



Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018



# Wood Badge I for The Canadian Path



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## **Wood Badge I for The Canadian Path**

### **Table of Contents**

Introduction	page 5
Mission & Goals	page 7
Introduction to Scouting	page 9
Respect & Self-Esteem	page 17
Youth Leadership	page 21
Program Basics	page 25
Engaging Parents	page 117
Facilitating Meetings	page 119
Meeting Openings & Closings	page 123
Sample Cub & Scout Meetings	page 129
Sample Beaver Meetings	page 135
Initiative Activities	page 143
Working with Scout Age Youth	page 149
Administering the Program	page 163
S.T.E.M.	page 181
Nature and the Environment	page 189
Outdoor Adventure Skills	page 203
Managing Program Quality	page 205
Trail Cards	page 211
Resources	page 213



**It starts with Scouts.**

Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018



Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

## INTRODUCTION

*“The purpose of the training offered to adults is to provide them with the means to make a significant contribution to the accomplishment of the Mission of the Movement. It should be adapted to each function and to each individual on the basis of a detailed analysis of that individual’s training needs and previous experience. “*

*- World Organization of the Scouting Movement*

**Course Learning Outcome:** At the completion of Wood Badge I for The Canadian Path, the Scouter will be a better contributing member of the leadership team through exposure to the necessary knowledge, skills, and attitudes required to help plan and run a program in accordance with Scouts Canada’s standards and guidelines.



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Wood Badge I for The Canadian Path  
November 2018



## Mission & Goals

### **Vision:**

*Canadian youth making a meaningful contribution to creating a better world.*

- Scouts Canada

### **Mission:**

*To help develop well rounded youth, better prepared for success in the world.*

- Scouts Canada

### **From Baden-Powell:**

*“The aim of the Scout training is to improve the standard of our future citizenship, especially in Character and Health; to replace Self with Service, to make the lads individually efficient, orally and physically, with the object of using that efficiency for service for their fellow-men.”*

Can you rephrase this in modern language that you could use to explain the goals of Scouting to your Leaders or Parents?

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*“There lies a certain danger in inculcating in the individual the ambition to win prizes and scholarships, and holding up to him as success the securing of pay, position, and power, unless there is a corresponding instruction in service for others.*

*“With this inculcation of self-interest into all grades of society it is scarcely surprising that we have as a result a country divided against itself, with self-seeking individuals in unscrupulous rivalry with one another for supremacy, and similarly with cliques and political parties, religious sects and social classes, all to the detriment of national interests and unity.*

*“Therefore the aim of the Scout training is to replace Self with Service, to make the lads individually efficient, morally and physically, with the object of using that efficiency for the service of the community.”*

*“...in the world wide assertion of itself one cannot help recognizing...the failure of religion to direct, and of education to balance, the actions of men.”*

Would you agree that Scouting can help direct and balance “the actions of men?” If so, how? \_\_\_\_\_

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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

***“If you don’t know where you’re going, you might wind up someplace else.”***

- Yogi Berra

What is your long-term goal for your Scouts? If you don't have a clear goal, and don't keep it in mind, you may easily be distracted and not be able to reach it.

You need to be able to articulate your goal to your Scouts and their parents, as well as to remember it yourself. Every activity and camp you plan should be progressing to that goal.

What is your long term goal for your Scouts? What would you like them to have learned after their time with you? -

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You have a short time to explain to someone “what Scouts is all about.” This could be a parent after a meeting, someone you meet at a community event, or a friend who’s considering Scouts for her child. What is your 30 second “elevator pitch?”



## Introduction to Scouting

### The Story of Scouting

There are more than 40 million Scouts, young people and adults, male and female, in over 200 countries and territories. Some 500 million people have been Scouts, including prominent people in every field.

#### **Early Beginnings**

After his service in the British Army in Africa in 1903, Baden-Powell found his book, *Aids to Scouting*, had become a best seller. He decided to re-write it to suit a youth readership and after his experimental camp in 1907 at Brownsea Island, he published *Scouting for Boys* in six installments. It has since sold over 150 million copies in several editions.

Baden-Powell borrowed from other movements of his time:

- Sir William Alexander Smith (Glasgow), who founded the Boys' Brigade in 1883.
  - Baden-Powell was vice-president in 1903
- Ernest Thomas Seton (Toronto), who founded Woodcraft Indians in 1902.
  - Seton gave Baden-Powell a copy of *The Birch Bark Roll of the Woodcraft Indians* in 1906.
- Maria Montessori (Rome), Casa de Bambini in 1906.
  - Scouting has been defined as the continuation of the Montessori system with boys. The Scoutmaster initiates the ambition of the boy, leaving him free to gain his objective in his own way. –BP

Many were concerned about the well-being of boys and young men at the end of the 19<sup>th</sup> and beginning of the 20<sup>th</sup> century. It has been said that the poor physical condition of the young men attempting to join the army during the Boer War was a central factor in his championing and fashioning of Scouting. One report in 1904 claimed that of every nine who volunteered to fight, only two were fit to do so. Diet, poor housing, and harmful working conditions were identified as contributory factors.

However, he was equally worried about people's physical and mental well-being. Physical 'deterioration' and 'moral degeneracy' became themes in many of the talks and speeches that Robert Baden-Powell gave – especially in the period after the Boer War.

Baden-Powell was concerned about the bad influences on boys and young men of his day, which included "motion-pictures, smoking, gambling, drinking and lying."

What would you consider the "bad influences" on young people today?

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### **Expansion of the Movement**

The success of "Scouting for Boys" produced a Movement that quickly – automatically it seemed – adopted the name of The Boy Scouts. By 1909 "Scouting for Boys" had been translated into five languages, and a Scout rally in London attracted more than 11,000 Scouts. The first World Scout Jamboree took place in 1920 with 8,000 participants, and proved that young people from different nations could come together to share common interests and ideals. The Boy Scouts International Bureau, later to become the World Scout Bureau, was founded in London in 1920.

In 1922 the first World Scout Committee was elected at the 2nd International Conference in Paris, where 31 National Scout Organizations were represented. World membership was just over 1 million.

### **The Early Scout Program**

Scouting began as a program for boys 11 to 18 years of age. Yet almost immediately others also wanted to participate. The Girl Guides program was started in 1910 by Baden-Powell. His wife Olave, whom he married in 1912, became Chief Guide.

A Wolf Cub section was formed for younger boys. It used Rudyard Kipling's "Jungle Book", to provide an imaginative symbolic framework for activities. For older boys, a Rover Scout branch was formed.

### **The '60s, '70s and '80s**

Many countries gained their independence during these years. Scouting in developing countries gradually evolved to be a youth program which was designed by Scout leaders in each country to better meet the needs of their communities.

Scouts, particularly in developing countries, became more involved with issues such as child health, low-cost housing, literacy, food production and agriculture, job skills training, etc.

### **100 Years and Beyond**

In 2007 the Movement celebrated its centenary - 100 years of Scouting. What started as a small camp on Brownsea Island is today a growing Movement with members in nearly every country in the world. Through its unique combination of adventure, education and fun, Scouting manages to continuously renew and adapt itself to a changing world and the different needs and interests of young people across the globe. In doing so it continues to be an inspiration for young people to become active local and global citizens, helping them in creating a better world.

### **Scouting in Canada**

Scouting came to Canada in the spring of 1908 – just months after "Scouting for Boys" was published in England. The Canadian General Council of the Boy Scout Association was incorporated by an act of the Canadian Parliament on June 12, 1914. In 2007 The Boy Scouts of Canada changed its name to Scouts Canada.

Baden-Powell wrote to Governor General Earl Grey in 1910 to ask him to organize Scouting in Canada. Since then every Governor General has been the Chief Scout of Canada. In 2013 this role was changed to Patron Scout.



## Scouting Structure

### World Organization of the Scout Movement (WOSM)

The World Organization of the Scout Movement (WOSM) is made up of 169 National Scout Organizations all over the world, divided into six Regions: Africa, Arab, Asia-Pacific, Eurasia, Europe and Interamerica. The World Scout Conference, which takes place every three years, is the governing body of WOSM. It elects a World Scout Committee, which is the executive body of the organisation. The World Scout Bureau is the secretariat and is headed by a Secretary General.

- 224 countries
- 40 million members
- Headquarters Geneva Switzerland

### Scouts Canada

The Corporation of Scouts Canada is governed by a Board of Governors and administered and managed by the National Management Team:

- Board of Governors
- National Leadership Team
- Deputy National Commissioners
- National Office Management Team
- National Committee and Advisory Group Chairs

Scouts Canada comprises:

- 85,000 members
- 20 Councils
- Headquarters Ottawa
- Incorporated by act of Canadian Parliament 1914

### Pacific Coast Council

- 4000 members

### Areas

- Pacific Spirit
- East Vancouver Burnaby
- Richmond
- North Shore
- Sunshine Coast
- Sea to Sky

### Scout Groups

- 11<sup>th</sup> Seymour, 21<sup>st</sup> Capilano, 46<sup>th</sup> Chown, 4<sup>th</sup> Squamish, 3<sup>rd</sup> West Vancouver etc.



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November 2018

## Scouts Canada Structure

Board of Governors

Patron Scout of Canada  
*Julie Payette, Governor General of Canada*

National Leadership Team

Chief Scout of Canada - Terry Grant

Executive Commissioner / CEO  
*Andrew Price*

National Commissioner <i>John Estrella</i>	National	National Youth Commissioner <i>Caitlyn Piton</i>
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Western Canada Regional Director  
*Fiona Nicholson*

Council Commissioner <i>vacant</i>	Council <i>Pacific Coast Council</i>	Council Youth Commissioner <i>Vincent Wong</i>
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Scouting Relationship Manager  
*Simon Evison*  
*Sabinah Rafiq*  
*Simon Evison*  
*Simon Evison*  
*Sabinah Rafiq*  
*Simon Evison*  
*Simon Evison*

Area Commissioner <i>vacant</i> <i>vacant</i> <i>Dawn Martin-Smith</i> <i>vacant</i> <i>vacant</i> <i>Mike Dean</i> <i>direct service</i>	Area <i>Burnaby</i> <i>East Vancouver</i> <i>North Shore</i> <i>Pacific Spirit</i> <i>Richmond</i> <i>Sea to Sky</i> <i>Sunshine Coast</i>	Area Youth Commissioner <i>vacant</i> <i>vacant</i> <i>vacant</i> <i>vacant</i> <i>vacant</i> <i>vacant</i> <i>direct service</i>
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Group Committee	Group	Sponsor/Partner
Group Commissioner		Group Youth Commissioner
Registrar		
Treasurer		
Administrator		

Rover Scouts  
Venturer Scouts  
Scouts  
Cub Scouts  
Beaver Scouts



## Scout Sections

### **Beaver Scouts (age 5-7)**

- Beaver Scout Promise:  
***I promise to love God and help take care of the world.***
- Beaver Scout Law:  
***A Beaver has fun, works hard and helps family and friends***
- Beaver Scout Motto:  
***Sharing, Sharing, Sharing***

### **Cub Scouts (age 8-10)**

- Cub Scout Promise:  
***I promise to do my best, To love and serve God, to do my duty to the Queen; To keep the law of the Wolf Cub pack, And to do a good turn for somebody every day.***
- Cub Scout Law:  
***The Cub respects the Old Wolf, The Cub respects himself/herself.***
- Cub Scout Motto:  
***Do Your Best***

### **Scouts (age 11-14)**

- Scout Promise:  
***On my honour***  
***I promise that I will do my best, To do my duty to God and the Queen To help other people at all times, And to carry out the spirit of the Scout Law.***
- Scout Law:  
***A Scout is helpful and trustworthy, kind and cheerful, considerate and clean, wise in the use of all resources.***
- Scout Motto:  
***Be Prepared***

### **Venturer Scouts (age 15-17)**

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

### **Rover Scouts (age 18-26)**

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



## The Canadian Path



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

The Canadian Path is comprised of several components:

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

## Scout Method

The Scout Method is a system of progressive non-formal self-education. It is a key part of Scouting, and is made up of seven different elements, which work together to provide a rich, active and fun learning environment. The Scout Method includes:

### **The Scout Promise and Law**

The Scout Promise is a personal pledge to do one's best to live according to the values of Scouting. The Scout Law is a concrete and practical way to understand and live out the values of Scouting.

### **Learning by doing**

Learning by doing means developing as a result of first-hand experience as opposed to theoretical instruction.

### **The Patrol (or Team) System**

The patrol is the basic organizational structure in Scouting. Each small group, normally comprising six to eight youth members, operates as a team with one member acting as the team leader.



### **Symbolic Framework**

In Scouting, a symbolic framework is a set of elements, which represent concepts which Scouting seeks to promote.

### **Personal Progression**

Personal progression is about helping each individual to be consciously and actively involved in his or her own development

### **Nature**

The natural environment (woods, plains, sea, mountains, deserts, etc.) provides an ideal setting in which the Scout Method can be applied, and for developing one's physical, intellectual, emotional, social and spiritual potential.

### **Adult Support**

Scouting is a youth movement, where young people take part in activities with the support of adults. The role of adults in Scouting is to be activity leaders, educators and group facilitators.

The Scout Method is a system of progressive non-formal self-education. What does that mean?

In the aftermath of World War I Baden-Powell was moved to write "...one cannot help recognizing.. the failure of religion to direct, and of education to balance, the actions of men." The world had changed greatly.

Baden-Powell designed Scout Training to help young men face the new challenges by developing "personal initiative, self-control, a sense of honour and duty, responsibility, and self-reliance." The world is still changing and our young people will face new challenges we cannot foresee.

Scouting still provides a way to prepare our young people to face these challenges.

### **Does the Scout method work? Here are some CEO's who were Scouts:**

• Rex Tillerson	Eagle Scout	CEO Exxon Mobil
• Hank Paulson	Eagle Scout	CEO Goldman Sachs, U.S. Treasury Secretary
• Steven Spielberg	Eagle Scout	Founder of Dreamworks
• Michael Bloomberg	Eagle Scout	Founder of Bloomberg LP, New York City Mayor
• Sam Walton	Eagle Scout	Founder of Wal-Mart
• Bill Gates	Eagle Scout	Co-Founder of Microsoft

*(A clarification – "Eagle Scout" is an American designation. The Canadian equivalent is "Queen's Venturer.")*



**Scouting is primarily learning by doing;** developing as a result of first-hand experience as opposed to theoretical instruction. **Doing things, instead of talking about doing things.** Scout Leaders present challenges to the Beavers, Cubs, Scouts and Venturers. Provide them with the basic training needed to deal with these challenges, and then let them find their own solutions.

**Every boy and girl is interested in something.** The Scout Leaders' job is to find out what that is, encourage it, and then help the girl or boy expand her or his interests into other areas. A Scout is more likely to:

- Calmly survey the scene, assess the situation and then say "I think we can deal with this."
- Work as a leader or team member to solve any problems that arise.
- Have healthy self-esteem and be keen to try new things.
- Have the resiliency to deal with changing situations.
- Be the type of person you would like to have on **your** team.

## **Get Outdoors**

When you think of Scouting, don't you think of youth having fun, hiking, canoeing, stargazing, singing around a campfire or sleeping in tents? These activities and many other outdoor activities are what make Scouting so appealing and why most youth join.

As a Scouter, you are encouraged to offer events outdoors whenever possible. Conduct part of your entire weekly meetings outdoors. Take the opportunity to take your youth out of the church basement or school gym to enjoy the cold winter and the warmth of summer, far from the city's pollution. Let them breathe fresh air, see the richness of nature and reach their own conclusions about the need for conservation.

## **The Scouters' Role**

As a Scouter you will need to:

- Have the desire to provide our youth with leadership and a personal example of good citizenship,
- Be willing to take formal training to develop or improve the skills you need to deliver an effective program to the youth in your Section.
- Select and carry out activities that are meaningful well planned, and safe and which are within the capabilities of the youth.
- Be committed to quality service based on the Principles, Practices and Methods of Scouting.

## **Benefits**

Besides the satisfaction of sharing in the discoveries and triumphs of the youth, Scouters report that:

- 88% feel Scouting has made them a better parent
- 85% feel Scouting has added more fun to their lives
- 74% feel Scouting has helped them be better managers
- 66% feel Scouting has helped them be better employees
- 70% feel Scouting has helped them relate to young people
- 90% feel Scouting has made them a better citizen



## Respect, Self-Esteem, Resiliency

**“The basis for discipline is respect; respect for oneself, respect for others, and the environment.”**  
**-Maria Montessori**

**“The Cubs respects the old wolf, the Cub respects himself.”**  
**-Cub Law**

When you take the “Respect in Sport for Activity Leaders” you will learn a lot about bullying, harassment and abuse. You will learn about your responsibilities and obligations.

What you will not learn is how to create an atmosphere of respect in which these things are unlikely to happen.

What is respect? This is a conversation you can have with your Beavers, Cubs or Scouts. A good topic for your Scoutr's five at the end of the meeting, or your Scouts' Own at camp.

The “Golden Rule” is a good place to start:

*“Do unto others as you would have them do unto you.”*

All major religions have a version of this “Ethic of Reciprocity”:

*“Hurt not others in ways that you yourself would find hurtful”*  
- *Buddhism*

*“What I do not wish men to do to me, I also wish not to do to men.”*  
- *Confucianism*

*“This is the sum of duty: do not do to others what would cause pain if done to you.”*  
- *Hinduism*

*“None of you truly believes until he wishes for his brother what he wishes for himself”*  
- *Islam*

The need for respect is important for adults, and just as important for Scouts. Sometimes as adults we mistakenly think that young people should automatically respect us. On the contrary, if we are to be effective leaders, we must earn their respect and trust. A Scout's respect for his leader is earned by his leader's actions; treat him with respect and he will do likewise. Respect is shown in many ways:

- Never belittle a Scout's actions, no matter how foolish they may seem to you.
- If a Scout is embarrassed in any way, perhaps by being clumsy, being homesick, not doing well on a hike, deal with it as quickly and quietly as you can, as though whatever the Scout is embarrassed about is quite ordinary.
- Show respect in small things; don't yell from a distance when you want to speak with a Scout – you wouldn't want them yelling at you.
- Correct disrespectful behaviour among Scouts
- Listen to your Scouts – they will know if you're just pretending to listen.
- Show respect for the Scout's accomplishments.
- Remember, it's all about the Scouts, and not at all about you.
- Be on the lookout for Scouts treating each other with disrespect.
- Be reliable – arrive at meetings before your Scouts.



Who is deserving of respect?

- Do Cubs, Scouts have to earn your respect, or do you have to earn their respect?
- Do just some people deserve respect, or everyone?
- Do other creatures and our environment deserve respect? What does that look like?

Make sure all your meetings and activities have an atmosphere of respect. It starts with the leaders. What are some ways you show respect to your Beavers, Cubs or Scouts?

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**"It's not the size of the dog in the fight, it's the size of the fight in the dog."**

***-Don Cherry***

People with healthy self esteem are less likely to be bullied or harassed in the workplace or anywhere else. They are also less likely to:

- Drop out of school
- Substance abuse

And more likely do:

- Pursue their goals
- Accept new challenges

What does self esteem look like? A person with healthy self-esteem :

- Can calmly survey the scene, assess the situation and then say "I think we can deal with this."
- Can work as a leader or team member to solve any problems that arise.
- Is willing and keen to try new things.
- Will ask for clarification when needed from teachers, supervisors
- Will take setbacks as learning experiences
- Expect to be treated with respect
- Feels he or she is worthy of adult attention, interest and respect.
- Has the resiliency to deal with changing situations.

An Activity for your Cubs or Scouts:

- Write down 4-5 of your "greatest accomplishments," These will be private – you don't have to share
- How do you feel after doing this?
  - Do you feel better about yourself than before?
  - Remember your successes

Make sure all your meetings and activities help build self confidence and self esteem. How do your activities do this?

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Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems or workplace and financial stressors. It means "bouncing back" from difficult experiences.

Several additional factors are associated with resilience, including:

- The capacity to make realistic plans and take steps to carry them out.
- A positive view of yourself and confidence in your strengths and abilities.
- Skills in communication and problem solving.
- The capacity to manage strong feelings and impulses.

How can Scouting help to improve resiliency?

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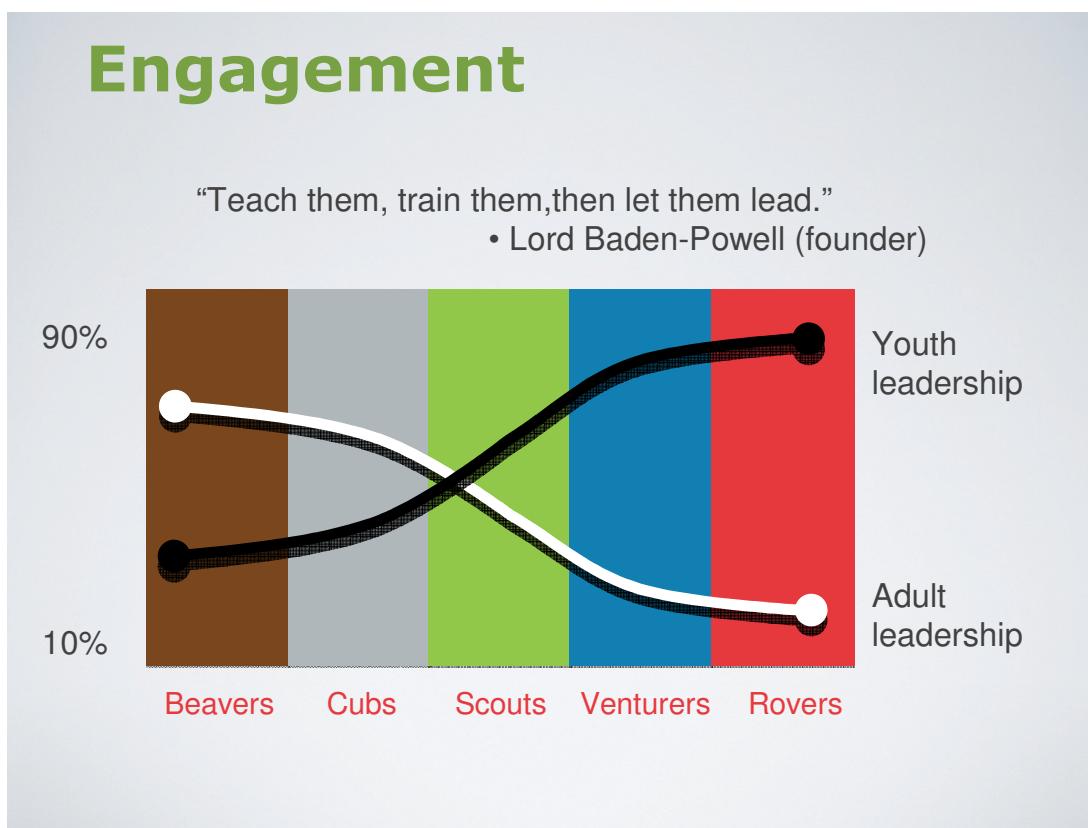


Pacific Coast Council  
Wood Badge I for The Canadian Path  
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## Youth Leadership

**Youth-Led means that youth:**

- Share their opinions and ideas, and these are heard
- Have real input to their program
- Help facilitate the program
- Develop their leadership skills
- Youth leadership increases as they move through Scouts



What do we mean when we say we want to develop leadership in our Scouts? Do we want them all to be leaders? Can you have a Group with all leaders and no followers?

Perhaps what we mean is that we want Scouts to develop as people who are capable of thinking for themselves and taking on the challenges that life will present. Our youth are quite used to taking orders, in school sports and at home.

Perhaps we mean we want them to become independent thinkers capable of making their own plans and carrying them out.

Perhaps we mean we want them to be able to work independently as a team.

Teams are obviously comprised of team members. Successful teams have some sort of structure; leaders and the other members.



Why do we need leaders?

What is a leader?

1. A person who makes sure everything is done his or her way?
2. The person who knows the most about everything?
3. The person who makes all the decisions?
4. The person who knows all the answers?
5. Someone who can get others to do all the work?

Much has been written about leadership, probably because it is so rare and difficult to cultivate.

A couple of definitions:

*“...the process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task”.*

*“...creating a way for people to contribute to making something happen.”*

If you present your Lairs or Patrols with a variety of activities and tasks, each requiring teamwork, they will get used to acting as a leader or part of a team as the situation requires.

Sometimes many of us are leaders; sometimes the same people are followers or team members. When are you a leader? When are you a team member? You might be a leader under some circumstances and a team member in other situations. It may depend on the dynamics of the group as well as your knowledge and experience.

We can encourage leadership and participation as part of a team by presenting different situations to our Scouts, each requiring a different set of skills, and in different group situations. In different situations the Scouts will have a chance to assume leadership as well as work productively as a team member.

The most important task for your Patrol Leaders is to help their Patrol members work together to achieve some task or goal. What are some tasks or goals your Scouts might take on?

- camp planning – location, menu, duty roster
- Troop day activities
- meeting activities
- Patrol name, flag, etc.
- campfire preparation – song, skit
- badge work
- Troop meeting plans

To achieve these tasks they must arrive at decisions regarding the approach they take to completing the task. What are the common ways of arriving at a decision?

- The leader decides
- Democratic process – votes taken
- Consensus – discuss until all agree
- Expert opinion – someone has special knowledge
- other

What are the benefits and shortcomings of each of these approaches?

Is the same approach necessary all the time? Can different approaches be used at different times?



No matter how a decision is arrived at, it is most important that all members agree with and support the decision. The willingness to go along with the group decision is most important.

Experiential learning in Scouts is the process of giving some instruction, setting the Scouts to a task, letting them perform the task, learning, and taking what they have learned on to the next challenge. Leadership and teamwork are skills which can be learned just as skill in building a fire or using a map and compass. The same approach applies.

The activities which are set up to encourage leadership and participation as a team member must be set up with those goals in mind. Random activities won't do. We must reinforce leadership and teamwork by pointing out to our Scouts that they are doing this; if we recognize positive behaviour in this respect, we will encourage its development.

*"The Scout Leader gives to the boy the ambition and desire to learn for himself by suggesting to him activities which attract him, and which he pursues till he, by experience, does them aright."*

- BP, *The Scout Method*

### **What does Youth Leadership Look Like in the Scout Program?**

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

#### **Beaver Scouts:**

- For Individual Youth:
  - Youth choose which Personal Achievement badges they wish to make part of their Canadian Path, as well as the Outdoor Adventure Skill stages they wish to pursue.
- Within the Lodge:
  - Blue Tails (second-year Beaver Scouts) provide leadership within their Lodges.
  - White Tails (third-year Beaver Scouts) form a White Tail Council, which has a role in making decisions for the Colony.
  - The White Tails work independently or together on their Northern Lights Quest to achieve their Top Section Awards.
- Within the Colony:
  - Beaver Scouts brainstorm ideas for adventures related to the six Program Areas



**Cub Scouts:**

- For Individual Youth:
  - Youth choose which Personal Achievement badges they wish to make part of their Canadian Path, as well as the Outdoor Adventure Skill stages they wish to pursue.
- Within the Lair:
  - Trackers help Runners (first-year Cubs) learn about being a Cub Scout and assist the Howlers (third-year Cubs) in running Pack activities.
  - Howlers provide leadership within their Lairs as well as in the Pack. They lead activities and participate in the Howler Council, which has a role in decision making for the Pack.
- Within the Pack:
  - Cub Scouts choose their adventures and then work with their Scouters to plan, to prepare, to learn the needed skills and then to carry out the adventure. As a Pack, they review the adventure in preparation for new adventures.

**Scouts:**

- For Individual Youth:
  - Youth choose which Personal Achievement badges they wish to make part of their Canadian Path, as well as the Outdoor Adventure Skill stages they wish to pursue.
- Within the Patrol:
  - The Troop Leadership Team works together to make decisions to move the program forward.
  - Patrol Leaders and Assistant Patrol Leaders provide leadership within the Patrols. As individuals or as Patrols, Scouts may offer leadership in the Beaver or Cub Scout Sections.
- Within the Troop:
  - Patrols are active in choosing, planning, preparing for and engaging their adventures, as well as doing the review following the adventure.

How do you encourage leadership in your Lodge, Pack or Troop?

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## **Program Basics**

### **Scout Method**

- The Scout Promise and Law
- Learning by doing
- The Patrol (or Team) System
- Symbolic Framework
- Personal Progression
- Nature
- Adult Support

### **4 Elements**

1. Youth-Led
2. Plan-Do-Review
3. Adventure
4. S.P.I.C.E.S.
  - Social
  - Physical
  - Intellectual
  - Character
  - Emotional
  - Spiritual

### **6 Program Areas**

1. Environment & Outdoors
2. Leadership
3. Active & Healthy Living
4. Citizenship
5. Creative Expression
6. Beliefs & Values



**It starts with Scouts.**

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## **Beaver Scouts – Welcome to the Pond**

### **Beaver Scout Promise**

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

### **Beaver Scout Law**

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

### **Beaver Scout Motto**

Sharing, Sharing, Sharing

### **LODGES**

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

### **FORMING LODGES**

When forming new Lodges, engage the whole Colony in making some of the decisions. Talk about the need for balancing the numbers of White Tails, Blue Tails and Brown Tails in each Lodge. Talk about things that are important to keep in mind:

- friends need to have the opportunity to be in the same Lodge if they wish.
- siblings may or may not want to be in the same Lodge.
- Talk about the idea that the Lodge members will need to be able to work well together on the Plan-Do-Review for adventures.
- Scouters need to keep in mind other needs that may influence good matches of youth in Lodges. If your practice is to change Lodges each year, these are important considerations.

If you maintain the Lodges from year to year, the Colony Leadership Team could work with a Scouter to place the new Beaver Scouts in Lodges. The considerations are still the same. Lodges, once assigned, should still be flexible. During the year, some Beaver Scouts may need or appreciate a change in Lodge.

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



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## THE POND

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





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November 2018

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

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

## Friends of the Forest Names for Scouters



**Malak** (Owl)

Character traits: insightful, understanding, protective, patient



**Rainbow**

Character traits: inspiring, peaceful, creative



**Hawkeye** (Hawk)

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



**Rascal** (Otter)

Character traits: curious, confident, athletic



**Rusty** (Fox)

Character traits: cunning, adaptable, agile, diplomatic



**Bubbles** (Fish)

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



**Tic Tac** (Squirrel)

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



**Sunshine**

Character traits: hopeful, encouraging



**Echo** (Bat)

Character traits: sensitive, intuitive, nurturing, communicative



**Ringtail** (Raccoon)

Character traits: curious, confident, athletic



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November 2018

## BEAVER SCOUT JOURNEY

YEAR	FRIENDS OF THE FOREST ADVENTURES	ADDITIONAL CHALLENGES	REVIEW PROCESS	NEXT STEP
<b>Brown Tail</b> Age 5	3–5 adventures for each area on the Pond Map with the Lodge or Colony 	<ul style="list-style-type: none"> <li>learn Beaver Scout Promise, Law and Motto</li> <li>Outdoor Adventure Skills</li> <li>option of Personal Achievement badges</li> <li>at least one linking activity</li> </ul>	<ul style="list-style-type: none"> <li>Review each adventure with Lodge and/or Colony</li> <li>Year-end Review with Colony (with specific attention to the SPICES)</li> </ul>	Blue Tail
<b>Blue Tail</b> Age 6	3–5 adventures for each area on the Pond Map with the Lodge or Colony 	<ul style="list-style-type: none"> <li>take part in leadership of Lodge</li> <li>Outdoor Adventure Skills</li> <li>option of Personal Achievement badges</li> <li>at least one linking activity</li> </ul>	<ul style="list-style-type: none"> <li>Review each adventure with Lodge and/or Colony</li> <li>Year-end Review with Colony (with specific attention to the SPICES)</li> </ul>	White Tail
<b>White Tail</b> Age 7	<ul style="list-style-type: none"> <li>3–5 adventures for each area on the Pond Map with the Lodge or Colony</li> <li>Northern Lights Quest begins in about January</li> </ul>	<ul style="list-style-type: none"> <li>participate in leadership for Colony in White Tail Council</li> <li>Outdoor Adventure Skills</li> <li>option of Personal Achievement badges</li> <li>help White Tail Council plan at least one linking activity</li> </ul>	<ul style="list-style-type: none"> <li>Review each adventure with Lodge and/or Colony</li> <li>Review with White Tail Council and Scouters</li> <li>Year-end Review with Colony (with specific attention to the SPICES)</li> </ul>	<ul style="list-style-type: none"> <li>Northern Lights Quest for the North Star Award</li> <li>Cub Scouts</li> </ul>  North Star Award



Beaver Scouts progress from Brown Tail to Blue Tail according to their age. For example, a 7 year-old registering for the first time will be a White Tail. Age groups progress together from year to year.

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It starts with Scouts



## BEAVER SCOUT JOURNEY

The Beaver Scout Journey from Brown Tail to White tail is shown on the previous page.

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

### TAILS

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

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

### PERSONAL PROGRESSION BADGES

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

### PERSONAL ACHIEVEMENT BADGES

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

You can find the Guide to Beaver Scout Personal Achievement Badges at <http://www.scoutinglife.ca/wp-content/uploads/bs/bs-pab-guide.pdf>

You can also find the Guide to Personal Achievement Badges for Parents at <http://www.scoutinglife.ca/wp-content/uploads/all/Guide-to-PAB-for-Parents.pdf>

These badges are shown on the following page.

## Beaver Scout Personal Achievement Badges



Exploring Beaver



Earth Beaver



Leader Beaver



Community Beaver



Spirit Beaver



Beavers of the World



Chef Beaver



Olympic Beaver



Musical Beaver



Scientific Beaver



Creative Beaver



Friendship Beaver



Pet Care Beaver



Canada Beaver



Beaver Heroes



Tech Beaver

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



## Beaver Scout Personal Achievement Badges

**Exploring Beaver:** anything to do with outdoor adventure and inquiry

**Earth Beaver:** anything related to environmental stewardship

**Leader Beaver:** organizing and taking part in activities that develop team skills

**Beaver Heroes:** discovering contributing members of the community and the positive difference they make

**Olympic Beaver:** having fun exploring healthy activity

**Chef Beaver:** having fun discovering healthy eating and making food that works at home and for Scouting activities

**Pet Care Beaver:** exploring how to look after domesticated animals

**Tech Beaver:** discovering how to use technology safely and responsibly

**Community Beaver:** opportunities to offer community service

**Canada Beaver:** discovering and exploring anything to do with our country and being a good citizen

**Beavers of the World:** discovering Scouting youth around the world, and helping someone somewhere else in the Scouting way

**Musical Beaver:** exploring a variety of musical expressions, including singing, dancing, playing an instrument, composing, choreographing or creating an instrument

**Scientific Beaver:** learning and experimenting critically and empirically

**Creative Beaver:** using the imagination to devise art, inventions and handicrafts

**Spirit Beaver:** exploring beliefs that are important for self and family as well as the beliefs of another faith

**Friendship Beaver:** exploring values that are important for self and family as well as those important to the Scouting movement

### Example – Creative Beaver



- Create two faces using a variety of materials, such as buttons, straw, fabric, beads or yarn. What helps you create the most realistic face? The most unusual face? The scariest face? • Draw three pictures.
- Use a different kind of tool or material for each drawing. For example, use a pencil on one, felt pens on another and wax crayons on another. Which is your favourite?
- Visit a local potter to work with clay and create your own piece of pottery.
- Have someone teach you to knit, crochet or sew a simple item such as a potholder.
- Create a simple PowerPoint presentation on a theme that is important to you. (You can ask an adult to help you.)
- Use playdough or self-hardening clay to create four or five sculptures on the same theme.
- Using tissue paper and white glue, create a series of three “stained glassed” pictures.
- Imitate the style of pictures in your favourite picture book. Create two or three pictures using the same style, or create your own story book.
- Organize an art show and invite other Beaver Scouts (in your Lodge) to join you in creating art to display. Who will you invite to come?
- Using a camera, take a series of photos on one theme. Display your photos in an album, in frames or using a computer.
- Create your own play. Invite some of your friends from your Colony to act in your play. Perform the play for your Colony.
- Create a sculpture using recycled materials.
- Design and build a toy. What materials will you use to make it? Try different materials to build it. Which ones worked best? Why?
- Invent something that makes your life easier or more fun. What would that be? How would it work? Draw a sketch and then, if possible, build a model of it.
- Develop the text and pictures for a story book that you can share with the other Beaver Scouts or with younger siblings.



## Cub Scouts – Welcome to the Jungle

### **The Cub Scout Promise**

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

### **The Cub Scout Law**

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

### **The Cub Scout Motto**

Do Your Best.

#### **Cub Scout Sign, Salute and Handshake**

##### ▪ **The Cub Scout Sign**

The Cub Scout Sign is used for greeting other Cub Scouts and Scouters. It is also used when saying the Promise. The Cub Sign is formed with the first two fingers on the right hand, open to form a "V", with the thumb holding down the last two fingers, raising the right arm bent at the elbow and holding the hand level with the head. Baden-Powell explained that the two fingers of the Cub Scout Sign are like the ears of a wolf. The Cub Scout Sign, when held high above the head, is a signal for getting everyone's attention. When the signal is made, all members of the Pack (Cub Scouts and Scouters) must stop what they are doing, become quiet and make the signal as well. It may take a while, but be patient and don't shout out to stop and be quiet.

##### ▪ **The Cub Scout Salute**

The Cub Scout Salute is similar to the Cub Scout Sign, except that the hand touches the head or headwear. The Salute is used when the Cub Scouts salute the Flag of Canada.

##### ▪ **The Cub Scout Handshake**

The Scout Handshake is used by all members of the Scout Movement. All members of Scouting shake with the left hand as a symbol of peace.

#### **Lairs and the Cub Pack**

A small group of Cub Scouts makes a Lair and that the Lairs form a Pack. As a Scouter, you are also part of the Pack and are known as a Pack Scouter!

Each Lair is comprised of a mixture of the three age groups (grade levels) of Cub Scouts so that everyone can learn from each other. The Cub Scouts pick a name for their Lair. All the members of the Lair may wear a colour patch on the right sleeve of their uniform. While Lairs may be named by the patch colour, the Lair name is up to the creativity of the Lair.

In keeping with the *Jungle Book* theme, each age group (grade level) of Cub Scouts is named for a wolf characteristic. Grade 3 Cub Scouts are **Runners**, Grade 4 Cub Scouts are **Trackers** and the Grade 5 youth are **Howlers**. A youth who wishes to join Cub Scouts would start at the same level as their grade peers, regardless of when they join. Scouters will be sensitive to the individual needs of youth who are in a grade not consistent with their age group. Youth will always progress to the next level of Cub Scouts.



All Cub Scouts wear a neckerchief (necker) held together with a “woggle”, which is a cloth strip that hold the ends of the necker together. Each woggle has “whiskers”. Runners have one line (whisker), Trackers have two and Howlers have three.

### **The Totem or Wolf Head**

Baden-Powell suggested that every Pack have a totem pole, which is like a crest of the Pack. Packs may choose to use a totem of a wolf head at the centre of the circle when the Pack meeting is opened. Other Packs may choose to use a box covered by a grey blanket that symbolizes “Council Rock”. They can be used together.

### **Lair Scouters**

Scouters should be designated to work with the same Lair each week in order to get to know the Cub Scouts in that Lair. The role of the Lair Scouter is to be a mentor to the youth, to encourage their ideas, to encourage each of the Cub Scouts in their personal progression and to support the Trackers and Howlers in their leadership roles. It is especially important that the Scouter notice youth who rarely offer ideas or volunteer for leadership and help them participate. Youth from older Sections who have been screened to volunteer as Scouters would serve well in this role as well.

Remember: if all Lairs meet in various spots within the main gathering space of the Pack, one Scouter can work with each Lair while still maintaining the Two-Scouter Rule. If the Lairs meet in locations that are not in eyeshot and earshot of each other, two Scouters must work together with each Lair.

### **Pack Leadership Team Scouter**

At least one Scouter supports the Pack Leadership Team. Again, the role is one of mentorship and encouraging the Cub Scouts to participate, share their ideas and to take on age-appropriate leadership roles. The Contact Scouter may also serve on the Pack Leadership Team.

### **Contact Scouter**

In many Packs, Akela does this job, but any Scouter can!

### **The Grand Howl:**

A Scouter initiates the opening by getting the attention of all the Cub Scouts by shouting, “Pack!”, which is a signal for all Cub Scouts to freeze. The Scouter then shouts, “Pack! Pack! Pack!” Cub Scouts run in from their Lairs, yelling a long “Paaack!” They form a tight Rock Circle around the Scouter.

If needed, ask the Pack to back up three steps to form a Parade Circle to give more room.

The Howler (3<sup>rd</sup> year Cub Scout) leading the Grand Howl barks, “Pack Alert!” (calling for the Pack to stand at attention). If a totem is used, the Howler brings in the totem, places it in front of the Scouter and returns to the circle.

The Scouter faces the Cub Scout and, by a nod of the head, tells the Howler to start the Grand Howl.

The Howler swings his or her hands in the air and brings them down to the floor while dropping to the squat position, with knees apart. Hands touch the floor in front, between the knees, with only the first two fingers of each hand touching the floor, with the rest of the fingers closed. This represents forepaws.

All other Cub Scouts drop to the floor in a squat at the same time as the Howler, without raising their hands over their heads. All of the Cub Scouts look upwards, as though ready to howl like wolves.

All Cub Scouts say, in short barks, “A-Ke-La, We'll-Do-Our-BEST!” When they say “Best”, all Cub Scouts jump up to stand at alert, with first and second fingers of each hand at each side of their head, like wolf



ears. The Howler says “DYB, DYB, DYB, DYB”—drawn out a little like a wolf howl. (“DYB” sounds like “dib” and stands for “Do Your Best”.)

The other Cub Scouts drop their left hands, and make the Cub Salute with their right. They answer the Howler with, “We’ll DOB, DOB, DOB, DOB” in short, sharp barks. (DOB means “Do Our Best”.) After “DOB”, the Cub Scouts drop their right hands.

### **Cub Scouts' Own:**

A Cub Scouts' Own is a reflective time that may be part of the Closing Ceremony at a meeting, a hike, a camp or another activity.

### **Good Turn:**

A Good Turn is a volunteered kind act or good deed. Cub Scouts must watch for things that need to be done, and then do them without being asked.

### **Pack Leadership Team**

Howlers from each Lair come together regularly as part of the Pack Leadership Team.

This team is made up of:

- All Howlers
- At least one Scouter

Remember the Two-Scouter Rule. A Scouter working with the Pack Leadership Team should always be within earshot and eyeshot of another Scouter. Youth from older Sections who regularly work with the Pack are also part of the Pack Leadership Team.

The Pack Leadership Team:

- Meets to mentor new Howlers on their roles at the start of the Scouting Year
- Meets to decide the Pack adventures
- Reviews and approves the awarding of the Cub Scout Top Section Award (the Seeonee Award)
- Creates a Pack Code of Conduct with input from each Lair



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## Cub Scout Program



The Cub Scout Program is comprised of adventures based on the seven program areas shown on the Jungle Map above:

1. **Red Flower Camp** (Outdoors): Hiking, camping, paddling.
2. **Bagheera's Hunting Grounds** (Environment): Nature study, environmental projects.
3. **Council Rock** (Leadership): Participation in planning adventures, mentoring younger Cub Scouts.
4. **The Swinging Bridge** (Healthy and Active Living): Safety, first aid, menu planning & cooking.
5. **Elephant Turf** (Citizenship): Canadian heritage, community affairs.
6. **Monkey City** (Creative Expression): Art, music, skits.
7. **Baloo's Cave** (Beliefs & Values): Cub Scouts' Own, cultural diversity.

The other area on the map above is "The Village," which represent linking activities with other Sections such as Beaver Scouts and Scouts.

Cub Scouts will help their Scouters plan activities in these program areas, and afterwards will discuss how they thought the activity went.



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November 2018

## Personal Progression Badges

### Runner (8 year olds)



Badge



Woggle

The first level of Cub Scouts is the **Runner**. To be invested as a Runner, a Cub Scout needs to:

1. Learn the Cub Scout sign, salute and handshake.
2. Perform a Grand Howl.
3. Repeat the Cub Scout Promise, Law and Motto.
4. Participate in a Cub Scout's Own.
5. Do a good turn for someone and discuss your good turn with your Lair.

Once a Cub Scout is invested as a **Runner**, he or she can participate in Lair and Pack adventures, work on Outdoor Adventure skills and Personal Achievement badges, and participate in adventure reviews.

At the end of the year, the **Runner** will review the year's adventures with his or her Scouters, discussing such issues as:

- Most interesting experiences
- Least enjoyable experiences
- Adventures he or she would like to try next year.

After the year end review, the **Runner** will be presented with the **Tracker** Personal Progression badge.

### Tracker (9 year olds)



Badge



Woggle

**Trackers** will continue to participate in Lair and Pack adventures, work on Outdoor Adventure skills and Personal Achievement badges, and participate in adventure reviews. **Trackers** will also take on greater leadership in the Lair, and will act as mentors for the **Runners**.

At the end of the year, the **Tracker** will review the year's adventures with his or her Scouters, discussing such issues as:

- Most interesting experiences
- Least enjoyable experiences



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November 2018

- Adventures he or she would like to try next year.

After the year end review, the **Tracker** will be presented with the **Howler** Personal Progression badge.

### Howler (10 year olds)



Badge



Woggle

**Howlers** will continue to participate in Lair and Pack adventures, work on Outdoor Adventure skills and Personal Achievement badges, and participate in adventure reviews. **Howlers** will also take on greater leadership in the Pack, and will act as mentors for the **Trackers**.

During their third year, **Howlers** can work on their **Seeonee Award**.

At the end of the year, the **Howler** will review the year's adventures with his or her Scouters, discussing such issues as:

- Most interesting experiences
- Least enjoyable experiences
- Adventures he or she would like to try when moving up to **Scouts**.

### North Star Award



If a Cub Scout has earned this award during his or her time as a Beaver Scout, this badge may be worn on the Cub Scout uniform.

### Seeonee Award



The Seeonee Award is the Top Section Award for a Cub Scout. It marks the culmination and completion of a successful Cub Scout journey. At the end of Cub Scouts, youth will have an opportunity to reflect on



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November 2018

their personal journey and Outdoor Adventure Skills attained. They will volunteer hours of service and develop a project that serves their community.

During the second half of their Howler year, Cub Scouts may begin to work on their Seeonee Award. The Top Section Award is achievable even if the youth has only been in Cubs for one year.

There are four important components of the Seeonee Award:

1. Cub Scouts have made personal progress through their adventure activities.
2. Cub Scouts have progressed through 10 Outdoor Adventure Skills stages (including any achieved in Beaver Scouts).
3. Cub Scouts have completed 15 volunteer service hours to give back to their communities. These hours must be completed as a member of the Cub Scout Section; they are not cumulative from Beaver Scouts.
4. Cub Scouts complete a project that makes a positive difference in their local, national or global community.

The Seeonee Award is named after the Seeonee wolf pack that adopts Mowgli. The pack lived in the Seeonee Hills.

### Religion in Life Award



Many religions in Canada have cooperated with Scouts Canada to develop the Religion in Life program. The Cub Scout should contact his or her place of worship to learn about this program.

### Spirituality Award



The Spirituality Award is for youth members who do not belong to a specific faith community. The requirements for this badge are:

1. Self Discovery:  
Choose and create one each of the following: a symbol, a story and a song. Tell your Pack why they are important to you.
2. Interfaith/Culture Discovery:  
Find one example of similarities and one example of differences between other faiths or cultural groups.



3. Experience/Sensitivity:  
Describe different examples of the diversity of people and cultures in the world while on a hike, trip or about town.
4. Area of Service/Action:  
Assist a Service Agency in a service project.

### Language Strip



Show you know a language other than your first by talking on a subject of your choice for 5 minutes.

The person to whom you are speaking or reporting must agree that your pronunciation and grammar are basically correct and age-appropriate.

### Beaver Scouts Link Badge



If a Beaver Scout has been presented with this Link Badge at the end of his or her time in Beavers, the badge may be worn on the Cub Scout uniform.

### Cub Scouts Link Badge



At the end of his or her third year, each Cub Scout is presented with the Cub Scout linking badge which may be worn on the Scout uniform.



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November 2018

## Youth Leadership Training



**Plan:** Cub Scouts should be engaged in the planning of their Youth Leadership Training experience through personal reflection and discovery of leadership concepts. Using the Participant Guide and group discussion, allow Cub Scouts to identify leadership concepts that they would like to improve on and the Trail Card adventures that would facilitate that development.

**Do:** Cub Scouts complete two adventures per Leadership Concept and record their completed adventures using the Participant Guide. Cub Scouts should conduct a youth-led review after each adventure.

- Becoming a Leader
- Communication
- Plan-Do-Review
- Problem-Solving
- Teamwork

**Review:** Cub Scouts engage in a “Leadership Review”, reflecting on the ten adventures they embarked on, what leadership skills they have gained and how they are going to be leaders in the future.

Successful completion of these three steps will culminate in the completion of the Youth Leadership Training — Cub Scouts course.

## World Scout Environment Award

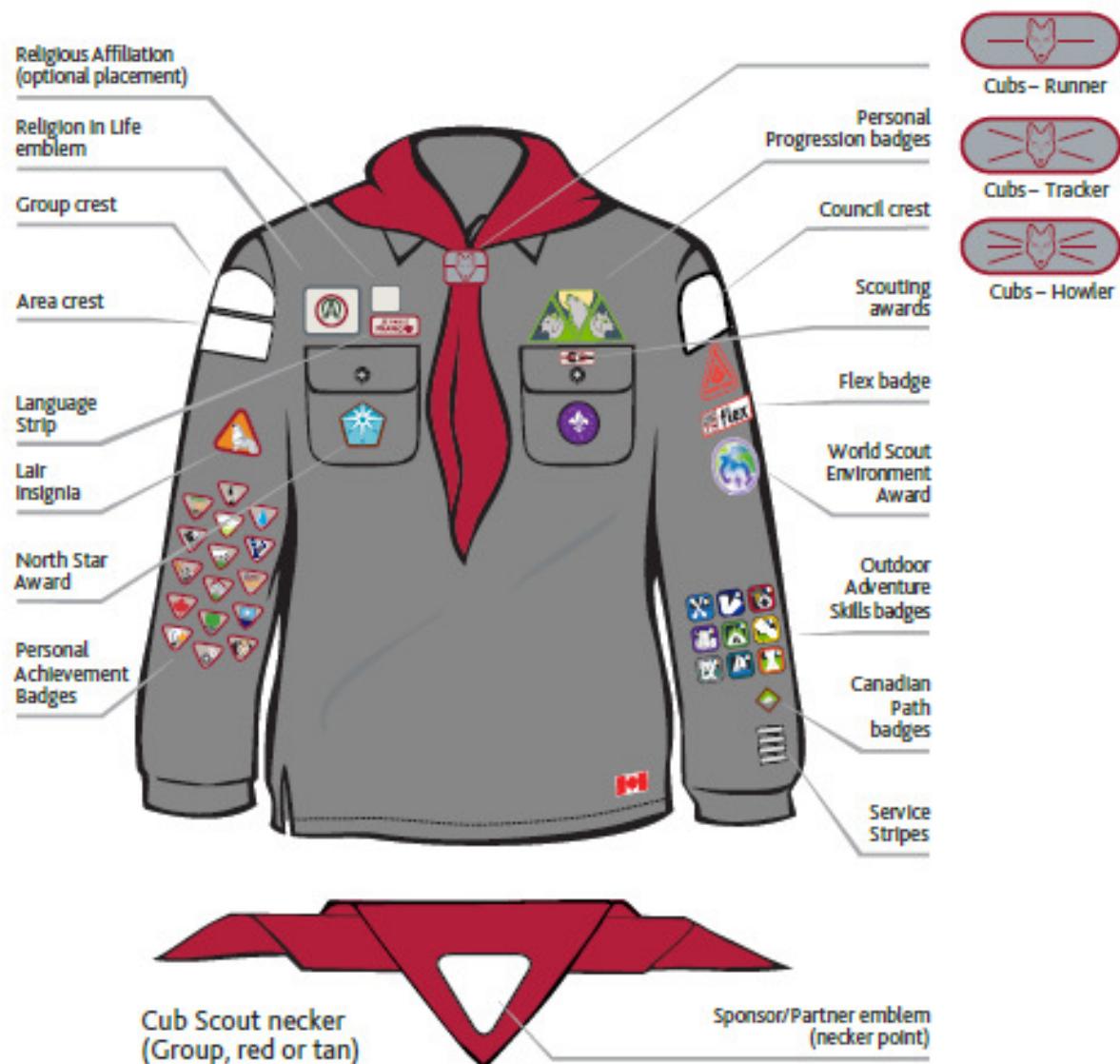


The purpose of the World Scout Environment Award is to demonstrate a Cub Scout's concern for, and active stewardship of, the environment.

The World Scout Environment Award is an international award, which means that Scouts in other countries are also working to earn it, even though they may be working on slightly different requirements. All Scouts around the world who have achieved the badge will wear it on the uniform. Requirements can be found at <http://www.scouts.ca/wp-content/uploads/s/s-World-Scout-Environment-Award.pdf>

## Uniform & Badge Placement

# Uniform Insignia Placement Cub Scout





## Personal Achievement Badges

Personal Achievement Badges are designed to allow youth to explore and expand skills and knowledge in areas that are of particular interest to them. Personal Achievement Badges are strictly optional. They are not a core part of the program, and they are not an essential part of a youth's personal progression. Personal Achievement Badges are not a requirement for any Top Section Award.

- There are 16 PA badges.
- The PA badges are earned individually by youth who choose to make these badges part of their personal Scouting journey. The PA badges are not part of the Pack program adventures. However, at the end of a Pack adventure, a youth, who wishes to do more explorations related to the topic of that adventure, could develop a personal adventure for one of the PA badges.
- The PA badges follow the Plan-Do-Review process.
- There are no set requirements for the badges. Instead, each badge has an Objective which is supported by a few Guidelines, and then ideas for possible badge adventures from which the youth may choose. The youth is also encouraged to use his or her own ideas.
- A PA badge may be accomplished more than once as long as a new Plan is made with new adventures.
- As a Scouter, your role is to support the youth in setting safe and realistic requirements. The nature of these requirements will vary from youth to youth, depending on the unique interests and abilities of each individual. Help the youth to develop attainable but personally challenging requirements, supported by a well thought-out plan. Check in with the youth from time to time to measure progress and provide some guidance to overcoming any obstacles.

Suggestions for badge requirements are given on the following pages. These are suggestions only and were prepared as an aid to the 1<sup>st</sup> West Van Scouters and youth. Each Youth is meant to discuss each badge with his or her Scouter and agree on the requirements.



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018



Earth



Air



Water



Space



Summer Fitness



Winter Fitness



Year-round Fitness



Home



Community



Canada



World



Technology



Arts



Building



Hobby



Science



## Cub Scouts Air



### Objective:

Explore the environment, nature, research and/or leisure pursuits as they relate to air. Complete one adventure. You can choose from the ones below or make up your own after consulting with your Scouter.

### 1. Clouds:

- i. Prepare a drawing showing 8 main types of clouds.
- ii. Describe how clouds are formed, what they are made of, and why they are white or grey.
- iii. Keep a diary noting the types of clouds you see each day for a 2-week period. In your diary note:
  - Date and time of observation
  - Type of cloud observed. You may see more than one type.
  - Description of weather at time of observation (e.g. rain, showers, windy)
- iv. Carry out this experiment to make fog:
  - Materials:
    - Glass jar
    - Strainer
    - Water
    - Ice cubes
  - Process:
    - Fill the jar completely with hot water for about 1 minute.
    - Pour out all the water, leaving about one inch in the jar.
    - Put the strainer over the top of the jar.
    - Place 3-4 ice cubes in the strainer.
    - Watch what happens!
  - Explanation: The cold air from the ice cubes mixes with the warm, moist air in the jar causing the water to condense and form fog.

### 2. Lightning:

- i. Describe what causes lightning.
- ii. Describe what to do if you're outdoors in a lightning storm to the rest of your Pack.
- iii. Carry out this experiment to make lightning:
  - Materials:
    - Aluminum pie pan
    - Small piece of wool fabric
    - Styrofoam plate
    - Pencil with new eraser
    - Thumbtack
  - Process:
    - Push the thumbtack through the centre of the pie pan from the bottom.
    - Push the eraser end of the pencil into the thumbtack



- Put the Styrofoam plate upside-down on the table. Quickly, rub the bottom of the plate with the wool for a few minutes.
- Pick up the aluminum pie pan using the pencil as a handle and place it on top of the upside-down Styrofoam plate you were just rubbing with the wool.
- Touch the aluminum pie pan with your finger. You should feel a shock. If you don't, try rubbing the Styrofoam plate again.
- Once you feel a shock, rub the plate again and turn out the lights before touching the pan again. You should see a spark.
- Explanation: Lightning happens when the negative charges, which are called electrons, in the bottom of the cloud or in this experiment your finger are attracted to the positive charges, which are called protons, in the ground or in this experiment the aluminum pie pan. The resulting spark is like a mini lightning bolt.

iv. Draw a map of Canada and show the number of lightning strikes per year for different areas.

### 3. Wind:

- i. Draw a diagram of the Earth showing global wind patterns including Easterlies, Westerlies, Trade Winds, Horse Latitudes and Doldrums.
- ii. Draw diagrams showing land breezes and sea breezes.
- iii. Prepare a table showing land conditions corresponding to Beaufort Scale numbers.
- iv. Carry out the experiment below to see "What's In The Wind":
  - Materials:
    - A few plastic lids
    - Petroleum jelly
    - Magnifying glass
    - Paper punch
    - Yarn
    - Windy day
  - Process:
    - Punch a hole at one end of each lid.
    - Thread each hole with a length of yarn and knot the ends of the yarn together to form a loop for hanging.
    - Spread petroleum jelly over one side of each lid.
    - Take the lids outdoors on a windy day and hang them in various areas.
    - Leave them outside for about an hour or two to collect what may be blowing in the wind.
    - Retrieve the lids and see what they have collected.
  - Explanation: Some of the items that may have been collected include insects, dirt, seeds and leaves. Use the magnifying glass for further observation.



## Cub Scouts Arts



### Objective:

Explore what it means to enjoy and contribute to the arts.

Complete one of the adventures below or make up your own adventure after consulting with your Scouter.

### 1. Graphic Arts: Do any five of the following:

- i. Draw or paint an original illustration of an incident or character from a story such as the *Jungle Book*.
- ii. Draw or paint, from life or memory, any animal or person you have seen.
- iii. Draw or paint a landscape while looking at it.
- iv. Arrange some items and draw or paint them.
- v. Keep and use a sketch book for a period of one month.
- vi. Illustrate an incident from a story, such as the *Jungle Book*, using characters in a series of four or more sketches.
- vii. Make a greeting card of your own design.
- viii. Make an original model from any suitable material.
- ix. Create a print using original designs cut into linoleum, potatoes, or other kinds of blocks.

### 2. Entertainer: Do any six of the following:

- i. Play a simple melody on an instrument.
- ii. Dress in appropriate costume and act or mime an incident from literature.
- iii. Perform a recitation.
- iv. Sing three songs and lead the pack in singing the chorus.
- v. Lead and sing two folk songs.
- vi. Tell a story using puppets.
- vii. Perform two magic tricks.
- viii. Perform a solo dance.
- ix. Lead the pack in some form of folk dancing.
- x. Direct a group in a skit.
- xi. Do a play or dance from the *Jungle Book*.

### 3. Musician: Complete the following:

- i. Identify the notes of the staff and the values of notes and rest signs.
- ii. Explain the meaning of piano, forte, moderato, staccato, largo, pianissimo, fortissimo.
- iii. Do three of the following:
  - Play a simple tune on a recognized instrument.
  - Demonstrate ability with a rhythm instrument such as castanets, drum, etc.
  - Sing a major scale ascending and descending, and the three notes of a major and minor triad.
  - Tap or clap the rhythm of a four-bar phrase previously played by an adult.
  - Sing a short solo.
  - Be a member of a recognized choir, band or ensemble.

### 4. Photographer: Complete the following:

- i. Understand and explain:



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

- the features of the camera you are using
- how to properly care for the equipment, and
- the most common ways your camera could be damaged.

ii. Explain and demonstrate:

- how to properly focus, hold and shoot the camera,
- some common mistakes in taking pictures, and
- how you would correct some mistakes (e.g., crooked shot, too dark, red eye) in software after it's been uploaded.

iii. Explain how to upload and store your digital photographs.

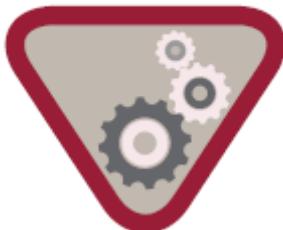
iv. Explain how you or your parents share your photos by printing or sharing on the web.

Using the above skills, complete any three (3) of the following projects. For each project create a display, slide show, video or multimedia show from your pictures or video. Show at least one to your six, pack, family or at a Scouting event and help those watching learn how they could do one too.

- Make a family tree using pictures or video.
- Do a photo or video "study" (story made of images) on a subject of your choice.
- Write a short story and illustrate it through pictures or video using members of your pack, six or friends as the cast.
- Have members of your pack, six or friends perform a Scouting Skit and capture it through photos or video.
- Take a set of nature pictures or video.
- Take pictures or video of interesting people and places in your community.
- Interview a senior citizen about what life was like at your age using photos or video to record your interview.
- Take photographs or video showing your six or pack at a meeting, outing or camp.



## Cub Scouts Building



### Objective:

Explore various ways of building, including a variety of designs, materials and construction methods.

Complete one of the adventures below or make up your own after consulting with your Scouter.

### 1. Carpentry: Do the following with help from an adult:

- i. Show the proper and safe use of five basic tools such as: saw, hammer, square, smooth plane, rule and tape measure.
- ii. Show how to take care of basic tools.
- iii. Using basic tools, construct a project such as a lair divider or curtain, toy storage box, flower box, trinket box, shoe box, model house, tool box, bird house, etc.
- iv. Explain the purpose of the following supplementary tools: hand drill, set of screwdrivers, mitre box, file, wrench, pliers, and vise grip.
- v. Show how to use two of the supplementary tools.

### 2. Home Repair: Do the following with help from an adult:

- i. Show how to turn on and off the electric power supply and the water supply in your home. Explain how to turn off the gas supply if your home uses gas.
- ii. Replace a light bulb in a socket. With an adult, check in your house which light bulbs could be replaced by energy efficient bulbs.
- iii. Replace a tap washer.
- iv. Lubricate a door hinge and/or lock.
- v. Finish a wood surface and stain.
- vi. Properly prepare and paint a piece of wood or metal.
- vii. Replace a doorknob or install any kind of door or window lock.

### 3. Construction Challenge:

Bring supplies to a Cub meeting and lead the Pack in a Construction Challenge. Try one of the following examples or make up your own:

1. What is the tallest tower you can build from 12 sheets of newspaper.
2. Can you make a bridge to span a distance of 100 centimetres that will support 8 Hot Wheels cars?
3. Can you build a table from newspaper that will support the weight of 5 books?
4. Can you build a structure large enough for your Lair to sit inside?

### 4. Energy Efficiency:

Prepare a poster showing how you could make your home more energy efficient and make a presentation to your Pack.



## Cub Scouts Canada



### Objective:

Explore what it means to be a helpful, contributing citizen of Canada.

Complete one of the adventures below or make up your own after consulting with your Scouter.

### 1. Heritage: Do any seven of the following requirements:

- i. Learn a Canadian folksong and its origins, and then sing it with your Lair or Pack.
- ii. Make a scrapbook about a famous Canadian, telling when he or she lived, and what their accomplishments were.
- iii. Learn a Canadian legend or folktale. Tell it to your Lair or Pack.
- iv. Visit a local museum. Draw a picture of some of the exhibits or things you see. Show your pictures to your Lair or Pack, and tell them what you liked about the museum and what you learned from visiting it.
- v. Tell your Lair or Pack about a cultural group in Canada. What are their traditions? What languages does the group speak? How has this group contributed to Canada's culture?
- vi. Make a presentation about Aboriginal people in Canada. Meet with an Aboriginal person if possible, to learn more about the history, traditions and contributions of local Aboriginal people.
- vii. Contact a Cub in another part of Canada. Ask the Cub what Canada is like there, and what the people like to do.
- viii. Draw or trace a simple map of Canada, showing the provinces and territories, capital cities, and other main features you can discover.
- ix. Learn the Wolf Cub Promise, Law and Grand Howl in another language of your choice.
- x. Learn about one of Canada's peacekeeping missions. Talk to a veteran or soldier who has served on Canada's behalf in a conflict or peacekeeping mission.

### 2. Aboriginal Awareness: Do any four of the following requirements:

- i. Tell about or show four or more items that were invented by Aboriginal people and which we still use today.
- ii. Make a list of Aboriginal words that are used as names of places, such as provinces and territories, cities, towns, parks, roads and waterways. Discover the Aboriginal meaning of these words.
- iii. Learn about some of the Aboriginal people who first lived in your area. Using historical information and designs, make a model or display that shows their dwellings, how they travelled, their writing and art forms, and objects used for daily living.
- iv. Learn an Aboriginal game, song, dance or story and share it with your six or pack.
- v. Tell how an Aboriginal people's way of life is affected by the part of the country in which they live.
- vi. Discover and tell how Aboriginal people helped early explorers and pioneers to settle in Canada.
- vii. If possible, arrange to visit with an Aboriginal person. Find out how that person's life is similar to or different from how Aboriginal people lived long ago.

### 3. Geography: Do the following requirements:

- i. On 22" x 34" posterboard draw and colour a map of Canada showing:



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

- Provinces, territories and their capitol cities
- Major lakes, rivers, mountain ranges and other features.

ii. Research and answer the following:

- How many kilometers of coastline does Canada have? \_\_\_\_\_
- What is the largest source of freshwater in the world? \_\_\_\_\_
- Where are the oldest known rocks on earth found? \_\_\_\_\_
- What is a pingo? \_\_\_\_\_  
\_\_\_\_\_
- Where is the largest known impact crater in Canada found? \_\_\_\_\_
- What is the northernmost island in Canada? \_\_\_\_\_

#### 4. Government: Do the following requirements:

- i. Who are the Queen of Canada, the Governor General and the Prime Minister? Who are the Lieutenant Governor and Premier of your province? Pick one and write him or her an email or send a letter about something important to you, or to thank him or her for his or her work.
- ii. Visit a local or provincial museum. Find something in the history of your community or province that fascinates you. Share what you have discovered with your Lair.
- iii. Find out about the designs that were considered for our national flag before the current maple leaf flag was chosen? Imagine the maple leaf has not yet been selected as our national flag. Design your own flag for our country.
- iv. With the help of an adult, connect with Cub Scouts from another province or territory through Skype, email or by writing letters.
- v. Visit with a local, provincial or federal politician to find out about his or her job.



## Cub Scouts Community



### Objective:

Explore what it means to be a helpful, contributing citizen of my community.

Complete one of the adventures below or make up your own after consulting with your Scouter.

### 1. Guide: Do the following:

- i. Show that you can politely give clear, simple directions to someone asking his or her way. Describe what you would do if a stranger offered you a ride or asked you to come along to show him or her how to get to a place.
- ii. Describe how to call for fire fighters, police or ambulance.
- iii. Show on a map the route of your local bus, or school bus **or** a direct route from your home to the centre of your community.
- iv. Describe how to get to the main highways around your community.
- v. Describe or point out on a map the location of as many of the following as are found in your community:
  1. nearest mail box or post office
  2. police station
  3. hospital/doctor
  4. school
  5. drug store
  6. public telephone
  7. fire station or alarm box
  8. railway or bus station
  9. gas station
  10. hotel or motel

### 2. Law Awareness: Do the following:

- i. Talk to your Lair about the laws of the Wolf Cub Pack and what they mean. What rules should you have in your Lair so that everyone can enjoy Cubs more? What might happen if your Pack or Lair did not have rules?
- ii. Talk to one of your Scouters about who makes the laws in our country and why these laws are important to us.
  1. Who is responsible for making sure our laws are followed?
  2. Who can you ask for help if you see a law being broken?
- iii. For any four of the following situations, explain to your Lair what the laws are and why we have them.
  1. Crossing private property
  2. Burning or damaging private property
  3. Traffic laws for bicycles, pedestrians and automobiles.
  4. Littering
  5. Hurting other people
  6. Taking what doesn't belong to you
  7. Polluting or damaging the environment
  8. Drinking and driving
  9. Taking illegal drugs



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

10. Talk about what would happen in your neighbourhood if you didn't have these laws.

### **3. First Aider: Do the following**

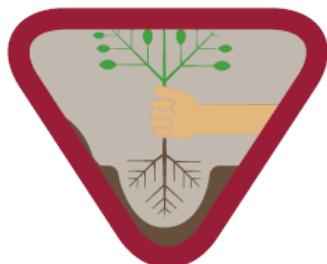
- i. Explain the following:
  1. The meaning of first aid
  2. The meaning of medical aid
  3. The three most important measures you must learn to save a life.
- ii. Do the following:
  1. Demonstrate first aid for a conscious choking casualty.
  2. Demonstrate first aid for a severe wound.
  3. Show how to care for an unconscious person.
  4. Show how to give first aid for a burn or scald.
  5. Show how to give first aid for a wound that is bleeding.
  6. Show how to stop a nose bleed.
  7. Show what to do if your clothes or another person's clothes catch fire.
  8. Describe the signs of frost-bite and how to treat it.
  9. Describe what to do if an insect or animal bites you or another person.
  10. Explain how to prevent and treat hypothermia and overheating

### **4. Disability Awareness: Do any four of the following:**

- i. Recognize the International Symbol of Accessibility and point out places where this sign is found.
- ii. Discuss with your leader how building entrances, water fountains, elevators, public telephones and washrooms, and sidewalk corner curbs can be made more accessible to persons in wheelchairs.
- iii. Visit your library and find out how books are made available for visually impaired people.
- iv. Meet with a social worker, agency representative or knowledgeable adult as to what services are available in your community to people with various disabilities.
- v. Talk to your gym teacher, Parks and Recreation department or leader about how disabled persons participate and compete in various sports.
- vi. Talk to a representative from the phone company, TV station or other knowledgeable adult about what services are available for the hearing impaired.
- vii. Find out what American Sign Language (ASL) is. Learn some sign language and how to sign your name.
- viii. Where possible, meet with a disabled person and talk about that person's personal interests and activities.



## Cub Scouts Earth



### Objective:

Explore environment, nature, research and/or leisure activities as they relate to the Earth. Complete one of the adventures below or make up your own after consulting with your Scouter.

### 1. Gardener: Do the following:

- i. Show the proper use of a spade, fork, hoe, trowel and rake and how to care for them.
- ii. Prepare, plant and look after for three months, one of the following:
  - A garden at least 1.5 square metres in size
  - A window box at least 60 cm x 25 cm in size
  - Two or more perennial plants in pots
  - A plant terrarium
- iii. Identify and name from life any three of the following:
  - Six garden flowers
  - Six garden vegetables
  - Four common weeds
  - Three common friends of the garden
  - Three common pests of the garden
- iv. Choose and do any two of the following:
  - Grow a bulb.
  - Grow a tree seed.
  - Start a vegetable from seed on blotter paper or paper towelling.
  - Grow a plant from seedlings.
  - Grow a plant from the tops of turnips, carrots, radishes, parsnips or beets.

### 2. Natural World: Do the Following:

- Any five of the following:
  - i. Care for a lawn or garden for a month.
  - ii. Without harming nature, mount and label a display of natural things, such as leaves, weeds, rocks, or seeds and tell about your collection.
  - iii. Grow a plant indoors and describe how it grew.
  - iv. Grow a sugar or salt crystal on a string.
  - v. Plant a tree or shrub, describe how trees grow and why they are important to nature.
  - vi. Point out or describe some sources of pollution in your neighbourhood and describe possible solutions.
  - vii. Make a rain gauge and use it to record rain or snowfall for a month.
  - viii. Make and set up a bird bath, bird house, or bird feeding station, and look after it for a season.
  - ix. Show how to use and take care of common garden tools.
  - x. Using the water cycle, show the route water takes to your home or show how acid rain is formed and how it affects nature.
  - xi. Point out the North Star and three constellations.
- Any two of the following:



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

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- i. Visit a natural area of your choice and point out some different ways the local plants and animals depend on one another for life.
- ii. Go on a ramble and identify six different kinds of birds, or keep a record of birds using a bird bath or bird feeder for a season. Know which birds are protected in your area.
- iii. Visit one of the following places: conservation area, weather station, fish hatchery, observatory, tree farm, fire ranger tower, farm, greenhouse, park, zoo, forestry station, dam. Learn about how this place helps the environment.

### **3. Canada Wilderness: Do the following:**

- i. Learn about and, if possible, visit a Provincial or National Park or Wilderness Area. Create a report or display that highlights the reasons why the park is there and some problems facing the park.
- ii. Participate in a conservation project which improves a local park, sanctuary, refuge or other wilderness area.
- iii. Help show other Cubs some aspect of nature study of your choice.

### **4. Geology: Do the following:**

- Investigate how water can break rock with this experiment:
  - Materials:
    - Water
    - Waxed paper
    - Dough mixture
    - Small balloon
    - Freezer
  - Procedure:
    - Carefully fill the balloon with water until it is the size of a golf ball. Try to get all air out of the balloon before tying it closed.
    - Spread out a piece of wax paper on the table. Use your hand to flatten out a 2 inch ball of dough until it is about  $\frac{1}{4}$  inch thick.
    - Place your balloon of water on top of the dough and carefully wrap the dough around the balloon. Smooth the dough around the balloon so there are no cracks and that none of the balloon shows through.
    - Leave your dough-covered balloon on the wax paper for 2-3 days to harden. Think of this hardened ball as a “rock.” Once it is dry, place it in the freezer overnight.
    - The next day, observe your “rock. What happened to it? What did the water inside the balloon do?



## Cub Scouts Hobby



### Objective:

Explore a new hobby or learn new skills in a hobby I already do.

Complete one of the adventures below or make up your own after consulting with your Scouter.

### 1. Collector:

- Collect and organize a group of objects of your choice and keep your collection for a period of at least three months. Some examples: coins, stamps, photos, books, comics, sports player cards, leaves, matchbox toys, etc. Show and talk about your collection at a Pack meeting.

### 2. Handicraft: Do any four of the following:

- Make a toy from recycled odds and ends.
- Make a toy of some reasonable size, such as a boat, model locomotive, Kub Kar, airplane, animal, etc.
- Make a project such as a farmyard, village, Noah's Ark with animals, Jungle Book scene, cottage with furniture, railroad station, etc.
- Repair two toys. Show them to one of your leaders before and after you work on them.
- Make two useful or decorative articles from wool, leather, string or other suitable material.
- Build a model kit that takes time and effort to complete.
- Make a puppet or marionette.
- Make and fly a kite.

### 3. Reader: Do the following:

- Do any two of the following:
  - i. With adult help, make up a list of books that might interest you and read three of them.
  - ii. Discuss with an adult what you think were the main features of a book you read.
  - iii. Tell or read to your pack, your six or a small group a story or part of a story you have read.
- Do any two of the following:
  - i. Show your ability to use the local school or public library by explaining its rules and the reasons for them. Explain the use of the card, microfiche, or computer catalogue and describe, in general terms, the locations of the different categories of books.
  - ii. Be a member of the local library and hold a library card.
  - iii. Show how to use a dictionary, atlas and an encyclopedia.
- Do any two of the following:
  - i. Describe the parts of a book: table of contents, foreword, chapters, glossary, index, etc.
  - ii. Show how to open a new book and how to care for all books.
  - iii. Make and title a dust-cover for a book.
  - iv. Read a story from the Jungle Book and retell it to your six or pack.



- v. With adult help, select a children's book and read it aloud to a Beaver or other young child.

**4. Gardener: Do the following:**

- Prepare, plant and look after for three months, one of the following:
  - A garden at least 1.5 square metres in size
  - A window box at least 60 cm x 25 cm in size
  - Two or more perennial plants in pots
  - A plant terrarium
- Do two of the following:
  - Grow a bulb.
  - Grow a tree seed.
  - Start a vegetable from seed on blotter paper or paper toweling.
  - Grow a plant from seedlings.
  - Grow a plant from the tops of turnips, carrots, radishes, parsnips or beets.



## Cub Scouts Home



### Objective:

Explore what it means to be a helpful contributing member of my home. Complete one of the adventures below or make up your own after consulting with your Scouter.

#### 1. Family Helper: With the help of an adult, do any seven of the following:

- Show how to use the kitchen stove or micro wave oven safely, and then make tea, coffee, hot chocolate, soup or cook an egg. Show how much quicker a pot with a lid on will boil than a pot without a lid. Explain how this helps you to cook with less energy.
- Set a table for a two course meal for your family.
- Know how to load a dishwasher and when it is full, how to turn it on. Or show the proper way to wash dishes by hand. Explain how only running a dishwasher when it is full will help reduce how much water and energy are used.
- Clean windows and mop a floor.
- Make a bed and clean and tidy a room.
- Vacuum a rug.
- Show the correct way to answer callers at the door and on the telephone, and show how to pass on a message.
- Wash and dry a load of laundry and iron your neckerchief.
- Explain how hanging clothes to dry will help reduce the amount of energy you use.
- Show how to recycle, compost and dispose of household garbage. See if you can reduce the amount of garbage you are throwing out each week by putting this into action.
- Sew on a badge and a button.
- Discuss how to properly dispose of household toxic waste such as paint, oil, paint thinner, old medicine, cleaners and batteries.

#### 2. Recycling: Do any three in each of the categories:

##### ○ Reduce:

- Look in your home or in a store for products that could be sold with less packaging.
- With the help of an adult, check the tire pressure in a car to see if the tires are properly inflated to improve gas consumption.
- Bring your own non-disposable mug and eating utensils to use at camp or bring a garbage-free lunch to school regularly.
- Make a list or draw how you and your family could reduce the amount of electricity used at home. For one week keep track of how you saved energy. Record what you did and how many times you did it.
- Keep a record of four different ways that you saved water at your house in a week.
- Describe what you and your family did to reduce the amount of heat needed to keep your house warm.
- Choose two items that you or your family bought this week that you could have done without. Commit to not buying those items for the next month.



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

o **Reuse:**

- Choose something that you currently throw away and come up with a new idea on how to reuse it safely.
- Explain and show new uses for old plastic containers.
- Explain and show new uses for old jars and cans.
- Make a project from old lumber or Christmas trees.
- Describe and show new uses for different kinds of paper, greeting cards, bags and cardboard boxes.
- With help from an adult, collect old clothes, furniture or books and donate them.
- Make a list of all the things that you didn't need to buy during one week because you reused items you already had. Explain how reusing items reduces the amount of energy needed to make new things.

o **Recycle:**

- Build a composter and either use it yourself or give it to a friend.
- Help publicize a home toxic waste collection day in your community, such as for collecting old paints, garden chemicals, oil, etc.
- Show or tell your pack about three products that are made with recycled materials. Explain how using recycled materials helps to reduce climate change.
- Participate in a recycling project such as a bottle or paper drive.
- Visit or learn about a company or industry that is involved in recycling or collecting recyclable materials.
- Make a list of products that display the recycling symbol.
- Using old paper products, make your own recycled paper.
- Help organize or participate in a recycling program.
- Learn which items in your house can be returned when you are done with them (examples include computer parts, batteries, tires etc.). Identify one item (from this list) you were planning to throw out and with an adult, bring it somewhere to be recycled.

**3. Home Repair: With the help of an adult, do any seven of the following:**

- Show how to turn on and off the electric power supply and the water supply in your home. Explain how to turn off the gas supply if your home uses gas.
- Replace a light bulb in a socket. With an adult, check in your house which light bulbs could be replaced by energy efficient fluorescent bulbs.
- Replace a tap washer.
- Lubricate a door hinge and/or lock.
- Finish a wood surface and stain.
- Properly prepare and paint a piece of wood or metal.
- Help keep work areas, such as garage or basement, clean and tidy for one month.
- Resod or reseed a worn out part of a lawn.
- Tell or show how to clear a stopped up sink or toilet.
- Replace a doorknob or install any kind of door or window lock.

**4. Family Safety: With the help of an adult, complete the following:**

- Help reduce the risk of fire and burns in the home by checking that:
  - Matches and flammable liquids are stored properly and out of reach of small children
  - Paint, paper and rags are away from heat
  - Pot handles are turned toward the back of the stove to prevent the pots being knocked or grabbed by small children
  - Your hot water tank is set below 54°C (130°F) to help prevent scalding
  - Show how to test and care for a smoke alarm.



Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

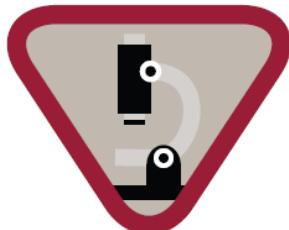
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- Help reduce the risk of poisoning in the home by checking that:
  - Poisons, cleaners and medicines are out of reach of children. Show how to find poison information on household products labelled as poison.
  - Food containers such as pop bottles are not being used to store poisonous products
  - Food is stored safely and handled properly.
- Know and draw hazardous products symbols for poison, flammable, explosive and corrosive. Find some products that are labelled this way.
- Show how to lock and secure all windows, doors and other entry ways into your home.
- Tell or demonstrate what to do if:
  - The lights go out in your home
  - A fuse blows or circuit breaker trips
  - There is a broken water pipe
  - There is a smell of natural gas
  - The drains back up
- Help reduce the risk of falls in the home by checking that halls, stairs, and walkways are clear of objects.
- Do one of the following projects:
  - Make a poster or display that show the dangers of playing on or near train tracks, trestles, crossings and/or train yards.
  - Make a poster or display that shows the dangers of touching power lines with a stick or ladder, climbing on electrical power poles, towers and substations, poking electrical outlets and/or pulling toast out of a toaster with a knife or fork.
  - Make a poster or display that shows the dangers of playing around storm sewers, construction sites, garbage dumps or dumpsters, ice covered water or water areas, vacant buildings, farm machinery, quarries, old wells and/or unfriendly animals.
  - Make a list of emergency numbers, such as: police, fire, ambulance, etc., and post it by a phone in your home.



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## Cub Scouts Science



Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

### Objective:

Explore and discover more than one scientific areas. Complete one of the adventures below or make up your own after consulting with your Scouter.

#### 1. Scientific Method: Do the following:

- The basis of the scientific method is:
  - Make observations
  - Do some research
  - Form a hypothesis
  - Test your hypothesis
  - Draw conclusions
- Using the scientific method, with the help of an adult, perform 3 experiments at home using common household materials. Examples might be:
  - What happens when you mix oil and water?
  - What makes chocolate melt?
  - Other experiment ideas can be found at <http://www.sciencekids.co.nz/experiments.html>
- Understand the difference between a scientific theory and a scientific law.

#### 2. S.T.E.M.: Do the following:

- Using a paper plate or CD and balloons, build a hovercraft. Instructions may be found at <http://www.sciencekids.co.nz/experiments.html>
- Build a robotic hand using straws and string. Instructions may be found at [http://www.scouts.ca/stem/downloads/CS-Adventure\\_Card-Robotic-Hand.pdf](http://www.scouts.ca/stem/downloads/CS-Adventure_Card-Robotic-Hand.pdf)
- Make a list of jobs for which training in Science, Technology, Engineering and Mathematics is useful and present this list to your Lair or Pack.
- Work with your Scouter to arrange a visit from the Lets Talk Science outreach Program

#### 3. Canadian Science: Do the following:

- Research the top 10 Canadian scientific achievements of the past 100 years. Present these achievements to your Lair or Pack in an interesting manner.

#### 4. Field trip: Do the following:

- Working with your Scouter, arrange a field trip to the U.B.C. Botanical Garden, Capilano Fish Hatchery or other facility.



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## Cub Scouts Space



Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

### Objective:

Explore the environment, nature, research and/or leisure activities about Space. Complete one of the adventures below or make up your own after consulting with your Scouter.

### 1. Astronomy: Do the following:

- Teach another Cub how to use the pointer stars of the Big Dipper to find Polaris, the North Star.
- Show how to orient and read a seasonal star map. Be able to find five constellations of your choice. Learn and tell a story related to a constellation or an aboriginal legend regarding the night sky.
- Know and describe 3 sky features:
  - Milky Way
  - Aurora Borealis or Northern Lights
  - Comets
  - Meteors
  - Planets
  - Stars
  - Satellites
  - Eclipses
- Know the phases of the moon and the moon's role in causing ocean tides.

### 2. Space Exploration: Do the following:

- Discuss the importance of space technology in Canadian living. This could include:
  - weather forecasts
  - communications
  - search and rescue operations
  - map making
  - promoting international cooperation between Canada and other countries.
- Make a drawing or model of a satellite, such as Canada's first satellites Alouette I and II, ISIS or Hermes, or another satellite of your choice.
- Make a presentation about the International Space Station, including the Canadarm.
- Design and build a space station. Include living requirements, such as water, air and food supplies, power sources, communications and describe what peaceful activities the space station can be used for.
- Draw or make a model of a rocket, or of a space craft of your own design. Tell about any special features you have included in your model.
- Draw or make a space suit currently in use or one of your own design. Tell about any special features you have included in your model.
- Make a report on or a scrapbook about an astronaut, mission team or space mission of your choice.

### 3. Field Trip: Do the following:



Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

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- With help from your Scouter, arrange a field trip to the H.R. MacMillan Space Centre or the B.C.I.T. Planetarium

**4. Pop Bottle Rocket: Do the following:**

- With the help of an adult, build a pop bottle rocket using a bicycle pump and materials you have at home.
- In an open field, launch your rocket and report your experience to your Lair of Pack.



## Cub Scouts Summer Fitness



### Objective:

Participate in healthy and active summer fitness activities.

Complete one of the adventures below or make up your own after consulting with your Scouter.

### 1. Athlete: Do the following:

- Show the proper way to sit, stand, walk, and run. Learn how to take your pulse rate before and after exercise.
- Explain to an adult and your six the importance of diet, sleep, and exercise to the development of your body.
- Take part in an ongoing personal fitness program. Explain the importance of warmup and cool down exercises.
- Demonstrate your best in any seven (7) of the following:
  - i. a 50 metre run
  - ii. 200 metre run
  - iii. running high jump
  - iv. a running long jump
  - v. standing long jump
  - vi. sit-ups
  - vii. push-ups
  - viii. a rope or pole climb
  - ix. baseball or frisbee throw
  - x. a long distance run
  - xi. rope skipping

### 2. Cyclist: Do the following:

- Own or have access to, and use an approved bicycling helmet while earning this badge. Explain how to tell if a helmet is approved for bicycling.
- Have the use of a bicycle that is the right size for you and conduct the following safety check:
  - Check lights, reflectors, pedals, seat, horn or bell for good working condition
  - Check handle grips for tightness
  - Check steering assembly for tightness
  - Check tires for air pressure and cuts
  - Check all nuts and bolts for tightness
  - Check chain for tightness and properly oil the chain
  - Check wheels for wobbles and broken spokes
  - Show how to keep the bike clean
- Explain the meaning of the following street signs or signals and how to properly respond.
  - Stop sign
  - Yield sign
  - Pedestrian crosswalk sign
  - Colours of a traffic light
  - Railway crossing sign



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

- One way sign
- In a safe, off-road area, demonstrate the following skills:
  - Start, stop and pedal smoothly
  - Ride in a straight line
  - Do a shoulder check: while riding in a straight line, look back over your shoulder for a few seconds. Be able to ride in a straight line while looking back and tell your leader what you saw.
  - Hand signals for left turn, right turn and stop.
- Explain why you should stop and check for traffic before riding out of your driveway and know what side of the road to ride on.
- Explain how to make yourself more visible at night by wearing bright and reflective clothing, use of bike reflectors and lights.
- Explain other bicycling safety tips such as riding in wet weather, avoiding road hazards such as holes and grates, avoiding car doors, and how to lock your bike.
- To be done after other items have been completed. With the help of an adult, choose a safe route to bike in your neighbourhood. Bike for 10 minutes on this safe route with an adult. Explain how riding your bike (as opposed to using a car) for 10 minutes is good for the environment.

**3. Swimmer: Hold the Canadian Red Cross Swim Kids Level 6/ Aqua Quest Level 7 or Lifesaving Society's Swimmer 4 award or do the following:**

- Explain and show how to use the buddy system.
- Show how to check a swimming area for possible dangers, such as deep water, rocks, and slippery surfaces.
- Complete all of the following:
  - Tread water in deep water (over your head) for a minimum of 1 1/2 minutes.
  - Enter the water using the front dive (the stride position).
  - Front crawl 25 metres.
  - Back crawl 25 metres.
  - Endurance swim 75 metres.

**4. Team Player: Do the following:**

- Be a regular member of an organized sport team. The team must be under the supervision of a Cub leader or other approved person.
- Explain the basic rules of the sport you play.
- Take part in at least six games.
- Show a good sportsman-like spirit in all Cub games and activities.



## Cub Scouts Technology



### Objective:

Explore what it means to be helpful and responsible as you use technology. Complete one of the adventures below or make up your own after consulting with your Scouter.

### 1. Canadian Inventions: Do the following:

- Find the top Canadian inventions by Canadians in the fields of:
  - Computing and animation
  - Food and agriculture
  - Communication
  - Transportation and mobility
  - Climate
  - Defence
  - Sport and entertainment
  - Manufacturing
  - Science and medicine.
- Make a list of Canadian inventions you can find in your home (including those in improved forms).

### 2. Technology in the Home: Do the following:

- For a one week period, keep track of how much time you spend each day using digital technology such as computers, telephones and televisions, at school and in your free time.
  - Make up categories for your use (e.g. communication, research, entertainment etc.) and track your time spent for each of these categories.
  - Imagine you had no computer, phone or television. How would you spend your time? For the categories above, describe how you would accomplish the same things without these devices.
- Consider the technology in your home used in preparing meals; microwave ovens, stove that heat up instantly, refrigerators that keep things cold, freezers that keep things frozen etc. Suppose these technologies were not available to you. Describe what the daily routine of shopping and meal preparation might look like for your family.



## Cub Scouts Water



### Objective:

Explore leisure pursuits and the natural environment as they relate to water. Complete one of the adventures below or make up your own after consulting with your Scouter.

### 1. Fishing: Do the following:

- Describe some safety rules for being in or around water, and know how to prevent and treat injuries caused by fish hooks and fish knives.
- Show how to put together and use an angling outfit, a handline outfit, or an ice fishing outfit.
- Name and identify some major sport fish in your area.
- Describe the most suitable way to catch one sport fish of your choice.
- Discuss the rules and regulations for fishing in your area, how to unhook and release a fish without harming it, and the benefits of using barbless hooks.
- Do EITHER (a) or (b):
  - a. Without help (except for the actual landing), catch three separate species of local fish. Name them correctly and describe what family they belong to and their place in fishing (game fish, minnow, coarse, etc.).
  - b. Discuss water pollution in your area - how it can affect fishing and what can be done to reduce or eliminate pollution.

### 2. Water Cycle:

- Prepare a drawing showing the water cycle.
- Describe the following:
  - Evaporation
  - Transpiration
  - Condensation
  - Precipitation
- Describe the path a drop of water takes from the ocean to your water faucet and back to the ocean.
- Prepare a diagram to show the total amount of water
  - on the earth
  - in the oceans
  - in ice caps & glaciers
  - In the form of fresh water
  - In rivers
  - In the form of groundwater

### 3. Watercraft: Do the following:

- Describe six different types of watercraft.
- Correctly name and point out six different parts of a watercraft.



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

- Explain and show the correct way to choose and wear a life jacket or Personal Flotation Device (PFD).
- Demonstrate how to safely enter, change places in and exit a boat, showing how to move calmly and keep your weight low and centred. Know how to behave in a boat.
- Describe the signs of dangerous weather and water conditions for boating, and what to do when you see them.
- Demonstrate the following:
  - Identify three examples of good throwing assists.
  - Be able to throw a throwing assist (without a line) to a person at least two metres away.
- Demonstrate the following:
  - While wearing your PFD, curl up in a ball to form the Heat Escape Lessening Position (HELP) to keep warm in the water.
  - With a small group who are all wearing PFD's, huddle together to make the HUDDLE position to keep you and others warm in the water.
- Know the importance of staying with your boat if you fall out or tip over.
- With a buddy or adult, launch a boat and row, paddle or sail in a straight line for 50 metres; turn and come back.

#### **4. Water Use: Do the following:**

- Research and present to your Lair or Pack charts or maps showing water consumption around the world.
  - Show how Canada relates to world averages.
  - Discuss how Canadians might reduce their water consumption.
- Research and present to your Lair or Pack information showing health problems around the world related to lack of clean drinking water.
  - Discuss how regions with the worst problems might be improved.
- Visit the Seymour-Capilano Filtration Plant and prepare a report for your Lair or Pack describing your visit. Describe in simple terms how the water is treated.

#### **5. Conservation: Do the following:**

- Invite someone from the West Vancouver Streamkeeper Society, the Coho Society of the North Shore, or other conservation society, to visit a Cub meeting to explain how Cubs can help protect our local environment.



## Cub Scouts Winter Fitness



### Objective:

Participate in healthy and active summer fitness activities.

Complete one of the adventures below or make up your own after consulting with your Scouter.

### 1. Team Player: Do the following:

- Be a regular member of an organized sport team. The team must be under the supervision of a Cub leader or other approved person.
- Explain the basic rules of the sport you play.
- Take part in at least six games.
- Show a good sportsman-like spirit in all Cub games and activities.

### 2. Skier: Do the following:

- Show how to carry poles and skis properly.
- Show how to care for your equipment properly, including how to store it off-season.
- Explain some rules for safety when skiing.
- Put on your own skis and adjust the bindings properly.
- Climb a hill using side-step, traverse and herringbone.
- Snowplow straight down a hill in complete control.
- Do right and left linked snowplow turns.
- Describe how to get help in case of a skiing accident.
- Explain how to dress for various types of weather.
- Do EITHER (a) or (b):
  - a. Show the safe use of a rope tow, T-Bar, or chair lift.
  - b. Describe the emergency equipment and supplies you should carry on a cross-country ski trip.

### 3. Snowboarder: Do the following:

- Show how to care for your board and boots, and how to put them on properly. (This should include the use of a “runaway strap” or a “leash.”)
- Demonstrate how to mount and dismount either a surface lift (rope tow, T-bar, poma and platter) or a chairlift — whichever is used on beginner and intermediate hills in your area.
- Explain proper dress, including the use of a helmet, when in snowboarding parks or half pipes.
- Demonstrate your ability to do the following:
- Know and understand the Alpine Responsibility Code:



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

## Alpine Responsibility Code

This Code applies to all alpine skiers and snowboarders using alpine ski slopes.

### Every skier or snowboarder must:

- a. Obey the signs.
- b. Yield the right of way to skiers or snowboarders downhill, and choose a course that does not jeopardize their safety.
- c. Yield the right of way to skiers or snowboarders uphill when entering a slope, and at intersections.
- d. Use skis equipped with safety edges and a braking system.
- e. Make sure, when stopping on a slope, that you are visible to skiers or snowboarders uphill, and that you are not obstructing the slope.

### Skiers or snowboarders must not:

- a. Make a fast downhill run.
- b. Make jumps.
- c. Ski or snowboard outside the ski slopes.
- d. Ski or snowboard on a closed slope.
- e. Ski or snowboard while wearing a portable player (ie. Discman™).
- f. Cross the track of a surface ski lift in operation.
- g. Remove any signs.
- h. Leave the site of an accident in which you are involved without identifying yourself to a first aider.

## 4. Skater: Do the following:

- Know and discuss the safety rules for skating. For ice skating, include ice safety. For roller skating and in-line skating, include street safety and use of protective gear such as helmet, pads and gloves.
- Show how to care for your skating equipment.
- Demonstrate how to start and stop on a given signal. Then demonstrate any five of the following moves:
  - Skate forward with arms free or behind body.
  - Skate backward.
  - Make turns to left and right, cutting corners.
  - Skate in a curve counter-clockwise.
  - Glide on one skate for three metres.
  - Forward and back edges on alternate feet on curves not less than five metres.
  - Forward cross cuts, clockwise and counterclockwise, on a circle three metres in diameter.
  - Back cross cuts, clockwise and counter-clockwise, on a circle three metres in diameter.
  - Two jumps with clean and controlled landings.
  - A simple spin on two feet.

## 5. Winter Cubbing: Do the following:

- Describe how to prevent and treat:
  - Frost-bite
  - Skin on cold metal
  - Snow blindness
  - Breaking through ice
  - Hypothermia
- Show that you are properly dressed for a winter outing or describe how to dress for winter weather. Know the importance of staying dry.



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

- Recognize and identify in winter conditions three common birds and three common trees or shrubs.
- Point out the North Star and *three* night sky features, such as stars, constellations, and planets.
- Take part in two of the following:
  - a winter camp
  - a winter hike
  - two winter outdoor meetings
  - lighting a fire and cooking a simple meal under winter conditions
  - a hike on snowshoes or skis
  - an ice fishing trip



## Cub Scouts World



### Objective:

Explore what it means to be a contributing citizen of the world.  
Complete one of the adventures below or make up your own after consulting with your Scouter.

### 1. World Cubbing: Do the following:

- Find out how Scouts Canada helps developing countries to improve their living conditions. (Ask a leader about the Canadian Scout Brotherhood Fund's Community Development Program and Scoutrees For Canada, or contact your local Scout office.)
- Make a simple scrapbook of another country, containing pictures, drawings or samples of some of the following:
  - the country's flag
  - people's daily dress
  - the country's coins and stamps
  - interesting places in the country
  - how people get around
  - people's houses
  - what the weather is like
  - what kind of food people grow and eat
  - the kinds of things children your age like to do.
- Do EITHER (a) or (b):
  - a. Make a presentation to your pack or six on the country you've chosen. Use your scrapbook and talk about:
    - the language or languages people speak
    - the religions people follow
    - the geography and climate
    - the main cities in the country
    - the size of the country
    - the main things people grow and make
    - the kinds of things people do at home, school, work, in their places of worship, and in the outdoors
  - b. Learn where the people in your neighbourhood or their ancestors came from. Make a presentation for your pack or six on one of these countries, describing:
    - how people in that country express themselves today (language, beliefs, clothing, religion, ceremonies, etc.)
    - why some people from the country came to Canada
    - some of the country's customs your neighbours have kept (eg. religion, food, clothing, games, etc.)

### 2. Language Strip: Do the following:

- Show you know a language other than your own by conversing on a subject of your choice for 5 minutes.



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

- The person to whom you are talking or reporting to must agree that your pronunciation and grammar are basically correct and age appropriate.

### **3. International Trade: Do five the following:**

- Make a list of at least eight items around your home (i.e. groceries, clothes, electronics, etc.) that were grown or produced outside Canada. What countries did they come from? Locate these countries on a map and then find out how the items got to Canada.
- Pick any five spices (i.e. cinnamon, nutmeg, clove, pepper, turmeric). Where did they come from? Find out their history and how they first arrived in other parts of the world.
- Identify at least two different gemstones. Where did they come from? Find out how they have been traded through history.
- Find a business in your area that exports or imports products to or from other countries. Find out where these products have come from, and/or where they are going and how they were transported.
- Find out how airplanes carry both cargo and passengers at the same time. Explain why there are special rules for shipping dangerous goods on airplanes.
- Identify four different types of cargo ships and what each has been specially designed to carry.
- List six things that Canada produces or grows that other countries may want. In return, what things might these other countries trade with us because we don't produce or grow them?
- Learn about the currencies of at least two other countries (i.e. Malaysian ringgits, Chinese yuan, Russian rubles) and compare their value to Canadian currency.
- Many famous explorers went on their voyages looking for new trade routes and new lands. Learn the story of one explorer. Share with your six or leader what the explorer went looking for and what they discovered.

### **4. World Citizen: Do the following:**

- Choose a current affairs topic of your choice and follow it in the news for at least one week. Report on what had happened and how people were involved.
- Participate in a pack meeting which highlights Canada's role in the United Nations, such as an U.N. night.
- Meet with a knowledgeable adult who belongs to a denomination or religion other than your own and discover how that person puts their faith into practice in daily life.
- Discuss with your Lair or Pack what values many of the world's religions have in common.



## Cub Scouts Year-Round Fitness



### Objective:

Participate in healthy and active summer fitness activities.

Complete one of the adventures below or make up your own after consulting with your Scouter.

### 1. Team Player: Do the following:

- Be a regular member of an organized sport team. The team must be under the supervision of a Cub leader or other approved person.
- Explain the basic rules of the sport you play.
- Take part in at least six games.
- Show a good sportsman-like spirit in all Cub games and activities.

### 2. Camping: Do the following:

- Do one of the following:
  - Complete 4 days of family camping (they don't need to be all together).
  - Take part in two Cub camps.
- Make a list of some safety and hygiene rules for camping and discuss these with your leader.
- Make a list of personal camping gear needed for sleeping, eating, clothing and first aid at an overnight camp. Discuss this list with your leader.
- Describe what to do if lost.
- In any season, do any 5 of the following:
  - Put up and take down a simple outdoor shelter or tent.
  - Cook a simple meal over an open fire or portable stove.
  - Show how to use a compass.
  - Help in doing two different camp chores or duties.
  - Show how to properly dispose of camp garbage or waste while camping.
  - Show how to purify drinking water at camp.
  - Using appropriate knots, erect
  - pole or line on which to hang your gear.
  - Show how to keep food safe from insects and animals.
  - Show how to safely handle a pocket knife or camp saw
- Be aware of and explain no-trace camping.

### 3. Hiking: Do the following:

- Know how to take care of your feet for everyday walking, through washing, toenail clipping, wearing clean, dry socks and having proper fitting shoes.
- Know how to treat a blister on the foot, insect bites, hypothermia, overheating and discuss the importance of getting adequate rest while hiking.
- Discuss some safety rules for hiking, such as:
  - staying with the group and using a buddy system
  - keeping to designated trails
  - keeping the group together



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

- having enough drinking water and food
- carrying a first aid kit, whistle and spare clothes.
- Describe what to do if lost.
- Know some rules for protecting nature when hiking.
- Go on four hikes of one to two hours long, some of which could be in a conservation area or park, around your camp, around your community, or at night.
- Prepare a nutritional trail mix to eat and share.

#### **4. Healthy Living: Do the following:**

- Develop and follow your own personal Active Living Program, with at least 15 minutes per day of activity for a two week period.
- Discuss how to protect your body from injury in different sports, such as using eye protectors, mouth guard, helmets or padding.
- Show the proper way to sit, stand, walk, and run. Learn how to take your pulse rate before and after exercise.
- Describe the dangers of the common cold and explain three ways to prevent it from spreading.
- Describe how to take care of your hair, ears, eyes, teeth, nose, nails and feet, and explain why. Explain the importance of washing your hands before handling food, before eating, and after using the washroom.
- Meet with a health worker, police officer or other knowledgeable adult to discuss, or make a display showing the effects alcohol and drug abuse have on your body.
- Participate in a hike-a-thon, bike-a-thon, special runs or some other activity that creates public awareness for being fit and healthy.
- Create a display or participate in a program based on some of the Olympic sports.
- Research and report on a Canadian outdoor person or sports figure who has made significant contributions to Canada or the world.
- Help show other Cubs how to safely participate in a physical activity of your choice.



## Scouts – Welcome to the Canadian Trails

### **The Scout Promise**

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

### **The Scout Law**

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

### **The Scout Motto**

Be prepared.

## Scouting Basics

### **THE SCOUT TROOP:**

A collection of Scout Patrols and Scouters make up a Troop. Troop size can vary greatly from community to community, from two Scouters supporting three or four Scouts, to as many as 40 Scouts supported by six or seven Scouters.

### **CONTACT TROOP SCOUTER:**

The Contact Troop Scouter is an adult volunteer with overall responsibility for the Troop.

### **TROOP SCOUTERS:**

Troop Scouters are adult volunteers who support the Contact Troop Scouter.

### **PATROLS:**

The basic unit of Scouts is the Patrol. A Patrol is a group of six to eight Scouts. Patrols are formed at the beginning of the year.

### **TROOP LEADER:**

The Troop Leader is an experienced Scout who works with the Troop Scouters to provide leadership with the Troop.

### **PATROL LEADER:**

The Patrol Leader leads a Patrol and supports the Troop Leader.

### **ASSISTANT PATROL LEADER:**

The Assistant Patrol Leader assists the Patrol Leader in leading the Patrol.

### **THE SCOUT HORSESHOE:**



The horseshoe is the formation used to start and weekly meetings.. It can also be used to signal the beginning and end of any gathering of the Section, such as at a camp or hike. Scout ceremonies support the transition into the Scouting meeting or activities from whatever the youth were previously doing. At formal opening horseshoe (during a weekly meeting, at a large camp, etc.) the Troop will break the Canadian Flag. At the closing horseshoe the Troop will lower the flag.

### **SCOUTS' OWN:**

The Scouts own is reflective and spiritual time that each Scout can use to reflect on their experiences, and their place in the world. The Scouts own may be a part of a horseshoe, a hike, a camp or another activity.

### **GOOD TURNS:**

A Good Turn is a volunteered kind act or good deed. Scouts must watch for things that need to be done, and then do them without being asked.

### **THE SCOUT SALUTE:**

Hold together the three middle fingers of the right hand and touch together the thumb and little finger, with the thumb holding the little finger down. With palm facing the front, bring up the hand smartly to the head until the forefinger touches the forehead. Bring down the hand to the side. The Scout Salute is made only when in full uniform.

The three upright fingers represent the three parts of the Scout Promise: doing your best; doing your duty to God, Queen and other people; and carrying out the spirit of the Scout Law.

### **THE SCOUT SIGN:**

The right hand position is the same as for the salute: three fingers up, thumb and little finger touching, and palm out. Begin as with the salute, but hold the hand straight up beside the head.

The Scout Sign is used:

- At all Investiture Ceremonies
- While reciting the Scout Promise or Law
- In place of the Scout Salute when out of uniform
- To get Scouts' attention, in this case, someone will raise his or her hand up high to form the Scout sign and wait for all other Scouts to do the same. When Scouts raise their hands to the Scout Sign, they should be quiet and await instruction.

### **THE SCOUT HANDSHAKE:**

Scouts shake with the left hand as a sign of fellowship and trust. Scouts shake with the left hand as a symbol of peace.

## The Scout Program – Exploring the Trails:



The Scout Program is comprised of adventures based on the six Trails shown on the Canadian Trails map above:

1. **Mackenzie River** (Environment & Outdoors): Outdoor skills & activities, environmental studies & projects.
2. **Red Coat Trail** (Leadership): Planning & leading adventures.
3. **Bruce Trail** (Active & Healthy Living): Healthy adventures.
4. **Rideau Trail** (Citizenship): Government, history, heritage, community involvement.
5. **Cabot Trail** (Creative Expression): Performing arts, writing, visual arts.
6. **West Coast Trail** (Beliefs & Values): Social awareness, spirituality.

Scouts will work with their Scouters to plan adventures in these program areas.



## **Personal Progression Badges:**

Once a Scout has been invested in to the Troop he can begin his progression with the Pioneer level:

### **Pioneer Scout Level**



In order for a Scout to become a Pioneer Scout he must understand and complete the following:

- 1) Learn the Scout Promise, Law and Motto
- 2) Learn the basics of how a Scout Troop works
- 3) Complete 1 Scouting Activity outside of a meeting
- 4) Start work on your Outdoor Adventure Skills

Once a scout reaches the Pioneer level, He can begin working on the Voyageur level.

### **Voyager Scout Level**



In order for a Scout to become a Voyager Scout he must understand and complete the following:

- 1) Complete 4 Scouting activities outside of a meeting
- 2) Make personal progress in all 6 program areas
- 3) Continue work on your Outdoor Adventure Skills
- 4) Help run one adventure during a meeting or camp
- 5) Participate in a review session with your Patrol
- 6) Participant in one linking activity with another section

Once a scout reaches the Voyager level, He can begin working on the Pathfinder level.



Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

## Pathfinder Level



In order for a Scout to become a Pathfinder Scout he must understand and complete the following:

- 1) Complete 4 Scouting activities outside of a meeting
- 2) Continue work on your Outdoor Adventure Skills
- 3) Run one adventure during a meeting or camp
- 4) Participate in a review session with your Patrol
- 5) Participant in one linking activity with another section

Once a scout reaches Pathfinder Level, they can begin working on the next level.

## Trailblazer Level



In order for a Scout to become a Pioneer Scout he must understand and complete the following:

- 1) Complete 4 Scouting activities outside of a meeting
- 2) Continue work on your Outdoor Adventure Skills
- 3) Plan and Lead one adventure during a meeting or camp
- 4) Participate in a review session with the Troop Scouter
- 5) Participant in one linking activity with another section

Once a Scout reaches the Trailblazer Level they can begin working on the Chief Scout Award.



## The Chief Scout Award



The Chief Scout's Award is the Top Section Award of a youth's personal journey through Scouts. It is the highest award that can be achieved at the Scout level. The Scout has displayed exceptional personal development through adventures in all Program Areas and progression in Outdoor Adventure Skills. There are four requirement components to the Chief Scout's Award:

### 1. Personal Progression

The recipient must demonstrate that he or she has developed in his or her personal progression. Specifically, the Scout must demonstrate that he or she has:

- Reviewed his or her personal progression,
- Led his or her Patrol on an adventure (this does not mean that the Scout has to serve in a specific Patrol),
- The Scout has worked with other Scouts and used the Plan-Do-Review approach for the adventure, which can be from any of the six Program Areas.

### 2. Outdoor Adventure Skills

Scouts will have completed (cumulatively from Beavers, Cubs and Scouts) 18 stages of Outdoor Adventure Skills. The youth may choose to make progress across several Outdoor Adventure Skills or focus on making great progress in a few Outdoor Adventure Skills. This enables youth to go broad or go deep, and let's the Troop Leadership Teams determine which Outdoor Adventure Skills they want to undertake.

### 3. Volunteer Hours

Scouts are required to complete 30 volunteer service hours. These hours do not have to be completed within Scouting and do not have to be completed as part of one activity or event. Although volunteer service activities completed as part of the Section's program do count towards this requirement, youth should be encouraged to find their own opportunities to give back to the community in a way that has special meaning to them.

### 4. Chief Scout Project

This is the capstone project of Scouts, typically completed in the last year of the program. With the approval of the Troop Leadership Team, the Scout or group of Scouts will complete a challenging project that matters to the youth and that will benefit a community (local, national or international).

A Scout might organize a bottle drive to raise funds for a charity or disaster relief, Investigate Scouting's impact on a local, nation and international level, or acquire school supplies to be sent to a foreign school in need. A Scout should come up with an original idea for a service project, solicit ideas from his or her Troop (including Scouters), or research suitable projects online.

Once complete, present the results of your project to your Troop Leadership Team, Patrol, Troop or another suitable group. This is a significant review that's more than just about reviewing the project and



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

its process; the review should be introspective. A Scout should be encouraged to reflect upon how the experience of conceiving and executing the capstone project was a personal journey. As with other activities and projects, there is no single recommended approach to the Scout's review of his or her capstone project. Scouts should be encouraged to be creative in how they review their projects.

## **Other Badges and Awards:**

### **Religion in Life Award**



**Religion in Life Awards**

Scouting youth may choose to work on their Religion in Life badge, with requirements as set out by their faith group.

### **Spirituality Award**



**Spirituality Award**

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

The requirements for this badge are:

1. Make a personal journal with a minimum of one symbol, one story and one song that you have created or found. Tell your Troop why they are important to you.
2. Find three examples of similarities and three examples of differences between other faiths or cultural groups. In addition, in what ways do faith groups or cultural groups work together.
3. Develop an understanding of a world issue. Report on some of the challenges and possible solutions to this issue. List some things that you, as a spiritual being, could do to help
4. Meet with a representative of a service agency. Discover what their role in the community is, who they assist and what they need to help others. Share your findings with members of your Troop.



Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

## Language Strips



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

Cary on a 10 minute conversation with another fluent speaking person, and have them provide a letter of the conversation.

## Seeonee Award



Seeonee Award

If a Scout has earned the Seeonee Award in his time as a Cub Scout he can wear the award on his Scout Uniform

## Beaver Scouts and Cub Scouts Link Badges



Canadian Path Link badges

If a Beaver Scout or Cub Scout has been presented with this Link Badge at the end of his or her time in Beavers Cubs, the badge may be worn on the Scout uniform.



Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

## Youth Leadership Training



**Plan:** Scouts should be actively engaged in the planning of their Youth Leadership Training experience through personal reflection and discovery of leadership concepts. Scouts should be involved in the planning of the training itself, and make the adventures come to life using Plan-Do-Review. Using the Participant Guide and group discussion, Scouts can identify leadership concepts that they would like to explore and the Trail Card adventures that would facilitate that development.

**Do:** Scouts complete two adventures per Leadership Concept and record their completed adventures using the Participant Guide. Scouts should conduct a youth-led review after each adventure.

- Becoming a Leader
- Communication
- Plan-Do-Review
- Problem-Solving
- Teamwork

**Review:** Scouts engage in a “Leadership Review”, reflecting on the ten adventures they embarked on, what leadership skills they have gained and how they are going to be leaders in the future. Scouts should be aware of their personal progression and be able to provide examples of how they will apply the learned skills in their life.

Successful completion of these three steps will culminate in the completion of the Youth Leadership Training — Scouts course.

## World Scout Environment Award



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

The World Scout Environment Award is an international award, which means that Scouts in other countries are also working to earn it, even though they may be working on slightly different requirements. All Scouts around the world who have achieved the badge will wear it on the uniform. Requirements can be found at <http://www.scouts.ca/wp-content/uploads/s/s-World-Scout-Environment-Award.pdf>

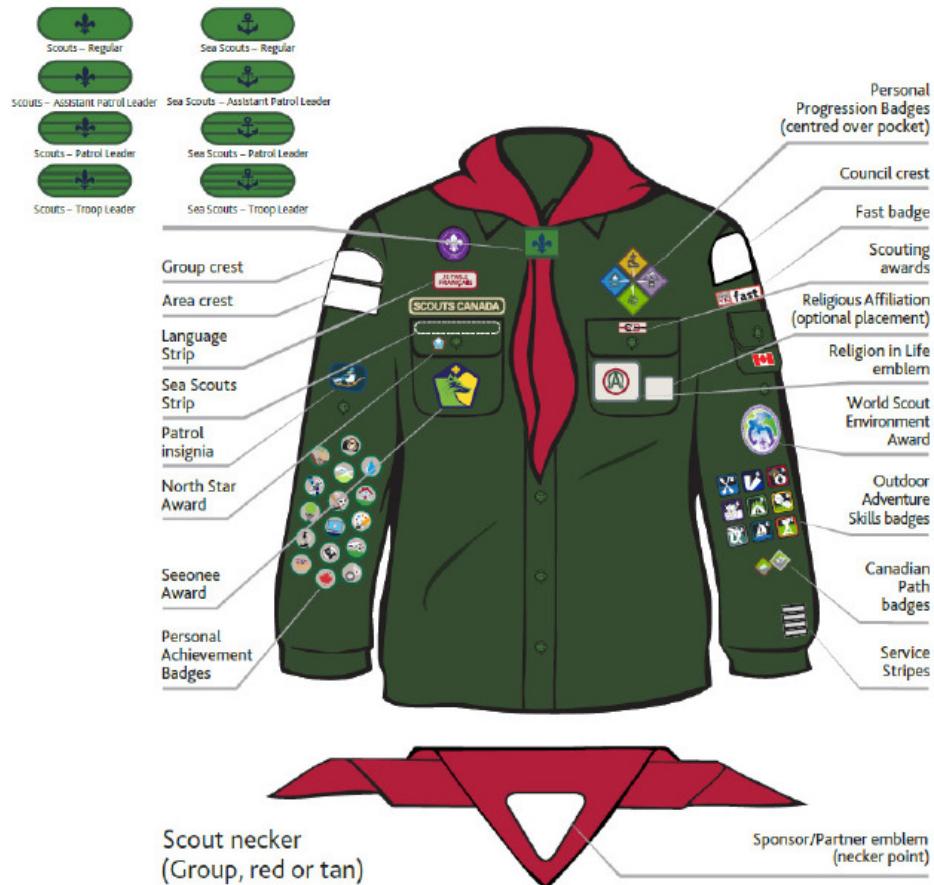


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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

## Uniform & Badge Placement

# Uniform Insignia Placement Scout





## **Personal Achievement Badges:**

Personal Achievement Badges are designed to allow youth to explore and expand skills and knowledge in areas that are of particular interest to them. Personal Achievement Badges are strictly optional. They are not a core part of the program, and they are not an essential part of a youth's personal progression. Personal Achievement Badges are not a requirement for any Top Section Award.

- There are 16 PA badges.
- The PA badges are earned individually by youth who choose to make these badges part of their personal Scouting journey. The PA badges are not part of the Troop program adventures. However, at the end of a Troop adventure, a youth, who wishes to do more explorations related to the topic of that adventure, could develop a personal adventure for one of the PA badges.
- The PA badges follow the Plan-Do-Review process.
- There are no set requirements for the badges. Instead, each badge has an Objective which is supported by a few Guidelines, and then ideas for possible badge adventures from which the youth may choose. The youth is also encouraged to use his or her own ideas.
- A PA badge may be accomplished more than once as long as a new Plan is made with new adventures.
- As a Scouter, your role is to support the youth in setting safe and realistic requirements. The nature of these requirements will vary from youth to youth, depending on the unique interests and abilities of each individual. Help the youth to develop attainable but personally challenging requirements, supported by a well thought-out plan. Check in with the youth from time to time to measure progress and provide some guidance to overcoming any obstacles.

Suggestions for badge requirements are given on the following pages. These are suggestions only and were prepared as an aid to the 1<sup>st</sup> West Van Scouters and youth. Each Youth is meant to discuss each badge with his or her Scouter and agree on the requirements.



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018



Earth



Air



Water



Space



Summer Fitness



Winter Fitness



Year-round Fitness



Home



Community



Canada



World



Technology



Arts



Engineering



Hobby



Science



**Objective:**

Explore the environment, nature, research and/or leisure pursuits as they relate to air.  
Complete one adventure. You can choose from the ones below or make up your own after consulting with your Scouter.

## Scouts Air

### 1. Weather

- a) Maintain an interest in weather by recording for a one month period the following weather data for a specific site:
  - i. Maximum temperature;
  - ii. Minimum temperature;
  - iii. Total 24-hour precipitation;
  - iv. Mean wind direction and speed;
  - v. Barometric pressure and tendency at the same time each day;
  - vi. Brief description of the weather for the day.
- b) Using a current weather map, such as those found in a newspaper (or other source):
  - i. Identify and label a high pressure area, a low pressure area, a warm front, and a cold front;
  - ii. Point out one location that is presently affected by each of the above; and
  - iii. Point out one location where the wind direction clearly shows Buys-Ballots Law and the speed related to the pressure gradient.
- c) For any two of the following, what advice would you give to your patrol if the forecast indicated that you could expect this type of weather where you are planning to go:
  - i. Lake-effect snow;
  - ii. Chinook winds;
  - iii. Blizzard or high windchill values;
  - iv. Tornado;
  - v. Water spouts;
  - vi. Dust devils;
- d) For two outdoor outings by your patrol or troop:
  - i. Provide a weather forecast to your patrol/troop for the activity area (use an official forecast from radio, TV, newspaper, Internet, etc.)
  - ii. Advise members of the equipment required because of the forecast
  - iii. Maintain a weather log of temperature, precipitation and wind during the outing. You should make at least six (6) observations per day;
  - iv. After your outing, report to your patrol/troop how the weather affected the event.



## 2. Climate Change

### Part A — Knowledge and Involvement

1. Investigate and reduce energy consumption in your home by following an online Home Energy Audit and Online Energy Calculator.
2. Actively pursue a sport that can serve as a mode of transportation (e.g. biking, in-line skating, skateboarding, etc.). Show that you understand the rules, safety and precautions connected with using the sport as a mode of transportation, as well as the advantages of it, including those of health, air quality and climate change.
3. Make and pursue a plan to travel to one destination (of approximately 5 km) by alternative mode of transportation, other than an automobile, once a week for a two month period.

### Part B — Challenges: Complete three of the following:

1. With permission and help from your parents, do at least two home repairs that will help to reduce the heat or air conditioning escaping from your home.  
— or —
2. Adopt a location in the community where cars are often seen idling (at a community mall, at school, outside individual stores, etc.). Launch a no-idling campaign to decrease or eliminate idling in this location.  
— or —
3. Organize a tire pressure clinic to help cars to run optimally. Visit [www.betiresmart.ca](http://www.betiresmart.ca) to find out more about this program  
— or —
4. Participate in a Scoutrees project as an individual or with a troop and demonstrate your understanding of the link between trees and climate change (ie. serve as a leader for a Beaver or Cub Scoutrees project and teach them how Scoutrees works to reduce greenhouse gases).



## Scouts Arts

### Objective:

Explore what it means to appreciate and contribute to the arts.

Complete one adventure. You can choose from the ones below or make up your own after consulting with your Scouter.

#### 1. Artist: Do the following:

- Show that you have an interest in, and have practised, an art form such as graphic art (drawing or painting), modelling, pottery, sculpture, etc.
- Explain the characteristics and properties of the material you used (e.g. plastic, wood, clay).
- Demonstrate and explain the use of the tools and equipment used for your art form.
- Show three pieces of your finished artwork.

#### 2. Literary Arts: Do the following:

- Show an interest in one or more of the literary arts by presenting and discussing some of your work in such fields as biography, drama, fiction, or poetry.
- Present reviews of books, plays, poems, radio, TV shows, or movies, and be prepared to discuss and defend your opinions.

#### 3. Music: Do one of the following:

- Sing or play at least two pieces on a musical instrument. Demonstrate that you understand, and are able to read music. Show that you understand the terms for pitch, length of notes, time signature, and expression.
- Be a regular member of a school, social, or church choir, or musical group, and take part in at least three performances.

#### 4. Performing Arts: Do one of the following:

- Entertain an audience, either by yourself or with a small group, for at least 15 minutes with a varied program. It could include dance, role-playing, music, acting, storytelling, etc.
- Rehearse and direct a small group in a play lasting 20 minutes.
- Participate in a multi-act play, as an actor or stage crew with your school or theatre group.



**Scouts Canada**

Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

**Objective:**

Explore what it means to be an active and contributing citizen of Canada.  
Complete one adventure. You can choose from the ones below or make up your own after consulting with your Scouter.

**1. Heritage: Do the following:**

- Show that you know where to find information about the heritage of your community by explaining:
  - a) Primary and secondary sources;
  - b) Oral and written sources; and
  - c) The use of materials in archives, museums, and libraries.
- Carry out one of the projects suggested below, and make an oral, written, or scrapbook presentation to your troop.
  - a) Construct a family tree showing at least five generations;
  - b) Give a report on the origins of your community or neighbourhood; and
  - c) In a rural area, make a study of at least 30 early grave stones in the local cemetery. Give a presentation on these former residents and how they contributed to the area.
- Choose an historic building, place, monument, park, structure, or organization in your area, and give a report on its history and importance.
- Research and make a presentation on the history and legends of Native people in your area.

**2. Citizenship: Do the following:**

- With other members of your patrol, meet with a member of local government or the legal system. Discuss with this person their responsibilities and the workings of their system.
- Explain the following to show that you understand how the Government of Canada works: the roles of the Queen, Governor General, and Lieutenant Governors; the general functions or powers of federal, provincial and local governments; the role of civil servants and the role of political parties.

**3. Explorer: Do the following:**

- Visit the historic sites closest to your home. Read the plaques at the sites. Look at your surroundings and consider how things have changed since the time commemorated on the plaque.
- Visit a local museum or interview an historian (possibly a history teacher) to find out more about the history of your community, and your community's place in the history of Canada.
- Pick one key story about the explorer who put your part of the country on the map and practice telling it until you can bring it to life for an audience, then share it at Scouts or in another appropriate group.
- Do you feel that the history of your town is properly celebrated? Imagine a way to recognize some of your community's history (like the contributions of First Nations, explorers or settlers). Write an email or a letter to an elected official to share your idea(s).



Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

**4. Cultural Awareness: Do the following:**

- Learn about a cultural group of people, including what language they speak, their traditions and spiritual beliefs.
- Lead an activity or game which is specific to that culture.
- Prepare a food which is specific to that culture, and share it with your patrol/troop.



## Scouts Community

### Do the following:

1. Discuss with your Scouter what citizenship in the community means and what it takes to be a good citizen in your community. Discuss the rights, duties, and obligations of citizenship, and explain how you can demonstrate good citizenship in your community, Scouting unit, place of worship or school.
2. Do the following:
  - a. On a map of your community or using an electronic device, locate and point out the following:
    1. Chief government buildings such as your city hall, courthouse, and public works/services facility
    2. Fire station, police station, and hospital nearest your home
    3. Parks, playgrounds, recreation areas, and trails
    4. Historical or other interesting points of interest
  - b. Chart the organization of your local or provincial government. Show the top offices and tell whether they are elected or appointed.
3. Do the following:
  - a. Attend a meeting of your city council or school board; OR attend a provincial court session.
  - b. Choose one of the issues discussed at the meeting where a difference of opinions was expressed, and explain to your Scouter why you agree with one opinion more than you do another one.
4. Choose an issue that is important to the citizens of your community; then do the following:
  - a. Find out which branch of local government is responsible for this issue.
  - b. With your Scouter's and a parent's approval, interview one person from the branch of government you identified in requirement 4a. Ask what is being done about this issue and how young people can help.
  - c. Share what you have learned with your Scouter.
5. With the approval of your Scouter and a parent, watch a movie that shows how the actions of one individual or group of individuals can have a positive effect on a community. Discuss with your Troop what you learned from the movie about what it means to be a valuable and concerned member of the community.
6. List some of the services (such as the library, recreation center, public transportation, and public safety) your community provides that are funded by taxpayers. Tell your counselor why these services are important to your community.
7. Do the following:
  - a. Identify three charitable organizations outside of Scouting that interest you and bring people in your community together to work for the good of your community.
  - b. Pick ONE of the organizations you chose for requirement 7a. Using a variety of resources (including newspapers, fliers and other literature, the Internet, volunteers, and employees of the organization), find out more about this organization.
  - c. With your counselor's and your parent's approval, contact the organization you chose for requirement 7b, and find out what young people can do to help.

### Objective:

Explore what it means to be an active and contributing citizen of your community. Complete one adventure. You can choose from the ones below or make up your own after consulting with your Scouter.



## Scouts Earth

### Objective:

Explore environment, nature and/or leisure pursuits as they relate to the earth.  
Complete one adventure. You can choose from the ones below or make up your own after consulting with your Scouter.

### 1. Soil and Water Management: Do the following:

- Investigate and be able to discuss soil and water management concerns as they relate to soil erosion, food cycle, water cycle, and the water table.
- Demonstrate different soil make-ups in your area, and describe the advantages and disadvantages of each.
- Visit 3 local farm lands, an industrial site, marsh areas, ponds or lakes, and describe their importance in relation to soil and water management.

### 2. Fish & Wildlife: Do the following:

- Investigate and be able to discuss factors which effect fish or wildlife management. These include diseases, pollution, endangered species and habitat destruction, carry capacity and edge effect.
- Find out how to obtain a hunting or fishing license, and discuss the value of regulations.
- After consulting with local authorities, report to your troop on a fish or wildlife improvement project that you participated in. This might include restoring stream banks, planting stream cover, river bank clean-up, building nest boxes, helping to tag or band wildlife or adopting a park.

### 3. Forestry: Do the following:

- Investigate and be able to discuss forestry concerns, such as diseases, pest control, logging, product utilization, replanting, and fires.
- Investigate and be able to discuss forest ecology such as forest types, factors of growth, the value to wildlife, and air quality.
- Participate in, and report to your troop, on a forest improvement project such as Scoutries, stand improvement, reforesting, or pest control.

### 4. Naturalist: Do the following:

- In a presentation of your choosing, explain the meaning of balance of nature, migration, life cycle, niche, community, and food web.
- Identify 15 trees or shrubs, 10 non-woody plants, 10 birds, and 10 mammals native to your area.
- In the field (if possible), identify 20 species in any category of your choice: mammals, reptiles, fish, plants, birds, trees, butterflies, moths, or other insects. Know the habitat, migratory patterns, distinctive behaviour, and life cycle of each species in the category you have chosen.

### 5. Horticulture: Do one of the following:



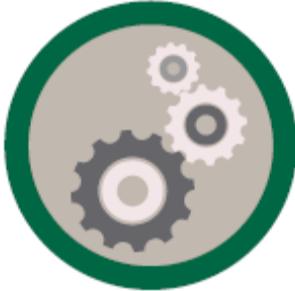
Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

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- Plan, plant, and tend throughout one complete growing season (from early spring to early winter) a flower garden measuring at least 4 metres square.
- Plan, plant, and tend throughout one complete growing season (from early spring to early winter) a vegetable garden measuring at least 9 metres square.
- Plan, plant, and tend throughout one complete growing season (from early spring to early winter) a landscaped property measuring at least 16 metres square.

For each of the above you must explain:

- a) Preparation of the soil;
- b) Location of the plants;
- c) Fertilization and mulching used;
- d) The program of weeding, watering, and staking; and
- e) The preparation for winter.



**Objective:**

Explore various aspects of engineering, including function, design, materials and construction.

Complete one adventure. You can choose from the ones below or make up your own after consulting with your Scouter.

## Scouts Engineering

### 1. In the Home: Do the following:

Select a manufactured item in your home (such as a toy or an appliance) and, under adult supervision and with the approval of your counselor, investigate how and why it works as it does. Find out what sort of engineering activities were needed to create it. Discuss with your counselor what you learned and how you got the information. Present your findings in an interesting manner to your Troop.

### 2. In Society: Do one of the following:

- Select an engineering achievement that has had a major impact on society. Using resources such as the Internet (with your parent's permission), books, and magazines, find out about the engineers who made this engineering feat possible, the special obstacles they had to overcome, and how this achievement has influenced the world today. Tell your counselor what you learned.
- Visit an industrial plant, an electricity generating plant, a food processing or packing plant, a sewage treatment plant, a mine, or another centre of engineering activity. Report on the visit, the equipment used, the end product of the process, and the good it does for the community. Include sketches, photos if possible, and a model or mock-up of the process to show that you understand the basic ideas involved. Detail what safety devices and regulations you noticed during your visit.

### 3. Electricity: Do the following:

- Make a simple electromagnet and use it to show magnetic attraction and repulsion.
- Explain the difference between direct current and alternating current.
- Make a simple drawing to show how a battery and an electric bell work.
- Explain why a fuse blows or a circuit breaker trips. Tell how to find a blown fuse or tripped circuit breaker in your home. Show how to safely reset the circuit breaker.
- 6. Do any TWO of the following:
  1. Connect a buzzer, bell, or light with a battery. Have a key or switch in the line.
  2. Make and run a simple electric motor (not from a kit).
  3. Build a simple rheostat. Show that it works.
  4. Build a single-pole, double-throw switch. Show that it works.
  5. Hook a model electric train layout to a house circuit. Tell how it works.

### 4. Transportation: Do the following:

- Using common material or a construction set, make a simple model that will demonstrate motion. Explain how the model uses basic mechanical concepts like levers and inclined



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

planes to demonstrate motion. Describe an example where this mechanism is used in a real product.

- Find out the different ways people in your community get to work. Make a study of traffic flow (number of vehicles and relative speed) in both heavy and light traffic periods. Discuss with your Scouter what might be improved to make it easier for people in your community to get where they need to go.



**Objective:**  
Explore a new creative pursuit or build on existing hobby.  
Complete one adventure. You can choose from the ones below or make up your own after consulting with your Scouter.

## Scouts Hobby

### 1. Collector: Do the following:

- Own and add to a collection that you have worked on for the last six months. This must have been done as a Scout.
- Display your collection in a suitable manner.
- Present your collection, your interest in it, some of its history and describe why and how you chose to display it as you have.

### 2. Modeller: Do the following:

- Study and understand the requirements for personal safety when using such modelmaker hand tools such as: knives, handsaws, vices, files, hammers, screwdrivers, hand drills and drill bits, pliers, and portable power tools, and when to use protective equipment such as goggles when grinding or drilling. Know what precautions to take when using flammable or hazardous products such as: glue, epoxy, paint, thinners.
- Explain the uses for each of the following types of models: architectural, structural, process, mechanical, and industrial. Do research into the different types of materials that could be used in making these models.
- Do ONE of the following:
  1. Make an architectural model. Build a model of a house to a scale of 1/4"=1'0" (50:1 metric). Discuss with your parents the materials you intend to use, the amount of detail required, outside treatment (finish, shrubbery, walks, etc.) and color selections.
  2. Build a structural model. Construct a model showing corner construction of a wood frame building to a scale of 1 1/2"=1'0" (8:1 Metric). All structures shown must be to scale. Cardboard or flat sheet wood stock may be used for sheeting or flooring on the model. Be able to name the parts of the floor and wall frames, such as intermediate girder, joist, bridging, subfloor, sill, sole plate, stud and rafter.
  3. Make a process model. Build a model showing the plumbing system in your house. Show hot and cold water supply, all waste returns, and venting to a scale of 3/4"=1'0" (15:1 Metric). After completion, present the model to your counselor and be prepared to discuss any problems you had building this model.
  4. Complete a mechanical model. Build a model of a mechanical device that uses at least two of the six simple machines. After completing the the model, present it to your troop. Be prepared to discuss materials used, the machine's function, and any particular difficulty you may have encountered.
  5. Make an industrial model. Build a model of an actual passenger-carrying vehicle to a scale of 1"=1'0" or 1/2" = 1'0" (10:1 or 25:1 Metric). Take the dimensions of the vehicle, and record the important dimensions. Draw the top, front, rear, and



Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

sides of the vehicle to scale. From your plans, build a model of the vehicle to scale.

**3. Handicraft: Do the following:**

- Show that you have an interest in, have practised, and gained skill in some form of handicraft, such as carving, decorating, embossing, stamping, weaving, needlecraft, etc.
- Present recent examples of your work.



## Scouts Home

### Objective:

Explore what it means to be a contribution member of my home.

Complete one adventure. You can choose from the ones below or make up your own after consulting with your Scouter.

### 1. Cooking: Do the following:

- Demonstrate a knowledge of the food groups outlined in the Canada Food Guide;
- Give examples of foods in each food group, including information on the energy and nutritional values, and their effects on the body
- Explain the importance of three balanced meals a day, as well as the body's daily need for fluid intake.
- Demonstrate a knowledge of appropriate hygiene practices associated with meal preparation, and clean-up after a meal.
- Prepare a menu for your patrol for a weekend camp. Discuss with your patrol the reasons for your menu choices, such as nutritional values, ease of preparation, variety, and transportation.
- Demonstrate a knowledge of safety requirements associated with cooking appliances and food storage, used both in the home and outdoors.
- Prepare a menu, and cook a meal for your patrol outdoors.
- Prepare a menu, and cook a meal for your family at home.

### 2. Home Care: Do the following:

- Show that you are able to look after yourself, your home, and your family for a short period of time.
  - Be able to safely operate the appliances in your home (e.g. stove, microwave, oven, vacuum, washing machine, etc.)
  - Be able to plan, purchase, and prepare a meal
  - Keep your home neat and clean.
- Explain, and be able to carry out, the daily routine of running your family home (i.e. wake-up time, meal time, family chores, bed time, etc.).
- Because family sickness may be the reason you'll have to look after the home, show that you have a general knowledge how to look after sick people. Also, show that you know the principles of personal cleanliness, and home sanitation.

### 3. Home Repair: Do the following:

- Be able to identify trouble, (e.g. leaking faucet) and make the necessary repairs to four home projects, two of which will reduce the amount of heat escaping from your home (e.g. caulking windows).
- Demonstrate the safety precautions required for each project.
- Show how to safely operate and maintain any three hand tools, and any two power tools used in your home repair projects.



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

- In all projects, demonstrate that you have finished the job in a competent manner, and have cleaned up the tools and the job site.



## Scouts Science

### Objective:

Explore one or more areas of scientific pursuit. Complete one adventure. You can choose from the ones below or make up your own after consulting with your Scouter.

### 1. Science Awareness: Do the following:

- Show by your participation in a science fair, exposition, open house, or private demonstration that you have an interest and skill in a scientific subject beyond the level expected of you in your school work. Demonstration by devices, models, charts, collections, or in the field, the aspect that interests you. Explain the background, and how it relates to the rest of the world or other fields of science.
- Research the scientific method, and make a short presentation to the troop.

### 2. Reactions: Do the following:

- Show how vinegar reacts with different items and explain what happens. The different items could be steel wool, sodium bicarbonate or old dirty coins.
- Find out what happens when you add salt to water.
- Compare the density of water to the density of other liquids. Show how these liquids react to each other.
- Make a pH indicator solution. Use it to test the acidity or alkalinity of other liquids.
- Grow crystals.

### 3. Interacting with Energy:

- Create a basic electrical circuit which includes a switch. Show how it could be used to control a lightbulb powered by a battery.
- Make an air powered balloon rocket or a water rocket. Investigate ways of improving how far it can travel.
- Make a simple compass. Show the effects of metallic and magnetic materials upon it.
- Use marshmallows and spaghetti to build the strongest tower you can. Explain how you have improved your design.
- Find a way to show that hot air rises.

### 4. Living Things:

- Set up a wormery or ant colony. Record what happens over three or four weeks
- Investigate what happens to your pulse rate before, during and after exercise.
- Grow cress, beans, peas or a similar plant. Investigate what happens when the plant has no access to light. What happens when it has light, but no water?
- Find a way to show that plants take water up through their stems.



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

- Make some yoghurt and find out how living organisms are involved in the process.



## Scouts Space

### Objective:

Explore the environment, nature and/or leisure pursuits as they relate to space.  
Complete one adventure. You can choose from the ones below or make up your own after consulting with your Scouter.

### 1. Space Exploration: Do the following:

- Research about the make-up of the universe including: - its composition - the earth - the solar system - space radiation - the sun
- Describe the principles associated with rocket propulsion.
- Demonstrate knowledge of the different types of space vehicles
- Creatively describe the following:
  - Kepler's Law
  - Newton's Law
  - how an orbit works
  - the types of orbits
- Research basic satellite designs.
- Create a model of a rocket or satellite, and explain its parts
- Describe the major moments in Canadian space history
- Make a list of the different ways in which we utilize space today.
- Visit an agency associated with space exploration (e.g. museum, web site).
- Describe, including the educational requirements needed for, four jobs related to the space industry.

### 2. Astronomy: Do the following:

- Explain the most likely hazards you may encounter while participating in astronomy activities, and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- Describe the proper clothing and other precautions for safely making observations at night and in cold weather. Then explain how to safely observe the Sun, objects near the Sun, and the Moon.
- Explain what light pollution is and how it and air pollution affect astronomy.
- With the aid of diagrams (or real telescopes if available), do each of the following:
  - Explain why binoculars and telescopes are important astronomical tools. Demonstrate or explain how these tools are used.
  - Describe the similarities and differences of several types of astronomical telescopes, including at least one that observes light beyond the visible part of the spectrum (i.e., radio, X-ray, ultraviolet, or infrared).
- Do the following:
  - Identify in the sky at least 10 constellations, at least four of which are in the zodiac.
  - Identify at least eight conspicuous stars.
  - Make two sketches of the Big Dipper. In one sketch, show the Big Dipper's orientation in the early evening sky. In another sketch, show its position several hours later. In both



**It starts with Scouts.**

Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

- sketches, show the North Star and the horizon. Record the date and time each sketch was made.
- Explain what we see when we look at the Milky Way.
- Do the following:
  - Sketch the face of the Moon and indicate at least five seas and five craters. Label these landmarks.
  - Sketch the phase and the daily position of the Moon, at the same hour and place, for four days in a row. Include landmarks on the horizon such as hills, trees, and buildings. Explain the changes you observe.
  - List the factors that keep the Moon in orbit around Earth.
- Do the following:
  - Describe the composition of the Sun, its relationship to other stars, and some effects of its radiation on Earth's weather and communications.
  - Define sunspots and describe some of the effects they may have on solar radiation.
  - Identify at least one red star, one blue star, and one yellow star (other than the Sun). Explain the meaning of these colors.



**Objective:**  
Participate in healthy and active summer fitness activities.  
Complete one adventure. You can choose from the ones below or make up your own after consulting with your Scouter.

## Summer Fitness

### 1. Hiking: Do the following:

- Consider where you have already hiked as a Scout or with your family. Set yourself some new hiking challenges. Explore new terrain and new areas.
- How does hiking help you keep you in good shape, physically, mentally and spiritually? Create a poster or slideshow to share your thoughts on the benefits of hiking.
- Consider food for the hikes. What kind of food is best to take on a hike? What food might be better for some hikes and not as good for others? If you've never tried dehydrating food before, why not give that a try to get ready for your hikes?
- Add a unique challenge to your hike. If your hike is an overnight adventure, save weight and camp out under a tarp or in a camping hammock. If you're headed out for a day, carefully plan a safe route that will take you off of marked trails, and make your way using map and compass, or following the shore of a river or lake.
- Record the adventures of your hikes with photos, stories and/or drawings and then share them with your family or your Patrol.

### 2. Cycling: Do the following:

- Explain the most likely hazards you may encounter while participating in cycling activities and what you should do to anticipate, help prevent, mitigate, and respond to these hazards.
- Show that you know first aid for injuries or illnesses that could occur while cycling, including cuts, scratches, blisters, sunburn, heat exhaustion, heatstroke, hypothermia, dehydration, insect stings, tick bites, and snakebite.
- Explain the importance of wearing a properly sized and fitted helmet while cycling, and of wearing the right clothing for the weather.
- Clean and adjust a bicycle. Prepare it for inspection using a bicycle safety checklist. Be sure the bicycle meets local laws.
- Show your bicycle to your parent for inspection. Point out the adjustments or repairs you have made. Do the following:
  - Show all points that need oiling regularly.
  - Show points that should be checked regularly to make sure the bicycle is safe to ride.
  - Show how to adjust brakes, seat level and height, and steering tube.
- Describe how to brake safely with foot brakes and with hand brakes.
- Show how to repair a flat by removing the tire, replacing or patching the tube, and remounting the tire.
- Describe your local traffic laws for bicycles. Compare them with motor-vehicle laws.
- Safely ride your bicycle around your neighbourhood for 30 minutes.



**3. Water Sport: Do the following:**

- Be a regular participant in a water sport activity. For team water sports, demonstrate participation for a full season.
- Show by your participation that you understand the rules, safety precautions, and sportsmanship connected with the sport.
- Discuss how your own skill in the sport can be improved.



## Scouts Technology

### 1. Computers: Do the following:

- Security - Complete three of the following:
  - a) Describe each of the following and how they can harm your device. Describe how to protect your computer from these threats: Virus, Trojan Horse, Worm.
  - b) Explain the importance of applying periodic updates to your applications, especially the operating system, virus protection, email and web browser.
  - c) Describe the risks of installing software from unreliable sources, including both direct threats and risks to your computers stability.
  - d) Explain how pirating software, movies or music impacts software companies or artists and the legal risks and consequences of such theft.
  - e) Explain the difference between secured and unsecured WiFi networks.
- Applications - Complete three of the following:
  - a) Wikipedia
    - Explain what Wikipedia is and how it compares to traditional encyclopedia.
    - Become an editor and contribute to the improvement of one subject of your choice. Hint: as you are doing school research, you might find other sites that have information that is missing from the related Wikipedia article... incorporate that information into the article.
    - Show how to correctly cite your source.
  - b) Word Processing (e.g., Microsoft Word, Google Docs)
    - Show you know how to use styles to quickly apply formatting paragraph changes to your entire document using styles. Show a work (e.g., a school project) in a couple of formats.
    - Show how to use multiple sections, including having different headers/footers and pagination for each section.
    - Show how to use multiple columns.
    - Show how to insert an automatically-generated table of contents.
    - Explain what the differences are between applications and web applications (e.g., Microsoft Word vs Google Docs) and the advantages and disadvantages of both.
  - c) Presentation Software (PowerPoint, Google Presentation)
    - Show how you can use document styles to quickly change the look of your presentation.
    - Show how to personalize the style by modifying the Slide Master.
    - Show how to add charts or pictures to your presentation.
    - Explain how too much/too little information on a slide can impact your presentation.
  - d) Spreadsheets (e.g., Excel, Google Spreadsheets)
    - Show how to add up, count or find the maximum value in a group of cells.



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

- Show how you can quickly copy formula or values between cells.
- Explain the difference between a reference such as "a1" and "a\$1".
- Show how to generate charts from your data. (Hint: use a record of your Patrol's collected dues.)
- Social Networking (e.g., Facebook, Twitter, MySpace)
  - Explain the benefits of social networking sites and how to friend/unfriend people, post information and pictures and tag individuals.
  - Demonstrate appropriate behaviour.
  - Explain how inappropriate use or posting of photos can harm yourself or others.
  - Describe how cyber bullying can happen and what to do about it.
  - Explain the importance of privacy and how the inability to verify another user is a risk.
- Email
  - Explain the difference between TO, CC and BCC and when it's appropriate to use each.
  - Describe how to maintain an email contact list, including groups (e.g., for your Patrol members).
  - Show how to attach a document (e.g., a photo or a school project).
  - Explain how viruses/worms/trojan horses can be transmitted via email and how to protect your computer.
  - Explain the advantages and disadvantages of using email applications (e.g., Outlook) vs web applications (e.g., Gmail).
  - Explain how to store/organize important emails and how to search through them.

## 2. Robotics: Do the following:

- . Robotics industry. Discuss the following:
  - The kinds of things robots can do and how robots are best used today.
  - The similarities and differences between remote-control vehicles, telerobots, and autonomous robots.
  - Three different methods robots can use to move themselves other than wheels or tracks. Describe when it would be appropriate to use each method.
- General knowledge. Discuss with your Parents three of the five major fields of robotics (human-robot interface, mobility, manipulation, programming, sensors) and their importance to robotics development.
- Careers. Name three career opportunities in robotics. Pick one and find out the education, training, and experience required for this profession. Discuss this with your parents, and explain why this profession might interest you.



## Scouts Water

### 1. Canoeing: Do the following:

Earn your Recreational Canoeing Association of B.C. Lakewater Level 1 Basic Tandem certificate.

### 2. Power Craft: Do the following:

Earn your B.C. Power Craft Operator Card.

### 3. Water Management: Do the following:

- Investigate and be able to discuss water management concerns as they relate to food cycle, water cycle, and the water table.
- Visit local, marsh areas, ponds or lakes, and describe their importance in relation to water management.
- Explain what a watershed is.
- Outline the smallest watershed that you can find on a contour map.
- Outline, as far as the map will allow, the next larger watershed which also has the smaller one in it.
- Explain what a river basin is. Tell why all people living in a river basin should be concerned about land and water use in the basin.
- Do the following:
  - Make a drawing to show the hydrologic cycle.
  - Demonstrate at least two of the following actions of water in relation to the soil: percolation, capillary action, precipitation, evaporation, transpiration.
    - i. Explain how removal of vegetation will affect the way water runs off a watershed.
    - ii. Tell how uses of forest, range, and farmland affect usable water supply.
    - iii. Explain how industrial use affects water supply.
    - iv. Do the following:
      - v. Tell what is meant by water pollution.
      - vi. Describe common sources of water pollution and explain the effects of each.
      - vii. Tell what is meant by "primary water treatment," "secondary waste treatment," and "biochemical oxygen demand."
      - viii. Make a drawing showing the principles of complete waste treatment.

#### Objective:

Explore environment, nature, research and/or leisure pursuits as they relate to water. Complete one adventure. You can choose from the ones below or make up your own after consulting with your Scouter.



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

**Objective:**

Participate in healthy and active winter fitness activities.

Complete one adventure. You can choose from the ones below or make up your own after consulting with your Scouter.

## Scouts Winter Fitness

### 1. Winter Sport: Do the following:

- Participate in your chosen sport for a full winter season.
- Show by your participation in a winter sport that you understand the rules, safety requirements, and sportsmanship connected with that sport.
- Discuss how your own skill in the sport can be improved.

### 2. Winter Scouting: Do the following:

- Plan and conduct three winter activities, one of which must be an overnight camp.
- Demonstrate appropriate gear suitable for winter camping.
- Know the signs and first aid for hypothermia, frostbite, and snow blindness.
- Prepare a winter survival kit.
- Demonstrate knowledge of good meals suitable for winter activities.
- Lay and light a fire.



**Objective:**

Explore what it means to be an active and contributing citizen of the world.  
Complete one adventure. You can choose from the ones below or make up your own after consulting with your Scouter.

## Scouts World

### 1. Think Globally, Act Locally: Do the following:

- Make a list of world issues that are important to you. Find out how Scouting makes a positive difference for an issue on your list.
- Lend a hand to your cause. Organize your Patrol in a service project that can help others in another part of the world.
- Keep a journal of your effort. With your Patrol, tell the rest of the Troop about what you did for the cause you've chosen and why you were motivated to help. You might use a play, a song, a slideshow or a video.
- Now act locally. How is this world issue connected in your community? For example, we hear of famine and hunger in other countries, but we have people who are in need of food in our own communities. Find a way that you can make a positive impact. Try to get your Patrol to help with your project.
- Now find a creative way to share what you have learned. How can you encourage others outside of your Troop to follow your example and take positive action on this issue?

### 2. Citizen of the World: Do the following:

- Explain what citizenship in the world means to you and what you think it takes to be a good world citizen.
- Explain how one becomes a Canadian citizen. Explain what citizenship in the world means to you and what you think it takes to be a good world citizen.
- Do TWO of the following:
  - Explain international law and how it differs from national law. Explain the role of international law and how international law can be used as a tool for conflict resolution.
  - Using resources such as major daily newspapers, the Internet (with your parent's permission), and news magazines, observe a current issue that involves international trade, foreign exchange, balance of payments, tariffs, and free trade. Explain what you have learned. Include in your discussion an explanation of why countries must cooperate in order for world trade and global competition to thrive.
  - Select TWO of the following organizations and describe their role in the world.
    - The United Nations and UNICEF
    - The World Court
    - Interpol
    - World Organization of the Scout Movement
    - The World Health Organization
    - Amnesty International
    - The International Committee of the Red Cross
    - CARE (Cooperative for American Relief Everywhere)
    - European Union
- Do the following:
  - Discuss the differences between constitutional and non-constitutional governments.



Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

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- Name at least five different types of governments currently in power in the world.
- Show on a world map countries that use each of these five different forms of government.
- Do the following:
  - Pick a current world event. In relation to this current event, discuss with your Parents how a country's national interest and its relationship with other countries might affect areas such as its security, its economy, its values, and the health of its citizens.
  - Select a foreign country and discuss with your Parents how its geography, natural resources, and climate influence its economy and its global partnerships with other countries.



Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

**Objective:**

Participate in healthy and active year-round fitness activities.

Complete one adventure. You can choose from the ones below or make up your own after consulting with your Scouter.

## **Scouts Year- Round Fitness**

### **1. Team Sport: Do the following:**

- Be a member in good standing of a team for a full season.
- Show by your participation in a team sport that you understand the rules, safety requirements, and sportsmanship connected with that sport.
- Discuss how your own skill in the sport can be improved.

### **2. Individual Sport: Do the following:**

- Be active in a sport that relies primarily on your individual effort and skill.
- Show that you understand the rules, safety precautions and sportsmanship connected with the sport.
- Discuss how your own skill in the sport can be improved, and create a self-improvement plan.



## Engaging Parents

One of your parents is reluctant to allow his son to go camping. They're really not "outdoorsy" people. You have a couple of minutes at the end of a meeting to talk to the parent. What will you say?

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Parents are your most important partner in Scouting. If they support what you are doing, they will encourage their children to participate. In order for parents to support you, they need to understand your program, and understand the progress their child is making.

You probably don't see much of your parents so you need to make every interaction count. When do you see your parents? Generally it will be:

- Before and after meetings
- When they drop off & pick up their children at camps and other activities
- When they hand in camp forms
- If they have questions about equipment etc.

Each time you see your parents, make sure you:

- Greet them
- Thank them for their support
- Explain something about the meeting you're about to run or have just run
- Say something positive about their child

The last point above is most important. Parents are constantly stressed and worried about their children; how they're doing at school, if they'll make the soccer team, how they're developing socially. If you can tell them how their child is progressing they will be more apt to support you and the program you are delivering.

Think for a moment of the "worst" child in your Colony, Pack or Troop. Now write down 3 positive things that you could say to his parent. You need to be able to do this.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Remember the "elevator pitch" you wrote down earlier? Try it again, summing up your plans for the year:

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Let your parents know you would welcome their help:

- Sharing something about their special interest during a meeting
- Helping with Apple Day or other fund-raisers
- Asking experienced parents to take new parents under their arm to help shop for camp equipment
- Helping at camp as a cook or activity resource person.
- Organizing transportation to camp
- Helping with activities at meetings
- Becoming a Scouter
- Helping with special events
- Joining your Group Committee

Be familiar with the Volunteer Screening Policy when including parents in activities involving the youth.

***You never know what the answer will be unless you ask!***

- Arrive at the meeting early to discuss any last-minute issues with your fellow Scouters so when parents start to arrive you can talk with them.
- Ask parents to sign in & out of meetings. Thank them and speak to them briefly during these times.
- When not occupied with the Scouts at meetings, picnics and camps, talk with any parents present, not your fellow Scouters.
- ***Always talk to your parents!***



## Facilitating Meetings

There is nothing more important in your Scouting program than this week's meeting. If your meeting is interesting and engaging the youth will come back. If it's not, they won't. Very simple. It won't matter what exciting adventures you have planned for the year if your youth are not excited and engaged at your weekly meetings.

You have 1 ½ to 2 hours each week to work with your youth, to build relationships, to earn their respect, to help them take charge, to introduce them to new adventures, to help them learn to work together, to let them try new things, and to learn their strengths and interests. To get the most out of your weekly meeting you need to plan ahead. "Be prepared."

Any meeting needs a purpose. What is the purpose of your weekly meeting? To help your youth continue along their Scouting journey? Then make sure every aspect of your meeting serves that purpose.

### **Have a Detailed Meeting Plan**

It's much easier to have a structure to guide you than to fly by the seat of your pants. If an activity is working and you want it to run longer you can drop or shorten the next activity. That's easier to do than trying to make up something on the fly if your activity tanks.

### **The Prepared Environment**

Be ready to greet the youth and their parents as they arrive. That means Scouters arrive 15 minutes or so early to set up, make any last minute preparations, and make sure everyone knows who's doing what.

- Write your **meeting plan** on a flip chart or white board so youth can see what's going to happen.
- Have something for the youth to do as they walk in, either helping you set up, or some sort of calming activity. They need to transition from whatever they were doing to Scouts.
- Scouting is different from the rest of the world your youths' lives; help them experience that as they walk in.
- Greet the parents. You're building a relationship with them.

### **Opening & Closing Ceremony**

The symbolic framework is a key part of the Scout Method. The Riverbanks/Grand Howl/Flag Break ceremony is a signal that the meeting has officially begun, and helps the youth remember the promises they made when they were invested.

Everyone likes to do the right thing, and during these brief ceremonies the youth can feel comfortable that they are doing the right thing by simply standing respectfully and participating in these rituals.

### **Make Sure the Activities Help the Youth Progress**

Random activities downloaded from the internet are just that; random activities. You need to be sure the activities you choose are not just to fill in time; otherwise you will just be providing a babysitting service.

The activities chosen should deal with one or more of the 6 Program Areas (environment & outdoors, leadership, active & healthy living, citizenship, creative expression, and beliefs & values) and incorporate the 4 Elements of the Scout Program (youth-led, plan-do-review, adventure and S.P.I.C.E.S.). The Pond Map, Jungle Map and Trails Map can help to keep as a guide when choosing meeting activities.



### Learning by Doing

The more the youth are engaged in the activities without Scouters giving instructions and keeping them on track, the more the youth will enjoy themselves. Experiential learning. Learning by doing, not learning by talking about doing.

### Small Groups

The Patrol system is a key part of the Scout Method. Having the youth work in small groups encourages teamwork and makes it much easier to help them stay focused. Activities for the whole group such as games, songs, relays and other friendly types of competition have their place, but most progress will be made when the group is split up into small groups.

The size of the small group can vary with the activity. For most activities the Lodge, Lair or Patrol will be a good size, while for other things a smaller number may be better. For putting up tents groups of 3 – 4 are best, and sometimes it's best to have the youth work in pairs.

### Station Activities

A rotation through station activities lasting 5 – 15 minutes (shorter for Beavers, longer for Scouts) serves many purposes.

- Small groups are easier to deal with
- One Scouter can handle each station, while the “floater” Scouter can keep tabs on the whole group and deal with any youth who become disengaged.
- If a youth is not interested in a particular activity, he or she knows in a short time he'll be on to something else.
- Scouters can see what sorts of activities each youth member likes.
- Clear transitions between activities, moving from one station to another, help the youth regain focus.
- Stations should deal with a variety of program areas. A whole meeting on knots can be tough for everyone.
- Station activities should involve teamwork, movement and learning. Even with individual skills, have one Scout teach another as much as possible.

Scouters must stick to the timing agreed to for these stations for the meeting to stay on track.

### Backup Plan

If an activity isn't working, do something else. Don't try to force something that's not engaging the youth. You'll need a Plan B in advance; trying to think up alternatives while under pressure is very difficult.

### Recognize Positive Behaviour

When Scouts stay focused, learn a skill or help each other, recognize them. This is the only way they know what you're looking for. You can do this during the meeting whenever it happens, and recognize it again at the end of the meeting.

### If The Group Starts to Lose Focus

If an activity starts to go off the rails, acknowledge that it's not working and do something else. Most often when a Scouter thinks he or she has a discipline problem, they mistake the symptom for the actual problem. The symptom is poor focus and discipline; the problem is the activity is not engaging.

In desperation many of us have tried to regain control by repeating ourselves more loudly, or making threats like "If you don't want to cooperate we can just stand here all night!" This doesn't usually work.



If the Scouts are working in small groups and one or more of them is not engaged and looks like they could become disruptive, the “floater” Scouter can try this strategy:

1. **Personal attention.** This can be as simple as “Hi, what’s up? You guys find this boring? This may help them re-focus.
2. **Distraction or Substitution.** Offer a brief distraction from the activity – such things as taking a minute to help you set up the next activity. Or asking the group to move to the other side of the room. The Scouter running the activity has to be in on this and recognize what you’re doing.
3. **Removal.** If the Scout really doesn’t want to participate in the activity, he or she can choose to sit quietly off to one side of the room. In extreme cases, if they don’t want to participate in the meeting under any circumstances, you can ask the Scout to call her parent to take them home. Participation in Scouts is voluntary.

If the group as a whole is coming unraveled, you will need to buy time to go to “Plan B.” If time is needed to set up Plan B, have one Scouter call circle/horseshoe, get the group to run and touch all 4 walls, line up in order of height or shoe size, or any such activity that lets them move around and then come back to order.

#### **De-Brief**

At the close of each meeting de-brief with the youth. Reinforce what you saw that you liked, and ask for their input. They need to practice expressing opinions and need to know their opinions matter.

De-brief with the other Scouters. Everyone is rushed at the end of meetings, but take 5 minutes for a short meeting. Go over what went well, what didn’t go so well, and what you can do to improve. When you get home you can think about it some more when you’re making up the next week’s plan. The activities you choose for next week’s plan should take into account what the youth showed interest in this week.

**“Follow the child.”**



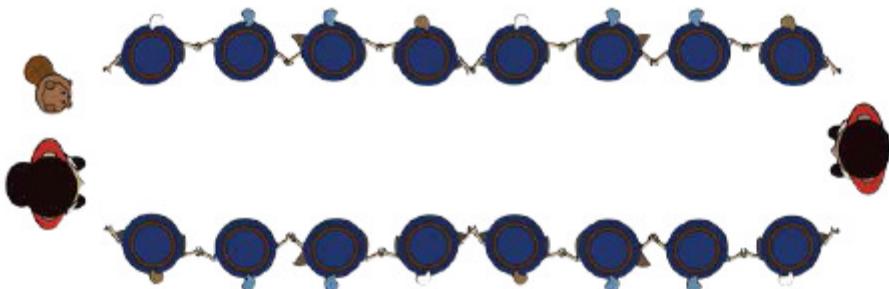
Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

## Meeting Openings and Closings

### Beaver Scouts

#### OPENING

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



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

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

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

The White Tail Beaver who is leading the ceremony stretches out his or her arms sideways, and then lowers them, saying "Chopping Positions!" At this signal, all Beaver Scouts take the chopping position: feet on floor and body in crouching position, with elbows touching knees, forearms straight up and both hands in Beaver Sign (position representing paws on tree trunks).

When the Beaver Scouts are in the chopping position, the White Tail asks in a loud voice, "Who are we and what do we do?"

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

Following this, the adventure or meeting begins.



## CLOSING

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

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

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

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

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

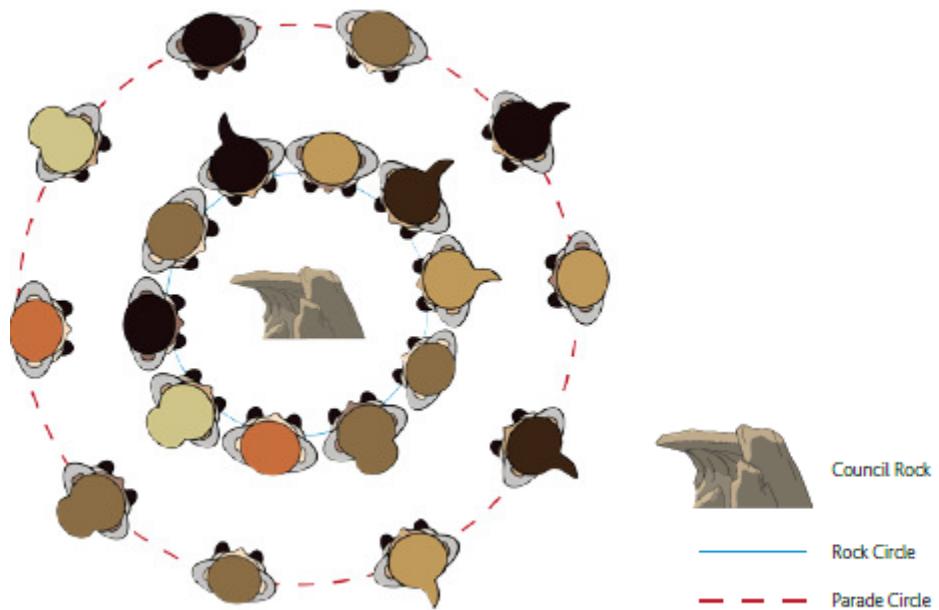


The "Build a Dam" formation is used in informal activity situations. When "Build a Dam" is called, youth and Scouters join hands to form a circle.

## Cub Scouts

### OPENING

The basic formation for all ceremonies is the circle. There are two different types of circle formations: the Rock Circle and the Parade Circle. The Rock Circle is formed by the Cub Scouts standing shoulder to shoulder. A Parade Circle is formed from the Rock Circle by taking three steps back from a shoulder-to-shoulder position.



The Grand Howl is the core of the opening and closing of all camps and meetings of the Cub Scout Section. It symbolizes Akela calling a meeting of the Seeonee wolf pack at Council Rock, a significant event in The Jungle Book. It is also a ceremony that should be performed consistently in every Pack. The elements of the Grand Howl should not be changed. One Cub Scout may be selected in advance to lead the Grand Howl.

A Scouter initiates the opening by getting the attention of all the Cub Scouts by shouting, "Pack!", which is a signal for all Cub Scouts to freeze. The Scouter then shouts, "Pack! Pack! Pack!" Cub Scouts run in from their Lairs, yelling a long "Paaack!" They form a tight Rock Circle around the Scouter.

If needed, ask the Pack to back up three steps to form a Parade Circle to give more room.

The Howler leading the Grand Howl barks, "Pack Alert!" (calling for the Pack to stand at attention). If a totem is used, the Howler brings in the totem, places it in front of the Scouter and returns to the circle.

The Scouter faces the Cub Scout and, by a nod of the head, tells the Howler to start the Grand Howl.

The Howler swings his or her hands in the air and brings them down to the floor while dropping to the squat position, with knees apart. Hands touch the floor in front, between the knees, with only the first two fingers of each hand touching the floor, with the rest of the fingers closed. This represents forepaws.



Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

All other Cub Scouts drop to the floor in a squat at the same time as the Howler, without raising their hands over their heads. All of the Cub Scouts look upwards, as though ready to howl like wolves.

All Cub Scouts say, in short barks, “A-Ke-La, We’ll-Do-Our-BEST!” When they say “Best”, all Cub Scouts jump up to stand at alert, with first and second fingers of each hand at each side of their head, like wolf ears.

The Howler says “DYB, DYB, DYB, DYB”—drawn out a little like a wolf howl. (“DYB” sounds like “dib” and stands for “Do Your Best”.)

The other Cub Scouts drop their left hands, and make the Cub Salute with their right. They answer the Howler with, “We’ll DOB, DOB, DOB, DOB” in short, sharp barks. (DOB means “Do Our Best”.) After “DOB”, the Cub Scouts drop their right hands.

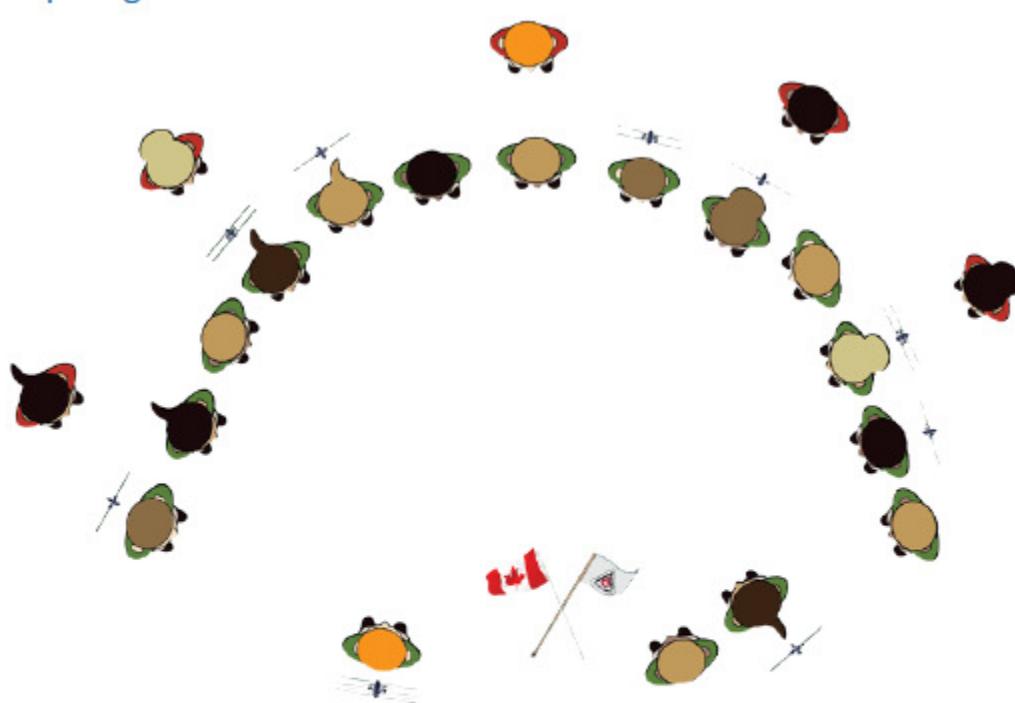
The Grand Howl begins with the Scouter’s nod and ends with the Cub Scouts dropping their right hands. This part of the Cub Scout ceremony is the same across Canada.

## CLOSING

The Closing Ceremony is very similar to the Opening Ceremony, but adds in celebration and recognition of Cub Scouts' accomplishments.

## Scouts

### OPENING



The Troop is called into a horseshoe formation by the Troop Leader or Duty Patrol Leader (depending on the Troop's own way of doing things) with the "Troop, fall in!" command. The exact nature of the command will depend upon the Troop, and will be determined by the Troop Leadership Team. On hearing the "Troop" command, Scouts should stop what they are doing, listen for the instruction and then move quickly into formation. Scouters should place themselves in the proper positions.

The Duty Patrol provides the Colour Party (sometimes called the "Colour Guard"; usually two Scouts).

The Troop Leader or Duty Patrol Leader makes the "Troop, alert!" command and Troop comes to attention.



Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

The Colour Party takes one step back, away from the horseshoe, then walks smartly around the outside of the horseshoe to the Flag of Canada. The Scout who is breaking the flag unties and then reports the halyards, saying, "Halyards all clear."

The Troop Leader then makes the "Break the flag" command.

Once the flag is completely unfurled and halyards retied, the Troop Leader makes the "Troop, salute!" command. When the Troop Leader drops the salute, the Scouts follow.

The Colour Party then returns to its place in the horseshoe.

At this time, the singing of "O Canada" can be included, as can the repetition of the Scout Promise and Law, or an opening prayer.

The Troop can then be told to "Stand at ease," and any announcements can be made. If the announcements or instructions are expected to be long, Scouts can sit.

Before the next event, the Troop should again stand if seated, be called to "Alert" and then the Troop Leader gives the "Troop, break off!" command.

All Scouts should now take one step back out of the horseshoe before leaving.

## CLOSING

The process follows much the same process as the opening, with a few small differences. The Troop is called into a horseshoe formation with the "Troop, fall in!" command, or silently with the appropriate, Troop-designated hand signal.

On hearing the "Troop" command, Scouts should stop what they are doing, listen for the instruction and then move quickly into formation. Scouters should place themselves in the proper positions. The Duty Patrol again provides the Colour Party. The Troop Leader or Duty Patrol Leader makes the "Troop, alert!" command and the Troop comes to attention. The Colour Party takes one step back, then walks smartly to the Flag of Canada. The Scout who is lowering the flag unties and then reports the halyards, saying, "Halyards all clear."

After the reporting of the halyards, the Troop Scouter gives the "Lower the flag" command. The Colour Party lowers the flag, being careful to keep the flag from touching the ground. The flag is removed from the halyards and is folded and presented to the Troop Leader or Duty Patrol Leader. Upon presenting the folded flag, the Colour Party salutes the Troop Leader or Duty Patrol Leader, who returns the salute. The Colour Party then returns to its place in the horseshoe by walking around the outside of the horseshoe.

At this time, a short Scouter's Five (a short, Scouter-led reflection) could be given, followed by a closing prayer or recitation of the Scout Promise and Law. In Troops with multiple faiths, a moment of silent reflection may be appropriate. Scout Silence can be used at the close of any meeting or activity along with or in place of a prayer.

The Troop Leader then gives the "Troop, dismissed!" command. Scouts take one step back from the horseshoe before leaving. The Duty Patrol then ensures flag stands and other flags are properly put away.



## Sample Cub & Scout Meetings

### **Sample Scout Meeting**

*55 minutes*

- Opening – Flag Break
- Stations – in Patrols – 4 x 10 minutes
  1. Elect PL and APL
    - Why do we need leaders?
    - Is a leader:
      - A person who makes sure everything is done his or her way?
      - The person who knows the most about everything?
      - The person who makes all the decisions?
      - The person who knows all the answers?
      - Someone who can get others to do all the work?
      - Someone who keeps the team moving in the right direction?
    - What sort of qualities should a leader have?
      - Fairness?
      - Flexibility?
      - Good communicator?
      - Trustworthy?
      - Organized?
      - Consistent?
    - How does a team arrive at decisions?
      - Majority vote
      - Consensus
      - Leader decides
      - Expert opinion
    - Once a decision is arrived at, should the entire team go along with it?
      - If they don't, what could happen?
- 2. Skit with Props
  - Patrol chooses one item from box of ordinary things; broom, roll of bathroom tissue etc.
  - Patrol makes up skit with chosen item playing a central part
  - All members to have speaking roles
- 3. Canadiana or Insects card game
  - Patrol to chose between 2 games, read instructions, and start playing
- 4. Risk Management – Camp at Alice Lake
  - 3 columns on piece of paper
  - Column 1 – “What Could Possibly Go Wrong”
    - Forget equipment
    - Cut hand on knife
    - Get lost
    - Bear eats food
    - Etc.
  - Column 2 – “How Can We Prepare So This Doesn't Happen?”
    - What training and preparation can we do?
  - Column 3 – “If Something Still Goes Wrong, What Will We Do?”
    - First Aid, emergency plan etc.



It starts with Scouts.

Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

- Closing – Scouter's 5 – What is a good turn? Why should we do them? If other people don't do them, why should we?
  - Flag down
  - De-brief – 10 minutes
    - Write the agenda on a flip chart or whiteboard. Why?
    - Short activities
      - Suits attention spans
      - Order is restored every few minutes during transition and reassembly
    - Most of meeting in small groups
      - Easier to manage 4-6 youth than 20
      - Youth get used to working together in small groups
    - One Scouter at each station, repeats same activity
      - Practices his or her craft – learns how to improve activity
      - Watches to see which Cub/Scout likes what
      - Scouter talks as little as possible during activity
      - Akela / Troop Scouter circulates to see how Scouters are doing, and can deal with any youth who are not engaged
    - Clear transitions between activities
    - Different types of activities – if you don't like this one, you just have to hang in there for a few minutes and you'll be on to the next one
    - How does this sort of format help promote order and learning?



## Sample Cub Meeting

50 minutes

- Opening – Grand Howl
- Stations – in Patrols – 4 x 10 minutes
  - 1. 10 Essentials
    - Look through images of items that might be useful on a hike
    - As a group, agree on the 10 most essential items and make a list
    - Compare your list with the North Shore Rescue list
  - 2. Lair name, flag
    - Agree on a Lair name, design a flag using markers and paper. If time, make up a cheer
  - 3. Personal Goals
    - Each person write 3 activities on post-it notes that he or she would like to do in Cubs or Scouts in the next 4 months
    - As a Patrol agree on 3 activities for next 4 months
    - Discuss any preparation that might be needed for these activities
  - 4. Great Debate
    - “The early bird may get the worm, but the second mouse gets the cheese.”
    - Lair split into 2 teams; each has 5 minutes to prepare a 60 second presentation showing why their strategy (early bird or second mouse) is best for work or life.
    - Include all team members in making the presentation
    - Have “free vote” to see what combined group believes
    - Discuss:
      - Assembling a presentation with a team against a tight deadline
      - Different strategies for different situations – adaptability vs. consistency
      - Was anyone “in charge” of the presentation?
      - How did your group agree on the presentation?
      - Personal views vs. team views
- Closing – Scouter’s 5 – recap what Pack/Troop accomplished
- Grand Howl
- De-brief – 5 minutes
  - Which of the 4 Elements of the Scout Program were covered?  
(Youth-Led, Plan-Do-Review, Adventure, SPICES (Social, Physical, Intellectual, Character, Emotional, Spiritual))
  - Which program areas were covered?  
(Environment& Outdoors, Leadership, Active & Healthy living, Citizenship, Creative Expression, Beliefs & values)
  - Which aptitudes would be an advantage? Linguistic, spatial, logical, etc.



## **10 Essentials**

Even the best weather can change rapidly, and even the widest trail can be lost. It pays to take a little extra with you, just in case. North Shore Rescue recommends taking the following 10 essentials:

1. Flashlight or headlamp with extra batteries and bulb.
2. Whistle. *Fox 40 – blow at intervals and in different directions from where you are standing.*
3. Matches (waterproof or in plastic bag) or lighter, as well as a firestarter or candle. *Training required.*
4. Extra clothing: hat, gloves, sweater, long johns, raingear, socks.
5. Pocketknife.
6. Large plastic bag or tarp.
7. Water, food (energy bars).
8. First aid kit.
9. Map, compass. *Training required.*
10. Mobile phone with fresh batteries.



## **Compass Course**

### **Course #1: Simple (Cardinal Points Only)**

Walk 5 paces to the North.  
Walk 10 paces to the West.  
Walk 20 paces to the South  
Walk 15 paces to the East  
Walk 15 paces to the North  
Walk 5 paces to the West.

### **Course #2: More Advanced (Using Bearings)**

Take a bearing of 90 degrees. Walk 20 paces in that direction.  
Take a bearing of 225 degrees. Walk 28 paces in that direction.  
Take a bearing of 315 degrees. Walk 28 paces in that direction.  
Take a bearing of 45 degrees. Walk 28 paces in that direction.  
Take a bearing of 180 degrees. Walk 20 paces in that direction.



Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018



## Sample Beaver Meetings

***“The first essential for the child’s development is concentration. It lays the whole basis for his character and social behaviour.”***

***- Maria Montessori***

Beavers are developing their physical and intellectual independence, and learning to interact with others. Activities should be self-engaging and encourage Beavers to cooperate with each other.

Jennifer Nemeth, 1<sup>st</sup> West Vancouver Colony Scouter, has some tips for your first few meetings each year:

1. At the end of the year, plan the events for the next year, so that when you lay out your basic calendar in August, all the important dates are already on the calendar. Mark down the number of meetings, and their dates for the whole year.
2. Put together great meeting plans for your first 4 meetings, and repeat them every year. They will set the stage for the whole year, and you will always have the plans for the first month set. That way, your newer leaders can participate in program development too.
3. Throughout the first 4 meetings, create activities that will help you observe the group dynamics when they are:
  - In small groups/Lodges (doing a craft, activity)
  - In one large group
  - Playing Games
  - Walking outside
  - Sitting quietly as a group (group discussion, listening to a story, singing a song)
  - Opening/parent drop off
  - Closing/parent pick up
4. After the first few meetings, get your Leadership team together to discuss the kids, the dynamics, and how you will approach things for the rest of the year.
  - What worked? What didn’t?
  - Which youth will require a little more attention at what times (i.e. Johnny always likes to pull the circle apart when “building a dam” at opening and closing, so we need to make sure that a leader is next to him for that part).
  - Spend a few minutes at the start getting to know a bit about each leader, and what they bring to your team.
  - Refer to the calendar for the year, and decide which program will be covered at when, by whom, and plan special meetings.
  - Delegate tasks if possible.
  - Will we send out a weekly reminder email to parents-if so, who will do that? Are there dates when leaders know they will be away? Will you be working on any badges?

Following are two sample one-hour meetings (thanks to Jennifer Nemeth, 1<sup>st</sup> West Van Beavers). The first meeting has been shortened to 30 minutes for training purposes:



## MEETING #1-How We Walk Outside

<u>Time</u>	<u>Program Item</u>
<b>5 min</b>	<u>Riverbanks</u> : (Riverbanks (2 lines on either side of the pond), Build a Dam (hold hands and make a circle), "Who are we and what do we do?" "Beavers, Beavers, Beavers. Sharing, sharing, sharing")  Review tails from last week: <ul style="list-style-type: none"><li>• What is a Brown Tail's job? - learn as much as they can</li><li>• Blue Tails? - help the new Beavers (Brown Tails)</li><li>• White Tails? - help the Leaders and set an example for the younger Beavers</li></ul>
<b>5min</b>	<u>Review Colony Rules.</u> <ul style="list-style-type: none"><li>• How would we do this when we go on outings?</li><li>• How do we walk outside?</li><li>• Where do we walk? (on the sidewalk)</li><li>• Where do we not walk? (on the grass or road)</li><li>• Why do we avoid roads and grass ? (safety, staying on the trail is a good habit to get into-better for the tree roots and the grass, avoid dog poop)</li><li>• Do we walk ahead of the first leader (no) , behind the last leader, (no) or towards the road, past the side leader? (no)</li><li>• Do we pick things up on our walk? (no) why? (leave no trace. Respect nature)</li></ul>
<b>15min</b>	<u>Walk to Park</u> : hand out scavenger hunt sheet and pencils, walk to the park, do a short loop, walk back. Kids tick off what they see on the walk. <b>*Each child needs to collect a special rock to make a pet rock craft next week</b>
<b>5 min</b>	<u>Write names on rocks</u> : Leaders record names of each child on the rock and place in box <b>*Leaders should gather some extra rocks at the park just in case</b>  <u>Riverbanks</u> : ("Beavers, Beavers, Beavers. Sleeping, sleeping, sleeping." "Good night busy Beavers, busy building tomorrow!")

### **Extra games:**

Dog Race: Beavers line up, bark 3 times like a dog, and swim with a doggy paddle stroke to the other side of the gym.

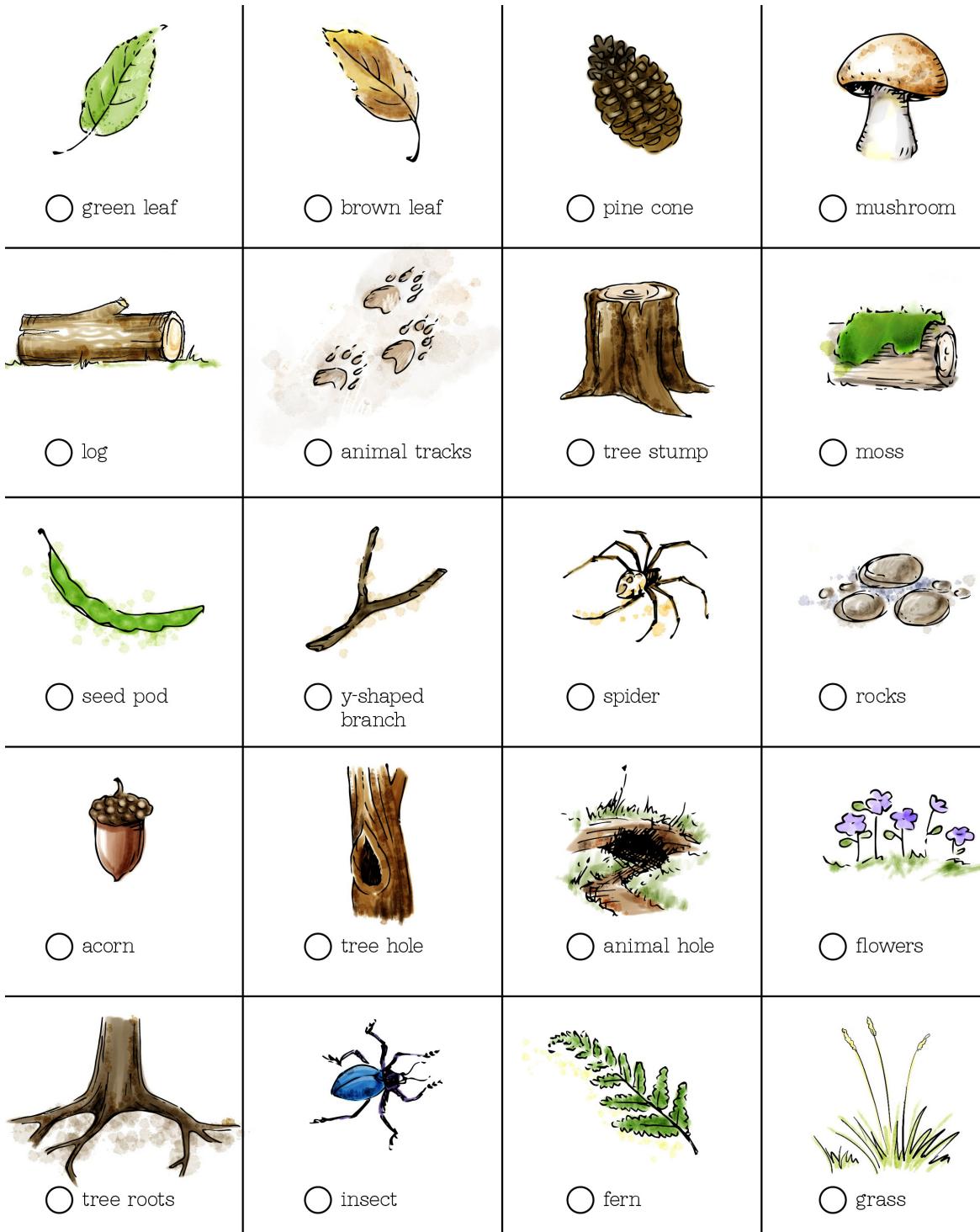
Statue Tag: One person is "it" and stands at the end of a gym/field, and is called the Curator. Everyone else playing stands at the other end. The object of the game is for a Statue to tag the Curator thereby becoming the "it" and resetting the game. The Curator turns their back to the field, and the Statues attempt to race across and tag the Curator. Whenever the Curator turns around, the Statues must freeze in position and hold that for as long as the Curator looks at them. The Curator can even walk around the Statues, examining them. However, the Curator needs to be careful – whenever his back is turned, Statues are free to move. If a Statue is caught moving, they are sent back to the starting line to begin again (or thrown out of that round, whichever way is preferred.)

*Leaders Discuss "Friends of the Forrest" reading and leader naming next week*



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Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018





## MEETING #2-Stations & Colony Rules

<u>Time</u>	<u>Program Item</u>
<b>6:30PM</b>	<b>Riverbanks:</b> (Riverbanks (2 lines on either side of the pond), Build a Dam (hold hands and make a circle), Now that the kids are more used to our opening, I will ask them to do it. Leaders say “Who are we and what do we do?”; Beavers say “Beavers, Beavers, Beavers. Sharing, sharing, sharing”
<b>6:35PM</b>	<b>Outdoor Game:</b> Tug of War- brief discussion of ropes. What are they used for? How do they work (tension vs. compression) <b>Form 2 teams.</b> Determine the “swamp zone” into which the winning team needs to pull the opponents. We will use flagging tape to mark off that area.
<b>6:45PM</b>	<b>Outdoor Gathering Game:</b> Toilet Tag- Like regular tag, but person tagged must go down on one knee with hand like a shelf or “flusher”; they can be freed by team mates when they are ‘flushed (hand is pushed down)
<b>6:55PM</b>	<b>3 Stations:</b> Separate Beavers into 3 Lodges- 5 minutes per station <b>Station #1- Jumping Raisins-</b> Beavers to pour soda into a glass, and place raisins into the glass. Tasks to be completed (each Beaver to complete at least one task each, so everyone can feel included) <i>Remove lid from Soda Bottle// Hold Glass//Pour Soda into Glass//Add Raisins to Glass//Replace Lid on Soda//Pour experiment into dishpan at the end of the activity//Wipe up Spills</i> They will watch as their raisins sink to the bottom, gather gas bubbles in the ridges on the raisin surface, and get carried to the top by the gas bubbles. When the raisins are floating on the top, when enough gas bubbles pop/are released into the atmosphere, the raisins sink down again, and the process is repeated. <b>Leaders:-As the Beavers some questions:</b> <i>Which is more dense, the raisins, the water, or the gas bubbles?</i> <i>Why do the raisins float to the top? (gas bubbles collecting in ridges and floating to the surface to be released).</i> <i>Why do they sink back down? (once the gas is released at the surface, the raisin is heavier/more dense than the water, and sinks back down....until it gets covered in gas bubbles again)</i>  <b>Station #2- Pet Rocks</b> – Beavers to decorate their pet rocks using tempra paint and googley eyes  <b>Station #3- Recycling Game</b> - Each Beaver takes turns choosing a card and placing it in the correct category on the recycling card. If they don't know where it goes, they can place the card back in the pile. <b>Leaders:-As the Beavers some questions</b> <i>Who is responsible for putting the recycling in the bin at home? At school ? In the community? (Everyone!)</i> <i>Where does it go after it goes in the bin? (on the curb for collection, to the recycling depot, to the recycling plant)</i>



It starts with Scouts.

Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

**7:10PM** Clean Up: Beavers to help clean up their stations and put away tables. Paint trays and brushes to go into soda/raisin dishpan for Leaders to clean up after meeting is done, so that the paint doesn't dry.

**7:15PM** Juice boxes in a circle: *Make colony rules- This is their Colony-ask the Beavers what the rules should be.*  
*Read a book of there is time*

**7:25PM** Riverbanks: ("Beavers, Beavers, Beavers. Sleeping, sleeping, sleeping." "Good night busy Beavers, busy building tomorrow!")

**Extra game:** "He's Thinking": While everyone is seated around the room, the persona who is "it" says "I'm thinking of an object in this room". The group tries to discover what it is by asking questions that can be answered by "yes" or no".



## Some Extra Beaver Meeting Activities:

### **Activity #1:**

Neighbourhood walk: Walk around and ask Beavers to observe where they are. Point out parking lot, pedestrian crossings, traffic lights, any landmarks, and also point out any hazardous areas like busy roads, building sites, open water, poorly lit areas etc.

**Ask:** What do you hear?

What do you smell?

What do you see that could be dangerous?

Where is it best to cross the road and why?

Are there any Block Parent signs in the neighbourhood?

Where can cars see you best/least?

Draw a map: Ask Beavers to draw a map of the area and mark where they are. Include features like parking lot, crosswalk, lights, landmarks, and also include any hazardous areas.

Show and tell: Beavers present their drawings, pointing out where everything is that they chose to include.

### **Activity #2:**

Sewing on a button: Use pieces of felt and blunt embroidery needles, pre-thread them.

- 1.) Sew from the back, through the fabric, and through the button hole, then over to another button hole and back down through the fabric. Repeat
- 2.) Tie off knot.
- 3.) Cut off excess string.

**Practicing working as a Lodge (these example have two lodges; select groups by counting one/two, with all of the ones in Lodge 1 and all the twos in Lodge 2).**

### **Activity #3:**

Activity Stations: Each Lodge do one activity, and then rotate (approximately 10 minutes each)

#### Activity Station #1: Matches (outside)

- 4.) Discuss with Beavers fire safety: What is flammable? What puts out fires? Where would you light a fire/match? Who should be present? Do you leave a fire by itself?
- 5.) Demonstrate how to open the box of matches, take one out, close it, and light a match (hold box in one hand, strike with the other hand, striking away from you). Give each Beaver a box to light their own matches. Used matches to be thrown in the roasting pan. Let them go through the whole box.

#### Activity Station #2: Emergency Kits (inside)

Put together emergency kits. What do we use each item for? What is the master sheet for? When could you bring this kit with you?

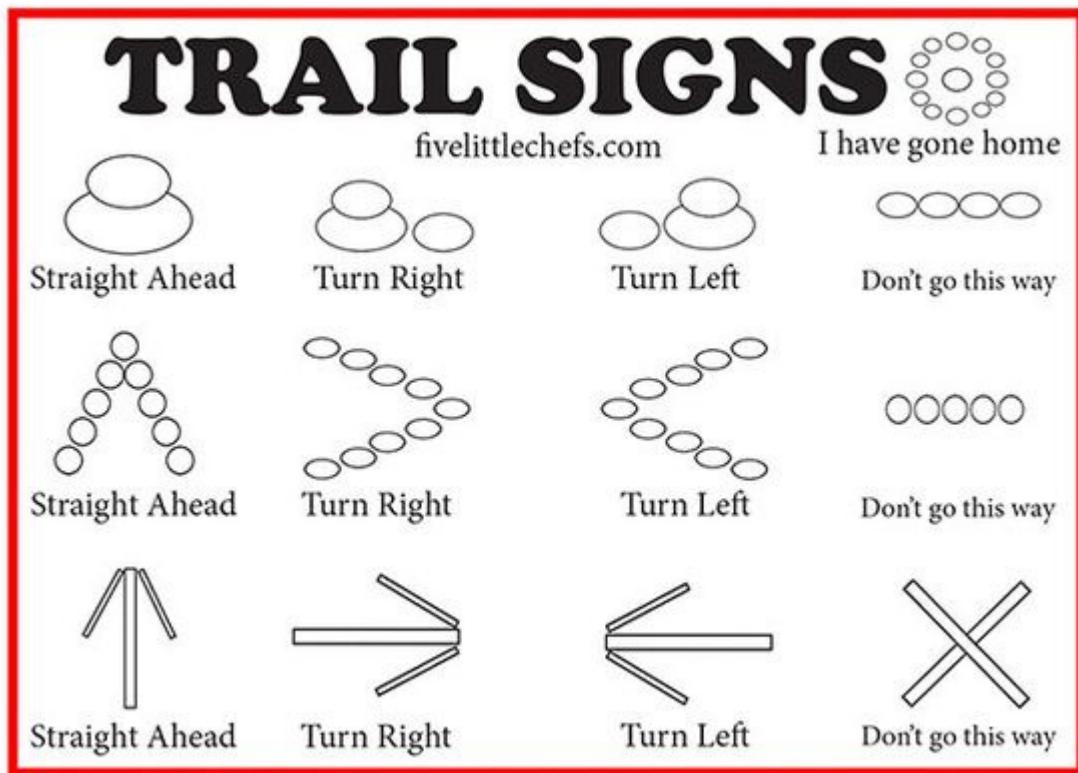


**Activity #4:**

Trail Signs

Go outside and follow the example trail (created by leader before meeting-5 mins)  
Next:

- 1.) Split into Lodges (two lodges; select groups by counting one/two), one Leader per Lodge
- 2.) Each Lodge collect materials to make trail signs (10 mins)
- 3.) Each Lodge create a trail with a random item hidden at the end (Leader to provide) (15 mins)
- 4.) Gather together again, and swap trails, and see who can follow the trails to the end. (5 mins)
- 5.) Gather finally to discuss (may need a tactile activity like molding clay for best results)  
*- How did you decide where to put your signs, and which ones to use? Which signs were easiest to follow? Which were hardest to follow?*





**Examples of back-up activities to have in your pocket:**

Game: Button, Button, Who has the button? (Material, one button)

*I've got a button in my hand.  
It will travel through the land.  
Travel here, travel there  
It will travel anywhere*

Beavers are sitting in a circle. One Beaver leaves the room. The button is passed from hand to hand as the chant is repeated. When the chant is finished, all the Beavers sit with two hands extended, fists turned down in front of them. The Beaver outside comes back in, stands in the centre of the circle, and gets 3 chances to name who has the button. Everyone gets a turn to go outside and guess.

Game: The Lost Boy: one Beaver is "it" and leaves the room. Everyone changes places, and one child is chosen to be covered with a blanket (under the pond). When the person who is "it" returns, he has to guess who is under the blanket. Take turns so everyone gets a chance to be "it" and/or under the blanket.

Game: "Canoe Game". Line up Beavers on gym bench (the canoe). Beavers have to take stock of the order they are standing in and then reverse this order without stepping off the canoe. This is a balance game in which the players need to help each other every step along the way.



## Initiative Activities

An initiative activity is one, which requires a small group to work cooperatively to complete a task or series of tasks in a limited period of time.

Initiative activities are useful for Cubs and Scouts because they:

1. Add fun and variety to the program,
2. Improve teamwork and communication,
3. Enhance problem solving skills, and
4. Reinforce the learning of skills and knowledge.

Initiative activities have two major components. One is what you do and the other is how you do it. The "what" component can include some or all of the following elements:

1. Skill tests – tying knots, using a compass, estimating, observing, demonstrating first aid skills, etc.
2. Physical tests - obstacles to be overcome, routes to be followed, items to be found, etc.
3. Mental Challenges – responding to trivia or current event questions, solving riddles, breaking codes, gathering clues, etc.

If you want the Cubs or Scouts to maximize their learning from an initiative activity it is important for the team to spend a few minutes talking about the activity with the facilitator so they can:

1. celebrate what they did well - it is important that the debrief start with recognizing what the team did well so as to reinforce that behaviour, and
2. identify what they would do differently next time - it is important that the team avoid talking about how they "failed" in the activity but rather what was learned in the process.

- Did they try to do things in order?
- Did all of them work on each question together?
- Did they split up the work?
- Who decided how to split up the tasks?
- Was someone the overall leader?



## Scout/Cub Quest

Your team will be presented with increasingly difficult challenges. As you complete each challenge you will become eligible to tackle the next one.

### Challenge One

When your team completes the following tasks you will become "Servants of the Realm" and will be eligible to move on to the next challenge.

1. Write down the last line to "O Canada".
2. Tie a reef knot.
3. Write down the name of the founder of Scouting.
4. Write down the name of the Scout program which follows Scouts.
5. What type of tree is a fir tree - deciduous or coniferous?
6. I have holes on the top and bottom. I have holes on my left and on my right. And I have holes in the middle, yet I still hold water. What am I?

See one of the leaders when you have completed all of these questions to see if you have become Servants of the Realm.



## Challenge Two

When your team completes the following tasks you will become "Squires of the Realm."

1. Write down the Scout [Cub] Motto.
2. Tie a round turn and two half hitches.
3. Write down the name of the Premier of British Columbia.
4. What are the four cardinal points on a compass?
5. Which of the following countries does not border on an ocean - France, Mexico, Japan, South Africa, Switzerland, and Egypt.
6. Clara Clatter was born on December 27<sup>th</sup>, yet her birthday is always in the summer. How is this possible?

See one of the leaders when you have completed all of these questions to see if you have become Squires of the Realm.



## Challenge Three

When your team completes the following tasks you will become "Knights of the Realm" and will be eligible to move on to the next challenge.

1. Write down the missing words from the Scout [Cub] Law.

A Scout is:

\_\_\_\_\_ and Trustworthy,  
Kind and \_\_\_\_\_,  
Considerate and clean,  
And wise in the use of all \_\_\_\_\_.

2. Tie a clove hitch [figure eight].
3. Which cardinal point direction does 180 degrees on a compass represent?
4. When you discover an injured person what should you do before beginning any first aid treatment?
5. Who was not a Prime Minister of Canada - Pierre Trudeau, John Diefenbaker, Lester Pearson, Ronald MacDonald, MacKenzie King, and Louis St. Laurent.

See one of the leaders when you have completed all of these questions to see if you have become Knights of the Realm.



## Challenge Four

When your team completes the following tasks you will become "Lords of the Realm" and will be eligible to move on to the next challenge.

1. Write down the first line of the Scout [Cub] Promise
2. Tie a bowline.
3. If two maps were the same size which would show more land area - one with a scale of 1:10,000 or one with a scale of 1:50000 [Cub adaptation: Which weigh more a kilogram of stones or a kilogram of feathers]?
4. What is the cardinal point description for 292.5 degrees on a compass [Cub adaptation: In which direction does the compass needle point]?
5. How high above the gym floor in metres is the bottom of the window on the south wall?

See one of the leaders when you have completed all of these questions to see if you have become Lords of the Realm.



## Challenge Five

When your team completes the following tasks you will become "Kings of the Realm" and will be eligible to move on to the next challenge.

1. Write a four line poem about your Scout Troop [Cub Pack].
2. Tie a fisherman's knot [Cub Adaptation - In the Jungle Book what type of animal is Baloo?]
3. Have your team members act out in pantomime the safe procedure for filling and lighting a one burner camp stove [Cub Adaptation: Have your team members act out in pantomime the safe procedure for crossing busy street].
4. Find a sample of something which was alive during the last year but is now dead?
5. What is the most effective way to stop bleeding coming from a cut?

See one of the leaders when you have completed all of these questions to see if you have become Kings of the Realm.



## Working with Scout Age Youth

Scouts Canada's Scouter Manual is a good place to start for guidance in working with Scout age youth. It describes in general terms many of the characteristics and challenges facing our youth as they move from childhood to adulthood.

In this session we will focus on the ideas of Lord Baden Powell, the founder of the largest youth movement in the world, and on some more current works discussing the youth we serve.

While BP in particular makes reference only to boys for obvious reasons, many of his observations are relevant to the girls in Scouting who often join looking for a little adventure and excitement.

### ***What are we working toward? What is our goal?***

- Our goals are much more diverse and complex than developing a winning soccer team, or helping someone be better at mathematics, or teaching them to play a musical instrument.
- We need to have a clear view of our goals so we can keep them in mind while working with Scouts.

*"The Scout Leader gives to the boy the ambition and desire to learn for himself by suggesting to him activities which attract him, and which he pursues till he, by experience, does them aright."*

- BP, *The Scout Method*

*"... the business of the Scout Leader... is to draw out each boy and find out what is in him, and then to catch hold of the good and develop it to the exclusion of the bad. There is 5 per cent of good even in the worst character. The sport is to find it, and then to develop it on to an 80 or 90 per cent basis."*

- BP, *The Scout Method*

*"The primary aim of education is to enable youngsters to learn how to invent themselves – to learn to create their own minds."*

- Elliot Eisner  
- Professor of Education, Stanford University

If this sounds a little daunting, remember BP's simple description of what it takes to be a successful Scoutmaster:

1. *He must have the boy spirit in him; and must be able to place himself on a right plane with his pupils as a first step.*
2. *He must realize the psychology of the different ages of boy life.*
3. *He must deal with the individual pupil rather than the mass.*
4. *He then needs to promote a corporate spirit among his individuals to gain the best results."*

- BP, *Aids to Scoutmastership*



If we keep our basic goals in minds and delve into the characteristics of the youth we serve, we will be able to design programs to help them reach their goals.

You wrote down your long-term goal for your Scouts earlier. Let's try it again:

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## From BP...

*"The principle on which Scouting works is that the boy's ideas are studied, and he is encouraged to educate himself instead of being instructed. The training is progressive and adapted to the changing psychology of the growing boy."*

*"...Cubs...encouraged to develop themselves as individuals, mentally and physically."*  
*"...Scouts, developing character and sense of service."*

What would you say is meant by "character?"

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*"I have used the word "educate" rather than "teach," by which I mean that we must inspire each individual boy to develop these qualities for himself rather than impose mere instruction on him."*

Give an example education rather than teaching for a topic of your choice:

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## ***Characteristics of Scout Age Youth***

Boys and girls come in a wide range of shapes and sizes, with a wide range of characteristics, interests and aptitudes. Some are very socially aware and communicative, others are more solitary. Some are athletic, others are not. Likewise some are musical or good with numbers while others are not. Diversity is a basic strategy for survival in Nature, and diversity will be a source of strength in your Troop.

Today our youth are exposed to many influences, not all healthy. For example, by the age of 16 the average North American boy will have seen 200,000 acts of violence on television, including 33,000 acts of murder. Likewise, we cannot stop internet porn or Grand Theft Auto. You can't stop culture.

BP had other vices in mind when he wrote that correction of boyish vices,

*“...cannot be done by forbidding or punishment but by substituting something at least equally attractive but good in its effects.”*

BP felt that the fundamental characteristics of the boy included:

- *Humour*
- *Courage*
- *Confidence*
- *Sharpness*
- *Love of excitement*
- *Responsiveness*
- *Loyalty*

In Aids to Scoutmastership, BP notes:

*“...I would say that boys have a world of their own – a world they make for themselves; and neither the teacher nor the lessons are admitted to this world.”*

*“The code of the teacher, for instance, is in favour of silence and safety and decorum. The code of the boys is diametrically opposite. It is in favour of noise and risk and excitement.”*

*“According to public opinion in Boydom, to sit for four hours a day at a desk indoors is a wretched waste of time. Did anyone ever know a boy... who begged his father to buy him a desk? Or did anyone ever know a boy, who was running about outdoors, go and plead with his mother to be allowed to sit down in the drawing-room?”*

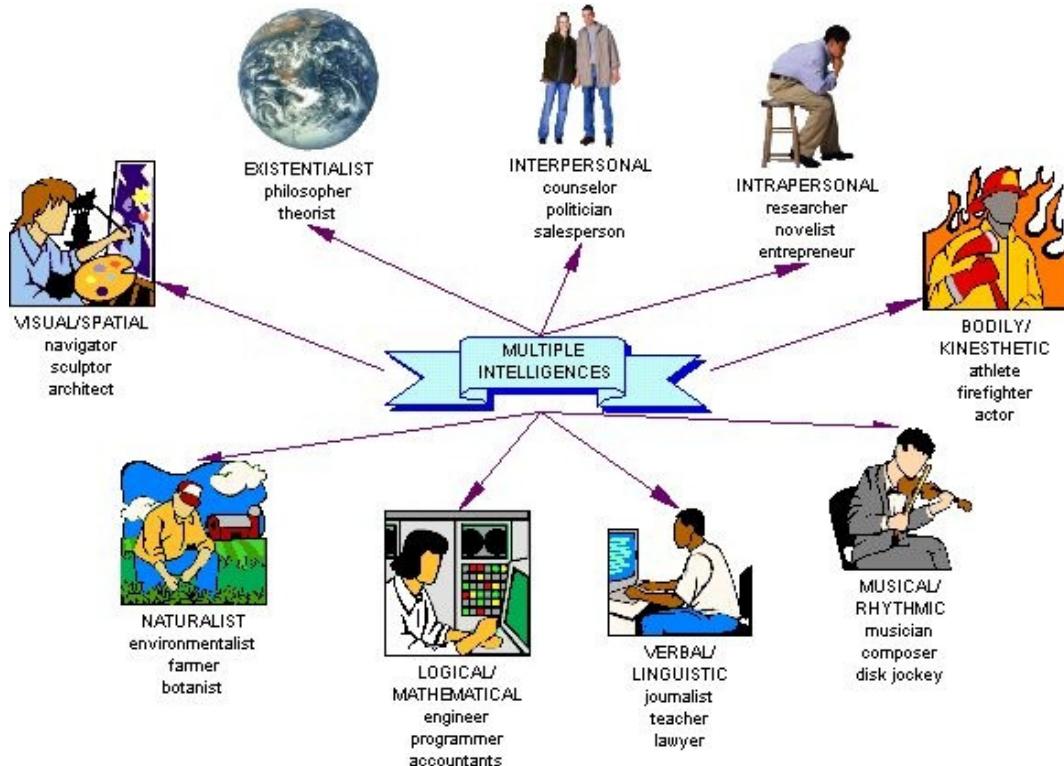
**Scouting is not school.**

Often what we consider to be undesirable or negative traits in Scout age youth are only so because of what we are trying to force these youth to do. These could just as easily be seen as positive traits. For example:

<u>Negatives</u>	<u>Positives</u>
Controlling	Independent
Arrogant	Confident
Stubborn	Determined
Hyperactive	Energetic
Impulsive	Spontaneous

When we try to find the “5% good” in a young person we need to know what we are looking for. Aptitude and intelligence show themselves in many different ways. Howard Gardiner of Harvard University described the different kinds of intelligence thus:

- Linguistic (word smart)
- Spatial (picture smart)
- Logical – mathematical (number / reasoning smart)
- Bodily-kinesthetic (body smart)
- Interpersonal (people)
- Musical
- Intrapersonal (self)
- Naturalistic (nature smart)





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November 2018

The activities and programs we present must use as many of these different types of intelligence as possible, and we must watch for signs of interest and aptitude however it shows itself. No one type of intelligence is better or more desirable than any other. Remember, Einstein, Darwin, Newton and Edison were considered poor students.

Many young people today are under stress; many activities, high parental expectations among other things contribute to this. Stress also results from a sense of powerlessness; allowing Scouts to make their own decisions is very important.

The need for respect is important for adults, and just as important for Scouts. Sometimes as adults we mistakenly think that young people should automatically respect us. On the contrary, if we are to be effective leaders, we must earn their respect and trust. A Scout's respect for his leader is earned by his leader's actions; treat him with respect and he will do likewise. Respect is earned in many ways:

- Never belittle a Scout's actions, no matter how foolish they may seem to you.
- If a Scout is embarrassed in any way, perhaps by being clumsy, being homesick, not doing well on a hike, deal with it as quickly and quietly as you can, as though whatever the Scout is embarrassed about is quite ordinary.
- Show respect in small things; don't yell from a distance when you want to speak with a Scout – you wouldn't want them yelling at you.
- Listen to your Scouts – they will know if you're just pretending to listen.
- Show respect for the Scout's accomplishments.
- Remember, it's all about the Scouts, and not at all about you.
- Be on the lookout for Scouts treating each other with disrespect.
- Be reliable – arrive at meetings before your Scouts.

Scouts like structure. The rules need to be fair, but consistency is more important than attempting to make the rules perfect. Consider what BP had to say about discipline;

*"Discipline is not gained by punishing a child for a bad habit, but by substituting a better occupation that will absorb his attention, and gradually lead him to forget and abandon the old one.*

*The Scout Leaders should insist upon discipline, and strict, quick obedience in small details. Let the boys run riot only when you give them leave for it, which is a good thing to do every now and then."*

What are the "good things" you have to offer which will replace bad habits?

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You have several good things to offer, including;

- A place where the Scout can be recognized for good qualities which may not be recognized elsewhere.
- A sense of belonging – no one is cut from the team for being too slow, and no one gets a failing grade on his report card.
- A haven where, no matter his background, how many cars his parents have, or how many parents he has, he is treated with equal respect.

The last and most important thing to remember when dealing with Scout aged youth concerns what BP called “hero worship.” Remember, he was a late Victorian and Edwardian man, and his language reflects this. For “hero” you might substitute “role model.”

*“The Scout Leader who is a hero to his boys holds a powerful lever to their development, but at the same time brings a great responsibility on himself.*

*They are quick enough to see the smallest characteristic about him, whether it be a virtue or a vice. His mannerisms become theirs, the amount of courtesy he shows, his irritations, his sunny happiness, or his impatient glower, his willing self-discipline or his occasional moral lapses: all are not only noticed, but adopted by his followers.”*

- BP, *The Scout Method*

In other words, it's not what you say but what you do that counts. You must walk the walk, not just talk the talk.

It takes a village to raise a child. With an understanding of the task you are ready to design a program and activities which help Scouts develop into young adults.

One last word from BP:

***“...in dealing with Scouts, you are bound to meet with disappointments and setbacks. Be patient: more people ruin their work or careers through want of patience than through drink or other vices.”***



## **Successful Activities**

3 steps to successful activities:

- Plan
- Execute
- De-brief

**Planning** – Be sure your activity involves one or more of the 6 Program Areas. The activity should involve:

- Physical activity or movement
  - Learning by doing
  - Movement often helps process information.
- Teamwork
  - Problem solving
  - Communication
  - Team building
  - Leadership
- Skills:
  - Hard skills
    - Individual Skills
    - Knots, compass, Scoutcraft
  - Soft skills
    - Observation,
    - Problem solving,
    - Teamwork, communication

### **Execution**

- If a group is working well, encourage them.
- If a group is having a problem, give them a little help
- If someone is showing leadership, acknowledge it.
- If someone is not engaged, see if you can help.

***If the activity isn't working, go directly to PLAN "B"  
(or plan "C")***

### **De-Brief**

- With the Scouts
  - *What did they like?*
  - *What did they learn?*
- With the other Leaders
  - *Did it could satisfy objectives?*
  - *How could we improve?*
  - *Would we do it again?*



## Diversity

Scouts in Canada come from a variety of social and cultural backgrounds, and have a wide range of aptitudes, abilities and interests. Diversity and inclusion are fundamental Scouting principles, and are a source of strength and richness within your Colony, Pack or Troop, as well as in our country as a whole.

The Aim of Scouting is to promote the development of individuals, enabling them to grow and take their place in society as active citizens. Our prime concern is each individual's personal progression, inclusive of their varying abilities. This inclusiveness within Scouting uniquely positions us to play an important role in modifying community attitudes and behaviour towards individuals with identified needs.

One of the more common "disorders" we think about today is "Attention Deficit Disorder." As one of the most famous people with ADHD, Albert Einstein has said, "When I examine myself and my methods of thought, I come to the conclusion that the gift of fantasy has meant more to me than my talent for absorbing positive knowledge."

Scouts Canada has published "Inclusion Fact Sheets" which can be found at <http://www.scouts.ca/scouters/resources/in-person-support-resources/> and are an excellent resource. On the following pages you will find sample of these Fact Sheets. Among other things they give tips for structuring activities so as to be more inclusive for youth with ADHD and other "disorders." Many of these suggested modifications would simply be good practice for any group. For example:

- End activities on a high note, do NOT drag them out
- Control the environment for distractions
- Keep the rhythm/pace moving
- Provide opportunities for the youth to take on a responsible, leadership role
- Avoid unstructured activity time unless adequately supervised
- For focused skill work and instruction, small groups are more effective than larger ones
- Likewise, smaller periods of instruction time are better than longer periods
- Get youth "doing" and not just listening
- Presume competence and instill confidence

You may well have youth and parents in your group with cultural backgrounds and values seemingly different to yours. The more you speak with your youth and parents, the more you will be able to find common ground.

As Scouters we are not trained psychologists, and when we feel ourselves out of our depth we must turn to our Group Commissioner, Area Commissioner or Area Support Manager for help and support.



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November 2018

# LEARNING DISABILITIES

## INCLUSIVENESS

" Know me for my abilities, not my disability."  
(Robert M. Hensel)

The Aim of Scouting is to promote the development of individuals, enabling them to grow and take their place in society as active citizens. As we move forward with the Canadian Path we are much more aware of each individual's personal progression, inclusive of their varying abilities. This inclusiveness within Scouting uniquely positions us to play an important role in modifying community attitudes and behaviour towards individuals with identified needs; It starts with Scouts.

Please use this guide for a better understanding of youth with Learning Disabilities; how as Scouters, we can make a difference through simple interventions, program modifications and knowing where to get help when needed.

## DESCRIPTION

Learning disabilities (LDs) are brain-based difficulties that affect one or more ways that a person takes in, stores, recalls or uses verbal and nonverbal information. The disability has no correlation to a person's intelligence. LDs are not caused by environmental factors (although such factors can make it harder to compensate).

## CHARACTERISTICS/BEHAVIOURS

May have:

- Challenges with recognizing and processing letters and the sounds affiliated with them (sometimes called dyslexia)
- May read well, but difficulty with comprehension
- Hard time communicating effectively, understanding complicated language or expressing themselves
- Visual processing challenges (e.g. confusing math signs, and difficulties understanding maps or graphs)
- Challenges with abstract thinking and processing, for example difficulty with understanding the rules for a game

- Difficulty with impulse control and focusing in group and other activities (ADD is often a co-existing condition)
- Social challenges due to difficulties interpreting social cues, i.e., tone of voice, body language
- Test results that exhibit a poor score in spite of the youth studying extensively for the test, demonstrates a disconnect between time spent studying and test results

## IN A SCOUTING SITUATION

- Get to know the youth
- Make sure the youth has positive role modeling
- Discuss with the youth, any electronic devices that the youth might use to compensate, and incorporate into the program
- Focus and acknowledge on the youth's strengths
- Search for learning strategies that overcome challenges and be cognizant of weaknesses
- Encourage "learning by doing" in small group environments (i.e., Lodges, Packs, Patrols) to engage the youth effectively
- Build up the youth's self-esteem
- Encourage social skills by small group work
- Present things in an interesting way (i.e., stories, play acting, hands-on activities)
- Always explain rules simply, give one instruction at a time; don't overload
- Have the youth member repeat rules so you know they understand
- Provide some games that don't have a winner
- Have another youth member work as their buddy
- Use encouragement and positive reinforcement
- Formulate emotional coping strategies for stress, anger management, relaxation methods such as exercise, deep breathing, running etc.
- Build an emotional support system such as an understanding and empathetic counselor/Scouter who listens well and avoids judging the youth
- Have in place a Scouter who is able to advocate for the youth and who the youth can seek assistance from, to formulate basic goals, learn problem solving techniques, and develop a knowledge of what learning methods work best for the youth
- Scouters need to be supportive and understanding in helping the youth feel accepted and appreciated





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- The youth will require Scouters encouragement and empathy to experience successes
- Have a Scouter to assist whenever needed to complete tasks
- Allow time to complete tasks
- Plan ahead
- Prepare the youth for any changes
- Assist the youth to refocus after times of loud noise and busy activity
- Always acknowledge the youth's efforts to do their best
- Partner with the parents to discover what works best for the youth with learning disabilities

## PROGRAM MODIFICATION SUGGESTIONS

- **Get Youth "Doing" In Addition to Listening:** As a group use both role play activities and individual paper and pencil exercises, such as creating activity plans, to engage youth in a variety of ways with different learning styles, as this allows everyone to access the program.
- **Repetition, Repetition, Repetition:** It often takes repeated exposure to something before we remember it. Taking extra time to reinforce earlier topics in the context of new ideas being discussed will help the youth retain the important lessons and skills needed to be successful. You can be creative in the ways you repeat concepts or emphasize a point; when the concept is considered again, offer it from a different point of view or when the concept is demonstrated again, use a different exercise.
- **Excitement Is Contagious:** Demonstrating honesty, authenticity, and excitement for working with youth can often inspire the same qualities within the youth themselves as they engage with the program. Your passion is infectious. As a Scouter, it is important that you find ways to maintain your passion and excitement and recharge when necessary.
- **Presume Competence and Instill Confidence:** Have high expectations for all youth and help them to realize their potential as you support them to become independent decision-makers for their future.

## TIPS FOR YOUTH WITH LEARNING DISABILITIES

### For Visual Learners:

- Use books, videos, computers, visual aids, and flashcards
- Make detailed, color-coded or highlighted notes
- Make lists and diagrams
- Use drawings and illustrations (preferably in color)
- If applicable, allow youth to take notes on an electronic device, otherwise suggest youth take detailed notes by hand

### For Auditory Learners:

- Read notes out loud
- Use word associations and verbal repetition to memorize
- Talk things through
- Listen to books on tape or other audio recordings
- Use an electronic device to record and listen to instructional sessions and listen to them again later

### For Kinesthetic Learners:

- Get hands on, do experiments and take field trips
- Use activity-based comprehension tools, like role-playing or model building
- Study in small group setting and take frequent breaks
- Use memory games and flash cards
- Process with music on in the background

## FURTHER ASSISTANCE

This Info Sheet is a resource guide only and is not intended to be therapeutic, diagnostic, medical, or legal advice. Our best source of assistance for youth with identified needs is the youth's parents or caregivers; the information provided is designed to support the relationship that exists between a youth and his/her parents or healthcare providers and the Scouters involved with the youth.

## SOURCES

Michael Burdo, B.A. B.S.W. R.S.W., (consultant to Scouts Canada), Learning Disabilities Association of Canada, Learning Disabilities Association of Ontario and material adapted and used by permission of The Scout Association (UK), Scouts Australia, and Scouting Ireland





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November 2018

# ATTENTION DEFICIT DISORDER

## INCLUSIVENESS

" More and more, the concept of ADD as a disorder is being qualified by inclusion of a string of positive qualities - such as creativity, high intelligence, ability to do many things at once, an aptitude for small business entrepreneurship, and a powerful intuitive sense."

- Susan Burgess

The Aim of Scouting Is to promote the development of individuals, enabling them to grow and take their place in society as active citizens. As we move forward with the Canadian Path we are much more aware of each individual's personal progression, inclusive of their varying abilities. This inclusiveness within Scouting uniquely positions us to play an important role in modifying community attitudes and behaviour towards individuals with identified needs; It starts with Scouts.

Please use this guide for a better understanding of youth with Attention Deficit Disorder; how as Scouting, we can make a difference through simple interventions, program modifications and knowing where to get help when needed.

## DESCRIPTION

Attention Deficit Disorder (ADD), also, formerly Attention Deficit Hyperactivity Disorder (ADHD), is a psychiatric disorder of the neurodevelopmental type, in which there are significant problems of attention and/or hyperactivity and acting impulsively that are not appropriate for a person's age.

## CHARACTERISTICS/BEHAVIOURS

Youth diagnosed with ADD may exhibit some of the following characteristics or behaviours:

### Trouble Concentrating and Staying Focused:

- "Zoning out" without realizing it, even in the middle of a conversation
- Extreme distractibility; wandering attention makes it hard to stay on track
- Difficulty paying attention or focusing, such as when reading or listening to others
- Struggling to complete tasks, even ones that seem simple
- Tendency to overlook details, leading to errors or incomplete work
- Poor listening skills; hard time remembering conversations and following directions

### Disorganization and Forgetfulness:

- Poor organizational skills; extremely messy and cluttered
- Tendency to procrastinate; trouble starting and finishing projects
- Chronic lateness
- Frequently forgetting dates, commitments, and deadlines
- Constantly losing or misplacing items
- Underestimating time to complete tasks

### Impulsivity Characteristics:

- Frequently interrupting/talking over others
- Poor self-control
- Blurt out thoughts that are rude or inappropriate
- Have addictive tendencies
- Act recklessly or spontaneously without regard for consequences
- Have trouble behaving in socially appropriate ways (such as sitting still during a meeting)

### Emotional Difficulties:

- Sense of underachievement and low self-esteem
- Doesn't deal well with frustration
- Easily flustered and stressed out
- Irritability or mood swings
- Trouble staying motivated
- Hypersensitivity to criticism
- Short, often explosive, temper





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## Hyperactivity or Restlessness:

- Feelings of inner restlessness, agitation
- Tendency to take risks; craving for excitement
- Getting bored easily
- Racing thoughts
- Can't sit still; fidgety
- Talking excessively and interrupts often
- Doing a million things at once

## IN A SCOUTING SITUATION

- Redirect inappropriate behavior, rather than focusing on misbehavior
- Insure that the youth can be seated when giving out information rather than having the youth standing for long periods of time
- Strive not to talk for too long or too much at the youth; ask yourself the questions... "Am I talking to them or am I talking with them?" "Do I have them engaged?"
- Remember to keep the information/instruction short, simple, clear and concise - in other words... "Get in - Get out!"
- Rotate the Scouters on the team often when interacting with the youth, as it helps to give variety, and a change of pace and/or leadership style
- Gain input from the youth when planning short range and long range programs
- Avoid lectures, sarcasm, youth comparing, or authoritarian approach
- Keep away from punitive behavior
- Avoid yelling and threatening at all costs; it announces that you have lost control
- Assign a skilled Scouter to support/shadow the youth when required, to redirect inappropriate behavior
- Assist in sourcing another willing youth member to lend brief support to work/interact with the youth with ADD
- Watch your body language - e.g., glaring, crossed arms, angry facial expressions, looks of frustration
- Have the youth with ADD repeat back in their own words what they understood from your message/request
- When required, role play problems and possible solutions
- Focus on positive behaviors more and provide encouragement and praise
- Focus on self-esteem building; providing a simple nod, wink, smile, or touch on the shoulder can be very powerful
- Point out alternative choices for positive behavior rather than confront negative ones
- If changes are to occur in a routine, advise the youth well ahead of time
- Set behavior rules out with the youth and keep them simple and clear - adhere to Code of Conduct

## PROGRAM MODIFICATION

### SUGGESTIONS

- When youth are disruptive in the circle, horseshoe or other formation, relocate their position in the formation to assist in ending the disruptive behavior (i.e., beside their Siter, Patrol Leader or a Scouter)
- End activities on a high note, do NOT drag them out
- Control the environment for distractions
- Keep the rhythm/pace moving
- Provide opportunities for the youth to take on a responsible, leadership role
- Have the youth with ADD record simple notes
- Avoid unstructured activity time for youth with ADD unless adequately supervised
- For focused skill work and instruction, small groups are more effective than larger ones
- Likewise, smaller periods of instruction time are better than longer periods; provide for five minute check in time with a Scouter
- Break tasks into smaller segments and assign tasks one step at a time
- Give "cues" for example, "I'm looking for good listeners"
- Schedule most demanding tasks for earlier in the day; youth on medication may see it wear off as the day goes on
- Provide for a plan that offers stimulating re-enforcers such as genuine praise, encouragement, and words of approval

## FURTHER ASSISTANCE

This Info Sheet is a resource guide only and is not intended to be therapeutic, diagnostic, medical, or legal advice. Our best source of assistance for youth with identified needs is the youth's parents or caregivers; the information provided is designed to support the relationship that exists between a youth and his/her parents or healthcare providers and the Scouters involved with the youth.

## SOURCES

Michael Burdo, B.A. B.S.W. R.S.W., (Consultant to Scouts Canada), <http://www.helpguide.org/>, Attention Deficit Disorders - CMHA, Canadian ADHD Resource Alliance, and material adapted and used by permission of The Scout Association (UK), Scouts Australia, and Scouting Ireland





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# YOUTH WITH DIVORCED/ SEPARATED PARENTS

## INCLUSIVENESS

' When mom and dad went to war the only prisoners they took were the children.'

- Pat Conroy

The Aim of Scouting is to promote the development of individuals, enabling them to grow and take their place in society as active citizens. As we move forward with the Canadian Path we are much more aware of each individual's personal progression, inclusive of their varying abilities. This inclusiveness within Scouting uniquely positions us to play an important role in modifying community attitudes and behaviour towards individuals with identified needs; It starts with Scouts.

Please use this guide for a better understanding of youth with Divorce/Separated Parents; how as Scouting, we can make a difference through simple interventions, program modifications and knowing where to get help when needed.

## DESCRIPTION

When parents feel that they can no longer live together, youth can feel as if their world has been turned upside down. The level of upset the youth feels can vary depending on how their parents separated, the age of the youth, how much they understand, and the support they get from parents, family and friends.

### Sole Legal Custody

This gives one parent the decision-making rights, responsibilities, and authority related to the health, education and welfare of the youth.

### Joint Legal Custody

This gives parents shared decision-making rights, responsibilities, and authority related to the health, education and welfare of the youth.

## Physical Custody

This designates where the youth will reside and who provides the care and supervision; often the youth will reside in one home one week/weekend and in the other home the following week/weekend.

## CHARACTERISTICS/BEHAVIOURS

Youth with Divorce/Separated Parents may exhibit some of the following characteristics or behaviours:

- Stress, confusion, and sadness
- Feelings of uncertainty and anger about parents' breakup
- Feelings of apprehension and anxiety
- Youth may express their anger, rage, and resentment with parents for destroying their sense of normalcy
- Youth feel anxious when faced with the big changes in their lives from the marriage breakdown
- Sadness about the family's new situation is normal, and sadness coupled with a sense of hopelessness and helplessness could manifest as a mild form of depression
- May result in possible sleep problems, poor concentration, and academic difficulty at school
- There may be potential outbursts of anger and withdrawal from loved ones
- Where there is parental conflict there is a greater risk of long-term negative effects on the youth

## IN A SCOUTING SITUATION

- Strive to have both parents actively involved in communicating with the Scouting in the youth's life (where custody agreements allow)
- Both parents should have equal access to Scouting program information unless there is legal documentation, such as a protective order, prohibiting access
- Clarify with parents, the roles that step-parents may be involved in (pick-up, drop-off youth, etc.)
- Non-residential parents often feel excluded by organizations
- Where appropriate, invite non-residential parents to participate in outings/field trips





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- Involving the non-residential parent in activities, when appropriate, encourages and supports that parent's involvement in the youth's life
- Be sensitive to the family diversity dynamic, avoiding such terminology as "broken home" and "real parent"
- When appropriate, encourage both parents to take an interest in the youth's Scouting experience
- Be understanding and supportive of different types of families
- Be open to youth appropriately expressing their feelings and support positive parent-youth relationships

## PROGRAM MODIFICATION SUGGESTIONS

- None

## FURTHER ASSISTANCE

This Info Sheet is a resource guide only and is not intended to be therapeutic, diagnostic, medical, or legal advice. Our best source of assistance for youth with identified needs is the youth's parents or caregivers; the information provided is designed to support the relationship that exists between a youth and his/her parents or healthcare providers and the Scouters involved with the youth.

## SOURCES

Michael Burdo, B.A. B.S.W. R.S.W., (Consultant to Scouts Canada), <http://www.rcpsych.ac.uk/healthadvice/parentsandyouthinfo/parentscarers/divorceorseparation.aspx>, [http://www.helpguide.org/mental/children\\_divorce.html](http://www.helpguide.org/mental/children_divorce.html), and material adapted and used by permission of The Scout Association (UK), Scouts Australia, and Scouting Ireland.





## Administering the Program

Most of us would rather be “Scouting” than doing paperwork, but a certain amount of paperwork is necessary. The benefits of keeping record properly are:

1. You will get to know your youth and parents better if you keep better records.
  - Learn names, school attended, special health, behaviour or family situation.
2. You are the role model – if you are organized, the Scouts will see that and try to emulate you.
3. You will be prepared for outings.
  - Proper information at hand in case of an emergency,
  - Parents and Group Committee informed about your plans.
4. Self-protection; Scouters who follow proper procedures, including administration, will be much better off in case anything ever goes wrong.
5. It will be easier to keep the support of your Group Committee.

Administration and formwork falls into four categories:

1. **Level 1 Activities** – regular meetings.
2. **Level 2 Activities** – outdoor activities up to 2-night camps.
3. **Level 3 Activities** – longer camps or activities requiring higher skill level.
4. Reporting to Group Committee.

For your Level 1 activities (regular meetings) you need to have:

- Completed registration form for each youth member,
- List of members including parent names, phone numbers, special health or other concerns,
- Attendance record for meeting.
- First Aid Kit Usage Log.
- Incident Report:
  - Report any incident which might lead to a claim against Scouts Canada, e.g. serious injury.

Level 2 Activities require additional formwork:

- Camping and Outdoor Activity Application, includes Emergency Plan – Group Commissioner to sign.
- Budget for Group Committee.
- Indemnification Agreement – may need along with proof of insurance for certain activities such as volunteer work in municipal parks – **ask your Group Commissioner about this.**
- Notice to parents – where you are going, when you are returning.
- Medication record for participants.
- Physical Fitness form, Hold Harmless Agreement and volunteer screening for non-registered parent helpers.
- List of participants – one to take with you, one to leave behind with emergency contact.

For Level 3 Activities, add:

- Parent/Guardian Consent forms
- For international travel, complete Tour Permit and give to Scout House. Also need health insurance and passports for every member.



#### Reporting to Group Committee

- Yearly operating budget.
- Expense reports.
- Income and expense report for camps or other activities.
- Budget for equipment purchase.
- Budget for special trip or jamboree.
- Regular report at Group Committee meetings – activities done and planned, membership, special concerns.
- Participation in fundraising activities.
- Inventory of equipment.



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## Level 1 Activities Regular Meetings

- Completed registration form for each youth member. You can find these online at Myscouts.ca at <https://www.myscouts.ca/ca/dashboard/group/Section> under “Quick Reports”. Screen shot below. Remember, this information is **confidential**.
- List of members including parent names, phone numbers, special health or other concerns. Can be obtained from Myscouts at <https://www.myscouts.ca/ca/dashboard/reports>. Screen shot on next page.
- Attendance record for meeting.
- First Aid Kit Usage Log <http://www.scouts.ca/bpp/forms/First-Aid-Kit-Usage.pdf>
- Incident Report <http://www.scouts.ca/bpp/forms/Incident-Report-Form.pdf>
  - Report any incident which might lead to a claim against Scouts Canada, e.g. serious injury.

**Organization Details**

Charter Number	PCC-2016-NSA-06
Organization Type	Group
Organization Subtype	Committee
Sponsor Name	St Stephen's Church
Sponsor Type	Anglican Church
Meeting Start Time	8:00 PM
Meeting Day	Monday
Status	Active

**Contact Information**

Meeting Location	St. Stephen's Anglican Church 885-22nd Street West Vancouver, BC V7V 4C1 CANADA
Meeting Location Phone	(604)926 0942
Primary Contact Name	Chris Nemeth
Contact Phone Number	(604)926-0942
Contact Email	cpnemeth@shaw.ca
Group Commissioner	Nemeth Chris Paul
Commissioner Email	cpnemeth@shaw.ca

**Member Details Report**

**Pre-Populated Registrations Forms**

Step 1: Select a section: Group Committee

Step 2: Select download format: Multiple files individually named by member

Step 3: Click the desired registration form button(s) below.

Participant Forms  
2016-2017

Click the button on the left to begin generating forms.



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Reports | Scouts Canada

https://www.myscouts.ca/ca/dashboard/reports

news scouts Finance travel outdoors schools medical Google Maps Google Docs - All items government Facebook Lotte Fleece Bed Jacket

Person 1

chrismnemeth@shaw.ca | My Profile | Find a Group | Support | Logout | Français

Scouts Canada MYscouts.ca

ABOUT CAMP LOCATOR TECHNICAL UPDATES TRAINING SUPPORT

## Chris Nemeth

### My Menu

- Search
  - Find Organization
  - Find An Individual
  - Volunteer / Employee Directory
- Member Options
  - Register Member
  - Contact Info
  - Emergency Info
  - Medical Info
  - Directory, Photo & Fundraising Options
  - Parent/Guardian
  - Update Password and Language
  - Printable Membership Card
  - Reprint Receipt
- Reports
  - DAVID HUESTIS Learning Centre
- My Profile
  - Member Number: 372971
  - Status: Active
  - PRC Status: Passed
  - PRC Due Date: 2018-10-22

### Reports

#### Listing Reports

**Volunteer Readiness** This report is best used for determining the members who have not yet completed the mandatory registration, screening, and training requirements. This report generates a list of members and displays if the member has or has not completed each of the mandatory screening requirements. The report also displays if a member has or has not completed a Wood Badge I Milestone course in the section. For members with the role of group commissioner the report will display if they have or do not have a Group Commissioner Wood Badge training. For all other group, area, or council members the report displays if they have or do not have any wood badge training.

**Outstanding Training** This report generates a list of members who have yet to complete a selected training course. Best used for determining the members in an organization who have not yet completed one specific training course.

**Membership Listings** Generates a list of members used for meetings, mailing lists, and emails. Can be filtered by member status, type, role, and organization.

**PRC VSS Expiry Listing** Generates a list of members with screening information and can be used to identify members whose PRC or VSS is expiring within a time period set by the user. Results can be filtered by member status, type, PRC and VSS expiry dates, and organization.

**Training Listing** Generates a list of training courses associated with members to find who has specific training courses.

**Recognition Listing** Generates a list of recognition associated with members to find who has specific Honours



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Scouts Canada  
**First Aid Kit Usage Log**

[Reset this Form](#)

GROUP: \_\_\_\_\_ SECTION: \_\_\_\_\_



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## Scouts Canada Incident Report Form

Please submit an incident report for any behaviour or event that raises safety concerns (examples: injury, illness, behaviour inconsistent with the Code of Conduct, property damage, and complaints). Any questions about this process should be sent to [safety@scouts.ca](mailto:safety@scouts.ca).

Incidents should be reported by:

1. If the incident is of a serious nature, immediately calling Scouts Canada at 1-800-339-6643.  
Any questions about this process should be sent to [safety@scouts.ca](mailto:safety@scouts.ca).
2. For all incidents including those reported as in 1. above, complete this Incident Report Form and submit it to Scouts Canada by email to [safety@scouts.ca](mailto:safety@scouts.ca) OR by FAX to 613-224-3571 OR by mail to Scouts Canada, 1345 Baseline Road, Ottawa, ON K2C 0A7 as soon as possible following the incident
3. Send or give a copy of the Incident Report to your local Council Office.

INFORMATION ON INJURED PERSON OR OWNER OF DAMAGED PROPERTY		
Name:	Birthdate:	
Address:		
Phone numbers:	Home:	Work:
Complete this section if this person is a registered member.	Group: <input type="checkbox"/> Youth member <input type="checkbox"/> Adult member	Section:
Date of incident:		
Place and nature of activity:		
Description of incident and nature of injury or property damage (see notes * and ** below.)		
Complete following if applicable:		
Name of doctor consulted:	Telephone:	
Name and address of hospital or clinic:		
Witness Name:	Home Phone:	Work Phone:
Witness Name:	Home Phone:	Work Phone:

July 2015

Scouts.ca





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INFORMATION ON THE GROUP		
Name of Group:		Section:
Name of Leader in Charge:		
Address:		
Phone numbers:	Home:	Work:
	Fax:	E-mail:

COMPLETE ONLY IF THIS INCIDENT WAS REPORTED TO POLICE		
Police Station Name/Number:		
Police Station Address:		
Name and Phone Number of Officer in Charge:		

REPORTING MEMBER'S INFORMATION		
This report must be signed by a currently registered Scouting member or a current employee of Scouts Canada. A copy of this report should also be sent to your local Council Office – see instructions on top of this form.	Full Name:	
	Position in Scouting:	
	Street:	City:
	Province:	Postal Code:
	Telephone (home):	Telephone (work):
	Fax:	E-mail:
	Signature:	Date:

- \* If a vehicle was involved, please include name, address and telephone number of vehicle owner and of the vehicle driver, if not the same.
- \*\* Submission of this report no later than 30 days from the incident date constitutes notice of a potential claim only. To submit a claim, please attach to this form, or send under separate cover, original receipts and/or standard dental claim forms which are available from your dentist. See BP & P, Forms Section 20000,

<b>For National Office use only:</b>
<b>Forwarded to broker(s) on _____</b>
<b>Liability      Indemnity</b>

July 2015





## Level 2 Activities Outdoor Activities up to 2 Nights

### Everything for Level 1 Plus:

- Camping and Outdoor Activity Application, includes Emergency Plan – Group Commissioner to sign.

<http://www.scouts.ca/bpp/forms/Camping-Outdoor-Activity-Application.pdf>

- Budget for Group Committee  
see sample below

Your Scout Troop  
Scout Camp  
Budget

10 Scouts  
2 Venturers  
3 Leaders

Income	Amount	Subtotal
Camp fees	12 @ \$50	\$600
Group subsidy		\$100
	Total Income	\$700
<b>Expenses</b>		
Campsite fee	3 sites @ \$18	\$54
Groceries	15 @ \$30	\$450
gas allowance	3 vehicles @ \$50	\$150
propane, white gas, etc		\$40
	Total Expenses	\$694
	Surplus (deficit)	\$6

- Notice to parents – where you are going, when you are returning.
- Medication record for participants.  
see sample below



## Medication Record

*Participant's Name:* \_\_\_\_\_

- Physical Fitness form, Hold Harmless Agreement and volunteer screening for non-registered parent helpers.  
[http://www.scouts.ca/bpp/forms/Physical-Fitness-Form\\_Non-Members.pdf](http://www.scouts.ca/bpp/forms/Physical-Fitness-Form_Non-Members.pdf)  
[http://www.scouts.ca/bpp/forms/Hold-Harmless\\_Individual.pdf](http://www.scouts.ca/bpp/forms/Hold-Harmless_Individual.pdf)  
<http://www.scouts.ca/cys/SC-CYS-VolunteerScreeningPolicy-eng.pdf>
- List of participants – one to take with you, one to leave behind with emergency contact.
- BCY Organizations Indemnification List – Scouts Canada members should not sign waivers for such things as equipment rentals or admission to any facility. Check to see if the organization is on the list at <http://pac.scouts.ca/sites/default/files/files/BCY-IA.pdf> .



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**Scouts Canada  
Camping And Outdoor  
Activity Application**

Application for the Camp or Outdoor Activity is made on behalf of the:

Colony     Pack     Troop     Company     Crew

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

Camp/Outing Date(s): \_\_\_\_\_ Duration of Outing: \_\_\_\_\_

Expected Attendance: Beavers: \_\_\_\_\_ Cubs: \_\_\_\_\_ Scouts: \_\_\_\_\_ Venturers: \_\_\_\_\_ Rovers: \_\_\_\_\_ Adults: \_\_\_\_\_

Scouter in Charge: \_\_\_\_\_ Phone: (Home): \_\_\_\_\_ (Work): \_\_\_\_\_

Home Address: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Leaders attending:  
(attach list if insufficient space)

Parent/Guardian's attending:  
(attach list if insufficient space)

Name: \_\_\_\_\_

Volunteer Helper / Resource Person attending (attach list if insufficient space, check as per *B.P.&P.*, Section 3001.2 for Screening Level Chart):

Name: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_ PRC verified:

Name: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_ PRC verified:

Name: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_ PRC verified:

Location of Camp or Outing:

Facility Name: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Description of Program:

Route Plan Including Campsites (if applicable):

Mode of Transportation:  Vehicle  Bus  Train  Plane  Boat/Canoe  Bicycle  Hiking  Other: \_\_\_\_\_

Distance to Travel: \_\_\_\_\_

Group **Commissioner Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_



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## Scouts Canada Physical Fitness Certificate for Non Members

**NOTE:** This form is for use by Parent-Guardians or Volunteer Helper/Resource Persons participating in Scouting activities. This information is collected to assist the Scouter in charge should a medical emergency arise. In accordance with applicable Privacy Legislation, this information will not be used for any other purpose.

Surname: \_\_\_\_\_ Given Name: \_\_\_\_\_ Initial: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_  Male  Female

Address: \_\_\_\_\_ City: \_\_\_\_\_

Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_ Home Phone #: \_\_\_\_\_

Physician's Name: \_\_\_\_\_ Phone # \_\_\_\_\_ Scout Group Name: \_\_\_\_\_

\*Provincial Medical Plan: \_\_\_\_\_ Insurance Coverage Held: \_\_\_\_\_

Emergency Contact Name: \_\_\_\_\_ Phone #: \_\_\_\_\_

### Emergency Medical Information:

Does the applicant have any allergies? Yes  No  If yes, please indicate below.

Medicine  Insect Bites  Toxins  Food  Smoke  
 Plants  Animals  Other

Details: \_\_\_\_\_

Has had, please check (x)

Appendicitis  Mumps  Chicken Pox  Measles  Kidney disease  
 Rheumatic Fever  Scarlet Fever  Heart condition  Other

Is subject to any of the following, check (x) and give details:

Asthma  Contact Lenses  Headaches  Fainting spells  Bleeding disorders  
 HIV  Ear problems  Diabetes  Hernia  Back problems  
 Motion sickness  Cramps  Convulsions  Sleepwalking  Nightmares  
 Bed wetting  Other \_\_\_\_\_

Details: \_\_\_\_\_

Does the participant require special care, medication or diet?  Yes  No

Details: \_\_\_\_\_

Date of most recent physical examination (Month and Year): \_\_\_\_\_

Date of last tetanus shot (Month and Year): \_\_\_\_\_

Swimming abilities:  Non-Swimmer  Swimmer (Highest Level Achieved): \_\_\_\_\_

Has it ever been necessary to restrict the applicant's activities for medical reasons?  Yes  No

Signed, \_\_\_\_\_ Date: \_\_\_\_\_

*\*Voluntary in some provinces*



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## SCOUTS CANADA

### INDIVIDUAL RELEASE AND HOLD-HARMLESS AGREEMENT

I understand that participation in the \_\_\_\_\_ which is sponsored  
(Describe Activity)

by the \_\_\_\_\_, Scouts Canada and is to be held on \_\_\_\_\_,  
(Name of Council, Area, Group) (Date)

involves a certain degree of risk that could result in injury, death or loss or damage to person or property. After carefully considering the risk involved, and in view of the fact that Scouts Canada is a not-for-profit organization, I hereby release, hold-harmless and waive all claims associated with this activity which I may have against Scouts Canada, its employees, officers, directors, agents, volunteers and members.

Name of Participant (please print): \_\_\_\_\_

Signature (if 18 or over): \_\_\_\_\_ Date: \_\_\_\_\_

*If participant is under 18 years of age, this release must be signed by a parent or guardian.*

Name of Parent/Guardian (please print): \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Note: Please forward completed copies of this form to your Council Offices.



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# Volunteer Screening Policy



In order to ensure that all Scouts Canada youth members continue to benefit from a safe and healthy environment in which to explore Scouting programs, the Board of Governors has approved this screening policy. It ensures that all members in a position of trust are aware of Scouts Canada's Code of Conduct and are knowledgeable of their obligation to plan for and deliver programs in a safe manner.

Scouts Canada's screening policy and adult registration practices are designed to clearly demonstrate our commitment to keeping our youth members safe from harm at all times.

## New Members:

	SCOUTS CANADA MEMBERS			NON-SCOUTS CANADA MEMBERS		
	Scouters under 18 (inc. CYC, AYC)	Rover Scout	Scouter & other adults (e.g. BP Guild)	Parent Helper & other Adults - Regular Meeting; Day Activity (occasional)	Parent or Guardian - Overnight	Adult - Overnight
Member Registration Steps	<b>NEW</b>					
	Application	Yes	Yes	Yes	No	No
	Interview	Yes	Yes	Yes	Code of Conduct, expectations	Code of Conduct, expectations
	Reference Check	Yes	Yes	Yes	No	No
	Signed Code of Conduct (annual)	Yes	Yes	Yes	Yes	Yes
	PRC (Clean)	No	Yes	Yes	No	Yes
	VSS (Clean)	No	No	Yes	No	Yes
	Mandatory Training	Yes-Respect in Sport Activity leaders training	Yes-Respect in Sport Activity leaders training	Yes-Respect in Sport Activity leaders training	No	Safe Scouting for Parents Training
	Supervision	No - Two Scouter Rule	No - Two Scouter Rule	No - Two Scouter Rule	Yes - 2 Scouters	Yes - 2 Scouters
	Count for Ratio?	Yes - if WB1	Yes - if WB1	Yes - if WB1	No	No
	Other Restrictions	No	No	No	Role explained to youth	Role explained to youth

WB1 Wood Badge 1



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NAT-0212-03 | Updated September 2016



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Scouts Canada – BC - Yukon, 664 West Broadway, Vancouver, BC, V5Z 1G1 **604-879-5721** **1-888-726-8876** **604-879-5725** [www.scouts.ca](http://www.scouts.ca)

**Indemnification Agreement**

Organizations that have signed our indemnification agreement

This information is made available "as is" and without warranty of any kind, either expressed or implied. The information may be used on the strict understanding that neither Scouts Canada, nor its employees, or agents shall be liable for losses nor damages of any kind, which may arise as a result of information provided on this document. Organizations listed here, are for information purposes ONLY. Scouts Canada does not endorse or recommend any of the organizations listed on this document.

Organization	Activity	Website	Contact Info/Email	Location	COI Expiry
A & T Equestrian	Horsebackriding Lessons and Theory	<a href="http://aandtequestrian.com/A%26T/Home.html">http://aandtequestrian.com/A%26T/Home.html</a>	Christine - <a href="mailto:atequestrian@shaw.ca">atequestrian@shaw.ca</a>	Surrey	June 21, 2017
A.S.T.C. Science World BC	Science World Camp-Ins	<a href="https://www.scienceworld.ca/">https://www.scienceworld.ca/</a>	Julio Guzman - <a href="mailto:jguzman@scienceworld.ca">jguzman@scienceworld.ca</a>	Vancouver	June 1, 2017
Adventure Facility Management Surrey o/a Funtopia	Artificial Climbing Walls for kids and Soft Play Area	<a href="http://funtopiaworld.com/surrey/">http://funtopiaworld.com/surrey/</a>	Yasen Nikolou - <a href="mailto:surrey@funtopiaworld.com">surrey@funtopiaworld.com</a>	Surrey	April 22, 2017
Ballenas Secondary School (School District 69)	Climbing Wall		250-248-5721	Parksville	June 30, 2019
Canoe Kayak BC	Participation in paddling sport activities	<a href="http://www.canoekayakbc.ca">www.canoekayakbc.ca</a>	Mary Jane Abbott - <a href="mailto:mj@canoekayakbc.ca">mj@canoekayakbc.ca</a>		November 30, 2017
Camp Summit	Outdoor Education Programming	<a href="http://www.campsummit.ca/">http://www.campsummit.ca/</a>	Emily Kalil - <a href="mailto:emily@campsummit.ca">emily@campsummit.ca</a>	Squamish	May 1, 2017
City Cliffs Climbing Gyms (dba Climb Base 5)	Indoor Rock Climbing	<a href="https://www.climbbase5.com/">https://www.climbbase5.com/</a>	Colby Appleby - <a href="mailto:colby@climbbase5.com">colby@climbbase5.com</a>	Coquitlam	December 1, 2017
Cliffhanger Indoor Rock Climbing Gyms	Indoor Rock Climbing	<a href="http://cliffhangerclimbing.com/">http://cliffhangerclimbing.com/</a>	Eric Furlotte - <a href="mailto:info@cliffhangerclimbing.com">info@cliffhangerclimbing.com</a>	Vancouver	December 1, 2017
Coastal Climbing Centre	Indoor Rock Climbing	<a href="http://coastalclimbing.ca/">http://coastalclimbing.ca/</a>	Bill Kipper - <a href="mailto:bill@coastalclimbing.ca">bill@coastalclimbing.ca</a>	Surrey	November 15, 2017



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## **Level 3 Activities**

### **More than 2 Nights or Requiring Special Skills or Preparation**

#### **Everything for Level 1 & 2 Plus:**

- Parent/Guardian Consent forms <http://www.scouts.ca/bpp/forms/Parent-Guardian-Consent-Form.pdf>
- For international travel, complete Tour Permit and give to Scout House.  
<http://www.scouts.ca/bpp/forms/Tour-Permit.pdf>
- Also need health insurance and passports for every member. Check with Scout House to find out what additional documentation you will require.



It starts with Scouts.

Pacific Coast Council  
Wood Badge I for The Canadian Path  
November 2018

RESET

# SCOUTS CANADA PARENT/GUARDIAN CONSENT FORM

## FOR CATEGORY THREE ACTIVITIES AND OUT OF COUNTRY TRAVEL

(Scouters: this is to be filed with Camping/Outdoor Activity Application)

**NOTE: IF APPLICANT IS UNDER 18, PARENT OR GUARDIAN MUST SIGN**

Youth's Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Cell: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_

### RESIDENTS OF ALL PROVINCES/TERRITORIES EXCEPT QUEBEC:

Experience has shown that in connection with Scouting activities there are times when illness or accident may occur and immediate surgical or medical attention is necessary. This is my permission for the Scouter in charge, or designate, to make arrangements for qualified surgical or medical attention for my child/ward in the event of an emergency without necessity of my prior approval. I understand that I will be notified by the quickest means possible if this authority is exercised.

### RESIDENTS OF QUEBEC:

Experience has shown that in connection with Scouting activities there are times when illness or accident may occur and immediate surgical or medical attention is necessary. In the event of an emergency in which my child's life is in danger or his/her integrity is threatened, and I cannot be reached to provide consent, I agree that care may be provided to my child without my consent, as contemplated in paragraph 1 of article 13 of the *Civil Code of Quebec*. I understand that I will be notified by the quickest means possible if this authority is exercised.

### IF YOU WILL BE ABSENT FROM YOUR NORMAL PLACE OF RESIDENCE DURING THE PERIOD WHEN THE EVENT IS BEING HELD, PLEASE INDICATE HOW YOU CAN BE CONTACTED:

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Cell: \_\_\_\_\_

OR  I will attend the event/activity with my child/ward.

### PERMISSION TO PARTICIPATE:

I the undersigned, having read, understood and completed the above, and having been briefed regarding the nature of the activity, hereby give my permission for my child/ward to attend and participate in:

- the following event/activity: \_\_\_\_\_
- at the following location: \_\_\_\_\_
- with the following Scouter in charge: \_\_\_\_\_
- on the following date: \_\_\_\_\_





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Scouts Canada

**TOUR PERMIT**  
(For All Travel Outside Canada)

Tour Permit No. \_\_\_\_\_

International Letter of Introduction No. \_\_\_\_\_

EXCEPTION: If tour is into USA, the distance from home is not more than 200 km and trip duration is less than 12 hours, a Tour Permit is NOT required.

**INSTRUCTIONS:**

1. This application is to be completed by the Group Committee on behalf of any section planning an event outside of Canada.
2. A separate form is to be used for each event, **and for each group** unless a number of groups are travelling together as one unit.
3. Both parents should sign the *Parent/Guardian Consent Form* when their child is travelling abroad.
4. It is essential that Scouts Canada's *By-Law, Policies & Procedures*, the reverse of this form and Section 10000, Camping/Outdoor Activities in B.P.&P. be consulted and complied with for **all** travel outside Canada.
5. The completed application must be forwarded to the office of your Council Executive Director for approval no fewer than **FOUR WEEKS** prior to departure.
6. A completed *Camping and Outdoor Activity Application* (B.P.&P., Section 20000) must be attached if the event includes camping and/or outdoor activities.

This Tour Permit Application is made on behalf of the:

Section: \_\_\_\_\_ Group: \_\_\_\_\_ Area: \_\_\_\_\_ Council: \_\_\_\_\_

Departure Date: \_\_\_\_\_ Return Date: \_\_\_\_\_

Type & Location of Event: \_\_\_\_\_

Method of Travel: \_\_\_\_\_ If commercial carrier, are all participants (including adults in charge) travelling on the same flight/train/bus? \_\_\_\_\_ (If not, adult/youth ratios as per B.P.&P., Section 4008.2 must be maintained.)

Please confirm all travellers will be covered by Out of Country Medical Insurance and, if travelling by commercial carrier, by Trip Cancellation Insurance \_\_\_\_\_

No. of Travel Days: \_\_\_\_\_ No. of Days at Destination: \_\_\_\_\_ Stopover Locations: \_\_\_\_\_

Expected Attendance: Beavers \_\_\_\_\_ Cubs \_\_\_\_\_ Scouts \_\_\_\_\_ Venturers \_\_\_\_\_ Rovers \_\_\_\_\_ All Adults \_\_\_\_\_

Scouter in Charge: \_\_\_\_\_ Phone: (Home) \_\_\_\_\_ (Work) \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Who extended invitation to attend this event (if applicable)? \_\_\_\_\_ Name: \_\_\_\_\_

Full mailing address: \_\_\_\_\_

**SIGNED ON BEHALF OF:**

Committee:	Council Office:
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**TO COUNCIL OFFICES:** (Refer to BP & P section 19008 - International Letters of Introduction and section 13022 - Tour Permits)

This Tour Permit, once completed and approved by the Council Office, is to be forwarded immediately to the National Office. The National Office, after assigning a Tour Permit Number, will:

- ➔ return two copies to the Council Office, one for filing and the other to be forwarded to the Scouter in Charge of the group applying for the permit;
- ➔ retain one copy on file at the National Office; and
- ➔ forward one copy to the country to be visited.

National Office Approval:	Date:
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## Reporting to Group Committee

- Yearly operating budget.
- Expense reports.
- Income and expense report for camps or other activities.
- Budget for equipment purchase.
- Budget for special trip or jamboree.
- Regular report at Group Committee meetings – activities done and planned, membership, special concerns.
- Participation in fundraising activities.
- Inventory of equipment.



## S.T.E.M.

The Scouts Canada STEM program is designed to promote interest in Science, Technology, Engineering and Math (STEM) among Scouting youth and their families.

A lot has changed since the heady days of the 1950's when we thought science and technology would provide cures for all our problems. Nevertheless, science, technology, engineering and mathematics play a large role in our everyday lives. Our job is to help prepare our youth for the world they will face, and helping them become more comfortable with these fields will help them use critical thinking and problem solving skills when forming opinions on issues such as the environment, health, food supply, transportation and energy sources.

An inscription at Science World in Vancouver reads, "***The important thing in science is not so much to obtain new facts as to discover new ways of thinking about them.***"

The **Scientific Method** has been described as "***A method of procedure that has characterized natural science since the 17th century, consisting in systematic observation, measurement, and experiment, and the formulation, testing, and modification of hypotheses.***" The steps generally include:

- Observation
- Asking questions
- Formulating a hypothesis
- Designing and conducting an experiment
- Analyzing results and drawing conclusions.

This fits very well with Scouts Canada's Plan – Do – Review model. The Scouter can guide Scouts through investigations using the scientific method with very little equipment. How does exercise affect heart rate? Does a larger stone fall more quickly than a smaller stone? Does a heavier Kub Kar go faster than a lighter one?

**Technology** can be defined as "***the application of science for practical purposes.***" When we think of technology we tend to think of computers, but technology affects our lives in many other ways. Fire is an ancient technology but matches are much more recent. How do they work? Batteries are pretty handy – can we make one using a potato? We know rope is made up of individual fibres, but is a 30m length of rope made up of 30m fibres? If it's made of shorter fibres, how does that work? Paper was a game-changing technology – how is it made? What did we do before we had paper? Compasses, from a basic hand compass to a GPS, are very useful for navigation. How do they work? Can your Cubs or Scouts make one?

**Engineering** can be defined as the ***practical application*** of science, technology and mathematics by which the properties of matter and the sources of energy in nature are made useful to people. Engineering depends on science, technology, and mathematics as well as practical experience. Applications in Scouting include building model or full-sized bridges and towers, understanding pulleys (including the trucker's hitch), making rope from natural fibres, estimating distances, optimizing Kub Kar performance, treating water to make it safe to drink, building catapults, and navigating using map & compass or GPS.



**Mathematics** is the **basic tool** of **Science, Technology** and **Engineering**. Arithmetic, algebra, geometry, trigonometry, statistics, calculus and higher mathematics are used for measurement, analysis, prediction and design of almost every man-made thing in our world. Estimating distances on maps, drawing up budgets for camps and other activities, and scaling up recipes and converting back and forth between metric and Imperial measurements are common uses for mathematics in the Scouting program.

You can find more information about the STEM program at  
<http://www.scoutinglife.ca/canadianpath/about/stem/>

Following are some S.T.E.M. activities suitable for use in Beavers, Cubs and Scouts.

### Coloured Ice

(*Rolls Royce*)

Time needed: 1 hour plus 10 mins preparation the week before

You will need:

- Freezer
- Table salt
- Ice cube tray
- Two glasses
- Tap water
- Tablespoon
- Food colouring

Instructions:

1. Prepare for this activity by making some coloured ice cubes with water and a little food colouring.
2. When the cubes are frozen ask the young people to take a really close look. Notice that the food colouring is no longer evenly mixed in the water.
3. Fill two identical glasses with water. To one, add two tablespoons of table salt and stir until dissolved. Table salt contains an anti-caking agent that may make the water look cloudy.
4. Pop a coloured ice cube in each glass and watch the show unfold.
5. In fresh water, the melted water from the ice cube goes down, then rises again and mixes with the water in the glass. The story is very different in the glass with salt water.  
Here, the coloured melted ice floats on top of the salt water.

How it works:

As the food colouring sinks in the fresh water, it is a big blob and so is heavier. The big blob then disperses in the water, spreading out and becoming lighter –it then floats back up to the top. The salt water is denser than the coloured water and so always stays on the bottom.

Did you know?

Anti-caking agent is an additive placed in table salt to prevent the formation of lumps.



## Jumping Raisins

(Jennifer Nemeth)

5 – 10 minutes

Beavers to pour soda into a glass, and place raisins into the glass. Tasks to be completed (each Beaver to complete at least one task each, so everyone can feel included)

1. Remove lid from Soda Bottle
2. Hold Glass
3. Pour Soda into Glass
4. Add Raisins to Glass
5. Replace Lid on Soda
6. Pour experiment into dishpan at the end of the activity
7. Wipe up Spills

They will watch as their raisins sink to the bottom, gather gas bubbles in the ridges on the raisin surface, and get carried to the top by the gas bubbles. When the raisins are floating on the top, when enough gas bubbles pop/are released into the atmosphere, the raisins sink down again, and the process is repeated.

Leaders:-Ask the Beavers some questions:

- *Which is more dense, the raisins, the water, or the gas bubbles?*
- *Why do the raisins float to the top?* (gas bubbles collecting in ridges and floating to the surface to be released).
- *Why do they sink back down?* (once the gas is released at the surface, the raisin is heavier/more dense than the water, and sinks back down....until it gets covered in gas bubbles again)



## Edible Slime

*(Girl Guides of Canada)*

The slime you make in this activity is a non-Newtonian substance. When you're done playing, you can eat it!

### Supplies

- 400-ml can of sweetened condensed milk
- 2 tablespoons chocolate syrup
- 1 ½ tablespoons cornstarch
- saucepan
- stove
- spoon

### Directions

1. Combine the condensed milk, chocolate syrup and cornstarch in a saucepan. Heat it over low heat, stirring, until it thickens. **Note:** Be careful working around a hot stove! Ask an adult for help if you need it.
2. Let the mixture cool.
3. Experiment with your slime. What neat tricks can you do with it? **Note:** The chocolate in your slime can cause stains, so keep it away from clothing, furniture and the living room carpet. Clean it off of other surfaces with warm soapy water.
4. If the slime is still clean enough after you've finished playing with it, eat it. Or, store it in a zipper-lock bag in the fridge for up to two days.

### Explanation

What exactly is a non-Newtonian fluid, anyway? Any fluid has a property called viscosity – basically, how thick it is. Water has a very low viscosity (eg. it is not very thick); molasses has a very high viscosity (eg. it is very thick). A non-Newtonian fluid is one whose viscosity changes depending on how you treat it. If you apply a sudden force to your chocolate slime, for example by poking it hard with a spoon, it acts like a solid (i.e., like it has a really, really high viscosity). If you slowly press the spoon into it, however, it acts like a liquid – albeit a very thick one.



## Cabbage Juice pH Indicator

(*Girl Guides of Canada*)

Scientists use a pH indicator to figure out if a particular substance is acidic or not.

- Substances that are acidic are called **acids** (predictably) and have a pH between 1 and 6.9; substances that are not acidic are called **bases** or **alkalis** and have a pH between 7.1 and 14.
- Substances that are neither have a **neutral pH** of 7 Many different things can be used as a pH indicator. Most of them turn one colour if they are added to an acid and another colour if they are added to a base.

In this activity, make your own pH indicator that you can use in other experiments.

### Supplies

- head of red cabbage
- large bowl
- grater or sharp knife Note: be careful with the grater or knife; ask an adult for help if you need it.
- cold water
- strainer
- water jug

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- Substances that are neither have a **neutral pH** of 7 Many different things can be used as a pH indicator. Most of them turn one colour if they are added to an acid and another colour if they are added to a base.

In this activity, make your own pH indicator that you can use in other experiments.

### Directions

1. Grate the cabbage, or chop it finely with the knife. Put it in the bowl.
2. Pour cold water over the cabbage and let it sit for 45 minutes.
3. Strain the cabbage juice into the water jug. Your pH indicator is now ready to use!

### What else you can do with this

Use your cabbage juice pH indicator in any experiment that involves testing different substances to see if they are acidic or basic. You can use it in place of other pH indicators, such as phenolphthalein, indigo carmine, methyl red, methyl orange, litmus paper, bromothymol blue, that might be hard to find. When you mix your cabbage juice with an acidic substance it will change to a pinkish-red colour. When you mix it with a base, it will turn blue or green.



## Magical Milk

(*Girl Guides of Canada*)

This activity is a spectacular demonstration of the effects of surface tension in a liquid.

### Supplies

- pie plate or similar wide, shallow dish
- milk
- food colouring in two or more colours
- dish soap

### Directions

1. Pour the milk into the pie plate so that it is about 1 cm deep.
2. Put a few drops of food colouring into the milk. Use two or more colours, and put them at different locations in the dish so that the colours stay separate for now.

**Note:** For a great effect, make several spots of each colour.

3. Add a small drop of dish soap in each of two or three different locations in the dish and watch what happens.
4. Investigate what would happen if you used milk with different fat contents (eg. skim milk, 2% milk, homogenized milk, buttermilk, etc.)

### Explanation

Most liquids, including milk, have surface tension. That means the molecules of milk are attracted to one another and they want to stick close together, creating a kind of "skin" on the surface of the milk. You can see this if you fill a small glass up to the brim with water, then use an eyedropper or small spoon to carefully add more water, drop by drop. Instead of spilling over, the water mounds up at the top of the glass – surface tension is holding the water together, so you can actually fill the glass up a tiny bit higher than the brim.

When you first put the drops of food colouring into the milk, it forms small coloured patches because the surface tension in the milk won't let the food colouring spread out very much. Dish soap breaks the surface tension, forcing the milk molecules to move away from one another. They take the food colouring with them, resulting in the colourful swirling patterns you see in the dish.



## Blind Spot!

*(Girl Guides of Canada)*

You might not notice it all the time, but there is a spot on either side of you that you can't see when you are looking straight ahead. Do this activity to find out where your blind spot is.

### Supplies

- Paper
- pencil or pen with dark-coloured ink
- ruler

### Directions

1. Draw a small X on the left-hand side of the paper.
2. Use the ruler to measure 12-15 cm to the right of the X. Make a dot about 1 cm across at that point.
3. Hold the paper in front of you. Close your left eye and look at the X with your right eye. You should still be able to see the dot; if you can't, move the paper a little farther away from you.
4. Slowly move the X toward your nose, while keeping your right eye looking at the X. At some point, the dot will disappear. It is in your blind spot!
5. Turn the paper upside down, and try the activity again with your right eye closed and your left eye looking at the dot.

### Explanation

Your eye has special light sensors called rods and cones that are connected to your brain by nerves. The rods and cones "catch" the light around you and send messages to your brain over the nerves. Your brain uses the messages to figure out what you are looking at. All the nerves from the rods and cones go through the back of your eyeball (the retina) at one spot. That spot doesn't have any rods or cones--there is no room for them, with all those nerves passing through--so that point of your eye cannot catch any light. It can't see!

So why don't you notice this blind spot all the time? Well, it isn't very big, for one thing. For another, your brain is pretty good at filling in the blind spot with what it thinks should be there. In this activity, for example, your brain fills in the empty spot with an image of blank paper.

### What else you can do with this

See if you can figure out how big your blind spot is. Does the dot disappear faster or more completely if you make it smaller? What happens if you make it much bigger?



## Experiment (Heads or Tails)

(Geoff Nemeth)

Coin flips are commonly used in sports and other activities to determine who gets the first turn. The assumption is that the coin has an equal chance of landing on either heads or tails. However, how valid is this assumption and has anyone ever tested it?

- **Null Hypothesis:** Flipping a coin will result in a 50% chance of heads and a 50% chance of tails.
- **Alternate hypothesis:** Flipping a coin will NOT result in a 50% chance of heads and a 50% chance of tails.

Experiment: break cubs into groups of 5-8. Each group gets a coin, pen, and paper on a clipboard. Cubs will take turns flipping the coin and recording if it's heads or tails. Repeat for 5-10 mins ensuring all cubs have equal turns. Record results and compare: which hypothesis is supported?

Questions (possible confounds for improving the procedure):

What can we say from these results (i.e. do we reject our null or alternate hypothesis)? Does this reflect every coin flip ever, or a very small sample size?

Did everyone flip the coin with either heads/tales always facing up? Did you alternate between heads/tails? How would this affect your results? Related: did you read the coin as it landed, or catch and flip?

Did different people flip the coin differently? (i.e more or fewer coin turns per flip)

Also.... if we remove all mechanical error from flipping the coin, will it always flip on one side and not the other? Therefore, is the randomness from the person flipping the coin the whole point of a coin flip?



## Nature and the Environment

**Nature is one of the elements of the Scout Method.**

The natural environment (woods, plains, sea, mountains, deserts, etc.) provides an ideal setting in which the Scout Method can be applied, and for developing one's physical, intellectual, emotional, social and spiritual potential.

Today, many live disconnected from nature because of fear of danger, busy lifestyles and living where access to nature is difficult. For many, information about nature is collected from media, indirect sources rather than from first-hand observation and discovery. To the new generations, nature is no longer a familiar and comfortable experience or place; so why would they have a sense of place in nature or longing to be out in the wild. There is a dualism - a sense that somehow our world is separate from the natural world.

SO...how do we connect the newer generations with the natural world? You can accomplish much by just taking children for a walk in a park and giving them direct experience with the real thing. Adding games and simple nature study activities will make the park experience so much more fun and inspirational. There is so much value to just teaching children to play in the park, especially when for many of this era, outdoor play in nature is becoming an increasingly rare experience.

Connecting children with nature doesn't necessarily require that you be an expert biologist; you simply should share with children your joy of exploring nature, while demonstrating some stewardship ethics. If planning outdoor nature activities seems at first like a daunting task, take comfort in knowing that the program should be mostly about outdoor play, using children's games and stories and working with children's natural curiosity, rather than about you having to know all the intricacies of earth sciences.

The following are simple activities, courtesy of Metro Vancouver Parks, that can be done with one child or a small group of children during a walk in any natural environment. Some require basic supplies and minimal preparation. Much of the supplies for these activities can be collected from recycled materials, household items, craft supplies and office supplies.

Examples of simple equipment for nature programs:

- yogurt cups
- blindfolds
- paper and pencils
- pictures from calendars or magazines
- string

Hopefully, you and the children in your care will have fun and come away from your nature explorations with a greater sense of connection, fun, appreciation and wonder. Enjoy!



## Sensory Warm Up

This activity works well to not only focus your group's attention, but also to encourage their interaction with you in a directed manner. It encourages children to use all senses for exploring nature.

**Time:** 5 minutes

**Ages:** all

**Materials provided:** none

Gather your group and tell them that we are all going to warm up our senses so that we are more able to make discoveries. Ask them to name their senses: sound, sight, touch, smell and taste.

Rub your hands together and ask everyone to do the same. As everyone rubs their hands, ask them if their hands are getting warmer. Tell them that that warmth is from energy and that each will transfer that energy to enhance their senses.

For sight: Ask them to cover their eyes with their hands while demonstrating how you do it. Tell them that with their super tuned up eyes, they can take away their hands and look around for the many colours surrounding them. Ask them what colours they see. Give them time to answer and share their discoveries.

For smell: Repeat the hand rubbing introduction, but this time ask the group to touch their nose. After all take their hands away from their noses, take a deep breath and ask all to do the same. Ask them what they can smell – moisture, trees, or forest soil.

For sound: Repeat the hand rubbing introduction, but this time ask the group to cup hands behind their ears so the area capturing sound is enlarged. Tell them that they have made their ears larger like deer ears. To demonstrate how larger ears receive more sound waves, have every one move their hands away and back to notice how much louder your voice or other sounds become.

Rubbing the hands together can be repeated to 'energize' the remaining sense - touch. Leave tasting for lunchtime because you don't want to encourage children ingesting anything from a park.



## Camera

This activity can be used as a focusing tool to get children to look more closely at nature, become aware of its diversity, and explore the environment aesthetically.

**Time:** 10 minutes

**Ages:** 5 and up

**Materials provided:** none

Instruct the students to find a partner. They are to take turns being the camera. Whoever is to be the camera first has their shutter (eyes) closed until their partner is ready to take a picture.

The partner leads them along the trail until they see something that looks special to them. They direct their partner's head toward it and gently taps twice on the partner's shoulder to take the picture. When the partner feels two taps, they opens their eyes like a camera shutter, and takes a picture with eyes open. They close their eyes when their partner taps once on the shoulder.

The students are allowed to take 3 pictures with their partner (camera), and then switch around.

After the students are finished taking pictures, have them share with their partners or with the whole group what their favourite picture was and what they liked about it.



## Decomposition Tag

This version of freeze tag explores the cycle of life and death, and the important role decomposers play in our environment.

**Time:** 15 minutes

**Ages:** 7 and up

**Materials Provided:** arm band, 'decomposer' hat

Begin by discussing with the students the concept of decomposition – the process of breaking down dead plants and animals into smaller particles (e.g. soil & nutrients) available for use by other organisms in an ecosystem. This activity allows students to better understand the process, and appreciate the importance of decomposers in a habitat.

Before starting, make sure to set clear boundaries for the game. With a smaller playing area, the game usually goes quicker. Choose one child to be 'Death', and give him a black armband. Choose another child to be the 'Decomposer', and give her the decomposer hat. Everyone else in the group plays a living organism in the ecosystem. Death must chase and tag the living things. If a living thing is tagged, she must freeze with her arms outstretched. She remains frozen until Decomposer runs under her arms, and returns her to the living cycle. If the group is very large, you may want to have multiple Deaths and Decomposers.

Play one round as described. For the second round, pull out the Decomposer after a few minutes of play, and explain to her quietly that she is a fungus that has fallen victim to acid rain. Wait until Death has tagged everyone, and the children are calling out for Decomposer to release them. Have the Decomposer explain to the group what happened to her. Then allow the Decomposer to return to the game to free up the dead things.

Finish the activity by having the group identify sources of acid rain (e.g. cars, heavy industry). Hypothesize what would happen to a forest without decomposition. Have students suggest ways they can help reduce acid rain or pollution.



## Forest Perfume

This activity allows your group to exercise their imagination, and explore the rich smells of nature.

**Time:** 10 min.

**Age:** all

**Materials provided:** Dixie cups

Give each person a Dixie cup, and tell them that they are going to make their own special perfume. Send them out to find things that are lying around on the forest floor that smell interesting to them. Make sure the children understand that they can only pick up things that are not growing or alive. When the children have a few things in their cup, ask them to find a stick to mix it with, and then take a long sniff. Gather the group in a circle, and get them to pass their cups around in order to experience the different smells that everyone has collected.

When everyone has smelled each other's perfume, ask them if all the cups emitted the same scent; or if each one was different. Was there any particular smells that they liked or disliked? Did they think that the forest would have so many different odors? Perhaps the scents reminded them of some past event or memory. Discuss how the forest would be experienced by a coyote, insect, or other animals that are much more sensitive to smells than humans.

When the group has finished, remind them that everything they collected must be returned to the forest. Ask them to empty their cups before returning them to you.



## Fist Listening

This activity focuses attention on one's sense of hearing, and promotes good listening skills.

**Time:** 5 minutes

**Ages:** 3 to 7 years old

**Materials Required:** none.

Ask the children if they know what their five senses are. You might want to prompt them by pointing to your eyes or ears to get them started. The five senses are **sight, smell, hearing, taste** and **touch**. We often focus on what we see when we visit a park. But our sense of hearing can be just as useful for revealing what is going on around us.

Choose a quiet spot away from as many human-made sounds as possible. Tell the children that their task is to focus on their sense of hearing for the next few minutes. To help them do this, they will need to be very still and quiet. It might also help for them to close their eyes. Instruct everyone to stand silently with their fists held up beside their shoulders. Once you say "Go", they are to listen for different sounds. Encourage them to only count each unique sound once (e.g. a chickadee call counts as one sound, even if there is an entire flock of them calling back and forth). For each specific sound they hear, they are to put up a finger.

Start the activity and allow the students as much time as it takes to get at least five sounds. Some site will be noisy, while others are quiet and require more time. Often it will take a few seconds, after your group goes silent, for natural noises to start up again; so be patient. When you feel your group is ready, say "Stop," and have a brief discussion about the number and kind of sounds they heard. Ask the children to differentiate between natural and human-made sounds. Were they able to gauge the distance and direction where a sound was coming from? With older students, you can discuss the impact noise pollution has on animals in their natural environment. You may want to repeat this activity at a different location and compare the differences.

## Un-Nature Trail

This is a simple way to hone observation skills. Children love the challenge of an un-nature trail.

**Time:** 10 minutes

**Ages:** all

**Materials provided:** man-made objects

To set up an 'un-nature trail', collect 20 or 30 items which are not normally a part of nature. Items might include crayons, clothes pegs, string, or bits of garbage. Some items should be obviously displayed, but some should be partially hidden: tucked under leaves, hung from the branches, and so on.

Lead the kids along the trail. After you have gone through the stretch with the un-natural items, ask them if they noticed anything different about this part of the trail. Discuss with them the differences between natural and un-natural items. Have them walk in pairs back along the trail and count (or list) as many unnatural items as they can find. When everyone is back at the beginning of the trail, find out how many they saw. Now go back down the trail, and let them point them out one pair at a time to the whole group. If they miss any, take them back and show them.



## Bee Bums

This role play is a fun way to illustrate how a bee pollinates flowers.

**Time:** 10 minutes

**Ages:** 5 to 8 year olds

**Materials Provided:** Q-tips

Review pollination with your group and brainstorm different animals that participate in pollination. Explain that bees travel from flower to flower gathering nectar for food. While sucking up nectar with their tongues, pollen from the flower's stamen sticks to their legs and then is carried to the next flower. The flower's ovary at the base of the pistil is then fertilized and eventually a seed and fruit are produced. Bees also carry pollen back to the hive to feed the queen and young bees.

Demonstrate how to use the Q-tip as an imaginary bee bum by gently touching the Q-tip to the middle of a flower. Let students get very close to a flower and observe the stamen, pistil, and pollen. If any flowers have already gone to seed, compare these to those flowers still in bloom. Pass out the Q-tips. Encourage the children to act out a bee looking for flowers by pretending the Q-tip is a bee looking for flowers and gently landing on flowers to collect pollen.

If you have an opportunity to safely get close to a bee, look for small lumps (~1 mm) of yellow, orange, blue, or purple on a honeybee's back legs. Bees have little pocket-like structures on their back legs called pollen baskets. Using its forelegs, the bee will periodically clean all the pollen that has gathered on its fuzzy body and transfer it to the pollen baskets on its back legs.

## Find Your Sound

Many animals rely on their keen sense of hearing for survival. How does your hearing measure up? Test your listening skills with this fun and challenging game.

**Time:** 10 minutes

**Ages:** all

**Materials:** film canisters with different sounds

Spend a minute with the students discussing what cues they use to recognize their friends. Does sound ever play a factor (e.g. over the phone)? What if that was all you had to go by? Explain to the group that you are going to give each of them a sound canister. Their canister produces a distinctive sound (e.g. a penny, sand, water, etc.) that matches with one other individual in the group. Their challenge is find their match. Make sure everybody understands the instructions before handing out the canisters.

Ask the children not to shake their canisters until they have all been handed out. Upon your signal, they can begin their search for their partner with the matching sound. The children are not to take the lids off their canisters.

Once everyone has found a partner, get each pair to make their sounds for the group to see if they do indeed match. Finish the activity by asking the group if they can think of any animals that find their mates in this fashion (e.g. songbirds, frogs, bats). What sort of effect might noise pollution have on them?



## Rainbow Chips

This activity is used as a focusing tool to get people to look more closely at their surroundings and become aware of its diversity.

**Time:** 10–15 minutes

**Materials provided:** a small bag of rainbow colour pieces

Begin this activity with the following story: "About a month ago, I was walking down this very path, but it was very strange because there were no colours. Everything was black or white. As I walked along, it began to rain. At first the rain was very soft and sounded like this (rub fingertips together, have children do the same). Then it began raining harder, like this (snap fingers). Pretty soon it was pouring really hard! (Slap legs with hands). I got completely soaked and I didn't even have an umbrella. After a while, the rain started getting lighter. Soon it was softer (snap fingers), then so light you could hardly hear it (rub fingertips). Finally it stopped and the sun came out from between the clouds. And what do you think I saw? A rainbow! And it had all of the most beautiful colors you can think of. A big hawk was flying in the sky and it flew right into that rainbow. It shattered and suddenly everything around me turned from black and white to all kinds of colors. Trees were green, flowers were pink and purple, and berries were red and orange. Imagine my amazement at seeing all those colors appear! I went and picked up some of those pieces of the rainbow so I could bring them with me and show you them today. Do you think you can see other pieces of the rainbow in the forest?"

Give each person a colour chip and have them match the colour to objects in the forest. Colour chips can be made from paint sample strips from your local paint store. Make sure children don't pick leaves or flowers. When they find their colour have them show you or another group member the match. Continue this activity for as long as the children are happy to look for colours by giving out different colour chips. Encourage them to look on sticks, rocks, logs, on the forest floor, and up in the canopy for unusual colours.



## Scent Game

Some animals are very dependent on smell: moths use smell to find a mate, and mammals use it to mark their territory. This activity forces you to find a partner by smell alone!

**Time:** 10 minutes

**Age:** all

**Materials provided:** film canisters with four different scents.

Ask your group which senses they would use to find their family in a crowd – probably sight and hearing over the other senses. Now ask your group which senses they might use if they were beavers trying to find other members of their colony. Many animals rely on its sense of smell more than sight or hearing. Your group must imagine that they are animals in the woods. Each type of animal has a particular scent, and they must find others out therethat share the same smell.

Randomly distribute the film canisters amongst the group. Have everyone take the lid off their own canister first to familiarize themselves with the smell. Once they recognize their own scent, students must mingle amongst the group, and try to find another person with the same scent. As soon as they find a partner with the same scent, the two stay together and continue to search for others of their own kind.

Note: There may be two or more members per colony.

When all the colonies have gathered, discuss how important the sense of smell is to all creatures, including humans. Brainstorm a list of behaviors that animals use smelling for, such as finding a mate, detecting prey, avoiding predators, and keeping track of their young. How would pollution affect an animal ability to find a mate or mark their territory?



## Sound Map

This activity is a wonderful way to focus your group. It encourages the practice exploring by listening provides another way for the audience to have a firsthand experience with their surroundings. This is a focused, individual activity in which children sit quietly on their own to listen to their surroundings.

**Time:** 10–20 minutes

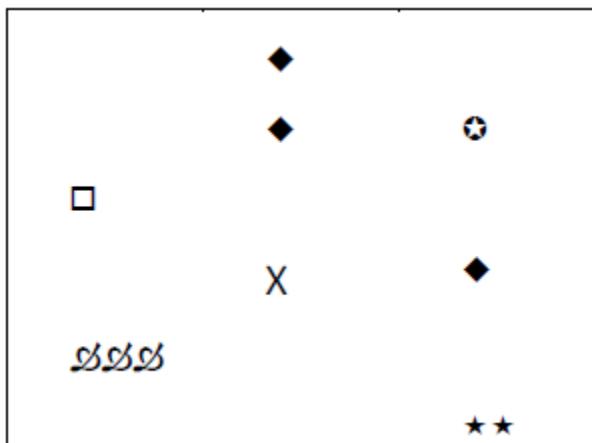
**Ages:** 5 and up

**Materials provided:** index cards, pencils

Tell the group that while they may not always see animals in the forest, often they may hear different animal sounds. Give each child an index card and a pencil.

Explain to them that they draw an X in the middle of the card to represent themselves. Explain that when they hear a sound, they sketch their own symbol for the sound onto the index card. They should draw it in relevance to their own position (e.g. beside them, overhead).

Sample:



The children should sit quietly for 3-5 minutes and listen for sounds around them. When the time is up, collect the group and have everyone share their experiences with each other or with you.



## Thicket

Spotting wildlife in the forest requires extra sharp eyes. Use this fun variation of Hide and Seek to highlight hiding spots, animal homes, and the use of camouflage by animals.

**Time:** 10 – 30 minutes

**Ages:** 6 and up

**Materials provided:** blindfolds

Find a place with variable to thick vegetation – a place where students can hide. During the introduction, set boundaries to limit the playing area and for safety.

Choose one person to be the predator, all other players are prey. Move the predator to their “home” (a tree, stump, fallen log, etc.), then blindfold the predator. The leader slowly counts to 30 while the prey hide. After counting, the leader removes the predator’s blindfold and the predator begins hunting. They can walk around their home but not leave. The predator must search for prey, identify them out loud, and describe where they are (i.e. “Hey you in the blue hat behind the bushes, I see you!”). When a prey is identified, s/he has been “eaten.” This prey must then go to the “food store” until all the prey are identified.

Prey that aren’t caught can try to rescue the prey in the food store by sneaking to the store and tagging the caught prey. The round is then started over again.

Play the game one or two more times. Follow up with a discussion of what animals do to avoid predators. Deer have adaptations such as cryptic colouring, excellent hearing, and defensive antlers in males. Birds often have both spring and fall colouring and disguise their nests from predators. Bears have a highly developed sense of smell and powerful paws. Coyotes also have cryptic colouring and are habitat generalists, an adaptation that has allowed them to increase their population and distribution throughout North America.



## Meet a Tree

By taking away your ability to see, your other senses take over and you can become very adapted to exploring using your sense of sound and touch. This activity helps the participants focus on their surrounding using sound and touch and to find a special tree in the forest. It is a good team building activity.

**Time:** 10–20 minutes

**Materials provided:** blindfolds

Gather your group to let them know that they are going to test their ability to navigate their surroundings without their sense of sight. While blindfolded, they work with a partner who will carefully guide them to find a special tree. That partner guide is expected to take time and care to help the blindfolded person explore a route to a tree and then to learn the characteristics of the tree.

Demonstrate the activity by carefully leading a blindfolded partner to a tree, stressing safety for that blindfolded person. Explain learn a route to a tree and show how to explore the tree using senses other than sight, like touch and smell. Suggest things that children are to pay attention to, the level of the ground, the textures, and sounds. How big around is the tree? Where are the branches or distinguishing shapes and textures of the tree? Tell them that once the blindfolded person thinks they know the tree, their partner returns them to the start, turn them in circles, removes the blindfold, and let them find their tree with two guesses. The partners then switch roles.

Ask the children to find a partner and do the activity.



## A Nature Ethic

Exploring outdoors provides wonderful opportunities for children to connect with nature. Adults have an important role to play in modeling respect for the natural world.

**Express wonder not fear or disgust:** Children learn a lot from watching the behaviours and attitudes of the adults around them. If you react with fear to spiders, call insects icky, and tell them everything they pick up outside is dirty that is how they will behave. Instead, feel free to get your hands dirty, describe the beautiful and interesting aspects of bugs, and, if you have to, stifle your fear of worms or snakes. If a child is afraid of something you find, don't force them into an encounter with it. However, some gentle encouragement and modeling from you can result in wonderful transformations.

**Show respect for all living things:** Just like us wild creatures need food, shelter and water. They prefer security to fear. Branch breaking, leaf pulling, bug stomping, and bird chasing are examples of activities that deprive them of those things. Teach children to behave the way they would want a guest to behave at their house.

Here are some other guidelines that Metro Vancouver asks visitors to follow in regional parks:

**Walk quietly and you will see more wildlife.**

If you see any animals or birds, observe them quietly. Don't chase them or try to catch them.

**Stay on designated trails at all times.**

Walking off trails kills small plants and damages the roots of trees. Do not climb on logs or trees.

**If it is attached to something, leave it!**

Learn about leaves and flowers without picking them. Some beach creatures stay alive by anchoring themselves to rocks, so if you pick them off they may not be able to re-attach. Look at them, smell them, feel them, listen to them – and leave them for others to enjoy.

**Leave the berries for the birds, squirrels and insects.**

Berries make up a large part of their diet, and a couple of hungry groups of people can strip an area of all berries.

**Leave everything the way you found it.**

If you look under logs or stones, gently put them back in place. Never take a log apart. Fill in any holes that you dig.

**Do not take anything home from the park.**

All things found in Nature, living and dead, have a role to play. Think of ways to "collect" without taking. Leave only footprints and take only memories.



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## Outdoor Adventure Skills

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

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

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

### Anatomy of OUTDOOR ADVENTURE SKILLS

We have **nine** Outdoor Adventure Skills, each with its own unique skill sets.

Paddling      Aquatics      Emergency      Winter      Camping      Trail      Vertical      Scoutcraft      Sailing

— Nine stages per skill —

Each skill has its own identifying colour!

Each Outdoor Adventure Skills badge shows prominently the activity in an **outdoor** setting.

—

Scouts Canada is proud to introduce the Outdoor Adventure Skills, an invitation for Scouts to try something new—to be outside more, testing themselves with progressive challenges while always staying within their capabilities to stay safe. In short, it's about having life-changing experiences.

—

Outdoor Adventures Skills work in **stages**. A Scout can always be working on improving and getting to the next stage.

**+2** A youth who is **two stages** above another youth can mentor and sign off on the other's competencies.

—

Beaver Scouts      Cub Scouts      Scouts      Venturer Scouts      Rover Scouts      Scouters

Outdoor Adventure Skills are for all Sections

"Not for me!"

—

**Howdy Partner!** Outdoor Adventure Skills have amazing partners to help support and bring credentials to our Scouting youth. Paddle Canada, PADI and Sail Canada are just the start.

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Scouts Canada logo with tagline "It starts with Scouts."



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## Program Quality

### Program Cycles

Our Scouting program can be divided into four cycles, which align with the four seasons. It's a simple yet effective way for Section Scouters to view and plan their program. Plan, do and review the program each season, and the quality of the Scouts' adventures will improve in no time!



### Seasonal Assessment

The seasonal assessment process should be completed in two stages: one led by the youth and one involving the Scouters. These two steps form the overall Section seasonal assessment and feed into the Group seasonal assessment process.

The purpose of a Group Committee is to support the Sections. It's important that the Group Committee be kept up-to-date on how the youth perceive the quality of their program. Older youth should be invited to the Group Committee meeting to present their Section's assessments themselves, or the Scouters can provide a summary. The information presented to the Group Committee should focus on what did and didn't go well and what adjustments the Section is making in the next season to improve the program.

**Enter the seasonal assessment in MyScouts.ca.** This step must be completed by your Group Commissioner or Registrar. He or she must enter the day the review was completed with the youth, as well as the date it was shared with the Group Committee. There is also a text box where the Group Commissioner can enter a few notes about how the review was conducted and what improvements will be made as a result.



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The following lists all Seasonal Assessments for all Sections of a Group. Instruction for using this form are available [HERE](#).  
Return to [GROUP PROFILE](#)

Section Name	Fall 17	Winter 17	Spring 18	Summer 18	Fall 18	Winter 18	Spring 19	Summer 19	Award
1st West Vancouver Colony	✓	X	X	X	X	X	X	X	
1st West Vancouver Company	✓	X	X	X	X	X	X	X	X
1st West Vancouver Crew	X	X	X	X	X	X	X	X	
1st West Vancouver Lions Bay Colony	✓	X	X	X	X	X	X	X	
1st West Vancouver Lions Bay Pack	X	X	X	X	X	X	X	X	
1st West Vancouver Pack Tuesday	✓	X	X	X	X	X	X	X	
1st West Vancouver Pack Wednesday	✓	X	X	X	X	X	X	X	
1st West Vancouver Troop	✓	X	X	X	X	X	X	X	

**Seasonal Assessment - WINTER 2017-2018 - 1st West Vancouver Pack Tuesday**

Date Seasonal Assessment Completed

Date Seasonal Assessment shared with Group Committee

Comments



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# The Canadian Path MANAGING PROGRAM QUALITY

## THE GOAL

On The Canadian Path, there's a new approach to program quality, and it's based on the Four Elements: Adventure, Youth-led, Plan-Do-Review and SPICES.

Youth-led planning, doing and reviewing should be applied to every Adventure that your Section shares, whether it's at an evening meeting or over a weekend outing. It's also important to help youth set long-term goals for themselves as a Section or Patrol (Team), and then review their progress towards these long-term goals regularly.

The Plan-Do-Review cycle is critically important because growth in the SPICES happens when youth appreciate their development. A shared review also helps youth to recognize how they can have even more successful adventures in the future.

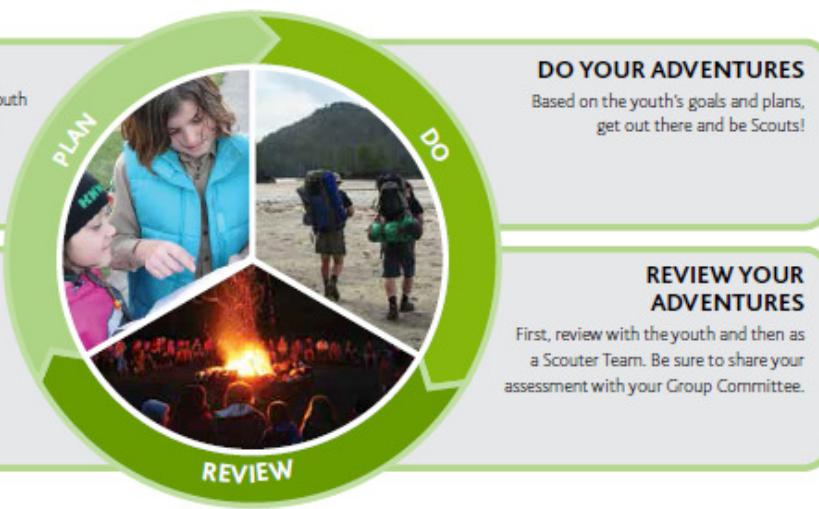
The Canadian Path's new approach to program quality asks that Scouters help facilitate a seasonal Plan-Do-Review process. Let's ensure that youth are getting the most out of their program!

### SET YOUR GOALS

Use the planning template to help your youth set goals for the month, season and year. Which goals are you focusing on over the next cycle?

### IMPROVE YOUR ADVENTURES

Use everything you learned in your reviews to improve the quality of your future adventures. Make sure you formalize these improvements with adjustments to your plan!



### DO YOUR ADVENTURES

Based on the youth's goals and plans, get out there and be Scouts!

### REVIEW YOUR ADVENTURES

First, review with the youth and then as a Scouter Team. Be sure to share your assessment with your Group Committee.

## PROGRAM CYCLES

Our Scouting program can be divided into four cycles, which align with the four seasons. It's a simple yet effective way to view and plan your program. Plan, do and review your program each

season, and the quality of your adventures will improve in no time—even if you already have a fantastic program!



FALL: September – November



WINTER: December – February



SPRING: March – May



SUMMER: June – August

### Achieve your program goals!

Complete at least three of your Section's seasonal assessments and receive the 'Quality Section' designation on MyScouts.ca.



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## COLONY GOALS 1

### PER MONTH

Meeting outdoors	<input type="checkbox"/>
(Suggested range: 1-2)	

Scouts Canada has established a process to assist youth and their Scouters as they seek to plan, do and review safe and adventurous Scouting programs. This new approach includes objective criteria to aid in the planning process, and to serve as a set of seasonal assessment tools to assist youth and Scouters in the evaluation and improvement of their programs.

### PER CYCLE (SEASON)

Outing visit or event	White Tail Council meetings	Seasonal assessment and action plan*
<input type="checkbox"/> (Suggested range: 1-2)	<input type="checkbox"/> (Suggested range: 2-3)	<input type="checkbox"/> 1

\* The Colony is expected to use this assessment tool 3-4 times per year as it reviews the program and develops an action plan from each review. These assessments and action plans are shared with the Group Committee.

### PER SCOUTING YEAR

Nights away	Adventures for each Program Area	Adventures with Pack (one for White Tails)	Personal progression review
<input type="checkbox"/> (Suggested range: 3-6)	<input type="checkbox"/> (Suggested range: 1-3)	<input type="checkbox"/> (Suggested range: 2-4)	<input type="checkbox"/> (Suggested range: 1-3)
Section Code of Conduct developed	Environmental service project	Community service projects	Activities with parental participation
<input type="checkbox"/> 1 (Suggested)	<input type="checkbox"/> (Suggested range: 1-3)	<input type="checkbox"/> (Suggested range: 1-3)	<input type="checkbox"/> (Suggested range: 3-6)

Goals for the year can be set using the Colony planning template.



### OTHER TOPICS OR ACTIVITIES FOR GOAL SETTING:

- Scouting programs follow Scouts Canada's safety policies and practices (e.g. Two-Scouter Rule, appropriate skills and knowledge, outdoor activity management process).
- Scouters support programs consistent with the Four Elements of The Canadian Path.
- Youth are fully engaged in all aspects of program cycles following the Plan-Do-Review model.
- Spiritual development is regularly included in the Colony program.
- Adventure is about youth trying things for the first time; programs enable youth to pursue Adventure regularly by using small and large groups.
- White Tails (third-year Beavers) participate in a White Tail Council that provides leadership to the Colony.
- White Tails are provided with appropriate support to lead the Colony.
- Programs are regularly delivered in small groups, enabling all members of the Lodge to learn by doing.
- Section retention is actively managed to 70%; Beavers are personally invited to return each spring, and each non-returning youth is contacted to understand the reason why.
- Section attendance is actively managed to ensure engagement of all Beavers (target 90%).
- Scouters regularly pursue the knowledge and skills required to enable a successful youth program.
- A representative of the Section Leadership Team attends all Group Committee meetings.



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## PACK GOALS 1

### PER MONTH

Meeting outdoors	<input type="checkbox"/>
(Suggested range: 1-2)	

Scouts Canada has established a process to assist youth and their Scouters as they seek to plan, do and review safe and adventurous Scouting programs. This new approach includes objective criteria to aid in the planning process, and to serve as a set of seasonal assessment tools to assist youth and Scouters in the evaluation and improvement of their programs.

### PER CYCLE (SEASON)

Outings, visits or events	<input type="checkbox"/>	Howler Council meeting	<input type="checkbox"/>	Seasonal assessment and action plan*	<input type="checkbox"/>
(Suggested range: 2-4)		(Suggested range: 2-4)		1	

\* The Pack is expected to use this assessment tool 3-4 times per year as it reviews the program and develops an action plan from each review. These assessments and action plans are shared with the Group Committee.

### PER SCOUTING YEAR

Nights away	<input type="checkbox"/>	Adventures for each Program Area	<input type="checkbox"/>	Adventures with Colony or Troop (one for Howlers)	<input type="checkbox"/>	Personal progression review	<input type="checkbox"/>
(Suggested range: 6-10)		(Suggested range: 2-4)		(Suggested range: 3-6)		(Suggested range: 1-3)	
Section Code of Conduct developed	<input type="checkbox"/>	Environmental service project	<input type="checkbox"/>	Community service projects	<input type="checkbox"/>	Activities with parental participation	<input type="checkbox"/>
(Suggested)	1	(Suggested range: 1-3)		(Suggested range: 2-4)		(Suggested range: 3-6)	

Goals for the year can be set using the Pack planning template.



### OTHER TOPICS OR ACTIVITIES FOR GOAL SETTING:

- Scouting programs follow Scouts Canada's safety policies and practices (e.g. Two Scouter Rule, appropriate skills and knowledge, outdoor activity management process).
- Scouters support programs consistent with the Four Elements of The Canadian Path.
- Youth are fully engaged in all aspects of program cycles following the Plan-Do-Review model.
- Spiritual development is regularly included in the Pack program.
- Adventure is about youth trying things for the first time; programs enable youth to pursue Adventure regularly by using small and large groups.
- Howlers (third-year Cubs) participate in a Howler Council that provides leadership to the Pack.
- Howlers are provided with appropriate support to lead the Pack.
- Programs are regularly delivered in small groups, enabling all members of the Lair to learn by doing.
- Section retention is actively managed to 70%; Cubs are personally invited to return each spring, and each non-returning youth is contacted to understand the reason why.
- Section attendance is actively managed to ensure engagement of all Cubs (target 90%).
- Scouters regularly pursue the knowledge and skills required to enable a successful youth program.
- A representative of the Section Leadership Team attends all Group Committee meetings.



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## TROOP GOALS 1

### PER MONTH

Meeting outdoors
<input type="checkbox"/>

(Suggested range: 1-3)

### PER CYCLE (SEASON)

Outings, visits or events	Troop Leadership Team meetings	Seasonal assessment and action plan*
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 1

(Suggested range: 2-6) (Suggested range: 2-4)

### PER SCOUTING YEAR

Nights away	Adventures for each Program Area	Adventures with Pack or Company (one for Trailblazers)	Personal progression review
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Suggested range: 10-20)	(Suggested range: 3-4)	(Suggested range: 3-6)	(Suggested range: 2-4)

Section Code of Conduct developed	Environmental service project	Community service projects	Activities with parental participation
<input type="checkbox"/> 1 (Suggested)	<input type="checkbox"/> (Suggested range: 1-4)	<input type="checkbox"/> (Suggested range: 2-4)	<input type="checkbox"/> (Suggested range: 2-4)

[Goals for the year can be set using the Troop planning template.](#)

Scouts Canada has established a process to assist youth and their Scouters as they seek to plan, do and review safe and adventurous Scouting programs. This new approach includes objective criteria to aid in the planning process, and to serve as a set of seasonal assessment tools to assist youth and Scouters in the evaluation and improvement of their programs.

\* The Troop is expected to use this assessment tool 3-4 times per year as it reviews the program and develops an action plan from each review. These assessments and action plans are shared with the Group Committee.



### OTHER TOPICS OR ACTIVITIES FOR GOAL SETTING:

- Scouting programs follow Scouts Canada's safety policies and practices (e.g. Two-Scouter Rule, appropriate skills and knowledge, outdoor activity management process).
- Scouters support programs consistent with the Four Elements of The Canadian Path.
- Youth are fully engaged in all aspects of program cycles following the Plan-Do-Review model.
- Spiritual development is regularly included in the Troop program.
- Adventure is about youth trying things for the first time; programs enable youth to pursue Adventure regularly by using small and large groups.
- Patrol Leaders and the Troop Leader participate in a Troop Leadership Team.
- Patrol Leaders, Assistant Patrol Leaders and the Troop Leader are provided with support to lead the Troop.
- Programs are regularly delivered in small groups, enabling all members of the Patrol to learn by doing.
- Section retention is actively managed to 70%; Scouts are personally invited to return each spring, and each non-returning youth is contacted to understand the reason why.
- Section attendance is actively managed to ensure engagement of all Scouts (target 90%).
- Scouters regularly pursue the knowledge and skills required to enable a successful youth program.
- A representative of the Section Leadership Team attends all Group Committee meetings.



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## Trail Cards

Trail Cards are a great way to explore new ideas and activities for each Section on The Canadian Path. On The Canadian Path Website you will find Section specific Trail Cards that will help you explore the Four Elements of the Path while completing an activity. During planning meetings, you can use the Trail Cards to help map out how you can achieve each of the six Program Areas throughout the year.

### Sample Beaver Scouts Trail Card

### TINY HABITAT SURVEY

**THE ADVENTURE:**  
Stake your claim to a piece of ground, and take a survey of all the things that live there. Use your five senses to make observations about the plants and animals that live in your area.

**PLAN:**

- How large an area will each Beaver Scout need? How will you mark each area?
- Do you want to work in pairs or alone?
- Where do you want to do this adventure? Make sure you have enough space for each Beaver or pair to have their own area to inspect.
- If you don't have access to an outdoor space, is there a zoo, museum or aquarium nearby you can visit?
- How long will you observe your area?
- Do you want to keep track of what you see? How will you do that?
- What creatures and plants live nearby?
- How will you make sure that you **Leave No Trace** of your survey?

**DO:**

- Measure and mark out each space using a measuring tape and pegs or string.
- Use your five senses to observe everything in your area. Lift leaves and twigs, dig a little hole and move the grass around. Use a magnifying glass to see up close, or a pond viewer to see underwater.
- What do you notice about your area? What animals live there? What plants? What are the creatures doing? Where do they live? How many different plants are there?
- If you can, check on your area again during your meeting, next week or next month. Has anything changed?
- When you are done, make sure you clean up and **Leave No Trace**.

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## Sample Cub Scouts Trail Card

### Map Your Neighbourhood

**The Adventure:**  
What are your favourite places in your neighbourhood? The playground? Your back yard? The corner store where you buy candy sometimes? As a Lair, head out with a GPS and explore your neighbourhood. Go for a walk and plot the places as waypoints—specific places saved as coordinates on the GPS. When you get back to your meeting hall, put your waypoints on a map—either on a computer or on a physical map. When you're done, you'll have a map of all your Lair's favourite hangouts!

**Online Support:**

- Creating Waypoints
- Plot a GPS Location on a Google Map
- Garmin

**Safety note:**

- Use the buddy system while out exploring your neighbourhood.
- What else do you need to remember on your walk to stay safe?



### ELEPHANT TURF

Citizenship



**Plan:**

- What do you need for this Adventure?
- What skills do you need to learn?
- When and where will you go?
- How much time will this take?
- Will you do everything all at once, or break things up?
- How will you divide the tasks?

**Do:**

- Share your favourite places in your neighbourhood with the other Cubs in your Lair.
- Enjoy your walk, creating waypoints as you go. Make sure everyone has a chance to use the GPS!
- Plot your waypoints to create your map.

**Review:**

- What do you know now that you did not know before?
- What new places did you discover?
- What patterns do you see on your map?
- How was using the GPS?
- Was there a tech wiz in your Lair who was especially helpful?




It starts with Scouts.

C-16

## Sample Scouts Trail Card

**Plan:**

- What materials do you need for this planning adventure?
- How can you Leave No Trace on this planning adventure?
- How will you divide up the Troop?
- How will you review the adventure ideas for each Program Area?
- How will your Troop choose which adventures it will do?

**Do:**

- Go on your idea walk and come up with some exciting ideas for adventures!

**Review:**

- What do you know now that you did not know before?
- What adventure ideas are you most excited to do?
- What good ideas most surprised you?
- Would you use this approach again in the future? Why or why not?
- What would you do differently next time?

**Safety note:**

- One volunteer from your Patrol should write down ideas at each station, so that there's no need to elbow your way to the flip chart. The Scout writing down the ideas should record everyone's ideas, even if he or she isn't too keen on some of the ideas.
- What other rules can you agree to before this planning activity to make sure everyone feels safe sharing their ideas?

**Online Resources:**

- How to write legibly using a flip chart
- Writing on Whiteboard
- Top Tips for Using a Flip Chart

**Idea Walk**

**CABOT TRAIL**  
CREATIVE EXPRESSION

**The Adventure:**

At the beginning of each program cycle (season), your Troop decides on the adventures it will share over the months ahead. To make sure that your program is balanced, use the Canadian Trails Map to think about the six Program Areas. What adventures will your Troop share for each place on the map? Trail Cards (like this one!) can be a good source of ideas for the different Program Areas, and the collective creativity of the Troop is another great source.

Share your great ideas with each other with an idea walk. Set up flip chart or white board stations around your meeting hall, one for each Program Area. Then, in Patrols or half Patrols, circulate around the meeting hall, writing down your adventure ideas for each Program Area. Take two or three minutes at each station before rotating. If someone else has already written down one of your ideas, or if you see an idea that sounds like a lot of fun, put a checkmark next to it.

Review the Troop's ideas in Patrols. Your Patrol Leader can then tell the Troop Leadership Team what your Patrol is most excited to try.




It starts with Scouts.



## Resources

The Canadian Path website	<a href="http://www.scoutinglife.ca/canadianpath/">http://www.scoutinglife.ca/canadianpath/</a>
Scouts Canada Bylaws, Policies and Procedures	<a href="http://www.scouts.ca/ca/bylaws-policies-and-procedures">http://www.scouts.ca/ca/bylaws-policies-and-procedures</a>
Scouter Manual	<i>Scout Shop</i>
Last Child in the Woods	<i>Scout Shop</i>
Fun at the Pond (for Beavers)	<i>Scout Shop</i>
Scouting for Boys	<i>Scout Shop</i>
The Best of The Leader	<i>Scout Shop</i>
Aids to Scoutmastership (Baden-Powell)	<a href="http://www.thedump.scoutscan.com/a2sm.pdf">http://www.thedump.scoutscan.com/a2sm.pdf</a>
World Organization of The Scout Movement	<a href="https://www.scout.org/">https://www.scout.org/</a>
Children and Nature Network	<a href="http://www.childrenandnature.org/">http://www.childrenandnature.org/</a>
Great Canadian Shoreline Cleanup	<a href="http://shorelinecleanup.ca/">http://shorelinecleanup.ca/</a>
AdventureSmart	<a href="https://www.adventuresmart.ca/about/resources.htm">https://www.adventuresmart.ca/about/resources.htm</a>
Get to Know	<a href="http://www.get-to-know.org/">http://www.get-to-know.org/</a>