not given for something already completed at school or in another group. However, a new project that is done jointly for the badge and for another purpose would count toward the badge adventures.
- A PA badge may be achieved more than once, as long as a new plan is made with new adventures.
- Most importantly, completing the adventures for the badge must be exciting, fun and challenging for the youth!

As a Scouter, your role is to support the youth in setting safe and realistic requirements. The nature of these requirements will vary from youth to youth, depending on the unique interests and abilities of each individual. Help the youth to develop attainable but personally challenging requirements, supported by a well-thought-out plan. Check in with the youth from time to time to measure progress and provide some guidance to overcoming any obstacles.

## Cub Scout Personal Achievement Badges

**Earth:** anything connecting with our planet's soil and geology including exploration, environment, leisure pursuits, experiments, etc.

**Air:** anything connecting with the atmosphere including exploration, environment, leisure pursuits, experiments, etc.

**Water:** anything connecting with water including exploration, environment, leisure pursuits, experiments, etc.

**Space:** anything connecting with outer space including exploration, leisure pursuits, experiments, etc.

**Summer Fitness:** anything related to active and healthy fitness and the summer season

**Winter Fitness:** anything related to active and healthy fitness and the winter season

**Year-round Fitness:** anything related to active and healthy fitness that can be pursued year-round

**Home:** exploring what it means to be a contributing member in a household

**Community:** exploring what it means to be an active, contributing member of one's neighbourhood and municipality

**Canada:** exploring what it means to be a citizen who makes positive contributions to the country

**World:** exploring what it means to be a contributing global citizen

**Technology:** exploring how to use digital technology effectively and responsibly

**Arts:** exploring one's own creative expression and the creative output of others

**Building:** creating and constructing functional items in a hands-on way

**Hobby:** an opportunity to develop one specific interest or to explore new interests

**Science:** learning and experimenting critically and empirically

## Using Plan-Do-Review to Facilitate Cub Scout Personal Achievement Badges

Every time a Cub Scout would like to work towards a Personal Achievement badge, he or she must use the Plan-Do-Review process. This process emphasizes goal setting and personal development. Cub Scouts should set achievable goals that help them grow.

Troop Scouters can download a Plan-Do-Review sheet from [Canadianpath.ca/Cubs](http://Canadianpath.ca/Cubs), and should use that to set goals with each Cub Scout. These goals should be provided to Cub Scouts pursuing Personal Achievement badges so that they can be worked on with the Cubs' parents/guardians. Below is a more detailed overview of this process, which should help Scouters know the correct questions to ask, in order to facilitate this aspect of The Canadian Path.

### BRAINSTORMING A PLAN

***Discuss the following questions first with a parent/guardian and then with the Pack Scouter.***

Why do you want to do this badge? \_\_\_\_\_

What would you like to learn? \_\_\_\_\_

What would you like to try doing to achieve this badge? \_\_\_\_\_

How would you like to challenge yourself? \_\_\_\_\_

How will this badge be an adventure for you? \_\_\_\_\_

### PLANNING TO DO

***The four adventures I will do for this badge are:***

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Target date to finish the adventures for this badge: \_\_\_\_\_

***To complete this badge I will need: (fill in ones that apply)***

☐ to gather these supplies \_\_\_\_\_

☐ to visit \_\_\_\_\_

☐ to contact \_\_\_\_\_

☐ to use \_\_\_\_\_

☐ to keep myself and others safe in these ways \_\_\_\_\_

☐ to \_\_\_\_\_

**REVIEW**

*Now that you've completed your adventures for this badge, answer these questions for your Scouter:*

- ☐ What do you know now that you did not know before? \_\_\_\_\_  
\_\_\_\_\_
- ☐ What was most exciting about your adventures? \_\_\_\_\_  
\_\_\_\_\_
- ☐ What would you like to share with your Lair or Pack? \_\_\_\_\_  
\_\_\_\_\_
- ☐ How can you use what you learned in the future? \_\_\_\_\_  
\_\_\_\_\_
- ☐ How did your adventures show the spirit of the Cub Scout Promise, Law and/or Motto? \_\_\_\_\_  
\_\_\_\_\_

**Pack Scouters**—use the age-appropriate SPICES questions from the Scouter Manual to guide the Cub Scout's reflections on their Personal Achievement badge experiences.

## Cub Scouts Air



**Objective:** I will explore the environment, nature, research and/or leisure pursuits as they relate to the air.

**When planning your adventure, think about including:**

- an adventure that helps the environment and/or involves an experiment
- an adventure that would be something you would do for fun and/or exercise
- an adventure that takes place outdoors

**Here are some ideas to get you going on creating your own adventures:**

*Note: some of these ideas might be made into more than one adventure.*

- Go on an urban hike, and look for signs of air pollution. Listen for noise pollution. What is the air like in the park compared to on the main street? What are some causes of urban air pollution? What is the biggest cause? What are the sounds you hear? Go on a wilderness hike. Compare this hike with the urban hike you took. How is the air different? How does it smell? How does it feel to your skin? What are the sounds you hear? Share your observations with your Lair.
- How do hot air balloons work? Why does hot air rise? Find an experiment that you can safely do to show how hot air makes something rise. Demonstrate for your family or Lair.
- Build and launch a model rocket. Use a kit and follow the instructions. Learn about the safety requirements. Ask an adult to help you purchase the engines and launch your rocket. Make sure to take photos as you build it and as you launch it.
- Try making clouds and tornadoes in a bottle. What do you need? What do you learn about real clouds and real tornadoes?
- Design and construct your own kite and fly it. Or experiment with several different styles of kites to see how each flies.
- Have you ever been to an air show? Take in one that happens near to you. Check out some of the planes. What do you notice?
- Create a pop bottle orchestra. Experiment with filling empty pop bottles with different amounts of water. What do you notice about the sound? Make each bottle a different note and then play a simple song on your pop bottles.
- Create a piece of art by blowing paint with a straw to create your picture.
- What causes thunder and lightning? Why do we see lightning before we hear the thunder? How can knowing the difference of time between seeing the lightning and hearing the thunder be helpful to you when camping or hiking? What are some things to do to be safe in a storm? Design a game for your Lair or Pack about thunder and lightning.
- Participate in a Scoutrees project. How does planting trees help us have clean air? How do trees impact climate change, and overall air quality? How does your Scoutrees project also help with soil, water and wildlife?

**Need some more ideas?**

Look at the Trail Cards for **Red Flower Camp** (Outdoors) and **Bagheera's Hunting Grounds** (Environment). Pick an adventure you'd like to try on your own.



## Cub Scouts Arts



**Objective:** I will explore what it means to enjoy and contribute to the arts.

**When planning your adventure, think about including:**

- an adventure in which you try an artistic tool, material or style which you haven't tried before
- an adventure in which you go to a professional artistic presentation (gallery, concert, play, screening, reading, etc.).

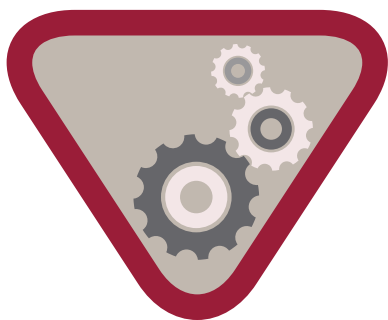
**Here are some ideas to get you going on creating your own adventures:**

*Note: some of these ideas might be made into more than one adventure.*

- What are your favourite kinds of books: informational, fiction, fantasy, science fiction, graphic novels, picture books, poetry? Try writing and/or illustrating your own.
- Have you ever been to the ballet, the opera, the symphony, a live concert, a musical or theatrical production? Pick one you've never attended and arrange to go.
- What kind of art fascinates you? Sculpture, pottery, oil painting, water colour, acrylics, woodcarving.... Look for historic examples of the art form you have chosen to explore, such as cave paintings or pottery dug up in archaeological digs. Learn as much as you can about the art form and then give it a try.
- Create an album of photos taken at a Cub Scout adventure (with the permission of those involved.) Add captions and stories. If possible, photocopy the book and present one to each youth and Scouter who attended.
- Try some recycled art. Use items from your recycling bin to create a sculpture to display, or cut up old greeting cards to create a collage or to make new cards or turn old newspapers into papier mache. What can you re-use in your home?
- Do you play a musical instrument? If so, what would you like to do to improve your skills? If not, learn to play a simple song on an instrument that interests you.
- Design greeting cards for your Cub Pack to use: a birthday card, a thank-you card, a get-well card and more.
- Draw five or more pictures, using a different kind of tool or material for each drawing. Try a pencil on one, pencil crayons on the next, felt pens on another, pastels or wax crayons or paint on another. Which is your favourite to use?
- Visit an art gallery. What do you find that appeals to you? Create a piece of art that reflects the influence of the art you encountered on your visit to the gallery.
- Have someone teach you how to carve a willow whistle. Or learn to do some whittling on deadfall branches. Put to use what you have learned about knife safety.
- Create a play that tells the story from *The Jungle Book* or learn to tell the story in your own words and share it with your Lair/Pack.
- Try your hand at pottery or moulding with clay.
- Weaving, rug-hooking, knitting, crocheting, sewing on buttons - pick a handicraft you'd love to learn and find someone to help you create a simple item.
- Design a new crest for your Cub Pack or Lair.
- Dance up a storm! Learn to waltz or polka, or create your own dance steps.
- Host an art show for your Pack or your Group. Invite other Cubs and/or youth from other Sections to submit art. Set up the display, advertise, etc. Invite other Sections and parents to come.

**Need some more ideas?** Look at the Trail Cards for Monkey City (Creative Expression). Pick an adventure you'd like to try on your own.

## Cub Scouts Building



**Objective:** I will explore various ways of building, including a variety of designs, materials and construction methods.

**When planning your adventure, think about including:**

- an adventure in which you find out how a tool or a building material works
- an adventure in which you work with materials or tools you have not used before
- an adventure in which you build something you can use or someone else can use

**Here are some ideas to get you going on creating your own adventures:**

*Note: some of these ideas might be made into more than one adventure.*

- What might you build for your backyard: a birdhouse, a chair, a plant trellis, boxes for plants or a table for a tree fort or playhouse? Design and then build, with appropriate guidance and help, something that will be useful in the outdoors.
- Have you ever heard about soapbox derbies? Build your own car.
- Get ready for your next Kub Kar races. How can you improve the speed of your car?
- What building tools do you know how to safely use? Pick a tool that you would like to learn to use. Who can help you with learning the skills to use and maintain that tool? Put what you learn to use, either using the tool to make a repair or to build something.
- Fix something that is broken and show your Lair how you did it.
- Do you love building models? Pick and build a model of an interesting building, structure or vehicle that will challenge you.
- What is it like to be a building engineer, a foreman on a building site, a carpenter, a cabinet finisher, an architect or anyone else who builds for a living? Interview somebody who designs or builds for a living. Find out about the person's work and why he or she enjoys it.
- Build a cardboard canoe and, with adult supervision, test whether it floats and balances with you sitting in it. How far can you paddle your canoe?
- Build the tallest tower with limited resources. Choose four or five different building materials (drinking straws, plastic bricks, marshmallows, stones, etc.) What is the tallest tower you can build with each? How can you use them together to build an even taller tower?
- Learn some basic knots and use them to fasten deadfall branches together to create a structure to use in your backyard, such as a frame for a fort, a trellis, a planter, etc.
- Help with a home building project and learn skills for hammering nails, drywall taping and mudding, fixing a hole in the wall, hanging a picture, etc.
- Visit a home renovations store or hardware store. With permission, take photos of tools and building materials that interest you. Create a slideshow telling about each of the tools and how they are used.
- Try your hand at building a temporary shelter. What could you use if you were out on a hike and needed to quickly create a place to shelter from a storm?

**Need some more ideas?**

Look at the Trail Cards for **Monkey City** (Creative Expression). Pick an adventure you'd like to try on your own.

## Cub Scouts Canada



**Objective:** I will explore what it means to be a helpful, contributing citizen of Canada.

**When planning your adventure, think about including:**

- an adventure in which you explore and become involved in provincial and/or national government
- an adventure that offers service
- an adventure that shows the spirit of the Cub Scout Law, Promise and/or Motto

**Here are some ideas to get you going on creating your own adventures:**

*Note: some of these ideas might be made into more than one adventure.*

- Visit a courtroom or a police station. If possible, interview a judge, a lawyer or a police officer about their job and why they like it.
- The Canadian Armed Forces have played great roles in other parts of the world as peacekeepers and during times of war. Interview a soldier or veteran who lives near you, or find out the story of a family member who has been in the Armed Forces.
- At election time (municipal, provincial or federal), go with your parents/guardians to the polling booth to find out how to vote.
- Find out about the designs that were considered for our national flag before the current maple leaf flag was chosen? Imagine the maple leaf has not yet been selected as our national flag. Design your own flag for our country.
- Who are the Queen of Canada, the Governor General and the Prime Minister? Who are the Lieutenant Governor and Premier of your province? Pick one and write him or her an email or send a letter about something important to you, or to thank him or her for his or her work.
- Visit with a local, provincial or federal politician to find out about his or her job.
- With the help of an adult, connect with Cub Scouts from another province or territory through Skype, email or by writing letters.
- Certain plants and animals are national, provincial or territorial symbols of Canada. Plan and go on a hike with your Lair and keep track of all the symbolic plants and animals you see.
- Talk with someone who moved to Canada from another country. What does this person enjoy in Canada? What is difficult? What does he or she miss about his or her home country?
- Visit a local or provincial museum. Find something in the history of your community or province that fascinates you. How will you share what you have discovered?
- Lacrosse and hockey are the official sports of Canada. Organize a game of one of these sports (or a game of each) for your Pack. What equipment will you need? Does everybody know the rules of the game?
- How many famous Canadians can you name? Pick a theme: arts, sports, explorers, space, government, armed forces, etc. and find as many famous Canadians as you can. Choose one. What is the most interesting fact about this person? What was most challenging for them?

**Need some more ideas?**

Look at the Trail Cards for **Elephant Turf** (Citizenship) and **The Swinging Bridge** (Active & Healthy Living). Pick an adventure you'd like to try on your own.

## Cub Scouts Community



**Objective:** I will explore what it means to be a helpful, contributing citizen of my community.

**When planning your adventure, think about including:**

- an adventure in which you explore and take part in your local and/or provincial government
- an adventure that offers service
- an adventure that shows the spirit of the Cub Scout Law, Promise and/or Motto

**Here are some ideas to get you going on creating your own adventures:**

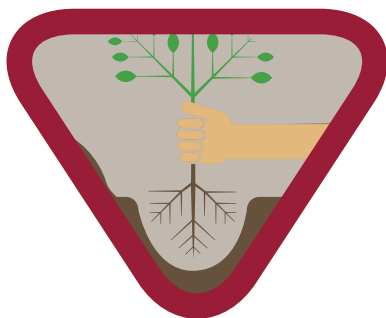
**Note:** *some of these ideas might be made into more than one adventure.*

- What would it be like to move around your community if you were in a wheelchair? Go on an urban hike and check it out. What obstacles do you see? How are these obstacles dealt with in some places? What more can be done? Find a way for your Pack to help make a difference.
- Think of someone (or more) in your community who works hard and helps many people, but doesn't often receive a thank-you. How might you offer thanks?
- What is something in your community that needs improving? Is there a fence that needs painting or a place that could use some flowers or a ditch full of garbage that needs to be cleaned up? With permission and appropriate help (and paying attention to safety), do what you can.
- Invite your family or your Lair to join you in volunteering for your community for a day.
- Who are your neighbours? With permission and support from your parents/guardians, find out about the people who are your immediate neighbours.
- Create or cook a surprise for a friend or family member who is sick or lonely or sad.
- If you could be the mayor of your community for a day, what law would you pass for your community and why? Write a letter explaining your law and your reasons and send it to your mayor.
- Create a scavenger hunt for your Patrol, in which clues are given and the Lairs take photos when they find the place to which the clue leads. Include some places in your community that other Cubs might not know about.
- Is there a foodbank in your community? Arrange to take a tour and find out what kind of food they collect and how they help people.
- Take on the job of managing the recycling for your Pack or your family for a month.
- Create a map of your community that would be helpful to a newcomer to the area. What do you think he or she would need to know in order to feel at home?
- With permission and support from your parents/guardians, plan a picnic or another street party and invite your neighbours.
- Go geocaching in your community. What discoveries do you make?
- Learn some American Sign Language or Braille. What other ways do those who have challenges with sight, hearing or mobility communicate?

**Need some more ideas?**

Look at the Trail Cards for **Elephant Turf** (Citizenship) and **The Swinging Bridge** (Active & Healthy Living). Pick an adventure you'd like to try on your own.

## Cub Scouts Earth



**Objective:** I will explore environment, nature, research and/or leisure activities as they relate to the Earth.

**When planning your adventure, think about including:**

- an adventure that helps the environment and/or involves an experiment
- an adventure that would be something you would do for fun and/or exercise
- an adventure that takes place outdoors

**Here are some ideas to get you going on creating your own adventures:**

*Note: some of these ideas might be made into more than one adventure.*

- Have you ever seen an animal track in the soil? What tracks of different wild animals might you see in your area? Go on a hike with your family in an area where you may see these animal tracks. Can you spot any? Take a photo or make a plaster cast and show your Lair. Try to figure out what animal made the track you found.
- Create a photo collage or slideshow highlighting different types of “earth” in your neighbourhood. How many different types can you find? Take close-up photos and wider photos of the same places. Get your friends in your Lair to guess which close-up shots go with the wider shots. What clues can they look for to help them match the pairs?
- Create three different experiments on soil erosion, such as pouring water on different surfaces like bare soil, soil with plants, sand, sand/soil/rocks, rocks and sand, etc. What is important about erosion, and why is it a big problem? What could we do differently to combat erosion?
- Go to a local garden centre or tree nursery and find out about how different soils help different kinds of plants grow.
- Go on an urban hike and look for signs of pollution on the ground. Organize a service project for your Lair or Pack to help solve this problem.
- Participate in one of these activities (or something similar) that you have not done before: Scoutrees, Re-Vegetation Project, Community Vegetable Garden, a planting project, One Tomato Project
- What is Leave-No-Trace camping? On your next Cub adventure, help your lair or pack learn about and practice Leave-No-Trace. How successful were you at leaving absolutely no trace?
- Learn about and experiment with laying a fire on different types of soil. What do you notice for each soil type (rock, black earth, gravel)? What do you need to consider for safety in each case? Why is it important to avoid building a fire on grass or tree roots?
- There are many different types of roads that cars and bikes which cars and bikes can drive on, such as pavement, gravel, dirt, cement. What are the strengths and weaknesses of each of these materials? Try rolling a ball, riding a bike, pulling a cart and/or driving a remote control car on each of these road materials (in a safe place) to compare how they work.

**Need some more ideas?**

Look at the Trail Cards for **Red Flower Camp** (Outdoors) and **Bagheera’s Hunting Grounds** (Environment). Pick an adventure you’d like to try on your own.

## Cub Scouts Hobby



**Objective:** I will explore a new hobby or learn new skills in a hobby I already do.

**When planning your adventure, think about including:**

- an adventure in which you learn a hobby that you have never tried before or a new skill in a hobby you already do
- an adventure in which you teach or demonstrate your hobby to someone else

**Here are some ideas to get you going on creating your own adventures:**

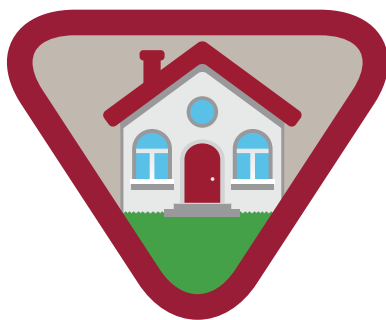
*Note: some of these ideas might be made into more than one adventure.*

- Do you have a collection or several collections? If not, start a collection. Ask family members what they collected or are still collecting. Do they still have their collections?
- Learn about the collections in a museum. What is most fascinating? What is the oldest item? Where were the items collected? What is the story behind the collection?
- Enjoy photography? Learn more about composing a great photo and then be the Pack photographer on the next adventure, creating a photo journal to share with everyone.
- Have you ever sewed on a button? Or used a sewing machine? Learn these skills and create a basic craft, like a hand puppet.
- Love board games? Pick one to learn or develop skills in a game such as chess or checkers. Or set up a board game evening for family, friends or your Pack.
- What are your favourite kinds of books: informational, fiction, fantasy, science fiction, graphic novels, picture books, poetry, etc.? Try writing and/or illustrating your own.
- Read an e-book or an online book and then a paper copy of the same book. What do you notice? Which do you prefer?
- Pick a new hobby. Maybe it is building a model, knitting, painting or drawing, rug hooking, whittling, bird watching, insect watching or fishing. Try it out. Learn some basic skills. What did you enjoy? Would you keep doing this hobby?
- Select a book that you enjoyed when you were younger. Practice it and then read it aloud to a younger child, such as a Beaver Scout.
- Go to a used book store or library to look for copies of *"The Jungle Book"*. You might find many different editions! Or collect books of a favourite author or a favourite topic.
- Learn about origami and the story of 1,000 paper cranes. Learn to fold a certain shape of origami (how about a wolf cub?) and then teach the folding to your Lair.
- Have you ever made candles? Learn some different techniques - pouring, dipping, rolling sheets of beeswax, and make some candles to give away.
- How are your yo-yo skills? Learn how to work a yo-yo and set yourself a challenge for length of time and some tricks you can learn.
- Create a landscape for your model train or model cars.

**Need some more ideas?**

Look at the Trail Cards for **Monkey City** (Creative Expression). Pick an adventure you'd like to try on your own.

## Cub Scouts Home



**Objective:** I will explore what it means to be a helpful contributing member of my home.

**When planning your adventure, think about including:**

- an adventure that shows the spirit of the Cub Scout Law, Promise and/or Motto
- an adventure that involves working with the people and/or the pets in your home
- an adventure that helps with home maintenance, repairs or chores

**Here are some ideas to get you going on creating your own adventures:**

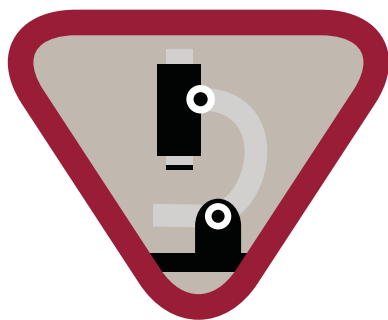
*Note: some of these ideas might be made into more than one adventure.*

- Investigate the appliances in your home. Do you know how to use each of them? What is required for maintenance? Learn to use at least one you don't know how to use now.
- Learn to sew a rip in your pants or sew on a button. Put what you have learned to use. Repair some torn clothing or sewing on buttons that have fallen off your clothes.
- Start a clothing drive at home. Pick out some of your own clothes to donate. Invite other family members to contribute. Make sure everything is clean and in good repair, then take it to the donation place.
- Surprise one or more family members by doing their chore for them. Or take on a chore that you hate for one week! What did you discover about that chore?
- Do you compost at home? Create and/or look after the compost pile. What will make it compost faster? How can you use the compost?
- Have you ever used a fire extinguisher? Some local fire departments will give training in how to use one, or see if you have an old one at home with which your family could practice the skills required.
- Pick an outdoor chore and take care of it for an agreed upon time, such as shovelling the walk, mowing the lawn, raking the grass or watering the flowerbeds.
- Pick a room in your house that you'd like to redesign or redecorate. Create a design for the room: the placement of furniture, colour scheme, etc. Share it with your family. Who knows? They might use some of your ideas.
- Make some birdfeeders for your backyard for the winter. Keep the feeders full and watch for the birds to come and eat. Remember to take photos.
- What safety plans would be helpful for your family in your area? Work with your family to create a plan and then practise it. This might include fire extinguishers, smoke detectors, fire escape plan, safe storage of dangerous or poisonous items, dealing with loss of power, water or heat for a period of time, an emergency kit, an evacuation kit.
- What spaces do you share as a family in your home? Is there a space, such as the bathroom, that always seems to be difficult to share? Brainstorm some ideas with your family and try them out for one week. Are the ideas successful or do you need more ideas?
- Plan a healthy, balanced meal for your family. Will you try some new foods? What groceries will you need? How much time will it take to prepare? Will you make it a special meal with candles on the table or name cards?
- Learn to bake bread, iron a shirt, wash the clothes, sweep and wash the floor...what household skill would be a good challenge to learn?

**Need some more ideas?** Look at the Trail Cards for **Elephant Turf** (Citizenship) and **The Swinging Bridge** (Active & Healthy Living). Pick an adventure you'd like to try on your own.



## Cub Scouts Science



**Objective:** I will explore and discover in one or more scientific area.

**When planning your adventure, think about including:**

- adventures in different scientific areas: biology, chemistry, physics, mathematics, botany, anthropology, ecology, forestry, geology, oceanography, zoology and more
- an adventure in which you experiment with or observe something new
- and adventure involving the outdoors and/or nature and/or care of the environment

**Here are some ideas to get you going on creating your own adventures:**

*Note: some of these ideas might be made into more than one adventure.*

- Check out the flowers you see through the seasons. On hikes, in your backyard and on your way to school, pay attention to the flowers you see. Take many photos, then create an album or slideshow. Identify the flowers in your display.
- Take a photo of your favourite flower, mount it and cut it into puzzle pieces. Then challenge your family or your Lair to put the puzzle together. Do they know the flower?
- Instead of flowers, do the same challenge with wildlife. How about finding, photographing (or drawing) and identifying six insects, six birds and six mammals? Then make a puzzle or crossword or collage or in some other way share what you discovered.
- How do you use electricity in your house? Discuss with your family how you can reduce your use of electricity and by doing that, reduce the impact on the environment. Learn about Earth Hour.
- Visit a science centre or planetarium and learn about new discoveries.
- Build a volcano and then find different ways to make "lava" flow, starting with vinegar and baking soda. What other safe chemical reactions can you use for "lava"?
- Pick a plant or seeds you've never before grown. Try growing and caring for the plant you've chosen. What does it need to grow?
- Is there an archaeological dig in your area? Visit and learn about what has been found.
- What kinds of rocks are there in your area? Gather samples and figure out what each is.
- Design a scientific experiment to test an idea or theory, such as "What kind of socks are the toughest and get the fewest holes?" or "What kind of tent is fastest to put up?" or "What kind of bar soap lasts the longest?"
- Find out about fulcrums and balancing things. Set up your own fulcrum. Then discover what two things can balance each other out. For example, if you put an eraser on one side, how many Cub Personal Achievement badges are needed on the other side to achieve balance?
- What is the newest dinosaur to be discovered? What are the newest findings about dinosaurs in your area and/or around the world?
- Did you know that there are islands of plastic floating in the oceans? How do these affect marine life? What can be done? Do an experiment with biodegradable plastic.

**Need some more ideas?**

Look at the STEM Trail Cards for **Monkey City** (Creative Expression). Pick an adventure you'd like to try on your own.

## Cub Scouts Space



**Objective:** I will explore the environment, nature, research and/or leisure activities about Space.

**When planning your adventure, think about including:**

- an adventure that helps the environment and/or involves an experiment
- an adventure that would be something you would do for fun and/or exercise
- an adventure that takes place outdoors

**Here are some ideas to get you going on creating your own adventures:**

*Note: some of these ideas might be made into more than one adventure.*

- Set yourself a goal of learning to identify a number of things in the night sky, including certain stars, constellations and planets.
- Watch the moon every night for a month. Record what you see with photos or drawings.
- Learn Aboriginal stories for some of the constellations. Share the stories with your family or your Lair. Looking at the stars, pick a constellation, decide how you would describe its shape and make up your own story for that constellation.
- Learn about telescopes. How do they work? How do they help us see into space? Visit an observatory and discover what you can see at night through its telescopes.
- Using papier mache or modelling clay (or other materials), create a moonscape. Label craters and other landmarks. If you wish, add a moon base of your own design.
- Teach a younger sibling or a Beaver Scout how to find the Big Dipper in the sky.
- Create your own star show. Cut circles of black paper the size of the top of your flashlight. Poke holes into black paper in the shape of a constellation. In a darkened room, shine a flashlight through the black circles, projecting on to the ceiling to create your star show. This also works using aluminum foil instead of the paper.
- Is there an astronomy club in your community, or in a nearby community? What does the club do? When do they meet? Arrange a visit for your Lair or Pack.
- Several superheroes are said to come from space. Create your own superhero from space. Consider what your hero's costume will look like, what powers your hero will have and what brought your hero to Earth.
- How were the craters created on the moon? What made them? Create an experiment to make craters in a sandbox.
- Have you ever built a model rocket? Try a simple kit. With adult help, purchase an engine and launch your rocket. Learn about safety precautions. Take photos of the whole build and launch.
- Would you like to be an astronaut? Would you like to live on the space station? How do astronauts eat in space? What do they wear? How do they wash, shower and go to the bathroom? What is the biggest challenge? What is the most fun?

**Need some more ideas?**

Look at the Trail Cards for **Red Flower Camp** (Outdoors) and **Bagheera's Hunting Grounds** (Environment). Pick an adventure you'd like to try on your own.

## Cub Scouts Summer Fitness



**Objective:** I will participate in healthy and active summer fitness.

**When planning your adventure, think about including:**

- physical fitness
- mental health
- healthy food

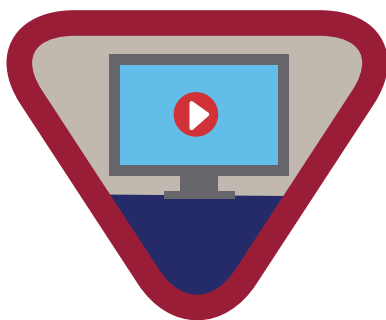
**Here are some ideas to get you going on creating your own adventures:**

*Note: some of these ideas might be made into more than one adventure.*

- Create a swimming adventure for yourself. In how many different bodies of water can you swim (in a safe, supervised environment)? Places you could visit include: outdoor pools, indoor pools, wave pools, waterslides, oceans, lakes, rivers... What safety precautions do you need to take when swimming in these different places?
- What foods do swimmers need to eat to keep healthy? Is keeping hydrated by drinking water necessary when swimming? Why or why not?
- Create a summer meal or picnic that provides good nourishment for your summer fitness and share it with friends or family.
- Take lessons in a summer sport you have never before tried, such as soccer, baseball, tennis, golf, etc.
- Develop an active routine that includes hiking, walking or bicycling each day of the summer.
- Plan an active day at the beach for your family or Lair. Besides swimming, what other activities can keep you fit and having fun at the beach?
- Plan an active summer week for your family with activities that each member would enjoy and in which all can participate.
- Staying active during the summer is not just about sports. How about some berry picking, kite flying, taking your dog for a walk, rock picking, building a fence, gardening or lawn mowing? Pick a different activity every day for a week.
- Create a Summer Olympics Day or Summer Fun Day for your family or friends or your Pack.
- Set up a family triathlon or a triathlon for your Pack. How far will you swim, bike and run? Or do you want to include three different activities in your triathlon? What would a Scout triathlon be like: build a fire, put up a tent and paddle a canoe?
- Set yourself a skipping challenge. How many jumps of the rope can you do? Practise routinely and measure your improvement.
- Learn a summer game that kids played decades ago and teach it to your friends, such as hop-scotch, anti-i-over, rounders, marbles, kick the can, sardines and four square.
- What games did First Nations, Inuit and Metis create for summer fun? Try out some of these games.
- Invite your family to join you on a bicycle adventure. Where will you cycle? Are your bikes in good shape? What food will you take?
- Why do we feel happier when there is more sunlight and when we are active?
- Create a frozen treat (like a popsicle or slushie) that is tasty, healthy and helps you stay hydrated in hot weather.
- Do you know what to do is someone becomes overheated or gets sunburn? Learn how to deal with common summer emergency aid situations. Create a scenario for your Lair in which somebody needs help, and practise responding.

**Need some more ideas?** Look at the Trail Cards for **The Swinging Bridge** (Active & Healthy Living) and **Red Flower Camp** (Outdoors). Pick an adventure you'd like to try on your own.

## Cub Scouts Technology



**Objective:** I will explore what it means to be a helpful, careful and responsible as I use technology.

**When planning your adventure, think about including:**

- an adventure that shows the spirit of the Cub Scout Law, Promise and/or Motto
- part of an adventure in which you think about the safe and careful use of technology
- an adventure in which you develop your own piece of technology

**Here are some ideas to get you going on creating your own adventures:**

*Note: some of these ideas might be made into more than one adventure.*

- Everything that is used to make a task easier is technology. Find out how the ballpoint pen was invented. What was used before ball point pens (try it out if you can)? What do we use now? How many different kinds of pens can you find in your home?
- With permission (and help, if needed) take apart an electronic toy or small appliance to see how it works. Use the parts to create something new.
- Hunt in your house for the oldest piece of technology. Now find the newest. What do you notice about what has changed? How is the oldest piece still useful? Create a set of photos or drawings that show how a piece of technology has changed.
- Create a "Code of Conduct" (rules) for using technology such as cell phones, computers, television, internet, gaming consoles, the fridge and stove. How might the "golden rule" fit as part of your code? \*Golden Rule: Do to others as you want them to do to you. Share your code of conduct with your Lair or a parent/guardian or Scouter.
- With the help of an adult, find an app, website or program that can help you live the Cub Scout motto, "Do your best!" Tell your Lair about it.
- How big was the very first computer? What is the smallest computer in your home? Why have computers become smaller and smaller?
- Technology can help us but it can also hurt. Think of 4 examples of how it helps and 4 examples of how it might hurt someone. Which pieces of technology can both help and hurt? What makes the difference?
- Texting, apps, and online social media are used for bullying. What would you tell a friend who is being bullied online? What would you do if someone started bullying you online?
- Create a video to share with your Lair or Pack about stopping online bullying.
- What piece of technology (something that makes a job easier) do you wish you had? Create a design for that piece of technology. If possible, build a model.
- What are the best physical exercises for video-gamers? What helps with repetitive use or strain injuries to neck, wrists, back, etc.? How do you care for your vision when gaming?
- Where can you recycle old computers, cellphones, routers, printers, etc. in your area?
- Learn how to put together a slideshow of digital photos. Create one of photos of your next Pack adventure and share it with the Pack.
- Create a simple web page for your Lair. What information should you share on the page? What information should not be shared?
- Learn about the rating system used for video games and movies. Create a list of the best videos for each age group in Scouting.
- Design and, if possible, make a gadget that would be helpful at camp.

**Need some more ideas?**

Look at the Trail Cards for **Elephant Turf** (Citizenship) and **The Swinging Bridge** (Active & Healthy Living). Pick an adventure you'd like to try on your own.

## Cub Scouts Water



**Objective:** I will explore leisure pursuits and the natural environment as they relate to water.

**When planning your adventure, think about including:**

- an adventure that helps the environment or involves an experiment
- an adventure that would be something you would do for fun and/or exercise
- an adventure that takes place outdoors

**Here are some ideas to get you going on creating your own adventures:**

*Note: some of these ideas might be made into more than one adventure.*

- Ever go fishing? Learn to fish or develop some new fishing skills.
- Design and build a toy boat. Experiment with different materials and different ways of constructing it. Will it be a sail boat or paddle boat? How much weight might it carry?
- Go on hikes with your family to three different natural habitats. What are the water sources for each of these habitats? How does water affect the plant and animal life in each of these habitats? How would the water affect us in each of these habitats?
- Visit your municipal water or sewage treatment plant. Why are these kinds of public plants so important for our health, and for the health of our lakes and rivers?
- Where does the water come from that runs out of your tap? What is the water source for your farm, acreage, town or city? What happens to the water after we use it to drink, to wash, to cook, to flush the toilet? Use a diagram, drawing or model to show the cycle of drinking water.
- Salt water? Fresh water? What can live in each? What activities work in each? Have you heard of the Dead Sea? What happens if you float in the Dead Sea?
- Discover what different kinds of water pollution exist. How does each kind of pollution affect wildlife? How does it affect humans?
- Do a community service project that helps to clean up or restore a local creek, stream, river or a shoreline, and returns it to a more natural state.
- Start an indoor water garden. Find out about hydroponics. What kind of plants can you grow?
- Try floating in a variety of PFD's and lifejackets. Which do you find the most comfortable? Which keeps you floating face up? Which works best when you fall into the water? Share what you've discovered with your Lair.
- Hike along (or, with your Pack, paddle) the water source in or closest to your community.
- Build your own raft. What material will you use? How will you make it move?
- Make a dozen snowballs in the winter and freeze them until summer. Has the snow changed in the freezer? Have summer fun throwing your snowballs at a target? How fast do they melt?
- Create the tastiest healthy water for a hot summer day. Will you add some lemon or lime, or maybe some grated ginger or a fresh raspberry? What would be the most refreshing taste?
- In winter, build the tallest snowperson you can. Measure its height. Record the weather for each day and the height of the snowperson until it has melted away. How long does it last?
- Experiment with the soothing effects of water sounds. Try a small fountain, a sound machine and/or recordings of water sounds. Do they help you and/or your family relax?
- How do you know when it is safe to skate on ice? How thick does it need to be? How can you test thickness?

**Need some more ideas? Look at the Trail Cards for Red Flower Camp (Outdoors) and Bagheera's Hunting Grounds (Environment).** Pick an adventure you'd like to try on your own.

## Cub Scouts Winter Fitness



**Objective:** I will participate in healthy and active winter fitness.

**When planning your adventure, think about including:**

- physical fitness
- mental health
- healthy food

**Here are some ideas to get you going on creating your own adventures:**

*Note: some of these ideas might be made into more than one adventure.*

- What is "cabin fever"? Seasonal Affective Disorder (S.A.D.)? Think of many creative ways you can get out in the sunshine during the winter to help prevent these.
- Create the best cup of hot chocolate and a healthy snacking cookie, while thinking of good nourishment for winter activities.
- Go sliding or skating three times in three different locations. How will you make sure the location is safe for your sliding or skating?
- Try out a new winter sport such as figure skating, speed skating, downhill skiing, cross country skiing, snowboarding, curling, hockey, ringette, etc.
- Set a new goal for a winter sport you already play.
- Go on a winter hike using snowshoes or cross country skis.
- Plan a Winter Olympics Day or Winter Fun Day for your Pack or another Section.
- Create a winter triathlon, such as sled down a hill, skate a distance and then hit the middle of the target with a snow ball. Invite your friends or Lair to join you.
- Try out pond hockey or pond curling.
- Invite your friends or Lair to join you in an outdoor game in the snow such as Fox and Geese, or Tug of War in the snow, Pin the Nose on the Snowman, Capture the Snow Flag, Footprint Tag (you can only step in the footprints), Snowball Relay or Freeze Tag.
- Try a summer challenge in the snow dressed for winter, such as twirling a hula hoop, skipping rope or playing hopscotch in the snow.
- Create a winter golf course by burying empty tin cans in the snow, open side at the top. Mark with flags. Use coloured golf balls and old golf clubs.
- What's the best way to dress for your winter outdoor fitness? Create a slideshow or fashion show to demonstrate for your Lair or Pack.
- Learn about bicycling in winter. What do you need to do to prepare to use your bike?
- Lay-out what outdoor wear and footwear you would need for a winter hike. How fast can you get dressed? Now challenge someone else to a race - make sure you each have the same items to put on.
- What games did First Nations, Inuit and Metis create for winter fun? Try out some of the games, such as Snow Snakes.

**Need some more ideas?**

Look at the Trail Cards for **The Swinging Bridge** (Active & Healthy Living) and **Red Flower Camp** (Outdoors). Pick an adventure you'd like to try on your own.

## Cub Scouts World



**Objective:** I will explore what it means to be a contributing citizen of the world.

**When planning your adventure, think about including:**

- an adventure in which you learn about or take part in provincial and/or national government
- an adventure that offers service
- an adventure that shows the spirit of the Cub Scout Law, Promise and/or Motto

**Here are some ideas to get you going on creating your own adventures:**

*Note: some of these ideas might be made into more than one adventure.*

- Be part of international Scouting through Messengers of Peace. Find out more about this program at [Scouts.ca](http://Scouts.ca)
- Scouts Canada is part of the World Organization of the Scout Movement (WOSM). Where is the headquarters for WOSM? How many countries in the world have official Scouting organizations? What is the WOSM flag? Check out [www.scout.org](http://www.scout.org)
- The Canadian Scout Brotherhood Fund provides help around the world. Find out more at [Scouts.ca](http://Scouts.ca) and share what you find out with your Patrol or Lair.
- Visit a place of worship, other than one you may attend, and find out what you can about why it is built the way it is, who worships there, how they worship, and more.
- Pick a festival or religious holiday from another faith tradition or culture. How is it similar to or different than a holiday or festival you celebrate? Make or buy some foods from each of the holidays/festivals to share with your family or your Lair.
- What is your favourite story from your faith tradition? Find a story from another faith tradition that is similar in some way. Learn to tell both stories and share them with your family or your Lair.
- What is a food from another culture that you've always wanted to try? Find a place where you can taste that food or make it at home.
- Learn how to say **Hello**, **Good-bye** and **Thank you** in several different languages.
- With an adult's help and with your parents'/guardians' permission, participate in a Jamboree On the Air (JOTA) or Jamboree On the Internet (JOTI). Find out more at [Scouts.ca/scoutsabroad](http://Scouts.ca/scoutsabroad)
- When and where did Cub Scouts first start in the world? in Canada?
- What other countries have Cub Scouts? Find out about what they do at their Cub Scout meetings, their promise, law, motto, uniforms. What is familiar? What is unique?
- What is a country you have always wanted to visit? Plan a possible future trip to that country. Where would you visit? What would you eat? Where would you stay? What is the climate like? What kind of clothes would you need to take? Try out some of their food which you might find locally.
- Keep a photo journal of a visit with your family to another country. Share your experience and your journal with your Lair or Pack.
- What is the United Nations? How does Canada participate in the United Nations? In what ways does the UN help children around the world?
- Find an international penpal through the ScoutsAbroad page of the Scouts Canada website.
- How does the climate of where you live affect the kind of clothes you wear? Find out about different kinds of clothes around the world, why they are worn, and how they are appropriate to the climate.

**Need some more ideas?** Look at the Trail Cards for **Elephant Turf** (Citizenship) and **The Swinging Bridge** (Active & Healthy Living). Pick an adventure you'd like to try on your own.



## Cub Scouts Year-Round Fitness



**Objective:** I will participate in healthy and active year-round fitness.

**When planning your adventure, think about including:**

- physical fitness
- mental health
- healthy food

**Here are some ideas to get you going on creating your own adventures:**

*Note: some of these ideas might be made into more than one adventure.*

- Find out what Olympic athletes, Paralympic athletes or marathon runners do to mentally prepare for competition. What might work for you?
- Develop an exercise routine that you follow on a regular basis. What will be your goal? How will you work out all the major muscle groups in your body? What exercise or sport uses each one?
- Design and run an outdoors obstacle course. What could make it more challenging in the winter? What could make it more challenging in the summer? Share your obstacle course with your Lair.
- Create a family exercise challenge. Decide together on an activity and then participate together.
- Visit a local community fitness centre, such as a YMCA/YWCA or a public pool or gym, and find out what kinds of activities are available for kids your age. What interests you at this facility? What can you do in this facility year-round?
- Think of your favourite fast-food restaurant. Would an athlete in training find food at this restaurant which would be beneficial for their training? What would be their best choices?
- Sports drinks and energy drinks are everywhere. What nutrients are in these drinks and how are they supposed to help you? In what situations, would these drinks be helpful to you?
- Think about it. If you take 10,000 steps a day for 100 days, you will have done 1 million steps. Take the challenge. Use a step counter device or app to count your steps. It's okay if you don't make 10,000 every day. Just keep counting those steps.
- Think of a game or sport you love. How would people with sight, hearing, mobility and other challenges play the sport or game? Learn about the Special Olympics and Paralympics.
- Interview several friends or family members about their favourite sports or activities for each season of the year. Is there any of these sports or activities you would like to try?
- Some fitness centres and gyms welcome youth to accompany their parents for a visit. If this is possible, go for it and try out some of the equipment.
- Track your hours of activity a day for a week. What do you notice? Are you surprised by anything? What changes would you like to make based on this information?
- Do you have exercise equipment in your house? Try it out. If it is not used much, why might that be? Is there something you could change to make it more useable?
- Try skipping rope as a fitness challenge. Measure your progress over a few weeks or months.
- Pick five different events done in the Olympics or Paralympics, winter or summer. Try out some of these events at a nearby facility.

**Need some more ideas?** Look at the Trail Cards for **The Swinging Bridge** (Active & Healthy Living) and **Red Flower Camp** (Outdoors). Pick an adventure you'd like to try on your own.

# INTRODUCTION SCOUTS

Personal Achievement badges are designed to allow youth to explore and expand skills and knowledge in areas that are of particular interest to them. In The Canadian Path, Personal Achievement badges are strictly optional. They are not a core part of the program, and they are not an essential part of a youth's personal progression. Personal Achievement badges are not a requirement for any Top Section Award. It is recognized that activities outside of Scouting add to youth's growth in the SPICES and to their personal progression. No one comes to Scouting as an empty vessel. Work on Personal Achievement badges allows youth to further develop individual interests and skills and to have that development recognized as part of their growth and progression within The Canadian Path.

Here are some key things to know about the Canadian Path Personal Achievement (PA) badges:

- There are 16 PA badges for each of the Scout
- The PA badges are earned individually by youth who choose to make these badges part of their personal Scouting journey. The PA badges are not part of the Troop program adventures. However, at the end of a Troop adventure, a youth, who wishes to do more explorations related to the topic of that adventure, could develop a personal adventure, with five parts, for one of the PA badges.
- The PA badges follow the Plan-Do-Review process.
- There are no set requirements for the badges. Instead, each badge has an Objective which is supported by a few Guidelines, and then ideas for possible badge adventures from which the youth may choose. The youth is also encouraged to use his or her own ideas.
- The adventure activities to be completed for the badge must be done specifically for the badge. Credit is not given for something already completed at school or in another group. However, a new project that is done jointly for the badge and for another purpose would count toward the badge adventures.
- A PA badge may be accomplished more than once as long as a new Plan is made with new adventures.
- Most importantly, completing the adventures for the badge must be exciting, fun and challenging for the youth!

As a Scouter, your role is to support the youth in setting safe and realistic requirements. The nature of these requirements will vary from youth to youth, depending on the unique interests and abilities of each individual. Help the youth to develop attainable but personally challenging requirements, supported by a well-thought-out plan. Check in with the youth from time to time to measure progress and provide some guidance to overcoming any obstacles.

## Scout Personal Achievement Badges

**Earth:** anything connecting with our planet's soil and geology including exploration, environment, leisure pursuits, experiments, etc.

**Air:** anything connecting with the atmosphere including exploration, environment, leisure pursuits, experiments, etc.

**Water:** anything connecting with water including exploration, environment, leisure pursuits, experiments, etc.

**Space:** anything connecting with outer space including exploration, leisure pursuits, experiments, etc.

**Summer Fitness:** anything related to active and healthy fitness and the summer season

**Winter Fitness:** anything related to active and healthy fitness and the winter season

**Year-round Fitness:** anything related to active and healthy fitness that can be pursued year-round

**Home:** exploring what it means to be a contributing member in a household

**Community:** exploring what it means to be an active, contributing member of one's neighbourhood and municipality

**Canada:** exploring what it means to be a citizen who makes positive contributions to the country

**World:** exploring what it means to be a contributing global citizen

**Technology:** exploring how to use digital technology effectively and responsibly

**Arts:** exploring one's own creative expression and the creative output of others

**Engineering:** conceiving, planning and constructing functional items in a calculated hands-on way

**Hobby:** an opportunity to develop one specific interest or to explore new interests

**Science:** learning and experimenting critically and empirically

## Using Plan-Do-Review to Facilitate Scout Personal Achievement Badges

Every time a Scout would like to work towards a Personal Achievement badge, they must use the Plan-Do-Review process. This process emphasizes goals setting, personal development and recognizing personal growth. Scouts should set achievable goals that help them grow.

Troop Scouters can download a Plan-Do-Review sheet from **CanadianPath.ca/Scouts**, and Patrol Leaders should use it to set goals with each Scout. Scouters should review the goals that the Patrol Leaders and Scouts have arrived at. These goals should go home with each Scout so that they can be pursued with their parents/guardians. Below is a more detailed overview of this process, which should help Patrol Leaders and Scouters know the correct facilitating questions to ask.

### BRAINSTORMING A PLAN

- What will your adventure involve? How will it relate to the badge theme?
- Remember, an adventure is something you haven't done before or haven't done this way before. How will this be an adventure for you?
- What is your goal for this adventure? What do you hope to learn or achieve?
- What will you need to carry out this adventure?
  - Are there skills you need to learn?
  - Is there a cost involved? How will that be covered?
  - What supplies do you need? How will you gather those?
- What are the risks involved? How will you make the adventure safe?
- When will this adventure happen? How long will each part of the adventure take?

Write out your plan for the adventure showing what is required and how long you will spend on each part. Set an estimated date for completion.

- Will this adventure be fun, engaging and challenging? Look over your plan. Are you excited about this adventure? If so, go for it! If not, what can you do to make it an exciting and challenging adventure?
- Review your plan with your Scouter before beginning the adventure.

## Plan to Do

Create an adventure with five or more parts to it that explores the badge theme.

My adventure idea for the \_\_\_\_\_ badge with its five parts: (A template to support the Plan-Do-Review cycle for Personal Achievement badges is available at [Canadianpath.ca/Scouts](http://Canadianpath.ca/Scouts).)

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1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Target date for completion of this badge: \_\_\_\_\_

Need some ideas to get you going on creating your own adventure?

Check out the outline for each badge at [Canadianpath.ca](http://Canadianpath.ca)

**Need some more ideas?** Check out the Trail Cards to inspire a personal adventure.

### REVIEW

- ☐ What do you know now that you did not know before?
- ☐ What worked well? What didn't work? Why?
- ☐ What did you enjoy the most?
- ☐ What was the most challenging part of this adventure?
- ☐ What would you do differently next time?
- ☐ How will you use what you have learned from working on this adventure, in Scouts and in everyday life?
- ☐ How might you share what you've learned with other Scouts or with people in your community?
- ☐ How have you demonstrated the spirit of the Scout Promise, Law and/or Motto in doing this adventure?
- ☐ Which of the SPICES have been part of this adventure for you?
  - ☐ Social      ☐ Physical      ☐ Intellectual      ☐ Character
  - ☐ Emotional      ☐ Spiritual

## Scouts Air



**Objective:** I will explore environment, nature, research and/or leisure pursuits as they relate to air.

**When planning your adventure, consider including:**

- an environmental aspect and/or a leisure pursuit
- an outdoor activity or research

**Here are some ideas to get you going on creating your own adventures:**

**Adventure Idea 1: Airplanes**

1. Experiment with paper airplanes, outdoors on days with wind or no wind, to learn more about varying design to keep planes aloft. Organize a paper airplane competition for your Troop or family.
2. On paper or in a computer design program, create your own design of airplane. Explore how airplanes work, and include what you find out in your design.
3. Build and fly a fuel-driven or battery-powered model airplane.
4. Organize an outing to an aviation museum or air show for your Patrol, Troop or family.
5. Go on a short flight in a small aircraft with a local pilot.

**Adventure Idea 2: Birding**

1. Use a bird book or app, to identify birds in your area.. What birds that live in your area are you able to see, and which are harder to find?
2. Take pictures and keep a log of your observations.
3. Investigate the threats to the bird population in your area. Find a service project that you can do to help protect birds and their habitat.
4. Plan a hike or canoe trip for your Patrol on which you can share some of what you have learned about your local bird population, and what can be done to help birds.
5. Use local birds as inspiration for an art project.

**Other ideas!** Start with these and develop the five parts to your adventure.

- Measure air pollution in your area and develop a plan for reducing that pollution. If possible, present it to the town/city council via letter, email or in-person presentation.
- Plan a hike or canoe trip for your Patrol or family on which you can share some of what you have learned about your local bird population, and what can be done to help birds.
- Create the best kite in the world, and show how it works aerodynamically.
- Compare the exhaust pollution of at least five different cars (you can use different models or different years of the same model). To do this, you can put a white sock over the exhaust of the car and have someone drive the car on an errand for five minutes. Don't have it sit idling and don't do this inside a garage. Then, shut the car off and remove the sock, using a work glove. Turn the sock inside out to look for signs of pollution. Record and analyze your findings.
- Make a video to promote alternative transportation to reduce carbon emissions.
- Investigate the water cycle and how water moves from land to the air. Document this cycle using video or photos.
- Find out more about lightning and thunder, and why these two occur together in a storm, and the role the air plays.
- Many musical instruments make sound with the air from the musician's lungs. Learn to play a new instrument. When you have mastered a song, perform it for your Troop.

**Need some more ideas?**

Look at the Trail Cards for **Mackenzie River** (Environment & Outdoors) and **Cabot Trail** (Creative Expression) to inspire an Air adventure you'd like to try on your own.

## Scouts Arts



**Objective:** I will explore what it means to appreciate and contribute to the arts.

**When planning your adventure, consider:**

- using an artistic medium that you have not previously used
- attending a professional artistic presentation (gallery, concert, play, screening, reading, etc.)

**Adventure Idea 1:** Become a Sci-Fi Writer

1. Read several science fiction stories or novels. What are some exciting elements of science fiction?
2. Imagine your own science fiction universe. Outline your characters, your setting and your plot. It may help to talk with a friend about your ideas and have that person ask you questions.
3. Write, re-write and edit until your story becomes what you want it to be.
4. Have a trusted friend or adult read your story. Invite your reader to give his or her impressions and offer constructive comments to help you improve the story. Create the final draft. Will you add pictures or drawings?
5. Share at least one part of your story with a group of people (like your Patrol).

**Adventure Idea 2:** Make a sculpture from recycled items

1. Visit an art gallery that displays salvaged art.
2. Go to a local salvage centre or thrift store and collect as many items as you expect you will need to create your own sculpture, or re-use items at home. How do the items you find inspire you?
3. What will you use for your sculpture's foundation? Perhaps you'll use an old artificial Christmas tree that someone is throwing out, or a piece of furniture, or a coat rack.... How does the foundation of your sculpture help you to imagine what it will look like when you are finished?
4. Do the items you have suggest a theme or a story? How can they be put together to make a statement? Decide how you will put your sculpture together, and plan how your recycled items will be fastened in place. Gather the tools and fasteners you will need.

5. Find a good place to display your sculpture. Where does your sculpture best fit in your home or community?

**Other Ideas!** Start with these and develop the five parts to your adventure.

- Know all those fonts you use? They come from the ancient art of calligraphy. Learn about and practise this continuing art form of using different fonts in handwritten, and often artistic, pieces.
- Compose a bugle call for your Patrol or Troop to signal a common group activity, such as assembling for mealtime or striking a campsite.
- Use your pioneering skills to build stands out of deadfall branches that can be used for displaying art, as trellises for plants in the yard, and more.
- Challenge yourself to learn a new musical instrument.
- Entertain an audience, either by yourself or with a small group, for about 45 minutes with a varied program.
- Produce and edit a video that presents an outdoor skill in an entertaining way.
- Write your own play, then rehearse and direct a small group in performing that play.
- Arrange a backstage tour of a live theatre, and learn about the lights, sound, staging and more.
- Create your own book for toddlers, writing the story and creating the pictures. Share it with a group of preschoolers.
- Collect digital files of photos from Scouting hikes and camping trips. Enlarge the photos and frame them in do-it-yourself frames. Sell the framed photos for a fundraiser for your next adventure.
- Attend a book reading by an author.
- Depict the same subject in at least five ways, exploring a variety of medium: carving, pottery, photographs, sculptures, pen and ink, watercolours, pencil, pastels, oil paints, tempera, acrylics, charcoal, digital, and more.
- Dance or create movement or write a skit for the Scout Law
- Complete a journal of a Scouting adventure such as a Jamboree or a longer camp, canoe trip, etc. Use pictures, video and/or text to describe the adventure, the planning, friends you made, activities you did, what worked well, what went wrong and how you dealt with it, sites you saw and more
- Learn how to hand build pottery or throw a piece of pottery on a wheel from a local potter
- Explore various types of paints - oil, acrylic, watercolour - as you paint scenes from your Scout hiking adventures
- Experiment with a variety of products for sculpting and moulding, such as potter's clay, air-dry clay, homemade clay, etc. Which do you enjoy working with most?

**Need some more ideas?** Look at the Trail Cards for **Cabot Trail** (Creative Expression) to inspire an Arts adventure you'd like to try on your own.



## Scouts Canada



**Objective:** I will explore what it means to be an active and contributing citizen of my country, Canada.

**When planning your adventure, consider including:**

- an aspect that helps you learn about and/or engage municipal, provincial and/or national levels of government
- community involvement or service
- the spirit of the Scout Law or Promise in your adventure

**Here are some ideas to get you going on creating your own adventures:**

**Adventure Idea 1:** Explore Canada's Provinces and Territories

1. What do you find most fascinating about that province or territory? Find out about its points of interest, flag, crest, provincial/territorial flower, provincial/territorial tree, provincial/territorial bird, history and key geographical wonders. Create a game for your Patrol or a younger Section that uses these elements as answers to trivia questions, items to collect in a scavenger hunt, memory flash cards, or some other fun way to learn about another province or territory's symbols, history and culture.
2. Create a plan for visiting another province or territory. Research historical sites, museums and accommodation for a trip you might make soon or in the future. Visit the province or territory and put your plan into action. You might travel with your family, or with your Troop – possibly to attend a jamboree!
3. With the support of your Scouters, organize a video call or Pen Pal opportunity with a Troop in a part of Canada beyond your home province or territory. Ask some questions of the other Scouts to find out how their part of Canada is the same as your own, and how it's different. You might ask about wildlife, the natural landscape, the seasonal weather, and so on.
4. If you were dividing up the country into provinces and territories, how might you divide up the regions and why? Draw your version of Canada. What names might you give any new provinces or territories?
5. Start a collection that reflects Canada's different provinces and territories. You might try to collect crests from all of Canada's provinces and territories, or pins, or postcards... Share your collection with your Patrol. What provinces and territories are most difficult to collect?

**Adventure Idea 2:** Be an Explorer

1. Visit the historic sites closest to your home. Read the plaques at the sites. Look at your surroundings and consider how things have changed since the time commemorated on the plaque.
2. Visit a local museum or interview an historian (possibly a history teacher) to find out more about the history of your community, and your community's place in the history of Canada.
3. Pick one key story about the explorer who put your part of the country on the map and practise telling it until you can bring it to life for an audience, then share it at Scouts or in another appropriate group.
4. Do you feel that the history of your town is properly celebrated? Imagine a way to recognize some of your community's history (like the contributions of First Nations, explorers or settlers). Write an email or a letter to an elected official to share your idea(s).
5. With your family, Patrol or Troop, re-enact a chapter of your community's history. You might hike or paddle an early travel route, spend the night at an historic site or share a meal that has historic and cultural significance to your area.

**Other Ideas!** Start with these and develop the five parts to your adventure.

- Visit a national historic site. (Sites are listed on the Parks Canada website.)
- Tour your provincial legislature or Parliament. Arrange to visit with your MLA, MPP, MNA or MHA in their office at the provincial legislature or your MP in Ottawa, if possible.
- What is an issue of Canadian significance that is important to you? Send an email or write a letter to your Member of Parliament about the issue. Find other ways to make a positive difference regarding the issue.
- During a federal election, watch a televised debate between the party leaders. Find out how and where you would vote in your area, if you were old enough. If possible, go with an adult when he/she goes to vote, to see how things are set up and how they work. Research candidates for your riding during a federal election. Chart their parties' positions on several issues. Watch the polls and predict who will win for your riding.
- We honour the Flag of Canada within our Scouting ceremonies. Use the flag as the basis for an art project (a collage, a sculpture, a quilt, etc.). Perhaps your flag can hang in your Scouting meeting place.
- Organize your Patrol or your family to volunteer for a day building or maintaining a section of the Trans Canada Trail in your community.
- Invite a First Nations, Metis or Inuit elder to visit your Troop. Find out about his or her culture and the community's history in your part of the country.

**Need some more ideas?** Look at the Trail Cards for **Rideau Trail** (Citizenship), **Red Coat Trail** (Leadership) and **West Coast Trail** (Beliefs & Values) to inspire an adventure to try on your own.

## Scouts Community



**Objective:** I will explore what it means to be an active and contributing citizen of my community.

**When planning your adventure, consider including:**

- an aspect that helps you learn about and/or engage municipal, provincial and/or national levels of government
- community involvement or service
- the spirit of the Scout Law or Promise in your adventure

**Here are some ideas to get you going on creating your own adventures:**

**Adventure Idea 1:** Become a tour guide!

1. Spend time getting to know about your community. Investigate places of historical interest, local amenities and facilities, recreation opportunities, emergency facilities and more.
2. Interview some people who have lived in your community for a long time. What are some memorable personal stories that you would like to share? Does anybody have any interesting ghost stories?
3. Develop a way of sharing a tour of your town. Perhaps it is a photo tour or slideshow tour. Or maybe you will develop a pamphlet with a “do-it-yourself” tour of points to visit and a bit of history or information about each of those points.
4. When your tour is ready, lead your Patrol or another Section on the tour.
5. Offer your tour to be used at a facility in town or the town welcome centre, as appropriate.

**Adventure Idea 2:** Join in a Festival!

1. What festivals or special activities are coming soon in your community? Pick one in which you’d like to participate. Connect with the organizers of this festival or activity and discover in what ways you might volunteer to help. Provide a day or two of service to the festival.
2. Share with your Patrol or Troop or family the highlights of your experience at the festival. If you were to become the organizer of the event, what might you do the same, and what would you do differently?

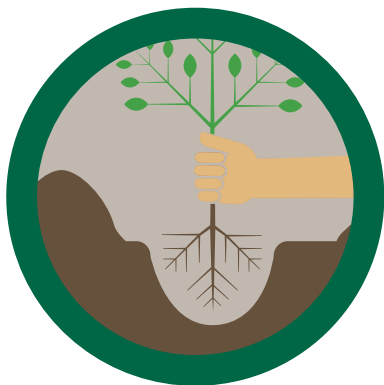
3. Write or email a thank-you to the organizers, sharing your experience and what you enjoyed about the event.
4. Select an element from the event that you would like to share with your Patrol. You might make a snack that was offered by a vendor at the festival; design T-shirts, buttons or posters similar to those that may have been sold at the festival; or plan to attend a performance similar to one that was part of the festival at which you volunteered.
5. Organize an outing to another upcoming festival for your family, Patrol or Troop.

**Other Ideas!** Start with these and develop the five parts to your adventure.

- Create a treasure map for your town or a bicycle rally and invite your Patrol to try it out. On the way, make sure they will discover new things about your community.
- What does your community need? Create a vision for your community. Use models, pictures, slideshows and/or maps. Consider what you’d like to see added to or removed from your community.
- Create a geocaching spot in your community. Go on a geocaching adventure to find other nearby geocaches.
- Take a careful look at a nearby playground. What equipment do children enjoy playing with the most? What might need fixing or should be removed for safety reasons? Who would you alert about this? If you were designing the playground, what would you include. Create your design.
- What service groups are part of your community? (Lions Club International, Kinsmen & Kinettes, Rotary, Elks & Royal Purple, Rebekahs & Oddfellows, Masons & Eastern Star, etc.) What contributions have they made to your community? Contact one of these organizations and offer to come and speak about Scouting in your community (as a way to practise your public speaking skills). Be ready to answer some questions.
- Visit a part of your community to which you have never been. Look at a map of your community to identify a spot. With a buddy or an adult, explore this area (by bike, vehicle, on foot, etc.), after addressing any needed safety precautions.
- What is a social or environmental challenge in your community? How can you make a positive difference?

**Need some more ideas?** Look at the Trail Cards for **Rideau Trail** (Citizenship), **Red Coat Trail** (Leadership) and **West Coast Trail** (Beliefs & Values) to inspire an adventure to try on your own.

## Scouts Earth



**Objective:** I will explore environment, nature, research and/or leisure pursuits as they relate to the earth.

**When planning your adventure, consider including:**

- an environmental aspect and/or a leisure pursuit.
- an outdoor activity or research

**Here are some ideas to get you going on creating your own adventures:**

**Adventure Idea 1:** Hiking on Different Terrains

1. Plan several day hikes for your family or Patrol, with each planned for a different terrain. How does hiking on a variety of terrains influence your planning? For example, what challenges can you expect when hiking on steep, rocky slopes? What equipment will you need for this hike?
2. Hike through the forest, off of a marked trail. How can you travel in the forest off of a trail and not get lost?
3. Hike a trail at a wetland. Consider how the trail has been engineered for the terrain.
4. Plan an urban hike. Consider how people have changed the landscape, and how these changes influence your experience.
5. Create a photo journal of your hikes to share with your family and/or Patrol.

**Adventure Idea 2:** Tent Peg Challenge

1. Visit your local Scout Shop or another camping store to find out about different kinds of tent peg.
2. Plan a camping trip with your Patrol. Bring along a variety of pegs for your tent. Try them out and find out which works best for different kinds of terrain.
3. Experiment with ways to Leave No Trace when setting up camp. Do some pegs have less impact than others?
4. Having done the research, invent your own tent peg, then try it out on various terrains.
5. Share what you've learned with your Troop when it is time to plan your next camp.

**Other Ideas!** Start with these and develop the five parts to your adventure.

- Take on the Scoutree challenge. Lead your Scout Troop in taking on this annual activity. Find out more about Scoutrees: when it started and what its purpose is. What do you need to do in order to spread the word about Scoutrees? Think about a planting day and come up with a plan to make it a special day for your Group.
- Learn from someone knowledgeable how to feed yourself with edible plants in your area and create a cooking challenge using these plants. Be aware of dangerous plants.
- Discover what natural disasters related to the theme of this badge (like landslides and earthquakes) might happen in your area. Present your Patrol with a disaster scenario to hone its response skills.
- Sod huts kept people on the prairies warm and dry through the cold winters. Learn about building sod huts and create a small version.
- Live off the land! Plant crops of your own choosing and work on your garden from planting through to harvest. Then create a meal for your family or your Patrol with the produce from your garden. What did you need to do to be a successful gardener?
- Near a beach? Set up a sandcastle building challenge. What will be the rules? What equipment can each group use? How much time will they have to build their castle? Who will be the judges? What will be the categories for judging? Will you have prizes?
- In Scouting, we use compasses to help find our bearings or sense of direction. Compasses work because of the composition of our planet. Explore how compasses work, and attempt to produce your own compass using metal.
- Arrange to ride a tractor or a combine with a local farmer to find out how he or she works the land.
- Visit a volcanic area and collect rock and soil samples.

**Need some more ideas?** Look at the Trail Cards for **Mackenzie River** (Environment & Outdoors) and **Cabot Trail** (Creative Expression) to inspire an adventure you'd like to try on your own.

## Scouts Engineering



**Objective:** I will explore various dimensions of engineering, including design, materials and construction.

### When planning your adventure, consider:

- learning about how a tool, an appliance, or a vehicle functions
- designing and building a tool, an appliance, or a structure
- working with materials or tools you have not used before
- engineering fields include: aerospace, architectural, civil, computer, electrical, marine, mechanical, and mining

### Here are some ideas to get you going on creating your own adventures:

#### Adventure Idea 1: Electric Cars

1. Imagine having a solar powered car. Explore designs for solar powered cars. Collect the needed materials and build a car that can travel using energy from sunlight.
2. Make adjustments to get help your car travel farther on a single charge.
3. Make changes to your car to make it look awesome! Consider how the solar panels can be used to make your car look great.
4. Imagine a community of electric vehicles. What changes would you have to see to help support electric vehicles? Design and make a model of the city of the future – a city in which people travel by electric vehicles.
5. Show off your solar car to your Patrol or Troop, or to a younger Section. Present how you improved the design and performance of your car.

#### Adventure Idea 2: A Transportation Challenge

1. How many different forms of transportation exist in your community? Create a slideshow or pamphlet to show the variety of transportation methods. Think carefully. Have you included every possible mode of transportation?
2. As possible, take a different mode of transportation to school every day of the school week. Consider the pros and cons of each form of transportation. How do they help your fitness?

The environment? Traffic volume? How efficient are they in getting you where you want to go? How accessible are they for those who have disabilities?

3. What might your community do to make transportation work better? Consider the roads, the pathways, traffic reports, rail lines, and any other transportation infrastructure. If you were the engineer proposing a plan for improving the transportation in your community, what would be your chief recommendation? On a map of your community, indicate the changes that you think would help people to move around quickly, safely and easily.
4. Meet with an engineer who specializes in designing roads and overpasses. Find out what is considered in the design and the role the engineer plays throughout the building process.
5. Imagine how you would help people to move around more efficiently. Design, either on paper or with a computer program, the ultimate vehicle or form of transportation.

**Other Ideas!** Start with these and develop the five parts to your adventure.

- Design a better backpack. Interview other Scouts about what they like best in backpacks. Do research at a camping equipment store (like your local Scout Shop). Create the design for the ultimate backpack.
- Ever wondered how something is made or done? Visit an industrial plant, an electricity generating plant, a food processing or packing plant, a sewage treatment plant, a mine or another centre of engineering activity. What would you need at home to do the same job?
- Select a manufactured item in your home (such as a toy or an appliance) and, under adult supervision or with permission, investigate how and why it works as it does.
- Build and operate a robotic rover. Visit your local Scout Shop to borrow the STEM robotics kit. Follow the instructions provided.
- Use everyday materials to design and build a strong structure (e.g. a bridge or a tower). Choose at least one material with which you've never before built.
- Enter a project in a science or engineering fair or similar competition. Check the Scouts Canada website for possible STEM competitions.
- What exactly does an engineer do? There are many different fields of engineering. If possible, interview a number of engineers who work in different fields.

**Need some more ideas?** Look at the Trail Cards for **Cabot Trail** (Creative Expression) to inspire an Engineering adventure you'd like to try on your own.

## Scouts Hobby



**Objective:** I will explore a new creative pursuit or take a hobby I already do to new levels.

### When planning your adventure, consider:

- learning a new hobby
- developing an aspect of a hobby that you have never before tried
- sharing what you've made or teaching this hobby to someone.

### Here are some ideas to get you going on creating your own adventures:

#### Adventure Idea 1: Photography

1. Make a point of taking photos on the next camping trips and hikes. For each outing, take pictures according to a different theme. Try to identify what makes a good picture, depending on the theme. For one outing, focus on taking good candid pictures of your fellow Scouts. On another, focus on your natural environment.
2. Take photographs on an outing using a film camera. Compare the developed results with another day's photographs taken using a digital camera.
3. Challenge yourself to take photographs in a wide variety of light conditions, from the dark of night to the light of mid-day. Experiment with accessories and the settings on your camera to improve your photographs.
4. Use editing software to refine the digital photographs you have taken. Watch tutorials online to learn some new tricks with the software.
5. Create a slideshow and share your photographs with your Troop.

#### Adventure Idea 2: Knitting and Sewing

1. Learn to knit. If you already know how to knit, challenge yourself with a project you've never tried before. If you are just learning for the first time, try a small project, like a washcloth.

2. When you have some experience knitting, set yourself a goal of knitting some manageable items for charity.
3. Take on the ambitious challenge of knitting or crocheting a blanket.
4. Learn to sew. Find some items of clothing that you can repair with some basic stitches.
5. Learn to use a sewing machine and follow a simple pattern to make an article of clothing or a soft toy.

**Other Ideas!** Start with these and develop the five parts to your adventure.

- Have you ever built a model of something, either from a kit or with your own materials? Create some new models and show them to your Patrol or Troop. What did you enjoy?
- Become a chess master. Learn how to play chess and challenge others to a game. Keep a record of your wins/losses, your strategies, length of games, number of moves, etc. Take part in a community tournament or organize a tournament for the Troop. Find out more about the current world chess champion.
- Tackle the Rubik's Cube and learn how to solve it. What are the different algorithms and strategies that can be used to solve the cube? What is your fastest time for completing it?
- Start a new collection or add to a collection you already have. Improve your display for the collection. What would you recommend to others if collecting similar items? What is the value of your collection? How do you take care to preserve your collection?
- Observe and identify as many different species of wild birds as possible. Use a field notebook or a phone app to track your sightings. Take part in a winter bird count.
- Plan a geohunt for your Patrol. Choose a theme, set up a course with at least four waypoints, teach the players how to use a GPS unit, and play the game. Or maintain a Geocache and track who has visited.
- Create a book filled with drawings and paintings of a favourite subject, favourite sayings, birds and animals you have seen while hiking, or some other subject that interests you.
- Participate in a local, national, or international competition in a field that you are interested in. Take your skills in this pursuit to a new level. Celebrate with your Patrol or Troop.
- How about an adventure involving agricultural or farm animal care or veterinary work?

**Need some more ideas?** Look at the Trail Cards for **Cabot Trail** (Creative Expression) to inspire a Hobby adventure you'd like to try on your own.



## Scouts Home



**Objective:** I will explore what it means to be a contributing member of my home.

**When planning your adventure, consider including:**

- the spirit of the Scout Law or Promise in your adventure
- something about household relationships with humans and/or with animals
- home maintenance, repair or chores

**Here are some ideas to get you going on creating your own adventures:**

**Adventure Idea 1:** Home Repair Expert

1. Do a survey of your home and find at least five repairs or maintenance items on your home itself that need attention.
2. In discussion with your parents/guardians, decide which of these you could address, considering budget, timeline, tools needed, skills and more. Make the repairs you can manage.
3. Determine who can help you learn the skills needed to make the repairs you could not make with the skills you already have. Learn some new repair skills and apply them to some home repairs.
4. Identify five other repairs in your home that you could do. These repairs may be to furniture, clothing, toys, etc. Plan your repairs, considering tools, budget, timeline, etc. Make the repairs you can manage.
5. Consider the skills you used to make repairs. Apply the same skills to make something new for your home.

**Adventure Idea 2:** What does “home” mean to a refugee or immigrant?

1. Is your family a refugee or immigrant family (maybe several generations back)? Do you have neighbours or schoolmates who are new refugees or immigrants? Identify some friends, family or neighbours who would be willing to share with you their refugee/immigrant experience. Interview two or three of those you have identified.

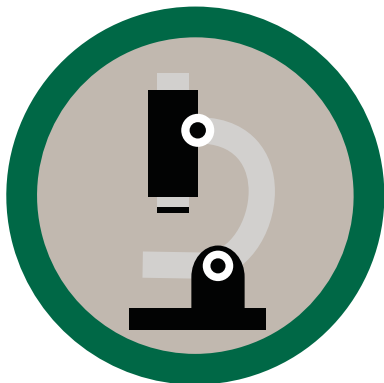
2. How have you come to see your day-to-day life differently as a result of these interviews? Identify several positive changes you can make to your own lifestyle that are commonly practised in other parts of the world. Live according to these practices for a few weeks. How do you feel about these changes?
3. Prepare a meal for your family with dishes that reflect some of the immigrant and refugee groups in your community.
4. Contact a local organization that helps to welcome immigrants and refugees to your community and find out how you can support the organization's efforts. Give the organization some of your time.
5. Investigate ways to support refugees outside of Canada. Provide service to refugees abroad.

**Other Ideas!** Start with these and develop the five parts to your adventure.

- Sew a button on, fix a hem, bake some bread, make popsicles, iron your shirt, make the perfect bed corners...set yourself goals of helpful household tasks you would like to learn to do.
- Talk with your family about the jobs that need to be done in the household. Who does what? How do you usually help? Would someone like to trade a job with you? Or take on a new chore? For how long? Do you need training to do the job? Or you might surprise others by doing a chore for them occasionally.
- Be the primary caregiver for a pet for at least six months, including veterinary visits.
- Build or repair a piece of furniture. Log your work with pictures.
- Paint a room, wall, or ceiling. Log your work with pictures.
- Compose a decorating plan for a room. Create illustrations and a budget for the project.
- Install drapery or curtain rods and then hang drapes or curtains. Log your project with pictures.
- Introduce a new family activity and be the organizer and motivator for that activity.
- Cook your family suppers for a week. Prepare a budget, a shopping list, consult with your parents/guardians and start cooking.
- Pick three or four new plants for your home and care for them. What is the best place in your home for the new plants?

**Need some more ideas?** Look at the Trail Cards for **Bruce Trail** (Active & Healthy Living) and **West Coast Trail** (Beliefs & Values) to inspire a Home adventure you'd like to try on your own.

## Scouts Science



**Objective:** I will explore and discover in one of the many areas of scientific pursuit.

**When planning your adventure, consider:**

- exploring more than one scientific field
- experimenting with or observing something you have not seen before
- involving the outdoors and/or nature and/or care of the environment.

**Here are some ideas to get you going on creating your own adventures:**

**Adventure Idea 1:** Plastic is everywhere!

1. Do a survey of your home. How many items are made of plastic? In the recycling, how many different numbers of plastic do you find? Compare the items your household recycles with the list of recyclable items in your community. Are any recyclables winding up in the trash? Are non-recyclable items being put in the recycle bin? Share the results of your investigation with your family.
2. Some home and personal cleaning products have tiny beads of plastic in them to help scrub surfaces and your skin. Check the labels of the products in your home to find out which use plastic beads and which use other materials for the same purpose. Share the results of your investigation with your family.
3. Make your own bio-plastic using milk and vinegar (check out the "Milk Plastic" Trail Card). Investigate how using different amounts of these materials impact the final product. Compare its characteristics (strength, flexibility, etc.) with different types of factory-produced chemical plastics.
4. Investigate the behaviour of plastics and other materials in water. Create and perform an experiment to find out what materials float, what materials sink and what materials dissolve. Share the results of your experiment with your Patrol. What might the results mean for the environment? Have you heard of plastic islands?

5. What day-to-day items are made of plastic, but are also available made from other materials? Are the plastic items typically recycled in your community? What material should be used, in your opinion, all things considered? Send an email or write a letter to your mayor to suggest any changes that you feel your community should make regarding plastics?

**Adventure Idea 2:** How do you make that sound?

1. Explore the differences between strings, brass, percussion and woodwind families of instruments. How do they produce the kinds of sounds that they do? Find an opportunity to try at least one instrument from each family of instruments.
2. Record sounds of animals in nature. Then record a musical instrument that makes a similar sound. Play your recordings for your family. Can they guess which is which?
3. Design and build a musical instrument that has at least seven notes.
4. Practise with your instrument until you can play a simple tune with it.
5. Create another instrument made with materials you find in nature, such as a willow whistle.

**Other Ideas!** Start with these and develop the five parts to your adventure.

- Read an old science fiction novel, such as Jules Verne's *From Earth to Moon* (and/or the sequel, *Around the Moon*). How much did the author get right about space travel?
- Visit a science centre, aquarium, planetarium or another science-themed public attraction.
- How many different ways can electricity be created? How do you rely on electricity? What affect does a power outage have and how can you be prepared? Create your own source of electricity. How might you use a bicycle to generate electricity? What are you able to power?
- Get up close and personal with at least 20 different live species of insects in their habitat. How many orders of insects can you identify? How will you record your discoveries? What role do insects play in our world, even though they can be annoying?
- Put your green thumb to work. Grow a plant from seeds, roots, cuttings, tubers, and grafting. How will you record your experiments and their results? Experiment with soil, fertilizer and watering.
- Become a rumour buster. Pick some "rumoured" things you've heard, such as what happens when you put a certain type of candy into a certain type of pop. Test the rumours.

**Need some more ideas?** Look at the Trail Cards for **Cabot Trail** (Creative Expression) and **MacKenzie River** (Environment & Outdoors) to inspire a Science adventure you'd like to try on your own.



## Scouts Space



**Objective:** I will explore environment, nature, research and/or leisure pursuits as they relate to space.

**When planning your adventure, consider including:**

- an environmental aspect and/or a leisure pursuit
- an outdoor activity or research

**Here are some ideas to get you going on creating your own adventures:**

**Adventure Idea 1:** Create your own space base.

1. Have you ever imagined living on another planet? Read a science fiction account or watch a movie based on this concept.
2. Take a telescope out on a clear night or visit a planetarium and catch a glimpse of places in our solar system where a space base might be built, with the right equipment and conditions.
3. Design a space base located on *terra firma* (firm ground) within our solar system. This may be on the moon, Mars or an asteroid. Make drawings or a computer design.
4. Now make a model of your space base, including the actual base as well as the landscape. Consider building materials, life-support systems and energy sources.
5. Share your model with a Beaver Colony or Cub Pack, then lead the other youth in a space-themed activity or game.

**Adventure Idea 2:** Three, two, one...Blast off!

1. Find out about building model rockets. Who sells the kits? Do you need a license to buy the engines? What kits are available and which one would be a good challenge for you?
2. If you've never built a rocket before, start with a smaller kit, and then proceed to a more challenging one.
3. Build your rocket(s). What will you need to do to get the best height, smoothest flight, etc.?
4. Launch your rocket(s). How will you figure out how high it flew?
5. Recover the rocket and examine it. What can you learn about its flight from how it looks?

**Other Ideas! Start with these and develop the five parts to your adventure.**

- Build and operate a robotic rover. Visit your local Scout Shop to borrow the STEM robotics kit, and follow the instructions provided. What can you learn from this robotic rover? How have such devices been used in space?
- Build and operate a solar vehicle. How might such a vehicle be useful on another planet?
- Spend an evening stargazing. Consider making arrangements with a local science centre or university to get access to a quality telescope, and invite a local expert along to help guide your observations.
- Build a model solar system. Try to make it to scale.
- Design a series of collector cards, with pictures on the front and information on the back, about your favorite space pioneers. Develop a "space" game to play with the cards.
- Imagine that beings from another planet arrived on earth. Do you think that they would be greeted in peace or immediately contained or killed by the people of earth? Host a debate for your Patrol or Troop on the topic.
- What is required to become an astronaut? Explore the Canadian Space Agency, NASA and other space agencies. Find out about Canadian astronauts who have been to space and how they were chosen.
- Plan a stargazing night with your Patrol. When looking at the stars, make up your own constellations and the stories behind them.
- Follow a space mission for a month or more. Collect information, newspaper articles, photos, etc. and organize them into a story about the mission.
- Do you know how telescopes work? Make your own telescope and use it to look at the night sky.
- Could there be life on Mars? What does a planet have to have to support life? Imagine the technology that could help us to find life on other planets. Share the design for your invention with your Patrol.
- How does the moon affect the earth and its oceans? What experiment could you do that would demonstrate these effects? Ever see the "man in the moon" or the "rabbit in the moon"? What are you actually seeing? Check out a map of the moon's surface.

**Need some more ideas?** Look at the Trail Cards for **Mackenzie River** (Environment & Outdoors) and **Cabot Trail** (Creative Expression) to inspire a Space adventure you'd like to try on your own.

## Scouts Summer Fitness



**Objective:** I will participate in healthy and active summer fitness.

**When planning your adventure, consider including:**

- physical fitness
- mental health and fitness
- food as it relates to health and fitness

**Here are some ideas to get you going on creating your own adventures:**

**Adventure Idea 1:** Let the hiking begin!

1. Consider where you have already hiked as a Scout or with your family. Set yourself some new hiking challenges. Explore new terrain and new areas.
2. How does hiking help you keep you in good shape, physically, mentally and spiritually? Create a poster or slideshow to share your thoughts on the benefits of hiking.
3. Consider food for the hikes. What kind of food is best to take on a hike? What food might be better for some hikes and not as good for others? If you've never tried dehydrating food before, why not give that a try to get ready for your hikes?
4. Add a unique challenge to your hike. If your hike is an overnight adventure, save weight and camp out under a tarp or in a camping hammock. If you're headed out for a day, carefully plan a safe route that will take you off of marked trails, and make your way using map and compass, or following the shore of a river or lake.
5. Record the adventures of your hikes with photos, stories and/or drawings and then share them with your family or your Patrol.

**Adventure Idea 2:** Grab your wheels!

1. Pull out your bicycle, clean it, grease it and adjust it to have it ready for the summer season. If you are not familiar with how to do these tasks, find someone who can teach you. Find a bicycle safety checklist and use it to check your bike. What are the local laws and requirement for bicycles?

2. Cycling can be done just for fun or for racing. Specially adapted bicycles provide freedom of movement for those who cannot move around otherwise or who do not own cars. Explore the mental and spiritual benefits of cycling. Share your thoughts creatively by making a video, poster, slideshow, etc.
3. Do you know how to repair a flat bike tire? Practise all steps: removing the tire, replacing or patching the tube, and remounting the tire. Demonstrate for your friends or your Patrol.
4. Organize a cycling ride with your family or your Patrol, following Plan-Do-Review and addressing safety considerations and different cycling abilities. Prepare an easy-to-carry nutritious snack for the whole group.
5. Offer to safety check and prepare bicycles for summer riding for your family or your friends.

**Other Ideas!** Start with these and develop the five parts to your adventure.

- Create a new ball game for a group to play. Consider ball games that have been played through the centuries by different cultures. How were the balls made? What were the rules? Why were the games played?
- Train to participate in a kids' triathlon. Set yourself goals to prepare to swim, bike and run.
- How did children in Canada entertain themselves 100 years ago through the summer when there were not swimming pools, organized sports teams or recreation facilities? Learn some of the games played by previous generations and teach them to your friends or the Troop.
- Work with a personal trainer or coach and explore the best warm-up and cool-down stretches and exercises for the type of sports that you enjoy doing.
- Know how to golf? Learn from an adult, a coach, as part of a summer camp or a small group. Keep a photo or written record of your scores and experiences.
- Develop your skills in archery. What various types of archery equipment can be used? What are the tricks for good aim? What is essential for safety? Why does pulling back and releasing a bow without using an arrow ruin the bow?
- Set yourself a distance to run or bike through the summer. For example, will you run a distance equivalent to Calgary to Edmonton? Will you bike the distance equivalent to Ottawa to Montreal?
- We all love food. What are the best foods for summer fitness? How might a trail mix you create for summer fitness be different than one for winter fitness?

**Need some more ideas?** Look at the Trail Cards for **Bruce Trail** (Active & Healthy Living) to inspire a Summer Fitness adventure you'd like to try on your own.

## Scouts Technology



**Objective:** I will explore what it means to be an active and contributing citizen of the technological world.

### When planning your adventure, consider

- using technology to carry out the spirit of the Scout Law
- exploring the ethics of the use and development of technology
- developing your own piece of technology

### Here are some ideas to get you going on creating your own adventures:

#### Adventure Idea 1: The Application of Apps

1. How many apps do you currently have on your phone? How many do you use regularly? Which are the most useful for you and why? Identify any apps that you consider bad habits and delete them from your phone.
2. How were some of the tasks you do with apps done before the apps existed? Apps are meant to be time savers, but are they really? Pick one or two apps and find out whether the same task can be done faster in the “old-fashioned” way.
3. Which apps lend themselves to bullying? Why do you think people are attracted to using these apps? What might be changed on these apps to make them less useful (or not useful at all) for bullying? Share your suggestions with the maker of one of the apps you feel can be used to bully.
4. What task do you think could use an app? Pick something that is a constant problem or challenge for you. Create a design for an app that would address this problem or task.
5. Find several apps that you think could be useful to your Patrol or Troop and share them. Try them out when planning, doing and reviewing your next adventure.

#### Adventure Idea 2: Reduce, Re-use, Recycle that Modern Technology

1. Reduce: Take on the task of organizing your family's technology. Do a survey of what needs to be organized. Identify items that your family no longer uses and gather them to be reused or recycled.
2. Re-use: What items, no longer needed for their original purpose, can be used in a new way or donated to an

organization that refurbishes them? Deal with some of your items in this way.

3. Recycle: Encourage others in your Troop to recycle their electronics, too. Coordinate the collection of used electronics and find out how they can be recycled as a fundraiser for your Troop.
4. Promote your efforts so that others can follow your good example. Make a video with some useful tips and post it to your Troop's website..
5. Technology is good and bad for the environment. Organize a debate for your Troop to explore the pros and cons of technology in terms of its impact on the environment.

**Other Ideas!** Start with these and develop the five parts to your adventure.

- Locate five Troops in other parts of Canada that have a homepage. Email them. Explain that you are completing your Technology Scout badge and invite them to send a greeting to your Troop.
- If your Troop doesn't yet have a website, create one. Discuss with your Troop or Group what you should include. If your Troop already has a site, work with the administrator to see how you can contribute.
- Use a digital camera to take pictures of your Troop (with permission) on an outing. Use the pictures to create a presentation (include photos, captions, and, if possible, sound) that your Troop can use at a parents' night or a linking activity with a Cub Pack.
- Use a computer graphics program to design a logo for your Patrol or Troop.
- Create a video that raises awareness about online safety and teaches youth and adults how to protect their identity and their privacy online. Share the video on your Troop webpage or on Youtube.
- Technology has advanced rapidly in the past 30 years. What kinds of computers or devices might be available in another 30 years? Illustrate the devices you've imagined and share your ideas with your Patrol or Troop.
- Create your own computer program or app. If you don't know how to code, illustrate the interface (what users would see on a screen). Present the idea to your Patrol or Troop.
- Learn how to program. You can use online platforms like Scratch ([scratch.mit.edu](http://scratch.mit.edu)), Hour of Code ([csedweek.org](http://csedweek.org)) or Tech Spark ([techspark.ca](http://techspark.ca)) to learn the basics of programming.
- Build and operate a robotic rover. Visit your local Scout Shop to borrow the STEM robotics kit, and follow the instructions provided.

**Need some more ideas?** Look at the Trail Cards for **Rideau Trail** (Citizenship), **Red Coat Trail** (Leadership) and **West Coast Trail** (Beliefs & Values) to inspire an adventure to try on your own.

## Scouts Water



**Objective:** I will explore environment, nature, research and/or leisure pursuits as they relate to water.

**When planning your adventure, consider including:**

- an environmental aspect and/or a leisure pursuit
- an outdoor activity or research

**Here are some ideas to get you going on creating your own adventures:**

**Adventure Idea 1:** Canoe or hike an historical water route

1. Pick an historical water route accessible to you. Find out about the route and plan a paddling or hiking trip for your family or Patrol. Share some of the history when you are on your outing.
2. Integrate a challenge that fits with the history of your route. For example, First Nations and early European explorers would prepare their meals over campfires – not on camp stoves. If you are on an overnight adventure, plan to cook your meals without the aid of stoves.
3. How is the water route a source of food as well as a means of travel? Identify and sample wild edible plants on your outing. Bring fishing gear and try to catch a fish. Be safe – eat only what you are sure is edible.
4. Find out what environmental stresses this waterway faces. Add to your plan a way that you can help the environment along the route, either by gathering litter, keeping to pathways, counting bird species, etc.
5. Create a log of your journey by taking photos, recording video, drawing pictures, taking notes or in some other way.

**Adventure Idea 2:** The Best Paddle of All

1. Why are canoe paddles the shape they are? Find out about some of the different shapes of paddles, then collect a few of them to try out. Which shape is your favourite?
2. What other paddles are used for other water activities? What are the differences between a kayak paddle, a canoe paddle and a row boat oar? Try these different kinds of paddles out, too. Is there a style of paddling or rowing that you enjoy most?
3. Try out paddles made out of different materials. Reflect on the pros and cons of each material.

4. Using what you've learned, create your own canoe paddle. You might start with a kit or start from scratch.
5. What can be done with old canoe paddles that are no longer water worthy? Find an old canoe paddle and reuse it to create a new item.

**Other Ideas!** Start with these and develop the five parts to your adventure.

- Panning for gold has always intrigued people, and has made a few rich. Do any rivers or streams in your area have a history of producing gold? Learn about the techniques of panning for gold, and give your luck a try in an appropriate and safe location.
- Discover a local fish species improvement project. This might include restoring stream banks, planting stream cover, cleaning up river banks, or releasing fingerling fish in spring. Find out how you can be involved and lend a hand.
- Ever been fishing? Learn about fishing outfits and how the gear is used. Plan, prepare and go on a fishing outing. Learn how to clean and cook a fish. Do you need a fishing license? Is there a catch and release program in your area for certain species?
- Pick a nearby body of water. Observe plant and animal life in and around water. What human activities might have an effect? Keep a detailed log. If possible, take pictures and/or videos.
- Learn to handle a fly fishing rig, and set up a safe and fun fly fishing adventure.
- Learn about natural disasters related to water that might occur in your area, such as flooding or tsunamis, including the likelihood of various disasters occurring in your area and in other parts of Canada. Create a plan for these emergencies.
- Set up a healthy fish and plant population in an aquarium.
- Learn about different technologies for personal floatation devices and life jackets. Design and build your own model PFD or life jacket, for demonstration purposes.
- Design and build a model water vehicle like a sailboat, canoe or kayak.
- Set up raft races. Decide upon the materials each team will use. Then build and race.
- Take a dip in as many different bodies of water as you can this summer, while keeping safe.

**Need some more ideas?** Look at the Trail Cards for **Mackenzie River** (Environment & Outdoors) and **Cabot Trail** (Creative Expression) to inspire a Water adventure you'd like to try on your own.

## Scouts Winter Fitness



**Objective:** I will participate in healthy and active winter fitness

**When planning your adventure, consider including:**

- physical fitness
- mental health and fitness
- food as it relates to health and fitness

**Here are some ideas to get you going on creating your own adventures:**

**Adventure Idea 1:** Personal Bests in Outdoor Activities

1. Ever find yourself out of breath after sledding down a hill (or climbing up after the ride) or in the midst of building a snowman? We can get good exercise from many fun winter activities. Build a snowman, sled a hill, skate a river or lake (if the ice is thick enough), play “fox & goose” in the snow, throw snowballs at a target—what do you love doing outside in the winter?
2. Set yourself a goal for each of your favourite activities. How tall a snowman might you build? How far could you skate in one go? What is the longest sled ride you could make? How many snowballs could hit the bull’s eye on the target? Check out the Guinness Book of World Records. What records are there for some or all of these activities?
3. What do you need to consider for each of these activities in terms of temperature, safety, clothing, equipment? Do you need a team or will these be solo challenges? Note: even if you choose to do these alone, have a friend or family member observing and supporting.
4. It’s time to challenge yourself to meet each of your goals. Have your friend or family member record your adventures with video or photographs.
5. Create a presentation demonstrating your personal records in these fun activities. What are the advantages of making these fun activities into winter fitness? How have they helped your mental, emotional and physical health?

**Adventure Idea 2:** Go for a Polar Bear Dip

1. Have you gone swimming outdoors in the spring, summer and fall? Quite likely! Have you gone swimming outdoors in winter? Take part in an event organized by a group that knows how to prepare for the risks associated with a polar bear dip.
2. Collect pledges to help your Troop and to motivate you when it’s time to head into the cold water.
3. The organizers of your polar bear dip should have a good safety plan in place. However, it’s good for you to think about how you would react if you accidentally fell into cold water. Present an emergency scenario to your Patrol, and practise responding correctly.
4. How will you warm up after your dip? Organize an event for other participants (like members of your Patrol) to enjoy after the dip. You might host people at your home for hot chocolate, or head to a local café.
5. Find a fun way to share your experience, what you learned, how it felt, whether you’d ever do it again and why it is a challenge that people take on.

**Other Ideas!** Start with these and develop the five parts to your adventure.

- Challenge yourself with a new winter sport (indoors or outdoors) such as: hockey, curling, ringette, skiing, speed skating, figure skating, skiing or snowboarding.
- Have a snowshoeing adventure. Organize an outing for your Lair or Troop.
- Downhill skiing, cross-country (Nordic) skiing, snowboarding—all of these require specific types of wax and have best practices for waxing. Learn about these waxes, how best to use them and then give them a try on various kinds of snow in various temperatures. How can you track your findings? Discover other tips for properly maintaining these items and related gear.
- Introduce a new Canadian to a winter sport, especially someone who has come from a country that doesn’t experience winter or snow.
- Being cooped up when it’s cold and dark can take a toll on people’s wellbeing. Plan a board game night for your family to lift everyone’s spirits!
- Make your own snowshoes from the boughs of old Christmas trees.

**Need some more ideas?** Look at the Trail Cards for **Bruce Trail** (Active & Healthy Living) to inspire a Winter Fitness adventure you’d like to try on your own.



## Scouts World



**Objective:** I will explore what it means to be an active and contributing citizen of the world.

**When planning your adventure, consider including:**

- an aspect that helps you learn about and/or engage municipal, provincial and/or national levels of government
- community involvement or service
- the spirit of the Scout Law or Promise in your adventure

**Here are some ideas to get you going on creating your own adventures:**

**Adventure Idea 1:** Think Globally, Act Locally

1. Make a list of world issues that are important to you. Find out how Scouting makes a positive difference for an issue on your list. Contact a Service Scouter to find out how you can get involved.
2. Lend a hand to your cause. Organize your Patrol in a service project that can help others in another part of the world.
3. Keep a journal of your effort. With your Patrol, tell the rest of the Troop about what you did for the cause you've chosen and why you were motivated to help. You might use a play, a song, a slideshow or a video.
4. Now act locally. How is this world issue connected in your community? For example, we hear of famine and hunger in other countries, but we have people who are in need of food in our own communities. Find a way that you can make a positive impact. Try to get your Patrol to help with your project.
5. Now find a creative way to share what you have learned. How can you encourage others outside of your Troop to follow your example and take positive action on this issue?

**Adventure Idea 2:** Around the World in Five Courses

1. What are the countries of origin for the recipes and foods your family enjoys? What foods of other ethnic origins have you always wanted to taste or make? Create a list of foods you would like to taste and/or learn to cook. Find recipes for some of the foods on your list and give them a try.

2. Plan and prepare a meal for your family or your Patrol that takes them around the world in five courses. For example, a Caribbean style salad, a Peruvian appetizer, a South African main dish, a dessert based on a recipe from Pakistan and to finish, a plate of Dutch style cheeses. Make sure to include some of the foods you have always wanted to try from the list you made.
3. Arrange a trip to a restaurant, market or someone in your neighbourhood who can help you taste and learn about the foods you want to include in your meal.
4. Prepare and serve your "around the world" meal. With each course, share some fun facts about the country of origin for your dish.
5. Imagine coming from another country and needing to start grocery shopping in your part of Canada (maybe this is your family's experience.) What foods might be a challenge to find? Visit a local foodbank and find out about "ethnic" foods that are requested but not always available.

**Other Ideas!** Start with these and develop the five parts to your adventure.

- Where is the next World Scout Jamboree? Plan to attend and make the preparations for the Jamboree into your World Scout badge adventure.
- Are there nearby Scouts or Scouters who have attended a jamboree in another country who would love to share their experience with you or your Troop? Invite someone who's attended an international jamboree to come and tell you all about it.
- Be part of international Scouting through Messengers of Peace. Find out more about this program at Scouts.ca.
- Find out about a ScoutsAbroad development project. Details are available on the Scouts Canada website. Get involved in a project that interests you.
- Organize your Troop's participation in a Pen Pal Program. Register your Troop's interest on the ScoutsAbroad page of the Scouts Canada website and manage the Pen Pal Program for your Troop.
- Study a new language and learn some phrases that would be useful if you travelled where that language is used.
- Check the country of origin of all the food and materials you use in a week in your household. On a map of the world, pin-point all the countries.
- What world religions are you familiar with? Have you worshipped with another faith group? Pick another faith and learn more about it. Interview someone for whom this faith is important. Visit his or her place of worship.

**Need some more ideas?** Look at the Trail Cards for **Rideau Trail** (Citizenship), **Red Coat Trail** (Leadership) and **West Coast Trail** (Beliefs & Values) to inspire an adventure to try on your own.

## Scouts Year-round Fitness



**Objective:** I will participate in healthy and active year-round fitness.

**When planning your adventure, consider including:**

- physical fitness
- mental health and fitness
- food as it relates to health and fitness

**Adventure Idea 1:** Train like a Winter Olympian

1. Pick one of your favourite Winter Olympic outdoor sports. Give it a try—or, if you already enjoy the sport, set yourself a goal of developing your skills further. If you need to, adapt the sport for the season.
2. For Winter Olympians to excel, they must train year-round, not just when it is cold or when there is snow on the ground. Find out how Canadian athletes train for winter sports year-round. Try some of the training techniques yourself.
3. Keep a journal of your experience. Measure your progress as you develop your skills.
4. How do Olympic athletes prepare mentally for competition? How do they keep their focus and keep striving for their goals, in spite of set-backs, loss, and injuries? Practise some of the mental exercises you learn about and find out how they can help you in your sport.
5. How do Olympic athletes feed their bodies to be ready for competition? How do they adapt the foods they eat to the seasons? How has research affected the kind of foods athletes eat? Prepare a healthy meal or snack that an Olympian would eat when training.

**Adventure Idea 2:** Active in Every Season

1. With your family, choose a sport or activity that you can enjoy together in every season. Figure out how you can pursue the activity together, set a routine and begin being active together in a new way. If you prefer, you can do this on your own instead.
2. Take photos and/or video of your family's activity. Create a photo journal of your experiences.

3. Find a mental health survey that you can complete and have your family members complete, if they are participating with you in this adventure. Take the survey again after taking part in your activity for a time. What, if any, difference has being physically active made to your mental health?
4. Pick a new healthy recipe to try out and cook it for your family. Why is it a good recipe for the season? What does it provide for you?
5. Celebrate having been active in with a family slideshow or video night. Share stories and celebrate achievements. Enjoy healthy snacks.

**Other Ideas!** Start with these and develop the five parts to your adventure.

- Pick a sport or fitness activity that is available to you in every season. Take part in that sport or fitness activity for a period of time, and measure your progress.
- What would you like to improve in a sport or fitness activity in which you already participate? Create yearly goals for your personal performance in that sport or activity. What milestones will you seek to achieve along the way? Who can help you meet your goals?
- Take a typical summer or winter sport and figure out how it could be adapted for every season. Now try it out. How have other people adapted this sport to engage it in every season?
- Hold a fitness fashion show. What clothes are best for fitness activities in each season? Create a slideshow or invite your Patrol to join you in modelling the right clothing for each season.
- Work with a personal trainer or coach to learn best practices regarding warm-up, cool-down and stretching before and after vigorous activity in each season. What adaptations are helpful?
- Pick a sport or fitness activity you enjoy which you can do in every season. What are the most common injuries or risks associated with that sport in each season? For example, running in winter means you need to avoid hypothermia, slipping on ice, etc. Running in summer means making sure you are well hydrated and not overheated. Leg cramps may be more common in summer. Learn how to prevent, address and treat injuries and risks associated with each season.
- Set a goal of to walk a certain number of steps every day. Use a pedometer or an app to count your steps. Log your step counts for a month or longer.

**Need some more ideas?** Look at the Trail Cards for **Bruce Trail** (Active & Healthy Living) to inspire a Year-round Fitness adventure you'd like to try on your own.





It starts with Scouts.

