



Help develop well-rounded youth, better prepared for success in the world.

# New Section Start-Up Scouter Development Sessions



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## Scouting Essentials

### Summary:

4 Hour Session – there is flexibility on how to facilitate this program. It can be broken up into topics to meet the time requirements of volunteers.

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

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

### Goal

After attending this three-session program, Section Scouters will have more confidence to facilitate youth-led programming in small teams, providing safe and fun experiences in weekly meetings, camps, and beyond. It is also anticipated that confident Scouters will be more likely to open additional capacity within their Sections.

\*Section Essentials can be broken up into 3 sessions (broken up into 1,5 hours with Q&A time) or into 1 session (approximately 4 hours).

### Common Basics for All Sessions

- Begin and end the sessions with the Beaver Section Opening and Closing.
- Take time to have a Safety Moment and review any potential risks of the space, locations of first aid kits / AEDs, muster points, etc.
- Let Scouters know, and remind them as needed, that they will get the most out of the session if they are actively engaged and share their ideas and experiences. Encourage them to ask questions. The most helpful answers may come from other Scouters, and not the facilitator!
- If the number of attendees is sufficient, split participants into Patrols to complete activities (suggested Lodge size of 4 to 6). Consider different ways of determining Patrols. You may wish to keep Patrols consistent throughout the sessions or switch them up each time.
- Review the Scouter Development Map throughout the sessions.
- Provide printed resources to Scouters, or to save paper consider using QR codes. Links to resources are included at the end of this document.

Section Essentials can be done as 1 full session (as seen below) or broken down into 3 sessions (as described throughout this guide). Whether you do it all together or as 3 parts, each session should include a Welcome & Ice Breaker, a Section Opening, a Review, and a Section Closing. Times are suggestions



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## Scouting Essentials

**\*Take a break between sessions**

Welcome & Ice Breaker/Gathering Activity	10 minutes
Section Opening	5 minutes
<b>Session 1</b>	
Weekly Meeting Structure	15 minutes
Section Code of Conduct	15 minutes
Online Resources	15 minutes
Scouter Development Map	15 minutes
Communication Tool	15 minutes
<b>Session 2</b>	
Lodges/Lairs/Patrols Small Teams	15 minutes
Game Storming	15 minutes
Saga Adventures	15 minutes
Overnight Adventure	15 minutes
<b>Session 3</b>	
Section Leadership Council	15 minutes
Planning Your Year	15 minutes
Balancing your Program	15 minutes
Review	10 minutes
Section Closing	5 minutes
<b>Session 4</b>	
Putting it all together – Plan for a meeting with registered Scouter youth	30 minutes



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## Section Essentials - Session 1

### Plan:

#### Agenda

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

#### Supplies

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

### Do:

**Gathering Game:** Gathering games in Scouting are fun activities that Youth can play before the opening of a meeting/activity. The goal of these games is to engage Youth and help them transition into the official meeting. It provides an opportunity for Scouters to make final preparations for their activity/meeting and engage with families.



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These are examples of “gathering games” that can be done with youth and for family engagement. These “ideas” are another method of “game storming” and can be examples to be illustrated during Saga Adventure.

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

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

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

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

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

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

What is your favourite holiday or tradition?

What do you want to know more about Scouting?

What is your favourite show/movie?

What are your hobbies?

Name a Bucket List item

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

What is your favourite book or story?

What is your favourite sport?

What is your profession? /What do you want to be when you grow up?

What is favourite outdoor Adventure?

Do you have any certifications? Lifeguarding, canoeing, Class 4 License, Food Safe etc.)

For Camp planning: What is your favourite breakfast/snack/lunch/dinner?

What do you want to learn how to cook?

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

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

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

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



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### Welcome and Ice Breaker (10 minutes)

Welcome participants to the session

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

\*Drop off & Pick Up Procedures

Icebreaker/Get to Know You Activity (see resources for ideas) – explain what a get to know you game is 1. Divide group into Patrols – see resources for ideas

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

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

[Beaver/Colony Opening](#)

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

[Troop/Scout Opening](#)

Review Promise, Law & Motto using the alternative promise.

### Weekly Meeting Structure (15 minutes)

Discuss the key components of a weekly Beaver meeting:

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

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

### Games:

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

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

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



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

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

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

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

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

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

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

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

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

### **Activity:**

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

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



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

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

- Sets out rules, expectations, and rights for all youth in the Section
- Try asking youth what you'd like them to do instead of what you do not want them to do. Try to keep to positive statements – “I will” – instead of negative – “I won't”
- The Code of Conduct should be developed with the youth so that everyone agrees together what rules will be followed.
- The Code of Conduct protects the safety and well-being (physical and emotional) of everyone
- Needs to be age-appropriate
- Reviewed regularly and updated as needed
- Parents should be emailed a copy and can be asked to sign it with their youth.

### Activity:

In Patrols, Scouters will brainstorm and create a sample Code of Conduct. Provide poster paper and markers.

How can you take the COCs created in Patrols and turn them into a Section one?

Take some time to create a Code of Conduct as Scouters.

### Take It Further:

Go over the Role of a Scouter and expectations. And explore the Scouter Code of Conduct. Encourage Scouters to create a Code of Conduct with their team of Sections Scouters.

## Description of A Section Scouter:

**\*\*Please Note:** that this is supplemental information and in addition to the required signing of the Scouts Canada Code of Conduct prompted upon log in of your Myscouts.ca account.

A Scouter is a mentor and role model for youth, responsible for their safety, respect, and wellbeing. They create an inclusive atmosphere, encourage learning through doing, and support youth in becoming leaders. Scouters communicate regularly with volunteers and families, oversee fundraising with integrity, and stay informed about events to keep youth engaged. They also commit to ongoing training and collaboration with other Scouters to effectively deliver the Scouting program.

Your commitments:

- I will inspire the youth.
- I will mentor youth (and other volunteers) and help them achieve what they never thought they could





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- I will be responsible for the safety, respect and wellbeing of the youth.
  - I will create the atmosphere in which every voice is valued, and each person is understood to have something to contribute.
  - I will develop risk assessment practices that ensure the wellbeing of everyone participating in an adventure.
  - I will keep youth safe. Treat them with respect and integrity. Communicate clearly what they can do if they feel unsafe.
  - I accept the Scout Promise and Law.
  - I agree to a Code of Conduct.
- 
- I will share my knowledge, experience, and skills with a positive and flexible approach.
  - I will allow the youth to learn by doing in individual and group activities that match their interests and needs. I will learn by doing and demonstrate the skill of Plan, Do, Review for my youth. Making safe mistakes demonstrates the learning is a lifelong journey and helps to create more resiliency.
  - I will provide regular and ongoing communication with volunteers (Group Commissioner, Group Committee and other volunteers in the Group, and my team of Section Scouters), families and youth.
  - I will oversee with honesty, integrity and careful record-keeping the funds youth raise.
  - I will get trained. Scouts Canada offers training online through the eLearning platform or in-person. I can also find a mentor to support me through the [Scouter Development Model](#)
  - I will accept support from other Scouters and the Group Committee. I will share leadership. I can't run this by myself. I acknowledge that with the help of a strong team, we all can enjoy this opportunity and deliver the mission of Scouting.
  - I will stay informed of Council and national events so that I can keep the youth informed of opportunities.
  - I will support the development of 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.

## Section Scouter - Code of Conduct:

This Code of Conduct applies to all members of this Section. This Code of Conduct applies to all interactions, in person and virtually (online), while carrying out your role as a member of the **1<sup>st</sup> Rubber Boot Colony Team**. The purpose of this Code is to protect team members and young people and to help adults work safely and productively with them and with each other. At Scouts Canada, we believe that everyone, including youth, volunteers, and employees, has the right to be treated in a respectful and professional manner, and to be provided with an environment that is free from all forms of harassment, violence, and discrimination.

### I will follow the Scouts Canada Code of Conduct Standards:

- Know and follow Scouts' Canada's youth protection policies including: the Two-Scouter Rule, mandatory reporting procedures, Scouter-to-Youth ratios, and appropriate sleeping



Help develop well-rounded youth, better prepared for success in the world. and washing requirements. This includes following Scouts Canada's youth protection policies and procedures when planning and conducting Scouting activities.

- Ensure everyone I am interacting with is safe from Bullying, Abuse, Harassment and Discrimination. I will report any of these behaviors to the appropriate local authorities and Scouts Canada.
  - Immediately report any concern for the welfare of youth or allegations of abuse to the police or social services in my Province and to Scouts Canada. This includes any youth-to-youth sexually harmful or inappropriate behaviour.
  - Remember that my conduct must always be obviously safe to others; if I have any doubt about how my actions might be interpreted, I will adopt a safer course of action.
  - Take part in any review conducted by Scouts Canada or any local authority.
- 
- Immediately notify Scouts Canada if I am the subject of a criminal investigation, or if I have been charged with an offence under the Criminal Code of Canada or in another country.
  - Immediately notify Scouts Canada if allegations are made against me by any authority regarding youth safety or child protection.
  - Treat everyone with fairness, respect and dignity.
  - Obtain a youth's permission before I touch them, and ensure that any physical contact is respectful, safe and appropriate for the circumstances.
  - Encourage people to speak up about issues related to personal or Group safety that concerns them.
  - Respectfully challenge behaviour or attitudes that I believe are inconsistent with Scouting values.
  - Protect the personal information of others, keeping it secure and using it for Scouting purposes only.
  - Use positive discipline, promoting good behavior by guiding youth towards positive solutions during disciplinary discussions rather than focusing on bad behavior.
  - Immediately report any breaches of this code and Scouts Canada policy to Scouts Canada.

**As a member of the 1<sup>st</sup> Rubber Boot Colony Team, I will:**

### **Respectful Conduct and Communication**

#### **I commit to:**

- Communicate with team members, volunteers and others in a timely manner. This includes emailing, Teams messages, WhatsApp (all forms of communication) within 24 hours.
- Your right to disconnect should be honoured and observed.
- I agree to keep my calendar up to date and block dates and times when I am unavailable to ensure that my team members are aware of when I am not available as soon as possible.
- I agree to communicate kindly and respectfully, to listen actively, and to offer feedback with the intention of supporting growth, understanding, and collaboration. I will strive to express concerns constructively and with empathy, and I welcome the same in return.
- Protect others' personal information and use it only for Scouting purposes.



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### **Feedback Culture: Plan – Do – Review**

At Scouts Canada, feedback is essential—not optional. I commit to:

- Communicating kindly and respectfully, listening actively, and offering feedback with the intent to support and improve.
- Giving and receiving feedback regularly, focusing on actions rather than personal attributes.
- Assuming good intentions and offering feedback to promote success and understanding.
- Building feedback loops into planning and review processes for all activities and initiatives.
- Fostering a culture where feedback is expected, appreciated, and used to grow our programs and each other.

### **Time Transparency & Wellbeing**

I commit to:

- Regularly checking in to ensure my contributions align with team priorities and adjusting when needed.
- Prioritizing mental health and wellbeing and speaking up when support or adjustments are necessary.
- Showing up consistently—present, prepared, and engaged—because youth and teammates count on me.
- Bringing focus, energy, and reliability to every meeting, activity, and event, and offering the same support I expect from others.

### **Weekly Commitment to Scouting Activities**

- I understand that active participation in weekly Scouting activities is essential to delivering a consistent and engaging program for youth.
- When I am able, I will take part in weekly meetings, events, and planning sessions. I will contribute to preparation, implementation, and review processes as part of the team, embracing a model of shared leadership where responsibilities are distributed and everyone plays a role in our collective success.
- I recognize that my presence matters—not only to youth, but also to my fellow Scouters—and I will strive to be reliable, prepared, and engaged.
- I will treat my role as a Scouter as an opportunity to grow and learn alongside youth and peers, developing new skills and deepening my understanding of leadership and collaboration.
- If I am unable to attend or participate, I will communicate this with my team as early as possible and support alternative arrangements when appropriate.

### **If Expectations Are Not Met:**

If concerns arise or expectations are not being met:



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- If concerns persist or involve sensitive matters, they should be escalated to the appropriate Scouts Canada contact.
- Coaching and mentoring will be offered as a first step to support understanding, growth, and alignment with team and organizational expectations.
- All concerns will be treated seriously and addressed in a respectful, solutions-focused manner.
- All actions taken will align with the policies and procedures of Scouts Canada.

### Resources (15 minutes)

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

### Activities:

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

<https://prezi.com/view/wCMNP0vZGet02SmKnbvF/>

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

### Scouter Development Map

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

Link to: [Template for SD Map Self-Assessment](#)

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

Explain the [Scouter Development Model](#)

### Communication Tool (15 mins)

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

Why?

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

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

### Review: (10 minutes)



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Answer any outstanding questions.

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

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

Introduce the Scouter Development and discuss the options to obtain Wood Badge I and II.  
Show what skills will be developed during Section Essentials.

### Section Closing (5 minutes)

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

## Section Essentials – Session 2

### Plan: Agenda

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

### Supplies

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

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

### Do:

#### Welcome & Icebreaker (10 minutes)

Welcome participants

Review Safety Moment

Icebreaker Activity – see resources for ideas

Divide group into Patrols – see resources for ideas



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

### Section Opening (5 minutes)

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

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

### Patrols / Small Teams (15 minutes)

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

The names of the small teams vary by Section:

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

What are the benefits of using the Patrol Method?

#### Activity:

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

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

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

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

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



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

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

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

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

### **Embracing the Chaos**

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

### **Reprogramming Youth with Sincerity**

Engaging in this endeavor demands considerable time and patience. It's crucial to recognize that reshaping children's perspectives and nurturing genuine enthusiasm for teamwork is a gradual process. Initially, they might meet your requests with skepticism, questioning the sincerity behind them. Building trust takes time, and it may be a while before they fully grasp your genuine dedication to crafting extraordinary adventures together. It's worth noting that many conventional activities lack the same level of interactive engagement. Traditional educational settings often prioritize singular correct answers, stifling exploration and creativity. As Scouters, our goal is to create a safe, inclusive space where children feel empowered to share their ideas. Through consistent support and a genuine interest in their aspirations and adventures, we can inspire them to participate wholeheartedly and contribute meaningfully.

### **Think Patrol**

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



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

[Make Planning Fun!](#)

### **Activities:**

#### **BIG Picture**

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

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

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

#### **Tell A Story**

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

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

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

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

#### **Mind Mapping**

This is an easy way to gather ideas around one adventure or an entire cycle of adventures but will require more Scouter support with youth who are emerging readers and writers. Using a white

board, poster board, or computer program, start with a theme and then create branches off the main theme as ideas expand.





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Tip: YouTube has many videos that demonstrate mind mapping.

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

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

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

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

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

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

#### **Pirates**

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

#### **Movie Maker**

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

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

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

### **Activity:**



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

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

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

## Review:

### Review (10 minutes)

Answer any outstanding questions.

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

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

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

### Section Closing (5 minutes)

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

## Section Essentials - Session 3

### Plan:

#### Agenda

Welcome & Ice Breaker	10 minutes
Section Opening	5 minutes
White Tail Council	15 minutes
Planning Your Year	15 minutes



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Balancing your Program	15 minutes
Review & Thank You	10 minutes
Section Closing	5 minutes

### Supplies

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

### Do:

#### Welcome & Icebreaker (10 minutes)

Welcome participants

Review Safety Moment

Icebreaker Activity – see resources for ideas

Divide group into Patrols – see resources for ideas

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

#### Section Opening (5 minutes)

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

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

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

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

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



Help develop well-rounded youth, better prepared for success in the world. White Tail Councils can take place during a full Section meeting, or a separate White Tails Only Meeting can be held. In either case, do not expect to do planning for more than 10 to 20 minutes before moving on to another activity.

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

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

**Activity:** In Patrols discuss:

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

### **Planning Your Year (15 minutes)**

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

Section [Planning Guide](#)

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

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

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

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

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



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**Scouter Tip:** Resist the urge to plan out every single meeting far in advance. Leave some space and flexibility in your calendar to take advantage of linking opportunities, Group or Council events, National challenges, etc. Consider getting all your “big” adventures on the calendar for the year and fill in the details of weekly meetings on a seasonal basis.

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

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

### **Activity:**

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

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

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

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

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

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

[Video - Program Areas and Maps](#)

Introduce [The Pond Map](#)

[The Pond Map details out the six Program Areas of the Canadian Path in a Beaver-friendly way.](#) It also includes places that represent other activities that are part of the Beaver Scouts' exploration of the Pond: campfires and special ceremonies at Hawkeye's



Help develop well-rounded youth, better prepared for success in the world. Campfire, hikes and nights at camp at Tic Tac's Camp, work on Outdoor Adventure Skills at Echo's Mountain, linking activities with other Sections at Akela's Jungle and, for the White Tails, the tracking of their North Star Award Quest at Aurora's Northern Lights.

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

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

### **Introduce Personal Achievement Badges**

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

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

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

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

### **Introduce Outdoor Adventure Skills**

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

A youth of any age will always start at Stage 1, regardless of when they join Scouting. Stages earned in younger sections are maintained by youth as they advance to a new section.

**Scouter Tip:** many Outdoor Adventure Skills are difficult to achieve at the Beaver level. This is okay! Scouters are reminded that the North Star Award only requires five OAS stages completed over three years.



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

### **Activity:**

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

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

## **Thank You**

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

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

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

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

Answer any outstanding questions.

Ask Scouters one or two review questions:

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



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What plans do Scouters have for the next steps?

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

Participant feedback survey

### Section Closing (5 minutes)

## Scouting Camping Essentials

**IDEALLY** Camping Essentials should be done without youth. You could host a “Professional Development” Night for Scouters and let the youth and parents know why. “Scouters are learning skills and competencies needed to ensure fun safe adventures for the youth”. You will need 2-3 hours to complete the Scouting Camping Essentials. Please keep in mind that the content should “meet volunteers where they are at”. Meaning if volunteers aren’t ready to go camping, introduce them to camping at a lodge so that they develop the skills they need to feel confident in providing fun safe adventures to the next level.

### Outcomes:

- to help Scouters feel confident taking their youth camping
- enable youth to go camping without their parents





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Youth and Scouters can experience the SPICES outside in a new environment

To help guide personal development on all levels with everyone within a safe environment

- It provides youth with the opportunity to learn important outdoor skills, develop teamwork and leadership abilities, and create lasting memories.
- To Have Fun!

## Plan

### Gathering Game:

Pick a gathering Game from the Game Resource or create your own until all participants have arrived.

### Patrols:

Place participants in Patrols and play a get to know you game. Have Patrol pick their Patrol leader (White Tail) and don't forget to name your patrol!

### Mythbusters & FAQs:

Play a trivia game with true and false questions

- Youths can only camp inside – FALSE: Youths can camp outdoors in tents! [Camping Facilities Standards | Scouts Canada](#)
- Beavers can't go winter Camping? FALSE

## Where to start:

**Let the adventure develop the skills – not the skills develop the adventure! - It starts with YES!**

We must remember that when we introduce Youths to outdoor adventure, we are taking them out of their comfort zone. Youths experience this with a sense of wonder, but often their imaginations help the process along. This is where we can have some trouble. Youth Scouts are not little adults; their needs are very different, and if everyone is to enjoy camp, you need to pay attention to Youths' unique perspectives. For this age, pulling them along is better than pushing. This is especially hard for Scouters who are avid hikers and campers but pushing Youths risks creating negative associations with the activity and the outdoors. Keep inviting Youths to the journey; pique their curiosity. "Hey, come see this!" "Look at that!"



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**Activity:** White boards/Post it notes/ chalk board etc. Have Patrols answer these 2 questions and discuss.

1. What do Scouters need to remember when taking Youths on outdoor adventures?

Some examples include:

- They get cold faster.
- They get hot faster.
- They get hungry faster.
- They get bored faster.
- They want to be helpful.

2. Why do we take our youth Camping?

### First Steps:

Start with one night away or just a day camp. Commence camp on a Saturday instead of a Friday. Camp somewhere close to home—a local camp or nearby provincial park. Arriving during the day gives youth a chance to really understand their surroundings and feel safe. More experienced youth—may begin the camp a night earlier, on a Friday, and set up some of the camp and activities to make the more experienced youth feel welcomed when they arrive on Saturday morning

What's familiar and easy for a Scouter or parent can be intimidating for an inexperienced youth.

Evaluate Youths' readiness for something new based not just on physical ability, but on how well they've handled previous experiences that presented comparable stress. Remember that each youth is different; be prepared to address hesitation with reassurances. Think of the activity as a snack and give reluctant youth a taste and permission to have more. Prepare them before the activity with the information and skills they'll need to be amazing campers!

### TIPS AND TRICKS

- Introduce them to the gear they'll be using on a camping weekend (tents, tarps, etc.) before they use it. Weekly Activity meeting suggestions: set-up and take down tents,
- Youth can help around the camp, assisting with preparing meals, gathering wood (naturally), washing dishes, and pitching tents. It's all part of Scouting!
- Project confidence in your camping abilities. Let the youth know they're in good hands.
- Take the Youths somewhere really cool. Scouters like big views, but most youth want to interact physically with the environment. They want to play in water, climb on rocks, crawl



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**Can Scouters think of anymore considerations?**

## Campsite Selection

There are many camps that can accommodate Youth throughout the year. Whether you are in a tent or in a cabin, campsite selection is very important.

- Open space – space for tents, space between tents, space for the cooking area, space for dining shelter(s) and open space for play.
- Safety Note: Do a site check of the area before you set up any camping equipment. Look for uneven ground, large rocks, tree branches overhanging branches, suspended branches or leaning dead trees that could come down in a strong wind.
- Any hazardous plants like Poison Ivy, Poison Oak or Poison Sumac. Look for raspberry bushes, burrs, hawthorn and thistles.
- Look for clear, level ground with good drainage, free of potholes, gopher holes and thick brush.
- Do not set up near wet areas such as ponds, puddles swamps, marsh, waterfront or tempting rock faces to climb.
- Camp near safe drinking water and bathroom facilities within site.
- A site with shaded areas during the day, good ventilation and low car traffic is good.

**Winter Camping:** Typically camping in the Winter for Cubs includes cabins or other type of heated facilities. Youth/Cub camping facilities must include a weather-resistant shelter suitable for dining and program activities, as well as backup sleeping accommodation. All members may sleep in snow shelters or tents in the winter. Cub Scouts may sleep in snow shelters or tents in the winter with approval of parents/guardians and Scouters.

## Next Steps for Planning

- Schedule – what are we going to do at camp?
- Menu – what are we going to eat at camp? Remember to be thoughtful about dietary and religious considerations. Include familiar food for the youth so there is always something that they will eat during the meal (even if it is Mr. Noodle)
- Preparing for camp – what skills are required?
- Gear – what do we need to bring to camp?
- Budget – how much is camp going to cost?
- How can we engage our parents – how can we ensure the parents are confident?



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Safety & paperwork - what paperwork and safety considerations are needed to go to camp?

Self-directed activities for patrols to circulate through. Can be done with the support of a facilitator at each or on their own with a facilitator nearby

### **Schedule**

#### **Activity:**

In your patrol create a 1-night camp (or 2-night camp for camp activities Pack Scouters) schedule using the theme that you picked out of the hat

#### **Additional Info:**

What can Youth Do at Camp?

Everything, as long as you have the proper supervision. When talking with the Youths about what they would like to do at camp, highlight some typical camp activities. Cooking simple items on fires, pitching up a tent and simply being able to touch and manipulate all the fun things in nature are already highlights for most. Avoid long presentations on how a tree works, or why rocks are hard and silent. Be active and interactive!

- Youth will want to explore and touch everything. Give them the opportunity to explore. This can be done with some supervised free time.
- Pace is important. A good mix of active time and rest time will be needed.
- Your schedule is not written in stone. Be prepared to tear it up if need be. What's your Plan B, C, D...Z
- Plan to do the same thing at the same time—Youth and Scouters alike. Time to fill up our bottles; time to goop up for bugs; time for a washroom break; time for a snack; time for bed. (Good luck with that one!) Routines are important. Keep all the Youth's water bottles in one place. This could also be a good place to make communal bug spray and sunscreen available. This space should become the gathering area before going to any activity.

What supplies are needed for activities

If staying at a Scouts Canada property, you can check to see if the camp offers programming. For example, is nature centre to visit

### **Menu**

#### **Activity:**

[Delicious and Nutritious | Scouts Canada](#)



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Create a menu and shopping list with two of the following food considerations in mind:

- Gluten Free
- Peanut Free
- Dairy Free
- Vegetarian
- Kosher or Halal

#### **Additional Info:**

A grumpy youth may simply be a hungry youth. Carry lots of granola bars and fruit. Never underestimate the power of licorice as a pick-me-up (for both Youths and Scouters). Watch for signs that youth are getting hungry: walking slowly, dreamy look in their eyes, sighs, and not being as talkative. Don't forget to make sure they are hydrated.

- Being outdoors all day is not something that youth are used to, so they burn more energy than they usually do. Have them eat and drink every hour or so.

- Pick the right food. Cream of mushroom soup and tuna melt sandwiches may be a delicacy at your place, but they're not great picks for all youth. Quick, tasty and fun meals will do the trick. Make sure that most of your meals are familiar to your youth. Pasta or rice as a backup can be a taste of home for many youths. Have them help create the menu. Having youth salivating for the food will encourage them to go to camp!

## Equipment/Gear

Your section or Group may have bought equipment that is regularly used or may be hard to find. Check with your Group Commissioner to see if you have a quartermaster on Group Committee. They will know what equipment is on hand and where it might be stored. Make sure you check what equipment is available before proceeding to just go out and buying it.

Feel free to ask another Group if they might have equipment that you could borrow for the weekend. You can ask parents in your section, just be cautious that if that equipment breaks than you may have to replace that parents equipment.

Several weeks for the camp you should hand in a request form for equipment or make sure that all the necessary equipment is located and inspected for condition and repaired/cleaned if needed.

Avoid glass containers if possible

Aerosols (bug spray and cooking spray)

Poor quality, high use items (spare tent pegs, tablecloths, clotheslines)

Suggestions:



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- Long handled utensils
  - Heavy duty plastic table clothes
  - Heavy duty tarps
  - Heavy duty garbage bags
  - One large dining tent is better than several small ones
  - Don't use side screens on dining tents (hang tarps if necessary)
  - Buy kitchen knives with holders or sharpening cases
  - Small well-equipped toolbox
- Don't bring what you don't need!

## Kitchen Inventory

Kitchen Supplies		Quantity
Cutting Board		2-3
Knives (paring, bread, cooks)		3-4
<b>Metal utensils</b>	Ladle	3
	Long handle spatula	1
	Meat forks	2
	Slotted spoons	4
	Short spatulas	3
	Measuring Spoons	1
	Spoons	2
Measuring spoons		1
Measuring cup (set)		2
Plastic cup/scoop		1
Flat tongs		1
Can opener		2
Large metal sieve		1
Masher		2
Pasta spoon		1
Pizza cutter		1
Juice opener		2
4L plastic container with lids		2
8L plastic container with lids		1
Plastic serving bowl		3
Clothes Pegs		12
Milk Jugs		3
Juice containers		2
Stove Top Kettle		1

	Quantity
Medium Ziplock Bags	10
Large Ziplock Bags	10
Dish soap	1
Duct Tape	1
Scouring Pads	2
Hand Sanitizer	2-3
Plastic Wrap	1
Tin Foil	2
Twine	1
Paper Towel	4
Flame lighters	3
Wooden Matches (large box)	2
Medium White Garbage Bags	2
Black Garbage Bags	4
4' x 8'(10') Tarps	4
10' x 10' Shelters	3-4
Tables (4 youth per)	
Camp Stove	1
Coleman Stove	1-2
20lb Propane Tank	1-2
1lb Propane Tank	3-4
Lantern - Propane	2
Lantern - LED	4
Hose Adapter	2
Dish Tubs	4
Scrub Brush	2



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Stove Top Percolator	1	Whisk and Pan	1-2
Small Sauce Pot with lid	1	Bleach	1
Small Stock Pot with lid	1	Water Containers	3
Large Stock Pot with lid	2	Cooler	2-3
Small Fry Pan	1	Dish Cloths	3-4
Medium Fry Pan	1	Spatula	2-3
Large Fry Pan	1	Corn Cooker	1
Griddle (medium or large)	1	Tent Water Buckets	4-6
Toast rack	1		
Wooden Spoon	3		
Oven Mitts	4		

## Tips for the Kitchen Area

Ø There is only one cook but many Sous chefs. That is the same at a Camp kitchen. One Scouter will be the organizer but other youth, and Scouters, will be needed for Food Prep and cooking.

Ø Have plenty of J-cloths or dish rags available for those clean ups. Also make sure that there is a fully designated area for hand washing and dish cleaning.

Ø Set up your kitchen area before you start to unpack all the gear. That way the kitchen area will be out of the tenting area and away from the youth.

Ø Make sure that you clean up after every meal. Dirty dishes will attract unwanted visitors like racoons and skunks, and depending on where you camp even bears.

- Set up a duty roster. Includes Scouters in this as well. It can be set up at Liars or tent groups or even by year (Runners, Trackers, Howlers).

## Personal Gear

Introduce the personal gear that they need to have at camp. Have a pack with personal gear, this can be brought by an experienced youth. This will help them visualize what they need. Organize two packs, what to bring and what not to bring (ie/ shorts in winter).



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\*This activity should include families. Youth should be packing as much as their personal gear as possible. If a family member is packing for the youth, the youth need to know what is in their gear and where.

Teach the youth how to make their bed and pack it up. This will make end of camp clean up easier for the youth and scouters. Everyone is tired, and packing a sleeping bag and rolling a mat can be difficult for everyone.

Or teach youth how to make a bed-role or how to keep their gear dry by using stuff sack or dry bags.

### **Example of a Spring/Fall Camping Packing List**

#### **General Equipment**

1 Sleeping Bag - should be rated for 0 degrees C (or according to the weather)  
Extra blanket/ bag liner  
Ground Sheet and Sleeping Pad  
Backpack or Duffel Bag  
1 Plate, Bowl, & Cup (unbreakable)  
1 Knife, Fork, & Spoon  
1 Toothbrush & Paste  
1 Soap, Comb, Towel, & Facecloth  
1 Personal First Aid Kit  
1 Waterproof Match Container  
1 Repair Kit (Needles, buttons, thread, safety pins)  
1 Notebook and Paper  
1 Set Rain Gear, including boots  
1 Flashlight  
Water Bottle or Canteen

#### **Clothing**

\*Wherever possible avoid cotton or denim  
Necker  
Uniform (if your sections requires this)  
2 Long sleeve shirts  
2 Short sleeve shirts or T-shirts





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2 Long pants

3 Sets of underwear

3 Pair of Socks (wool or polypropylene socks if possible),

1 Sweater

1 Light jacket or Windbreaker

1 heavier jacket

Sleeping toque PJs or sweatshirt & track pants plus sleeping toque

1 Pair Running Shoes

1 Pair Indoor shoes if needed

1 Pair of Hiking Boots

1 Field Hat (wide brimmed) - no hat - you are doing extra dishes!

Toque (not the one you sleep in) & gloves/mitts

Optional extras

Small Pillow, Sunglasses, Cards, Watch, Camera & Film / Batteries, Binoculars, Camp Chair

Medicine or Medication (Give to Scouter Blake in labelled bag with written instructions from parent)

No food or electronics permitted.

## Menu Planning

- Menu Planning
- Shopping List
- Preparation List
- Duty Roster
- Recipes

### Example of a Menu

Friday	Mug Up	Hot Chocolate and Cookies Apple Cider and Popcorn
Saturday	Breakfast	Pancakes and Sausages Fresh Fruit Oatmeal Orange/Apple Juice
	Snack	Granola Bars and Water
Lunch		Hot Dogs (Buns) Chips Carrots & Celery Sticks Juice
	Snack	Granola Bars and Water



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	Supper	Spaghetti with Meatballs Garlic Bread Cesar Salad Milk
	Mug Up	Hot Chocolate and Cookies
Sunday	Breakfast	Cereal and Oatmeal Leftovers

When planning the menu with the youth, remember to do this in their patrols. Each patrol can come with a menu plan and then all possibilities can be combined to make the menu. The more input the youth have, the more likely that they will eat the food at camp.

### **Tips and Tricks for Menu Planning:**

Prepare a menu which includes all snacks and meals for the trip or camp.

Reduce as much packaging as you can at home. This will reduce the amount of garbage that will need to be brought home at the end of Camp.

Safety Moment: If you don't bring the original containers, at least bring the ingredient listings in case of any allergies.

Make sure snacks that will be consumed away from camp (on a hike) are easy to divide, carry and require no preparation. Watch out for allergies – Nut Free.

Verify that it is balanced nutritionally against Canada's Food Guide. <https://food-guide.canada.ca/en/>

Adjust the menu as needed.

Add and delete foods on the grocery list to reflect the menu.

Know what are in the current food bins before you go out shopping. Saves on duplication.

Calculate amounts of each item needed according to recipe or experience.

Calculate what needs to be purchased.

Have a copy of the menu, menu items, and duty roster posted so both Scouters and youth will know what they are having and who is doing what.



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Buy dry goods when they are on sale. Be watchful of best before dates with meats and breads.

Confirm who will be purchasing the food, and who will be transporting the food.

Consider Gluten Free; Peanut Free; Dairy Free; Vegetarian; Kosher or Halal

## Grocery Shopping

The best way to shop for groceries is to know your menu, know your serving quantities and know how many youth and adults will be at the camp. Cubs typically eat 1.5 times the amount, for example 1.5 hotdogs per youth. Some will only have 1 and some may have 2. For adults it is recommended 2 times the amount. So that would be 2 hotdogs each. It is always better to have

extra fruits and vegetables on hand. *TIP: serve chips at lunch, the salt will make the youth drink more water.*

The following scale is by no means complete but does give you an idea of quantities to shop for.

Grocery Shopping List for: Camp					
24 Youth 9 Scouters 2 Other 35 Total					
Quick Budget: 24 Youth at \$40 = \$960 Camp Expense: \$510 Program cost: \$ 50					
Income Total: \$960 Camp Expenses: \$560 Food Budget: \$400					
	Serving Size	Servings per container	We Have	To Buy	Comments
Fruits & Veggies					
Apples					
Pears					
Carrots					
Romaine Lettuce					
Celery					
Grains					
Bread					
Oatmeal					
Garlic Bread					
Cereal					
Meats and Cheeses					
Sausages		48		2 pgs	Costco
Hot Dog	12	12		5 pgs	1.5 each cub / 2 per adult
Beverages					
Coffee	26g		1 Tin		
Sugar	500g		1 bag		
Hot Chocolate	1.8kg	60		1 Tin	Powder
Hot Chocolate	25g	1			Bags
Apple Cider	3L	15		3 jugs	
Orange Juice	2.5L	2.5L serves 15		3 jugs	
Apple Juice	1L	1L serves 6		6 containers	
Juice Crystals	2.2L			1 container	
Tea Bags					
Milk	3L	3L serves 18		2 bags	
Snacks and Desserts					
Granola Bars	18			4 boxes	
Cookies				2 packages	
Popcorn			2 pkg		
Chips				4 Large bags	
Condiments					
Ketchup	1L				
Mustard	250 ml				
Relish	375 ml				
Syrup	750 ml				
Cesar Dressing	1L				
Other Food					
Spaghetti Noodles					
Pasta Sauce					
Chicken Noodle Soup	228 g	16			4 Pouches in box
Brown Sugar					
Salt/Pepper					
Rasins					
Misc					
Small Ziplocks					
medium Ziplocks					
Large Ziplocks					

## Budgeting



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**Considerations:**

Activity Supplies

- Food
- Ratio Scouters
- Other Costs
- How much to charge each youth to break even
- Is there a minimum youth count to make the camp feasible
- Transportation Cost

In 2024 (in Ontario) average cost per person for food is \$20 per head. If Scouters do not pay then that cost will need to be absorbed by the youth. \$20 for food should cover Saturday Breakfast, Lunch, Dinner, Sunday Breakfast, 2 Mug-ups and 2 snacks (Sat).

**Activity:**

In patrols, determine the cost for:

- Camp fees
- Activity Supplies
- Food
- Ratio Scouters
- Other costs

How much do you need to charge each youth to break even?

Do you have any fundraising or subsidies to reduce costs for families?

**Additional Info:**

What are the considerations – activities and supplies, food, camp costs, transportation, etc.

## Washing Dishes



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**Use 2 mL of liquid chlorine for every 1 litre of water to make a disinfection solution of 100 mg/L**

Protect the health of your group by thoroughly washing, rinsing, and sanitizing dishes. In accordance with sound health practices: use the three-pan method as outlined in the diagram. Let dishes and utensils air dry. After they are dry, store everything in a closed storage container. The dirty dishwater should be disposed of at least 70 m (200 feet) from any water source.

### Three Compartment Sink

If you're washing multi-service articles (e.g., reusable dishes, knives, forks, spoons, glasses) you need three sinks – one to wash, the second to rinse, and the third to sanitize. If you have items with baked-on grease or heavy food residue, pre-soak and scrape before you wash.



#### 1 Scrape or Pre-Rinse

Remove any leftover food on the dishes by scraping or rinsing it off.



#### 2 Wash (Sink 1)

In the first compartment, wash and scrub the dishes, utensils and pots, making sure all food and grease are removed. Remember, cleaning takes chemicals and friction. Use warm water and detergent.



#### 3 Rinse (Sink 2)

In the second compartment, rinse the dishes, utensils and pots to remove the soap and any remaining food particles. This is important because any detergent left on the dishes will weaken the sanitizer. Use clean water, at least 43°C (110°F). Change the water if it doesn't look clean.



#### 4 Sanitize (Sink 3)

Sanitize in the third compartment by submerging dishes, utensils and pots in hot water, at least 77°C (170°F), or a chemical solution in water that's at least 24°C (75°F). Let them soak for at least 45 seconds to give the sanitizer time to kill microorganisms. It's important to make sure that the sanitizer is strong enough to do the job, so test the sanitizer right after mixing it in the sink.



#### 5 Air Dry

After sanitizing, let items air dry on a non-porous sloped draining board. Never towel dry, as you could cause contamination from a worker's hand or a damp dish towel.



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## Snacks for kids with nut allergies

- Pepperidge Farm goldfish crackers
- Christie Ritz crackers
- Christie Ritz Bits sandwiches with real cheese
- Christie Swiss Cheese crackers (actually most Christie crackers)
- Christie Chips Ahoy
- Kraft Handi-snacks (crackers and cheese dip)
- Nabisco Oreos
- Nestle Smarties
- Dare Bear Paws
- Jello pudding cups
- Quaker Crispy Minis - rice chips
- Sun-rye Fruit-to-go
- Marshmallows
- Pringles/most chips
- Most yogourt and yogourt tubes
- Betty Crocker Dunkaroos
- Kellogs Rice Krispie squares
- Kellogs Nutri-Grain
- McCormick's Wagon Wheels & Strawberry Whippets
- Vachon cakes (Jos Louis, Passion Flakie) - we've had no problems with these even though they are made on equipment that also processes nuts... others may not be so lucky.
- Made Good Snacks (covers most allergens)

### Pork Free Diet

Maple Lodge produces a line of meat products (bologna, cold cuts, hotdogs) called ZABIHA HALAL. it's green packaging with those words written on it. They have zabiha halal salami, chicken wieners, beef wieners - basically any type of meat can be substituted.

### How to Prepare the youth for Camp

Activity:



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Role Playing. Pick a challenging behaviour and have patrols come up with a solution to manage their reaction to the behaviour.

How can you set up all youth and Scouters up for success?

### **Additional Info:**

What skills do the youth need before going to camp? You should learn new skills in meetings and activities before they go to camp. Camp is an opportunity to practice those skills.

This includes how to set-up their sleeping pad and bag, sleeping routine, cooking or helping to cook meals, cleaning up, setting up tents, code of conduct for camp (expectations) etc. Scouters should prepare Youth Scouts for their roles, tasks and duties at camp.

- Make food that Youths can help prepare and learn how to clean up. YES! Youths can do dishes, put away their sleeping bag and mat.
- Schedule doesn't go as planned (Back-up plan A-Z)
- Medications and First Aid incidents
- Homesickness and other challenges that may arise – bring a stuffie to a meeting (Scouters too) and make it cool to have one for bedtime
- 

## **Homesickness & Challenging Behaviours**

**Below is some tips and tricks. Encourage questions and discussions about fears and experiences.**

Make a code of conduct for camp. Do this before or at the beginning of camp. What are the expectations? Homesickness is scary as a Scouter! What do I do? How can I prepare youth, and parent to help reduce the anxiety of being away from home?

[homesickness.pdf \(scoutsca.s3.amazonaws.com\)](https://scoutsca.s3.amazonaws.com/homesickness.pdf)

These are great tricks to help build anticipation and alleviate anxiety. What Scouters Should Do to Prevent Homesickness

- Keep parents in the loop. Let them know all the fun stuff that the Youths will experience at camp.
- Reinforce to both Youths and their parents that camp is something fun that they'll be doing with their friends.
- Highlight some of the fun places that the Youths will visit while camping.
- Ease the transition. Camps will feel different from meeting in a Scout Hall. Make sure that the camp feels familiar to the Youths. Use Riverbanks and perform an opening ceremony to reassure Youths with familiar routines.
- Tour the site with Youths upon arrival. Highlight washrooms and safety boundaries. Show the Youths activity spaces and hint at the fun they'll have.



Help develop well-rounded youth, better prepared for success in the world. Scouts should bring a teddy bear! Do away with any stigma around the idea of bringing something comfortable from home.

## What Parents Should Do to Prevent Homesickness

- Tell your children that you want them to have fun. Children need to go off to camp with your blessing—not your anxiety. Let them know that you can't wait to hear all about their great adventures at camp!
- Let your Youth know that their Scouters are there to help him or her. If he or she has any problems, he or she can talk to the Scouters. Mention Scouters by name—especially if there's a Scouter that your Youth relates to the most.
- Youth Scouts and parents should pack for camp together. It's good for Youths to know where to find their things in their bags. This also assures Youths that they're prepared and have all the fun items they need for camp.

## Bedtime

How can Youths be made to feel safe and comfortable when it's time to go to bed?

It's important for Youths to know that they're sleeping area is safe. Assign Youths to bunks and sleeping areas and let everyone in the Colony know that their assigned space is theirs. No one should be in somebody else's bed; it's personal space. A good rule for any Colony is that no one should touch anyone else's personal gear without asking.

A great trick to make sure everyone has a great night's sleep is to give every Youth Scout a glow stick to decorate his or her sleeping space and use as a night-light. What's even cooler is that a glow stick looks like a mini lightsaber! Some things to remember about bunk beds:

- Youths must be at least six years-old before they can use the top bunk.
- Youths must always use the ladder when going up and down on a bunk bed.
- Only one person is allowed on top at a time.
- It's not safe to play underneath a bunk bed unless it is specifically designed that way by the manufacturer.
- Youths must not tie anything—such as cords, sashes or ropes—to the bed.
- Youths must not keep toys or other objects in the bed
- Bring an extra sleeping bag or 2 – just in case an accident happens (and a black garbage bag so the wet bag can go home to be washed)
- Kleenex is also a great addition to the group gear. Running noses may need a wipe.

**Other Behaviours: ADHD, Acting out, Quiet child, Picky Eater, over tired etc.**

[mental-health-and-behaviour-management-support.pdf \(scoutsca.s3.amazonaws.com\)](https://scoutsca.s3.amazonaws.com/mental-health-and-behaviour-management-support.pdf)





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## **Gear Planning – Personal Gear & Group Gear (tents, patrol bins (kitchen needs, tools)**

**Activity:** Based on your created menu and schedule for camp, determine what equipment and supplies will be required for camp

### **Additional Info:**

If staying at a Scouts Canada property, be sure to check with the camp – what is included with your rental. For example, if staying in a lodge, does it have a fully equipped kitchen or does it only have the appliances for storing food and cooking food.

## **Engaging Parents**

**Activity:** Brainstorm ideas of how to include and engage parents

How to hold a parent meeting that is engaging and informative:

What to pack for the camp and how:

Play find your mitts in the backpack (that someone else packed) - why it's important to include your youth

Medication/Medical Information/Allergies - myscouts needs to be updated

Parents can help prepare for Camp too! - Brainstorm ways to have them include in the prepping for camp. For example, grocery shopping, bringing equipment/gear, and patrols boxes to and from Camp. Parents can also clean and dry kitchen equipment, tents and other equipment. Share the work!

### **Additional Info:**

Schedule a Parent Meeting! It shouldn't be just an email!

\*This may be the 1<sup>st</sup> sleep over for the youth and the parents. This helps ease the anxiety of parents and youth.

**INFORMING PARENTS** To make sure that Youths have a great camp, make sure that their parents have all the information needed to support their little Scout. Your meeting (and then emails or information letter to the parents) should contain the following:

- Dates and times.
- Transportation details
- Emergency contact number
- Theme of the camp
- Highlights of the program schedule
- Information about the camp site (facilities and accommodations.)
- Directions to the site
- Parents' role in preparing for camp



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Share some of the tips and tricks in the document, including parents' role in preparing a Youth for camp.

- Gear list should include everything needed for camp – personal gear, mess kit water bottle, hat etc.
- Proper clothing items for the trip and pack with the youth. This is important for the youth. They should know what is in their pack and where to find items.
- Medications and related information for Scouters. Medications should be in their original packaging for emergency purposes.
- Proper clothing items for the trip
- Medications information All this information will make sure that the parents and Youths have all the right details to have one amazing camp experience! Don't forget to fill out any of the required forms: Adventure Application Form Incident report forms
- If a child is on a medication vacation during camp, it is the parent's responsibility to let Scouters know. Letting Scouters know allows them to work with youth more effectively.

How many parents should attend the camp?

Parents are always invited to camp. Just remember to ensure that parents and guardians need to abide with Scouts Canada's screening policies.

<https://www.scouts.ca/resources/bpp/procedures/volunteer-screening-procedure.html>



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## Safety & paperwork

Please note there is a session on this topic

[Safety tips for Colony, Pack and Troop](#)

### **Activity:**

Provide examples of AAF/ERP/other info required for a Camp.

Scouters will identify what is missing and or what needs to be updated

### **Additional Info:**

How to deal with medication at Camp?

Buddy System

Head count games

Code of Conduct for Camp

Explore Camp and identify hazards and risks (yes! Youth can do this too)

How to involve the youth in safety

Printed myscout report should be available as a hard copy – the internet isn't always reliable.

If staying at a Scouts Canada property, be sure to request their ERP and see if there is additional information that you are required to know.

BP&P policies to be aware of for Section. [Please check scouts.ca for the most up to date on Standards, Policies and Procedures.](#)

## **Bunk Bed Safety**

\*<https://scoutsca.s3.amazonaws.com/2020/02/safetytip-feb2020-bunk-bed-safety.pdf>

- Children must be at least 6 years old before they can use the top bunk.
- Children should always use the ladder when getting on or off the top bunk.
- Only 1 person should be on the top bunk at a time.
- Do not play under a top bunk. The bed should only be used for sleeping purposes.
- Keep large toys or heavy objects off the top bunk.
- Never tie anything to the bed. Cords, sashes or ropes can strangle a child.

Most reported injuries from bunk beds are due to:

- falls from the top bunk;
- children getting their heads or bodies caught between the mattress and the bed;
- children becoming trapped between different parts of the bed;



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strangulation by cords or ropes tied to the bed.

## REVIEW

### Resources

Highlighted Activities from the Activity Finder:

[Camp-out Training \(COT\) | Scouts Canada](#)

[Delicious and Nutritious | Scouts Canada](#)

[Zero Waste Camping](#)

OAS Camping Skills 1-3

[camping-skills-en.pdf \(scoutsca.s3.amazonaws.com\)](#)

Other Resources

[Artboard 1 copy \(scoutsca.s3.amazonaws.com\)](#) - Medications at camp

[homesickness.pdf \(scoutsca.s3.amazonaws.com\)](#)

[mental-health-and-behaviour-management-support.pdf \(scoutsca.s3.amazonaws.com\)](#)

<https://zerowastecanada.ca/wp-content/uploads/2017/08/Zero-Waste-Camping-.pdf>

<https://scoutsca.s3.amazonaws.com/2019/02/behaviour-guide-en.pdf>



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## Safety

### Hazard Identification & Assessment, Risk Control Planning (ERP), And Adventure Application Forms for Outdoor Adventures

**Time Allotted:** 90 - 120 minutes

- 5 min for introduction of purpose
- 10 minutes to explain exercise
- 10 – 20 minutes for Hazard ID
- 20 – 30 minutes for Risk Controls (ERP)
- 20 minutes for presentation and feedback
- 15 minutes for Outdoor Approval Form.
- 10 minutes for feedback / discussion.

**Location:** Indoors / Outdoors / Virtual

#### Objective:

*After this activity participants will:*

- Be able to identify the main hazards associated with common Scouting activities – particularly those in the outdoors. Understand and apply a Hazard ID in a structured manner and ask the right questions to identify hidden hazards. (use of Hazard ID checklist – visual aid).
- Be able to develop risk management controls / strategies to reduce, remove or accept risks.
- Be able to develop a Emergency Response Plan (ERP) for selected activities and address the identified hazards (potential risks).
- Be able to complete the Adventure Application Form (AAF) to the correct standard and engage with the GC to discuss risk management.
- Have taken part in a risk review exercise and had feedback from multiple scenarios.

#### Introduction:

*Introduce the following elements:*

**Hazard** = Something that has the potential to cause harm (not to be confused with risk)

**Risk** = something bad might happen

Overview: What is hazard identification?

- Is the process by which we identify things that have the potential to cause harm (a hazard).
- A structured process of logically reviewing – using a systematic process – but not limited to a tool or the accompanying checklist.

Why do we do hazard identification?

- Only by identifying the hazards in advance do we ensure we can properly prepare for the risks that could cause harm to our youth / members.
- Once we've identified the hazards, we can assess and develop risk mitigation strategies specific for the environment, timing, and location of the activity.



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- Develop an emergency management plan and documented response to the hazards, associated risks and the potential mitigation measures to take in the case of an event.
- Prepare our team for discussion with the GC using the correct forms and the hazard ID checklist to ensure approval is appropriate and commensurate with the risk.

## Photo Exercise: Hazard ID

### Objective:

*After this activity participants will:*

- Be able to **identify the main hazards** associated with common Scouting activities.
- Understand and apply the **Hazard ID checklist** in a structured manner.

### Materials:

- Hazard Photographs – electronic or handout. See page 2 for photos.
- Hazard Identification Checklist copies.

### Preparation:

- Review material – supplement as required.
- Decide for plenary, groups or individuals

### Process Part 1:

- Provide the photograph to the selected group – ask them – “Please identify all the **hazards** that you can identify – not only within the photograph but also in the total activity e.g. overnight camp, snowshoeing day trip, evening hike etc..”
- List the hazards on a piece of paper and total them up – you will be given 5 minutes to do this – so use brainstorming and work for quantity not finesse at this stage.

### Process Part 2:

- Provide a copy of the Hazard Awareness Checklist and then ask them to see if they can identify any more hazards using the structured process – ideally starting from the top and working your way down. Follow the instructions as per the checklist.





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<b>Directions:</b> <ul style="list-style-type: none"><li>Check off each box that is a likely hazard - identify potential outcomes of the hazard (i.e., impacts and consequences) - develop risk mitigation procedures (remove, reduce or accept) and document key the risk management strategies in the ERP - communicate to parents and youth.</li></ul>	
<b>Natural Environment</b> <ul style="list-style-type: none"><li>Weather Conditions</li><li>Fire Hazards / Ban</li><li>Heat / Cold Exposure</li><li>Dust</li><li>Ground Conditions</li><li>Water (Rivers, Flooding)</li><li>Tornado / High Winds</li></ul>	<b>Transportation</b> <ul style="list-style-type: none"><li>Driving Conditions</li><li>Boats / Canoes / Trailer</li><li>Bus / Coach (seatbelts?)</li><li>Location specific?</li><li>Bikes (Helmets?)</li></ul>
<b>Physical</b> <ul style="list-style-type: none"><li>Electricity (Cords / Wiring / Plugs)</li><li>Heights (Ladders / Trees)</li><li>Hot / Cold Surfaces (BBQ / Fires)</li><li>Tripping Hazards (Cords, tree roots, ropes)</li><li>Hitting / Banging / Contact Hazards</li></ul>	<b>Biological</b> <ul style="list-style-type: none"><li>Large Wildlife (Bears, Cougars, etc.)</li><li>Insects / Spiders</li><li>Bird / Mouse Droppings</li><li>Mold / Fungi / Bacteria / Viruses</li><li>Poisonous plants</li><li>Illness / Sickness</li><li>Food preparation</li><li>Pandemic</li></ul>
<b>Chemical</b> <ul style="list-style-type: none"><li>Gardening Chemicals</li><li>Household Chemicals / Poisons</li><li>Household Medicine</li><li>Propane / Fuel / Oils</li><li>Toxic Fumes</li></ul>	<b>Activity</b> <ul style="list-style-type: none"><li>Climbing (Vertical)</li><li>Paddling (Water)</li><li>Swimming (Drowning)</li><li>High ropes (Vertical)</li><li>Camping</li><li>Hiking</li></ul>

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SAFETY AUDIT	
<b>Key Intervention &amp; Observation Reminders:</b> <ul style="list-style-type: none"><li>Comply, Intervene, Respect.</li><li>Go with purpose and focus.</li><li>ABBI: Above Below Behind inside</li><li>Head to Toe Check</li><li>Get the 'Blood on the Floor' and use your 'Minds Eye'</li><li>Look for safe and unsafe behaviours</li><li>Use all 5 senses: look, feel, smell, hear, taste</li><li>'Go See' = 80% observation and 20% intervention</li></ul>	
<b>Be hard on the process – Be soft on the people</b>	
<b>People Responses (10 secs)</b> <ul style="list-style-type: none"><li>Stop or pause on job</li><li>Correcting PPE</li><li>Change of position</li><li>Rearrange job / tools</li><li>Attach grounds</li><li>Moving safety guards</li><li>In a confined space</li></ul>	<b>Tools &amp; Equipment</b> <ul style="list-style-type: none"><li>Right for the job</li><li>Are they using correctly</li><li>Stored correctly</li><li>Clean</li><li>Labelled</li><li>SOP / WHMIS in place</li><li>Safe condition</li></ul>
<b>Ergonomics</b> <ul style="list-style-type: none"><li>Lifting / Lowering</li><li>Pushing / Pulling</li><li>Overextension</li><li>Electricity contacts</li><li>Hazardous substances</li><li>Awkward positions</li><li>Height risk</li><li>Temperature exposure</li></ul>	<b>PPE (Head to Toe Check)</b> <ul style="list-style-type: none"><li>Head</li><li>Eyes &amp; Face</li><li>Ears</li><li>Respiratory (Breathing)</li><li>Trunk / Body</li><li>Arms and Hands</li><li>Legs and Feet</li><li>Fall protection</li></ul>
<b>Standard Ops Procedures</b> <ul style="list-style-type: none"><li>Visible / present</li><li>Adequate / up to date</li><li>Known / discussed</li><li>Barriers / Flagging</li><li>Checked by supervisor</li><li>Measured</li><li>Safety &amp; Gemba Walks</li></ul>	<b>Housekeeping</b> <ul style="list-style-type: none"><li>Clean &amp; Tidy</li><li>Storage adequate</li><li>Doors unblocked</li><li>Visual measures</li><li>Labelling system</li><li>Extinguishers clear</li><li>Exits marked</li></ul>

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<b>Standard Ops Procedures</b> <ul style="list-style-type: none"><li>Visible / present</li><li>Adequate / up to date</li><li>Known / discussed</li><li>Barriers / Flagging</li><li>Checked by supervisor</li><li>Measured</li><li>Safety &amp; Gemba Walks</li></ul>	<b>Housekeeping</b> <ul style="list-style-type: none"><li>Clean &amp; Tidy</li><li>Storage adequate</li><li>Doors unblocked</li><li>Visual measures</li><li>Labelling system</li><li>Extinguishers clear</li><li>Exits marked</li></ul>

SAFETY AUDIT	
<b>Key Intervention &amp; Observation Reminders:</b> <ul style="list-style-type: none"><li>Comply, Intervene, Respect.</li><li>Go with purpose and focus.</li><li>ABBI: Above Below Behind inside</li><li>Head to Toe Check</li><li>Get the 'Blood on the Floor' and use your 'Minds Eye'</li><li>Look for safe and unsafe behaviours</li><li>Use all 5 senses: look, feel, smell, hear, taste</li><li>'Go See' = 80% observation and 20% intervention</li></ul>	
<b>Be hard on the process – Be soft on the people</b>	
<b>People Responses (10 secs)</b> <ul style="list-style-type: none"><li>Stop or pause on job</li><li>Correcting PPE</li><li>Change of position</li><li>Rearrange job / tools</li><li>Attach grounds</li><li>Moving safety guards</li><li>In a confined space</li></ul>	<b>Tools &amp; Equipment</b> <ul style="list-style-type: none"><li>Right for the job</li><li>Are they using correctly</li><li>Stored correctly</li><li>Clean</li><li>Labelled</li><li>SOP / WHMIS in place</li><li>Safe condition</li></ul>
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## Emergency Response Plan

### Objective:

*After this activity participants will:*

- Be able to **identify the main risks** associated with the hazards of common Scouting activities.
- Understand and apply **Risk Management** in a structured manner to provide risk mitigation strategies to the identified hazards.
- Develop an **Emergency Response Plan** (ERP) for an outdoor event, camp or activity.

### Materials:

- Copy of a completed Emergency Response Plan and the template from Scouts Canada.

### Introduction:

*Introduce the following elements:*

Why do we have an emergency management plan?

- The plan documents the expected hazards, risks of the activity to be undertaken.
- In doing so creates a structured process for determining hazards, their commensurate risk response and the “what to do in an emergency” recovery strategies.
- Provides a communication tool to align all leaders around a single agreed response, share hazards and demonstrates to the Group Commissioner (and parents as required) adequate risk management practices.
- Note: An Emergency Response Plan is required for each and every outdoor activity – in a fit for purpose manner AND for the normal meeting place location. Both examples are provided as attachments.

Definition of risk terms.

**Hazard** = Something that has the potential to cause harm

**Consequence (Impact)** = The impact or outcome of a hazard causing harm e.g. a broken leg, damaged property or environment etc.

**Risk** = Consequence x Probability. In other words, the potential scale of the impact as a function of the likelihood of it occurring. You can have a very high likelihood and small impact (consequence) which is managed differently from a very high impact (consequence).

**Probability** = The likelihood of a hazard causing harm e.g. tripping over a log / root in a wood = high, falling off a zipline (equipped with harness) = very low.

**Risk Mitigation** = Things you do before the event / activity that reduce the likelihood or reduce the impact of a risk e.g. All youth to wear helmets for tobogganing – reduces the impact but does nothing to the likelihood. Discussing with parents and youth before the event and planning a special route with markers and leaders at key places reduces the likelihood.

**Emergency / Consequence Management** = Things you do after the event if a hazard has caused harm e.g. a first aid injury – ensure first aid procedures are followed, communicate with parents, evacuation if necessary etc. This is documented in the Emergency Management Plan before your trip is approved.

### Process:

- Following the Hazard ID part of the training – introduce to the participants the concept of risk (this ideally should have been previously covered as part of the WB training).
- Ask the participants – “Given the key hazards you’ve identified – brainstorm what risk mitigation strategies you could employ to reduce the exposure to potential harm?”



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List the risks on a piece of paper – you will be given 5 minutes to do this – again reiterate: use brainstorming work for quantity not finesse at this stage.

- After this stage ask the participants to link hazards with mitigation (i.e. what to do BEFORE the event to reduce risk) and then develop emergency / consequence management plans in the event that the risk occurred. (5 mins)
- **For example:** The activity of youth on a capture the flag game in a wood at camp. Hazard = logs, tree roots, branches. Potential consequence = most likely falling – bruises – but potentially banging heads, poked eyes, sprains, strains, twisted or broken ankles etc. Likelihood = relatively high. Risk Strategy = try to find a spot with relatively few tripping hazards, conduct activity in daylight, have leaders stationed at “dangerous” spots and discuss hazards with youth at the site before game and ask them to develop safety rules that would prevent the risk (probability of occurrence). It would be necessary to communicate this up front to parents and youth and have identified the roles to be played by the leaders / volunteers involved.
- Following the development of risks – ask selected groups to share (no more than 2 mins each) the key hazards, risks and management plans of a selected activity.



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## Patrol Systems

NOTE: Each section has a different name for small teams. Beavers – Lodges, Cubs – Lairs, Scouts – Patrols, Venturers – Expedition Teams, Rovers – Teams. For ease of use, “Patrols” will be used throughout this session, but the small team name for other sections can be equally applied.

### Session Description

What are Patrols, and why are they such an important component of the Scout Method? Scouters will learn the benefits and advantages of establishing Patrols, how to implement Patrols in their Sections, and how Patrols can be utilized as part of the Plan-Do-Review cycle.

### Desired Outcomes

- Scouters will understand the benefits and advantages of using the Patrol Method
- Scouters will be comfortable implementing the Patrol Method within their Sections
- Implementation of the Patrol Method will help to facilitate improvement in program offerings, and may influence secondary outcomes such as:
  - Increased section capacity
  - Lowered waitlists
  - Bigger and better adventures
  - More confidence and lower stress for Scouters
  - Increased retention for both Scouters and youth

### Supplies Needed

TBD

### Welcome

Gathering game (wait for participants to arrive)

If Section-specific, do opening with Law, Promise (both) and Motto

### Plan

Divide participants into Patrols and play a get to know you game. Have them pick a Patrol Leader and a Patrol Name.

### Do

Introduce the following concepts:

The Patrol System is a key component of the Scouting Method. It was used by Baden-Powell at the very first Scout camp on Brownsea Island way back in 1907!

Youth within a Section are divided into small teams of 6-8 youth with one or two members acting as team leaders.

The key to the Patrol System is the recognition that everyone has something to offer the team.

Everyone must be included, and no one is left behind.

Why is the Patrol System so important?



- Help develop well-rounded youth, better prepared for success in the world.
- Youth belong to an autonomous group within their Section
- A safe environment in which members can test their physical, social, and mental abilities
- A team dynamic in which members support one another
- Patrol Leaders gain leadership experience
- Patrol Leaders gain organizational experience
- Patrol members acquire leadership training by observing their Patrol Leader and by accepting responsibilities within the Patrol

In Beavers and Cubs, youth in their last year in the Section (White Tails and Howlers) are the automatic leaders of their Lodges and Lairs.

Youth should pick a name for their Patrols. Animal names are typically used, but this is not required and youth can use their imaginations. Crests based on animal names are available to order through the Scout Shop [www.scoutshop.ca](http://www.scoutshop.ca).

After Patrols are established, youth can still be divided using other methods as required based on the needs of a particular activity or adventure. There may be a need to divide youth into different sized groups, or by year, etc.

There are many ways that Patrols can be used. Here are some ideas:

- Gathering youth together at the beginning of a meeting
- Keeping youth separate while working on an activity
- Having youth working on a common goal or project
- Managing a group of youth effectively
- Having youth work on a chore or task – ex. Putting away chairs, sweeping the meeting space, doing dishes at camp, etc.

Older Sections – in Scouts, Venturers, and Rovers, Patrol members may have designated roles such as treasurer, secretary, president, quartermaster, expedition lead, troop leader, assistant troop leader, etc.

Forming Patrols should be a high priority early in the Scouting year, but that doesn't mean that the process should be rushed. There is often a lot to absorb and new people to get to know. Wait until at least the second meeting to introduce the concept of Patrols to the youth.

### **How to Form Patrols**

There is no magic formula for setting up Patrols, but here are some guidelines:

- Patrols could be formed with feedback from Scouters, or all returning youth could be involved in discussing parameters for setting up Patrols
- Youth are reminded to create mixed-age Patrols so that older, more experienced youth can assist newer members of the Section
- Youth with special needs should be appropriately supported by capable youth in the same Patrol
- It's often useful to take friendships into account, but Patrols should not be cliques. Youth who feed off one another's misbehaviour should be separated
- Youth should have a say about whether they are with siblings or not

Patrols do not have to be set in stone. Youth can be switched to a different Patrol during the year if the need arises – for example, to balance strengths and weaknesses or due to behaviour issues, etc. Youth should be included in this decision, and it should not be presented as a “punishment” to be switched Patrols.

A Scouter should be assigned to each Patrol for the duration of the year.

A parent Scouter should not be assigned to their own child's Patrol.



Help develop well-rounded youth, better prepared for success in the world. Patrols are ideal for brainstorming adventures. People are generally more comfortable speaking in a small group rather than with a large audience – no matter their age! Similarly, please tend to

listen more attentively in small groups. Using Patrols increases the likelihood that all members will have their voices heard.

Patrol Leaders should be encouraged to take on reasonable regular duties, such as taking attendance, collecting dues, or getting equipment ready for games or activities. This is a good way for youth leaders to set a mature, positive example for other members.

### **Section Leadership Teams**

The Section Leadership Team consists of the senior youth leaders of the Section and the Scouters. Known as the White Tail Council in Beavers, the Howler Council in Cubs, and the Troop Leadership Team in Scouts. The Patrol Leaders can share the thoughts and ideas from their Patrol members with the entire section through the Section Leadership Team.

### **Plan-Do-Review**

Patrols can and should be utilized during all stages of the Plan-Do-Review cycle. Adventures can be brainstormed within Patrols, and then reported to the Section Leadership Team, or perhaps a Patrol could take on the responsibility of planning an entire adventure. Utilizing Patrols during adventures builds on teamwork. After an adventure, reviews can be done within the Patrol so that everyone's voices are heard.

## **Activity**

Do some cool activity that shows how awesome patrols are. BUT WHAT? HELP!

## **Review**

What do you know now that you did not know before?  
How did you challenge yourself?  
How did everyone take part?  
What surprises were there on this adventure?  
What did not work out as planned?

## **Resources**

[How can your Colony have successful Lodges?](#)  
[How can your Colony have a successful White Tails' Council?](#)  
[How can your Pack have successful Lairs?](#)  
[How can your Pack have a successful Howlers' Council?](#)  
[How can your Troop have successful Patrols?](#)  
[How can your Troop have a successful Troop Leadership Team?](#)  
[How can your Company make the most of its Expedition Teams?](#)  
[How can your Venturers have an effective Company Leadership Team?](#)  
[How can your Rovers have an effective Crew Leadership Team?](#)  
[Program Standards](#)





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## Family Engagement

### Purpose (Why):

- Getting parents and families involved in their child's Scouting Activity in an informed and engaged way.
- Family members or parent that are involved in their youths Scouting Program tend to have a better understanding of how we deliver on our mission. (knowledge)
- Family members have a better likelihood of becoming volunteers (recruitment).
- They tend to keep their children in the program year after year (retention).
- Are more likely to give positive feedback to other potential families (membership).

### Outcome (What):

- Expectations of Scouters, the Program and Families.
- Getting Parents and Families involved in their Child's Scouting Program
- Allowing Scouters to engage with parents and families
- Communication with parents and families
- Showcasing Youth development

## Set the Expectations

What parents look for:

1. Safety First – Parents want to make sure their child will be safe.
2. Open Communication.
3. Build Behaviours for Success – Scouting provides youth with skills that will enhance achievement, family relationships, community commitment and leadership.
4. A Well-Organized Organization – Life is hectic. Parents want programs that are well-structured and disciplined. Avoid events where youth are running around and not focused.
5. Calendar of Activities – Share a program calendar with parents so they know what to expect.

What Scouters look for:

- Open communication.
- Help with Youth Adventures.
- Understanding of parent or family concerns

## Parent Involvement

Get to know your parents and family members. Tip: Have a designated Scouter for sign-in and sign-out purposes. That Scouter can interact with parents by greeting them and at the end of the evening let parents know of upcoming activities like camps or outings plus any supplies that may be needed for the following week.



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## The Prospect Engagement Cycle:

The prospect engagement Cycle has 4 steps: There is no timeline for this process. It may take a couple of meetings or over many months.

1. Engage with a simple task. The first step is to engage a parent with a simple but meaningful task. Ask a parent to help with a craft or project at one of the meetings. (Group Committee note taking, help setting up a camp, cooking at a camp).
2. Observe and Support. Observe the parent in action and provide them with informal support to help them develop while they accomplish their task.
3. Expand the Task. After successful completion of the initial task, engage the parent with a similar but expanded task. Note: A Parent may just stay at step 1.
4. Formalize the role. Here is where you make your pitch and ask the parent to transition from an informal contributor to an official member of the team.

Activities that parents can be a part of: Have an idea of what or who you are looking for and approach that person in a meaningful way.

- Subject Matter Expert (SME)
- Fundraising
- Phone Call Tree, especially in an Emergency
- Gear Transportation
- Organizing Transportation
- Activity: (allow Scouters to brainstorm ideas for their own section/group)

Parents who participate as a resource person still must be screened in accordance with Parent Helper requirements and must be always supervised by two registered Scouters. In roles where parents will be interacting with youth other than their own child, they may do so as a parent participant 5 times before having to complete the full Scouts Canada volunteer screening requirements.

## Communication

- An Interested Family is Important. Treat the Family with Great Value!
- Communicate with Family members in a straightforward and honest manner. Maintain confidentiality and support values of Scouting.
- Bring energy and excitement to all your communications.
- Initiate and lead an active communication plan with your families.
- Schedule regular Check-ins.
- Help parents identify their own needs and wants from the Program.
- Guide family members to resources.
- Provide encouragement along the way.
- Engaging with your families and parents will help them to feel a part of something bigger. They will encourage and help their youth to participate in adventures.

### Building Credibility:

1. Return calls and emails to families promptly.
2. Share contact information with fellow Scouters when referring a youth to your section.



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3. Provide a way for parents to contact you if they do not hear from your section/Group.

Follow up with parents to make sure their questions have been answered.

## Hosting an Information Night

Have a Parent/Caregiver Meeting at least twice a year but also consider once per Season.

Parents/Caregivers are becoming more vocal about what they want for their youth from the program. During COVID families could visibly see more what was going on with the program as they waited in their cars during an outdoor session or could see what was happening virtually. This is a great opportunity for them to speak and better understand what is happening with the program.

Send a personal invitation. Youth and families like to feel invited. Using phrases like “you are invited to...” and using actual invitations makes your prospects comfortable and feel welcomed.

Be sure to provide section contact information if parents/Caregivers are unable to attend.

Welcoming Parents and Families:

- Good signage for the event
- Greeters at the door
- Name tags for parents, participants and Scouters
- Sign-In sheets
- Information package containing Group Name, contact Info (GC, Section Contact Scouters, etc), schedule of activities for the year, Fundraising promotions,
- Follow-up contact information
- Icebreaker activity
- Pictures of Section/Group activities on a display board
- Video loop of program activities
- Cheerful room atmosphere and decorations
- Door prizes or giveaways
- Smile
- Have Fun

What to accomplish:

- Reminder of Pick-up and Drop-off Procedures
  - Introduction of Scouters, especially new Scouters
  - Fundraising Initiatives during that season and why
  - Schedule of Activities, including Camps that are coming up
  - Gear lists for different season. Reminder in the Fall that gear makes great Christmas Gifts.
  - Reminder about Indoor Shoes in the meeting place, not just Winter but also if it is raining.
  - Contacting a Scouter if their youth is going to miss a meeting.
  - Any new or different means of communication or information sharing.
- 
- Showcase of what the youth have done so far. Clothesline of planning, youth explanations of events, Gallery walk, etc
  - Parent Review of the Program (Canadian Path Navigator).
  - Other ideas and notions that may be specific to your Group or Section.



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**Example Agenda:**

Welcome and Introduction (2min)

Scouting Lingo (2mins)

What is Scouting and Scouts Canada (15min)

What to expect from the Program (15Mins)

How you (parents) can help 10min)

Q & A



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## Game Storming & Saga Adventures

### Game Storming

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

#### **Embracing the Chaos**

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

#### **Reprogramming Youth with Sincerity**

Engaging in this endeavor demands considerable time and patience. It's crucial to recognize that reshaping children's perspectives and nurturing genuine enthusiasm for teamwork is a gradual process. Initially, they might meet your requests with skepticism, questioning the sincerity behind them. Building trust takes time, and it may be a while before they fully grasp your genuine dedication to crafting extraordinary adventures together. It's worth noting that many conventional activities lack the same level of interactive engagement. Traditional educational settings often prioritize singular correct answers, stifling exploration and creativity. As Scouters, our goal is to create a safe, inclusive space where children feel empowered to share their ideas. Through consistent support and a genuine interest in their aspirations and adventures, we can inspire them to participate wholeheartedly and contribute meaningfully.

#### **Think Patrol**

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

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

[Make Planning Fun!](#)





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### **Activities:**

#### **BIG Picture**

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

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

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

#### **Tell A Story**

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

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

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

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

#### **Mind Mapping**

This is an easy way to gather ideas around one adventure or an entire cycle of adventures but will require more Scouter support with youth who are emerging readers and writers.

Using a white

board, poster board, or computer program, start with a theme and then create branches off the main theme as ideas expand.

Tip: YouTube has many videos that demonstrate mind mapping.

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

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





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

## Saga Adventures

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

### Examples of Saga Adventures:

#### Pirates

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

#### Movie Maker

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

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

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

#### Activity:

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

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

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

### Review:

Answer any outstanding questions.

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

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





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### Family Engagement/Orientation

#### Purpose (Why):

- Getting parents and families involved in their child's Scouting Activity in an informed and engaged way.
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4. A Well-Organized Organization – Life is hectic. Parents want programs that are well-structured and disciplined. Avoid events where youth are running around and not focused.
5. Calendar of Activities – Share a program calendar with parents so they know what to expect.

What Scouters look for:

Open communication- what do Scouters need to know to ensure that youth are successful at Scouting activities, information for parents on weekly activities location/time/supplies/gear/clothing that is requires etc., if youth will not be at activity time expectation)

Help with Youth Adventures. – how families can help- shopping for supplies/groceries/resource etc.

Understanding of parent or family concerns

### Family Involvement

Get to know your parents and family members. Tip: Have a designated Scouter for sign-in and sign-out purposes. That Scouter can interact with parents by greeting them and at the end of the evening let parents know of upcoming activities like camps or outings plus any supplies that may be needed for the following week.







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#### Communication

- An Interested Family is Important. Treat the Family with Great Value!
- Communicate with Family members in a straightforward and honest manner. Maintain confidentiality and support values of Scouting.
- Bring energy and excitement to all your communications.
- Initiate and lead an active communication plan with your families.
- Schedule regular Check-ins.
- Help families identify their own needs and wants from the Program.
- Guide family members to resources.
- Provide encouragement along the way.
- Engaging with your families and parents will help them to feel a part of something bigger. They will encourage and help their youth to participate in adventures.

#### Building Credibility:

1. Return calls and emails to families promptly.
2. Share contact information with fellow Scouters when referring a youth to your section.
3. Provide a way for parents to contact you if they do not hear from your section/Group.
4. Follow up with parents to make sure their questions have been answered.





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### **Hosting an Information Night**

Have a Parent/Caregiver Meeting at least twice a year but also consider once per Season. Ensure that families are welcomed and have an introduction to the group/section. Great opportunity to talk about expectations (this can include fundraising opportunities, drop off/pick up procedures, camp dates, how they can support the section etc.)

Ask what families are expecting from the program. Understand what they are looking forward to seeing their youth experience while in the Scouting program,

Send a personal invitation. Youth and families like to feel invited. Using phrases like “you are invited to...” and using actual invitations makes your prospects comfortable and feel welcomed.

Be sure to provide section contact information if parents/Caregivers are unable to attend.

Welcoming Parents and Families:

- Good signage for the event
- Greeters at the door
- Name tags for parents, participants and Scouters
- Sign-In sheets
- Information package containing Group Name, contact Info (GC, Section Contact Scouters, etc), schedule of activities for the year, Fundraising promotions,
- Family engagement tool – update with opportunities that families can volunteer for (include time needed)
- Follow-up contact information
- Icebreaker activity
- Pictures of Section/Group activities on a display board
- Video loop of program activities
- Cheerful room atmosphere and decorations
- Smile
- Have Fun

### **What to accomplish:**

- ✓ Reminder of Pick-up and Drop-off Procedures
- ✓ Introduction of Scouters, especially new Scouters
- ✓ Fundraising Initiatives during that season and why. Highlight what money has been raised and how the money is spent. Families want to know what happens to the money that is raised.
- ✓ Schedule of Activities, including Camps that are coming up
- ✓ Gear lists for different season. Reminder in the Fall that gear makes great Christmas Gifts.
- ✓ Reminder about Indoor Shoes in the meeting place, not just Winter but also if it is raining.
- ✓ Contacting a Scouter if their youth is going to miss a meeting.
- ✓ Any new or different means of communication or information sharing.
- ✓ Showcase of what the youth have done so far. Clothesline of planning, youth explanations of events, Gallery walk, etc
- ✓ Parent Review of the Program (Canadian Path Navigator).
- ☐ Other ideas and notions that may be specific to your Group or Section.





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### Example of information Night:

#### **Agenda**

Welcome and Introduction (2min)

Scouting Lingo (2mins) For example, what is a White Tail? GC (Group Commissioner)

What is Scouting and Scouts Canada (15min)

What to expect from the Program (15Mins)

How you (families) can help 1(0min)

Q & A

Possible Information for presentation:

#### **Scouts Canada Structure**

Scouts Canada is the country's leading co-ed youth organization, offering programming for children and youth aged 5-26. With over 40,000 youth participating across the country, in multiple languages and reflecting Canada's multicultural landscape, kids and youth in Scouts chart their own path of discovery. Through a variety of fun experiences, outdoor adventures and contributions to their community, Scouts builds resilience and skills that set them up for life.

Youth in Scouts are supported by a dedicated team of over 12,000 volunteers who collectively donate over two million hours of their time, providing youth with the opportunity to grow, to challenge themselves and to experience countless firsts. Our volunteers help us bring our vision of youth making meaningful contributions to creating a better world to life by lifting people, communities, and neighbourhoods.

Scouts Canada is part of the World Organization of the Scout Movement (WOSM) which has over 57 million members in 173 National Scout Organizations around the World. It covers 2.7 billion hours of Community Service and over 16 million Service Projects and Actions.

#### **Scouts Canada's Councils**

Being part of WOSM, Scouts Canada has a national body, which is responsible for the delivery of the operations management of all activities.

Scouts Canada has a committee of 16 volunteers called the Board of Governors. They are elected by Scouts Canada membership every year at the Annual General Meeting in November. The Board of Governors provides governance and defines strategic direction. The Board geographically represents Canada with members from BC, Yukon, Alberta, NWT, Saskatchewan, Manitoba, Ontario, Nunavut, Quebec, and Atlantic Canada. They also appoint the National Key 3.

The National Key Three is comprised of the National Commissioner (Volunteer), the National Youth Commissioner (youth aged Volunteer), and the Executive Commissioner & CEO (employee). They focus on a National scope with Program, Operations and Field Services.

There are 20 councils throughout Canada. The focus is to support the delivery of program activities, recruitment of youth, starting new Groups and overall program support.

Ask your Group Commissioner or Scouting Relationship Manager for support in hosting the meeting. Be sure to include Council Specific Info such as the website and resources.





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### **Groups**

The Group's purpose is to ensure that safe quality youth programs are organized, run, and monitored. The Groups are overseen by a Group Commissioner who has the help of a Relationship Manager (Staff) or a Group Support Scouter (GSS).

The Group Commissioner has a Team that is called the Group Committee. These are volunteers that help run and maintain the Groups. Volunteer positions include, but are not limited to, Treasurer, Administrator, secretary, quartermaster, Fundraising Coordinator, Social Media/Communications, and more.

### **JR Sections**

At the section level of a Group, the youth are divided by different sections. A Section is a subdivision of a Group based on a program of Scouts Canada.

Beaver Scouts or Section is a place to discover new things and embark on great adventures. Fun and friendship are the cornerstones of the Beaver program. Youth aged 5 to 7 get to explore a little bit of everything; through nature walks, short hikes, tree planting, games, crafts and family events.

Beaver Scouts gain valuable social skills while making new friends along the way. Beaver Scouts is all about teamwork, cooperation and developing self-confidence.

**Cub Scouts or Pack** are youth ages 8-10 who are curious about exploring the world around them. Cub Scouts do a little bit of everything from camping and hiking to community projects and environmental stewardship programs. Through planned adventures Cub Scouts not only grow their skill level but also have the opportunity to personally develop in areas such as social, intellectual and leadership qualities. It's all about having fun, meeting new friends, and developing self-confidence.

The Section Team is made up of the people that deliver the program to the youth – they are your first line of support. The people on your Section Team are The Section Contact Scouter, the other section Scouters, Youth members, especially those in leadership roles, and parents.

### **SR Sections**

**Scouts** or Troop are youth aged 11-14 who are learning to blaze their own trail, jumping into more leadership opportunities by planning adventures and giving back to their community in meaningful ways. Scouts can take their outdoor adventure skills to the next level with activities like mountain biking, rock climbing and lots of camping, and explore memorable opportunities like national or international jamborees. Through Scouts, youth discover their unique capabilities and personal progression as they discover the world through Scouting.

**Venturer Scouts** or Company is an opportunity for youth age 15-17 to explore their potential and ambition in an inclusive environment, forging friendships with others who share their passion to "Climb Higher". Opening the door to exciting, real-life, hands-on experiences and outdoor adventures, Venturer Scouts learn to nurture an active and healthy lifestyle. Venturer Scouts work to 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 experience.





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**Rover Scouts** or Crew are the most senior Section of the Scouting program and are for young people ages 18-26. Although many Rover Scouts have progressed through all or most of the younger Scouting Sections, a Rover Scout is for any young person interested in self-discovery through adventure. Teaming with other like-minded young people, Rover Scouts explore how they can fit and contribute as members of their community.

### **Safety**

As Canada's largest youth organization, Scouts Canada places great importance on creating a fun and safe environment for our members. By embedding safety in everything we do, we create a culture of safety supported by comprehensive policies, resources, and guidelines for all Scouting activities. All of Scouts Canada's Volunteers are screened, have a Police Record Check (PRC) with Vulnerable Sector Search (VSS), and have taken specific training to work with your child. Training that includes Child & Youth Safety training, accessibility awareness training for people with disabilities, Respect in Sport for Activity Leaders training, and Scouting training for the Section of their designation.

Scouters are required to report incidents to Scouts Canada which helps us make our activities safer and identifies areas of concern. ScoutSafe is Scouts Canada's incident reporting app that allows Scouters, parents and youth to report incidents as they happen, enabling the Safe Scouting Team to respond to incidents in a more timely and proactive manner.

By taking measures such as conducting incident reviews and publishing safety tips for our members, we are able to mitigate repeat incidents.

Volunteers have committed to a Code of Conduct, ensuring they deliver consistent, high quality, repeatable, safe, and fun programs.

Our Scouters always work in pairs, this is known as the Two-Deep rule, where no single Scouter will be left alone with youth. However, back up is sometimes needed to help our Volunteers. If Scouters are short in support, they may ask parents to help out. It is important to remember that we always have a minimum of two Scouters working with our youth. Scouting also has a ratio of 1:8 for all meetings and all sections.

### **Scouts Canada Mission**

**SCOUTS CANADA'S MISSION:** To help develop well-rounded youth, better prepared for success in the world. This mission is achieved by involving youth throughout their formative years in a non-formal educational process, using a specific method that makes everyone the principal agent in his or her development as a self-reliant, supportive, responsible and committed person, and assisting youth to establish a value system based upon spiritual, social and personal principles as expressed in the Promise and Law.

### **Scouting Method**

**Scouting Method:** Scouts Canada engages youth, involving them throughout their formative years in a non-formal educational process, using a specific Method that makes each individual the principal agent of his or her development as a self-reliant, supportive, responsible and committed person. It is an approach unique to Scouting throughout the World and includes each of the following essentials.

**The Patrol System (Team System):** From Beaver Scouts to Rover Scouts, each Section is structured to work in small groups. Each section is divided into small groups of 5-8 members who work together as a team with one or two members acting as team Leaders. Each team is guided by the support and mentorship of a Scouter. In fact, this forms the basis of our Scouter-to-youth ratio – one Scouter for each small team.





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**Scouter Support (Adult Support):** Scouters are the reference points for the youth, the ones who help youth achieve their goals, build confidence, discover their limits, and embrace new adventurers. With good Scouter support, youth can reach goals they never believed possible.

**Learning by Doing:** The Scout method is about trying and trying again – 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 progress to new experiences and challenges at his or her own pace.

**Symbolic Framework:** Each Section has a unique symbolic framework to provide structure and inspiration to its program. The symbolic framework sparks the imagination and fosters a sense of adventure; it helps youth expand the possibilities of the program. In the Beaver Scouts program they use the book called Friends of the Forest, in the Cub Scout program they use the Jungle from Rudyard Kipling's The Jungle Book, which serves as inspiration for adventures.

**Nature:** 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. Being outdoors, youth learn to appreciate the world around them and respect the environment in which we live.

**Personal Progression:** In Scouting's non-formal educational approach, 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 the youth themselves, rather than from an imposed set of standards.

**Scout Law and Promise:** Participating in The Canadian Path begins with a commitment to the Scouts Canada Law and Promise. The Scout Promise and Law form the basis for a value system to which the youth can refer back as they make decisions about their personal conduct.

### **Program Elements**

**Youth-Led:** Youth decide which activities and adventures they want to do and how they wish to challenge themselves. The youth do not do this alone. Scouting has a team system of dividing youth into smaller units within a Section. Youth-led does not mean that there is no Scouter involvement in the program (of course). Youth-led is not a free-for-all where anything goes while the adults stand back and watch. Our Scouters have an active role in mentoring, encouraging, guiding and inspiring the youth.

**Plan-Do- Review:** It is a three-step process that youth and Scouters in all Sections should apply to all Scouting Activities. When planning a new Adventure, use the Plan-Do-Review process to ensure the youth are getting the most of the experience.

**Plan:** Brainstorming and adding ideas is what it is all about. With guidance from Scouters youth can make choices about what activities they will pursue along their Path. Planning also includes all of the activities required to prepare for the experience.

**Do:** Everyone is involved in the planned activities. The Scouters facilitate and ensure all youth are engaged and challenged in ways appropriate to their abilities.

**Review:** Learning how to reflect upon their involvement and behavior and will determine how to revise or enhance future activities. The process of review will bring about the attributes that we aim to foster through our programs.

**Adventure:** Youth are driven to try something new as they explore the world around them. By participating in Adventures allows youth to learn about their strengths and reap the reward of success. Adventures focus' on "It Starts with Scouts" and offers unique opportunities that cannot be found anywhere else.







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### **Badges**

There are two types of badges that the youth can earn.

#### **Outdoor Adventure Skills Badges (OAS):**

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.

#### **Personal Achievement badges (PAB):**

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. Understanding not every youth in the group will have the same goals or the same program in mind. This is a personal journey which is why they are personal progression badges. This does not mean that the section cannot help with Personal Achievement Badges. You can all visit a museum as an adventure and maybe some of the youth will want to know more and complete a Personal Achievement Badge from the trip.

Adventures are not focused on the badges, they are focus on the fun, badges will come naturally and maybe with a little thinking outside the box.

### **Volunteer**

So now what? Let's look at different ways that you as a parent can help out. Parents can volunteer and help in many ways. Working directly with the Youth on a regular basis as a Scouter within a Section Working directly with the Leadership Team as a resource person on specific outdoor events or activities Support the Group administratively by joining the Group Committee. Fulfil a need within the Group or Section on a short term basis There is an endless list of activities that are required to make a Group successful, and they all require a support team if they are to be done well.

There are other ways that you can help at home as well. For a weekend overnight or camping trip, have youths pack their gear. Younger sections may need a hand, but they should be able to prepare the beginning of a packing list, and they are the ones who should pack their bag. This helps them find their toothbrush at camp a bit easier, and it helps them know how to re-pack it at the end of camp.

Our Scouters work very hard in making sure that your child has the best Scouting experience possible; we need your help so that we can achieve this.

Our Scouters will never turn down your help – in fact, they will encourage it. We have found that many hands make for a more fulfilling experience for both youth and parents. You may be required to complete some safety training depending on your level of involvement, but it's free, online, and would not take more than a few hours to complete.

There's no pressure to continue as a helper or leader afterwards (although we hope that we can call on you again.) Be supportive; offer to help when you can. Offer to help if one of our Activities seems to interest you. Don't let the kids have all the fun! There are some great opportunities to help at camps, events, with Group Committee, or as a Scouter.





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### **In Closing**

Making Scouting even better: We do try to do our best in creating the greatest possible program. If we have overlooked something, we want you to let us know. Ask questions. If you have concerns, do not hesitate to speak to us about it

Quotes:

"Volunteers don't get paid, not because they're worthless, but because they're priceless." -Sherry Anderson

"Volunteers do not necessarily have the time; they have the heart." -Elizabeth Andrew

"Volunteering is at the very core of being a human. No one has made it through life without someone else's help." -Heather French Henry

"How can we expect our children to know and experience the joy of giving unless we teach them that the greater pleasure in life lies in the art of giving rather than receiving." -James Cash Penney

"Volunteers wear working boots but leave a trail of angel footprints." -Terri Guillemets

"What is the essence of life? To serve others and to do good." -Aristotle

"Life's most persistent and urgent question is, what are you doing for others?" -Martin Luther King, Jr.

"Happiness is thinking of myself; joy is thinking of others." -Author Unknown

### **Family Engagement Tool**

