



THE *Scout* ASSOCIATION
OF MALTA

Beaver Scout Leaders' Manual



The Mission Statement

As a member of the World Scout Movement,
The Scout Association of Malta adopts the following mission statement:

**The Mission of Scouting is to contribute
to the education of young people,
through a value system based on the Scout Promise and
Law, to help build a better world where people are
self-fulfilled as individuals
and play a constructive role in society.**



**THE SCOUT ASSOCIATION
OF MALTA**

WELCOME!

Welcome to the magical world of Beaver Scouts.

This handbook is designed to help Leaders through the early stages of Leadership in a Beaver Colony. As you read through these pages, you will find answers to many of the questions most Beaver Leaders have, and references to other resources which can help broaden your knowledge and skills.

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

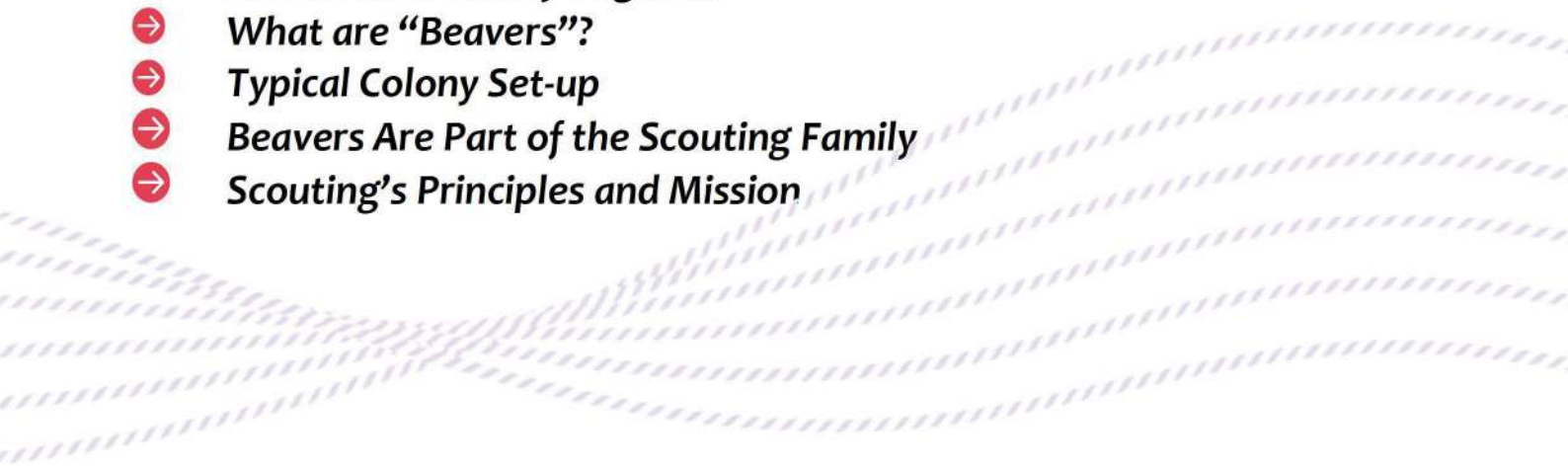
Use this handbook as a guide. Refer to appropriate chapters as you build your programme and develop your Leadership skills. If you are an experienced Leader, compare and evaluate what you are doing at present with what this handbook states, you may discover new ideas, or come up with suggestions for a future revision of the handbook.

**Best of Luck with your Colony and
Happy Beavering!**



Chapter 1

WELCOME TO BEAVERS

- And so the Journey Begins...
 - What are “Beavers”?
 - Typical Colony Set-up
 - Beavers Are Part of the Scouting Family
 - Scouting’s Principles and Mission
- 

And so the Journey Begins...

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

As Adult Leaders, we are together because we enjoy working with others and believe that Scouting's mission, principles and programmes can help children between the ages of five to seven years get the most out of life, now and in the future. Sure, a Leadership role in the Colony will require that you contribute some of your free time, but we believe that as you give, you will also receive new skills and satisfaction from your participation.

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

What are "BEAVERS"?

Beavers is the section set up for children aged five to seven. Fun and friendship are the cornerstones of the Beaver Programme. Through an adventurous programme of outdoor activities, creative play, music and cooperative games, Beavers enjoy time with their friends (and make new ones) whilst learning how to get along within a group and develop the confidence to be themselves.

Like all members of the Scout Movement, Beavers enjoy many outdoor adventures with their friends in the Colony. Short hikes, visiting the Pack at camp; gardening (planting different seeds) and tree plantings give Beavers a taste of outdoor fun. Through these activities, Beavers develop an appreciation and a sense of caring for the environment.

Typical Colony Set-Up

Unit Name:	When a group of Beavers come together for a meeting/activity they are called a Colony
Age of Beavers:	5 to 7 years of age
Meeting Duration:	1 to 1½ hours
Meeting Place:	Group's Headquarters or outdoors
Colony Leadership Team:	A team of men and women who have completed or are following The Scout Association of Malta's Woodbadge Training Programme.
Leader Beaver Ratio Indoors:	1 leader with 6 Beavers
Leader Beaver Ratio Outdoors:	1 leader with 6 Beavers
Maximum number of Beavers in a Colony:	16 Beavers (**)

- Activity Groups:** Mainly as a Colony. For short termed activities they can be divided into small working groups called **Lodges**.
- Major Focus:** Sharing, cooperation, non-competitiveness, teamwork.
- Activities:** Learning about nature, playing together, being creative through crafts, songs, stories, outdoor exploration, cooperative games and spiritual fellowship.

(**) In the event that a Scout Group wishes to exceed the recommended number of 16 Beavers, provided that the Scout Group has the necessary manpower and resources, then the 2 (or more) Colonies principle can be adopted. This is also stated in Rule 4.1 of the Policy Organization and Rules manual published by The Scout Association of Malta. Said Rule is being reproduced below for ease of reference:

Rule 4.1

The Beaver Scout Colony

Size of Colony

- a. *The recommended maximum size for a Colony is 16 Beaver Scouts.*

- b. *The recommended number of Beaver Scouts may be exceeded following an agreement between the Group Scout Leader and the District Commissioner. When deciding on the size of the Colony, Leaders should take into account the leadership available, the capacity of the meeting place and whether it might be more effective to run more than one Colony.*

This must not be taken lightly. It is understandable that having the numbers is a great satisfaction however, maintaining them might prove to be quite a feat in the long run. Thus, it is advisable that proper discussions between the Colony leadership, Group Scout Leader, Chief Commissioner, Training Commissioner and Assistant Commissioner for Training and Programme – Beaver Scout Section are held.

Beavers are Part of the Scouting Family

Beavers are the youngest members of the Scouting family. After completing the Beaver programme, they progress to the next scouting section which is Cub Scouts. Each Colony forms part of a Scout Group which also has other sections:

- Cub Scouts:** 7 to 10 ½ years-old
- Scouts:** 11 to 14 ½ years-old
- Venture Scouts:** 15 to 18 years-old

Rover Scouts: 18 to 26 years-old

Scouting's Principles and Mission

Scouting's Principles and Mission are the foundation of all Scout programmes. The Mission outlines the primary focus of the organisation. The Principles state basic beliefs which we hold to be fundamental in Scouting.

Principles

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

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

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

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

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

Mission

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

***The mission of Scouting is to contribute to the education of young people,
through a value system based on the Scout Promise and Law,
to help build a better world where people are self-fulfilled as individuals
and play a constructive role in society.***

Scouting achieves its Mission by:


➔ Involving the Beaver Scout throughout their formative years in a non-formal educational process.

→ Using a specific method that makes each individual the principal agent in his or her development as a self-reliant, supportive, responsible and committed person.

→ Helping Beaver Scouts to establish a value system based upon spiritual, social, and personal principles, as expressed in the Promise and Law.

Chapter 2

ABOUT BEAVER SCOUTS

- **Beaver Promise and Motto**
 - **Beaver Section Goals**
 - **Seven Programme Elements**
 - **Beaver Programme Standards**
 - **Groupings**
 - **Beaver Terms**
 - **The Left Handshake - Origins**
 - **Badgework in a Nutshell**
- 

Beaver Promise and Motto

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

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

Beaver Promise

Inwieghed

Li Naghmel Hilti

Biex Inhobb lil-Alla

Nghin lil-Haddiehor

U Nghix il-Motto tal-Beavers

I promise

To do my Best

To love God

To help other people

And Live by The Beaver Motto

Beaver Motto

Naghmlu Hbieb

Making Friends

In Beaver Scouting, “sharing and making friends” is the major focus upon which all activities are based. We believe the best way to teach young children and give them a chance to begin growing towards fully responsible adulthood is to provide a programme in which they can try and experience encouragement and caring in an atmosphere of cooperation and non-competitiveness.

This type of programme builds self-confidence and feelings of self-worth. Through it, Beavers develop a sense of respect and caring for others.

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

For Beavers, it is more important to:

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

Colony Scouters are expected to model sharing through the idea of shared Leadership. Leaders share the responsibilities and accountability, and rotate duties among themselves.

We strive to **LEAD BY EXAMPLE.**

Beaver Section Goals

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

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

- Explore, Discover and be Creative
- Find examples of God's love for them and the world
- Experience and express love and joy
- Express themselves
- Be healthy and have good feelings about themselves (Gain a positive self-image)
- Develop a sense of belonging and sharing in small group activities
- Develop a sense of cooperation through non-competitive activities
- Appreciate nature.

The Principles, Mission and Goals in the Beaver Programme are achieved through using a programme of understanding, supportive fun, and activities built around seven programme elements: games, crafts, music, storytelling, playacting, spirituality and outdoors.

Seven Programme Elements

Programme elements are useful guideposts for planning a well-rounded programme that satisfies the Beaver Programme goals. Each activity provided at Colony meetings should relate to one of the programme elements. Let us have a brief introduction of the programme elements.

Games

Play is a vital part of a child's growth and development as through it, Children learn and develop their physical, intellectual, social and emotional skills. Through play, children have the opportunity to rearrange their lives, rehearse the future, reflect on the past, be creative and imaginative and get their thoughts, feelings, relationships and physical bodies under their own control. Very young children move from a stage of playing alone, to playing near others and, finally (around 4 or 5 years of age), to playing with other children.

To help make these early experiences in group play fun and non-threatening, the programme focuses on activities which emphasise feelings of belonging, sharing and cooperation. Competitive activities are more suitable for older children thus children should be provided opportunities for challenge and fun rather than defeating someone. Competition games are introduced in the Cub Scout Section and become a stronger focus in the Troop section and beyond.

The Beaver Programme uses a wide variety of both quiet and active cooperative games to provide fun and an outlet for pent-up energy. At the same time, these games help children learn the basic skills of getting along with others. Additionally, problem-solving should be part of the activities, so to create an atmosphere where children's reasoning is valued.

Crafts, Music, Storytelling, Playacting

One of the programme's primary goals involves encouraging self-expression.

The Colony provides a place for young children to learn more about themselves. Through dramatic activities such as puppetry, they can try on new roles and identities so important to their social development. Crafts enable them to express themselves through the use of a variety of materials. Through crafts, Beavers experience the pleasure of creating a piece of artwork, and the good feelings which result when others admire and encourage them for their creations.

Additionally, along the activities, adults should always support the children with positive praise. It is of utmost importance that adults should value the process rather than the end product.

This can be easily achieved through the Eager Beaver Awards – *I'm Unique and I'm an Achiever badges* - within the programme. (You will find more information at the end of this Chapter and in Chapter 16).

Few activities bring a group as close together as some verses of a favourite song or an exciting story told by a good storyteller. Stories should be stimulating- different types of books should be introduced such as pop-up books, flap-books, etc, to encourage children's attention, imagination and the love for reading.

Spiritual Fellowship

The Beaver Programme works toward the same ideals as the other four Sectional Scouting programmes. All seek to help young people become well rounded citizens. Scouting is a worldwide fellowship based on the belief in adherence to spiritual principles and human dignity.

What is the basis of spiritual fellowship in the Beaver Colony?

➔ It involves showing children how they can relate to their spiritual principles by the way they treat other people and nature.

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

The Beaver motto, "Naghmel Hbieb / Making Friends" encourages Beavers to share a part of themselves such as their abilities, their experiences (despite being so young),

their efforts and their joy with others. When Leaders set a personal example of honesty, fairness, trust and supportiveness, it provides active examples of how we can all try to live up to our own spiritual principles of caring for others.

Outdoors

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

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

All seasons provide a wide variety of opportunities for outdoor experiences. Although an outdoor activity requires extra planning and care, the benefits are immeasurable in terms of helping children perceive the world they live in.

Tips...

Limit colouring-in and crayons (most of the time at school and at home children are provided with crayons as they are mess-free and the easy resource to give). Provide different writing materials such as charcoal, chalk (give them the opportunity to draw outside), whiteboard markers and whiteboard, glitter pens, etc. Do not restrict the children’s imagination, let it flourish –

For example:

If they are creating a tree, do not provide only the green colour but provide other colours found in nature.

Also, when possible, create 3D objects, talking about a train, create a train using carton boxes, give children the opportunity for hands on experience. If you are discussing about a garden, turn the room into a garden or a garden shop.

Beaver Programme Standards

The Beaver Programme Standards (listed here) tie in with the programme goals and elements listed in the previous page. The development of these Programme Standards helps to ensure a measure of consistency when delivering programmes.

Programme Planning

The Colony has a:

- Short-range (three month)
- Medium-range (six months), and
- Long-range (one year) programme plan which reflects the programme goals
- Weekly programmes are typically conducted as described in this handbook and incorporate appropriate safety precautions.

Outdoors

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

- Minimum of three regular meetings per month; where possible even outdoors
- One outing every two months

Youth Input

- Use the Log Chew regularly - Beavers are regularly consulted, when and where appropriate, in programme planning and delivery.
- Small groups (Lodges) are used to deliver activities which reflects different tasks but that ultimately will complete a common goal.
- Youths are actively engaged in the creation of their section's Code of Conduct.

Environmental Awareness

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

Spiritual Emphasis

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

- Opening and Closing Prayers
- Use of Promise and Motto
- Scouts Own

Community Service

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

Minimum standard: one annually.

For Example: Prepare a small gift to take with you to give out whilst at an elderly home's visit.

Membership/Retention

- It is important to keep contact with members, their parents/guardians.
- It is a good approach that Beavers who stop their membership with the Colony, Leaders contact their parents/guardians to determine the reasons why.
- To ensure a regular intake of children, a waiting list can be introduced.

Linking

Opportunities are provided (as often as possible) for Beavers to interact with Cub Scouts, with at least one joint activity or a visit to a Cub Camp annually.

Akela and/or all the Cub Leaders together to visit periodically during a meeting. Beavers will get used to the new leaders, ensuring that when they move-on they already have a point of reference. This will ensure a smooth transition between the Colony and the Pack as well help with Scouts' retention.

Family/Parental Involvement

Parental involvement is encouraged. Opportunities are provided for family/parent involvement as often as possible. We suggest that at least two annual events are organised

For Example: a small hike, a games evening or a pizza making session.

- Regular communication occurs to inform parents of programme plans and

changes through meetings, phone calls, shared calendars and monthly newsletters, etc.

- Online pages, Chats, Blogs – to encourage communication, upload photos to see what is happening, links related to what is being done so they can follow up at home (continuation is really important), email etc.
- Create a database with the parents' abilities as they might be an important resource.

Training/Leadership

- The Scout Association of Malta expects all Leaders to undertake the Leadership Training provided by the Association itself. Otherwise they cannot be considered Leaders.
- The Beaver Scout Leader i.e. the Section Leader - must be a Woodbadge holder.
- All members of the Leadership team should hold current and recognised first aid and food handling qualifications.

Administration

The following are performed to administer the Colony:

- Maintain appropriate financial records and submit proper financial statements to the Group Scout Leader (GSL) and Group Treasurer at the end of every year or when asked to do so.
- Provide an annual inventory of all equipment and property to the Group Scout Leader (GSL).
- Ensure that the Section Leadership team attends to the Group's Scouters' Meetings.
- Ensure that a representative from the Section Leadership Team attends to the Monthly Group Council Meetings.

Groupings

Beavers have a special place where they meet each week. It is a place which is commonly referred to as Head Quarters. Here Beaver Scout-life revolves around special people, ceremonies, a motto, uniforms, and many Beaver terms. These elements all enhance the experience of belonging to a Beaver Colony.

You will soon be introduced to a varied terminology but, to set the scene, we will first describe the three main structural groupings in the Beaver Programme.

The Colony

A Colony includes the entire group of Beavers and Leaders. Experience shows that the ideal number of Beavers in a Colony is 16. Because of the need for quality and personal

interaction between Beavers and Leaders, the Scout Association of Malta established a policy requiring the Leaders to Beaver ratio be no greater than one to six. In other words, a Colony of 16 should have a minimum of three adults assisting. Through experience, we have learned that having more Beavers and fewer Leaders leads to a frustrating and depersonalized experience for everyone.

The Lodge

When a Colony is divided into small groups, these are called **Lodges**. Lodges are working groups of five or six Beavers and a Leader. Beavers usually decide upon a name and symbol for their Lodge. It represents a sign of identification and belonging.

Lodges are useful for some activities like crafts and discussions. For example: if you are building a big project out of recycled materials, you can divide the Colony into Lodges and each lodge will have a specific task assigned to them: Builders, painters, joiners, etc etc.



The Lodge mentioned above takes its name after the Beaver's dwelling.

A dam built by Beavers in a lake next to a mountain range.



Beaver Terms

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

Beaver Position

Is sitting cross-legged on the floor.

Beaver Sign

A Beaver sign is a special sign of greeting. This is the Scout Sign.

Dam Formation

This is a circle formation used for organising Beavers.

Investiture Ceremony

This is the ceremony in which a Beaver Scout is invested and becomes an official Member of Scout Group, Scout Association of Malta and the world wide brotherhood of Scouts. During this ceremony, the Beaver receives the Group Scarf and Beaver Woggle as a sign of welcome from the Group Scout Leader. The Beaver also receives a certificate and the Membership Award badges from the Beaver Scout Leader. The Certificate is a reminder of the day the Beaver got invested and the Membership Award badges will be sewn onto the Beaver's uniform to show that he has completed this very important milestone in his Scouting Journey.

River Banks

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

Tail Slap

It is the action of clapping hands behind the back. Since the Beaver (the animal) communicates with other Beavers by slapping its tail in the water, the same term is used within the Colony.



The Left Handshake - The Origins

Scouts have a special handshake, for they use the left hand instead of the right. Scouts across the world all greet each other with a left-handed handshake. It is a sign of trust and friendship.

But why and how did Baden Powell come to decide to use it when he formed the Scout Movement?

There is a story that when Baden Powell entered Kumasi, the capital city of the Ashanti he was met by one of the Great Chiefs of the Ashanti, he saluted them and then offered his right hand out as a sign of friendship, but the Chief transferred his shield which he held in his left hand to his right which contained his spear and offered his left hand as a sign of friendship.

When asked why, Baden Powell was told that by offering his left hand which traditionally was used to hold a shield for protection, he was showing his trust to his enemy or friend, for without the shield for protection, he was open to attack.

At the beginning of Scouting, Lord Robert Baden-Powell (B.-P.), suggested the left handshake (the left hand is also closer to the heart) as a sign of trust and brotherhood.

Today, in cultures where it is acceptable, Scouts around the world shake hands with the left hand. It is a sign that they are all members of the worldwide Scouting family.





Badgework is spread over a period of 2 years. From the age of 5 years up to 7 years.

Membership Award

Timeframe - 3 months

Requirements:

- My Colony
- My Leaders
- The Beaver
- The Founder
- The Promise
- The Motto

Upon Completion - Beaver is invested in the Scout Group

Badges Attained upon completion:



Beaver Challenges

Timeframe - 4 months for each challenge

Upon Completion - Beaver is awarded the Challenge badge

Requirements of the Outdoor Challenge:

- **Outdoor Challenge:**
- Day by the Seaside
- Day in the Countryside
- Visit Pack at Camp
- Plant a flower or a tree

Requirements of the Friendship Challenge:

- Attend a Joint Activity
- Help a Friend
- Prepare a gift for Friend or a new Friend
- God is your Friend

Requirements of the Discovery Challenge:

- Learn how things work
- Learn about other countries
- Learn about Animals
- Creativity

Requirements of the Personal Challenge:

- Personal Hygiene
- Learn How to Fold your Scarf
- Prepare a prayer for the Colony Meeting
- Participate in a Log Chew

Badges Attained upon completion:



Eager Beaver Awards

I'm Unique (1)

Timeframe - 1st year in the Group

Requirement:

- To find a good trait / skill / attitude of the Beaver and reward him for it

Badge attained upon completion:



I'm an Achiever (2)

Timeframe - 2nd year in the Group

Requirement:

- To find a good trait / skill / attitude of the Beaver and reward him for it.

Badge attained upon completion:



Beaver Scout Award

Timeframe - 1 year and a half

Upon Completion - Beaver is awarded the Beaver Scout Award. The highest Award that a Beaver can get

Requirements - Obtain 3 challenge badges and it will be awarded automatically.

- Outdoor Challenge
- Personal Challenges
- Choice between Friendship Challenge and Discovery Challenges

Badge attained upon completion:



Moving-On Award (Link Badge)

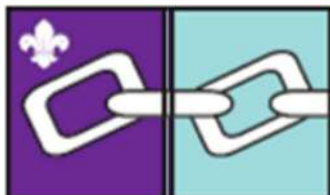
Timeframe - 3 to 6 months. Right after their 7th birthday Beavers start their Moving on Award.

Upon Completion - Beaver is awarded the badge which also covers the Cubs' Tenderpaw

Requirements:

- Attend to Pack meetings for 3 months
- Know the Cubs' Promise, Law and Motto
- Learn about the Scout Salute
- Learn about your Country
- Attend an outdoor activity with the Pack

Badges attained upon completion:

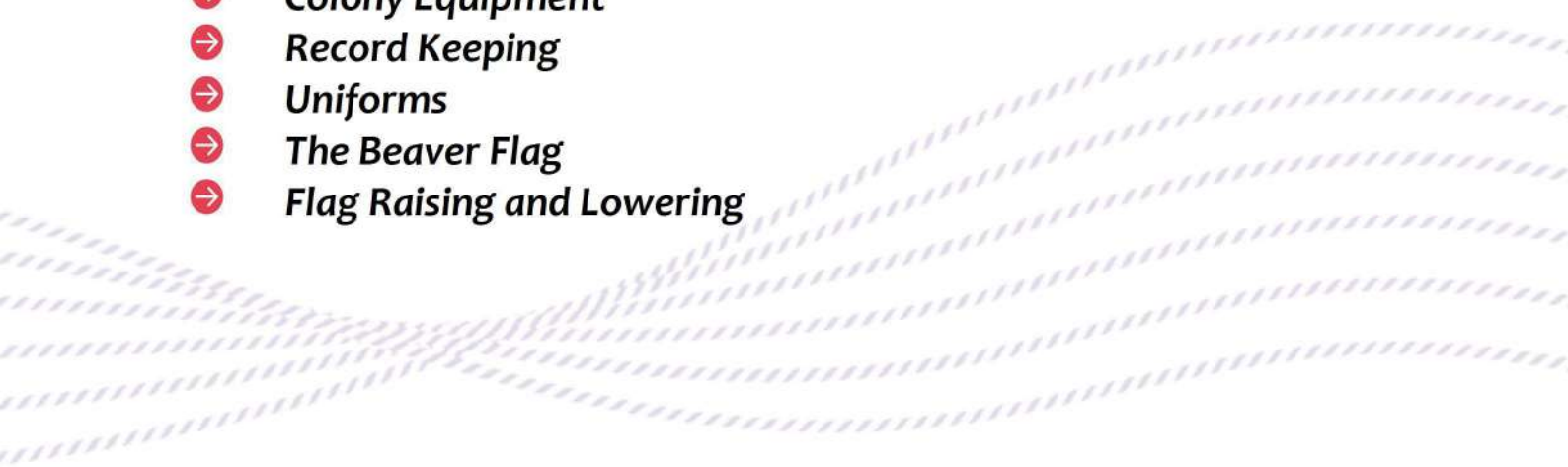


These 2 badges are the only 2 badges that do not need to be removed from the uniform once the Beaver moves to Cubs. With every section that the child goes through, a new link badge will be added.

Chapter 16 of this Beaver Scout Leader's Manual provides a more in depth analysis of each and every badge.

Chapter 3

STARTING OUT

- **Beaver Starting a New Colony**
 - **Reviving a Lapsed Colony**
 - **Taking Over an Existing Colony**
 - **What Should the Beavers Call you?**
 - **The Meeting Place**
 - **Colony Equipment**
 - **Record Keeping**
 - **Uniforms**
 - **The Beaver Flag**
 - **Flag Raising and Lowering**
- 

Starting a New Colony

Before you start a new Colony, the Group Scout Leader will introduce you to the Training and Programme Team of the Scout Association of Malta. This is a Team of leaders dedicated towards the training of Leaders such as yourself and will also assist you in this new venture.

The Training Team can make arrangements for you to visit other Colonies in action, explain various procedures, inform you of development opportunities and explain how the Beaver Programme works.

For more information on the subject you may contact the following persons:

- Chief Commissioner - ch.comm@scout.org.mt
- Commissioner for Training and Programme – tc@scout.org.mt
- Assistant Commissioner for Training and Programme – Beaver Scout Section – beavers@scout.org.mt

Reviving a Lapsed Colony

With your Chief Commissioner, Commissioner for Beaver Scouts and Group Scout Leader, review the Colony records and accounts. Recruit and screen new Leaders. Arrange for the purchase or replacement of equipment, books, etc., and decide on a day to hold the Colony meetings. Ask the group scout leader or section's leaders to phone or send a notice to former Beavers and parents, inviting them to attend an Informative meeting. Introduce the new Leaders and outline your plans for the future of the Colony.

Taking over an Existing Colony

It would be better if you can visit and understand the Colony while the Scouter you will replace are still running it. These Scouters can introduce you to the Beavers and, perhaps, you can join the evening's fun.

During the visit, you will have the opportunity to see the Colony in action. Take special note of routines like opening and closing of the meeting, flag break and flag down, prayers, etc.

Whilst being an observer, jot down all your queries that pop into your head and make sure you get them all answered.

For example:

- How are crafts organized?*
- What about games, songs, stories?*
- Can the Leaders provide you with a list of the Colony's past activities?*
- Where are daily records kept? How are they kept?*
- What equipment is available? Where is it kept?*
- Are there any supplies ready at hand?*
- Are there special arrangements regarding access to the meeting room?*
- How will I collect monthly subscriptions?*

If you make good use of your visit with the former Leaders, you will save a lot of time. If

possible, make arrangements to work with the existing Leaders for a few weeks so they can coach you. Keep the parents in mind. The new Leaders can be introduced to them at a parent's meeting. Carefully plan the initial programme.

Plan an active and diversified programme to develop the Beavers, and build their interest and enthusiasm, but keep it simple and flexible. Be prepared to change items or discard them if you sense they are not appealing to the Beavers. Ask for the Beaver's opinions, and welcome their ideas, seek their interests and build on what the children already know to extend their learning process.

What should the Beavers call you?

The Beaver Scout Leader (BSL) or Section Leader is called Koo which means Beaver in the Native American language. All assistants may choose any name from the list below. All names relate to the Beaver's (the animal) Environment.

→ Colours

Grey Beaver, Black Beaver, Brown Beaver, Silver Beaver, Gold Beaver, White Beaver.

→ Animals [that live in the beaver's environment]

Otter, badger, mole, toad, rat, fox, bear.

→ Insects [that live in the beaver's environment]

Beetle, caterpillar, dragonfly, bumble bee, butterfly, ladybird, blue jay.

→ Weather

Sunny, Misty, Snowy, Frosty, Sunshine, Windy, Rainbow

→ Trees

Cherry, Holly, Silver Birch, Fir, Oak, Ash, Elm.

→ Variations of the Word Beaver in different languages

Amik or Ahmeek (from Hiawatha), Castor (Latin name), Boomer (large beaver found in North America), Mr. Beaver, Mrs. Beaver, Big Beaver, Busy Beaver, Eager Beaver, Happy Beaver, Billy Beaver, Bertie Beaver, Keema, Tictac, Topsy.

The Meeting Place

→ **Size:** A room of decent size where Beavers have room to wander.

Other factors to consider include:

- access to bathrooms,
- a source of water for clean-up,
- accessibility for all Beaver Scouts,
- possible use of kitchen facilities,
- a handy first aid kit.

→ **Time:** A Colony meeting should be **not less than 1 hour and not more than 1 ½ hours.**

Be consistent about time and place. It is essential with children of this age, and only fair to parents. Set expectations that parents will drop-off and pick-up Beavers promptly or make you aware of other arrangements.

Colony Equipment

You need equipment to run the Colony to its best potential. If you do not already have it, make it a priority to gather a list what is best suited to your needs and the activities your Beavers enjoy.

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

→ **First Aid:** First aid equipment appropriate to Beaver activities should be provided and personnel familiar with its use should be available. Medical Consent forms completed by parents/guardians should be close at hand.

→ **Games Box:** Fill an old suitcase or trunk with anything that might be used for games: balls, rackets, bean bags, cards, board games, parachutes (as it gives children the opportunity to engage in movement activities and encourage imagination), wooden blocks, exploration of magnets.

→ **Craft Box:** This box provides initial supplies for the handicraft part of the programme containing enough scissors, glue, paint, tape, etc., for everyone. Should there not be enough or space is limited in the HQ than Beavers can be encouraged to use their own share with others. Your group/section will supply a few major items, or they may be purchased from Colony funds. Make sure both Colony Leaders and members are aware of their responsibility for looking after the equipment and putting it away after each meeting.

→ **Flag:** In instances where the flag needs to be used, Colonies can use the official Beaver Scout Flag of the Scout Association of Malta. (Flag specifications are listed further along in this Chapter).

Record Keeping

As a Colony Leader, focus your attention on the essential information you will need to have:

- Your Beavers' Membership Forms and Health Cards
- Your Beavers' attendance list
- Your weekly programme activities
- Other useful information.

The Colony Annual Records should include:

- Members' information details
- Members' Programme Progress Sheets
- Meetings Logs
- Activity Logs
- Income and Expenditure Logs*
- Reports and photos of Section's history

*It is important that financial records are kept as outlined in the Policy Organization and Rules (POR) of The Scout Association of Malta. For more information consult your Group Scout Leader.

Uniforms

The Colony wears the same uniform as the rest of the Group except for the headgear:

- Beige Shirt
- Navy Blue Trousers
- Belt with the Scout Association of Malta Emblem buckle
- Dark Blue baseball cap with the Scout Association of Malta Emblem
- Group Scarf
- Beavers Woggle
- Colony Turquoise Epaulettes

It is important that the Beavers learn the basic ways of how to take care of their own uniform. Few examples:

- Placing the uniform on a hanger
- Knowing how to fold your scout shirt
- Knowing how to fold your scout trousers

The Beaver Flag

Like all other Sections, the Colony has its own Flag too. However, it is smaller in size and has a flag carrier pole made of a lightweight material. This is due to the fact that the anatomy of a Beaver Scout is much smaller than those of the Scouts in the other Sections. Thus WOSM (World Organization of the Scout Movement) has set out these standards and specifications with the Beaver Scout's height and build in mind.

Specifications are as follows:

- Same design as other sections
- Size – 60cms x 90cms
- Background colour – Turquoise
- Wording colour – White
- Motto – Naghmlu Hbieb
- Head – Fleur de Lys in lightweight material
- Pole – Lightweight Aluminium or light wood 140cms long

Since these are **official specifications** be advised that they **cannot be altered** in any way.

Flag Raising and Lowering

Preparing a flag to break at the top of a flagpole has been a traditional method used in Scouting for many years.

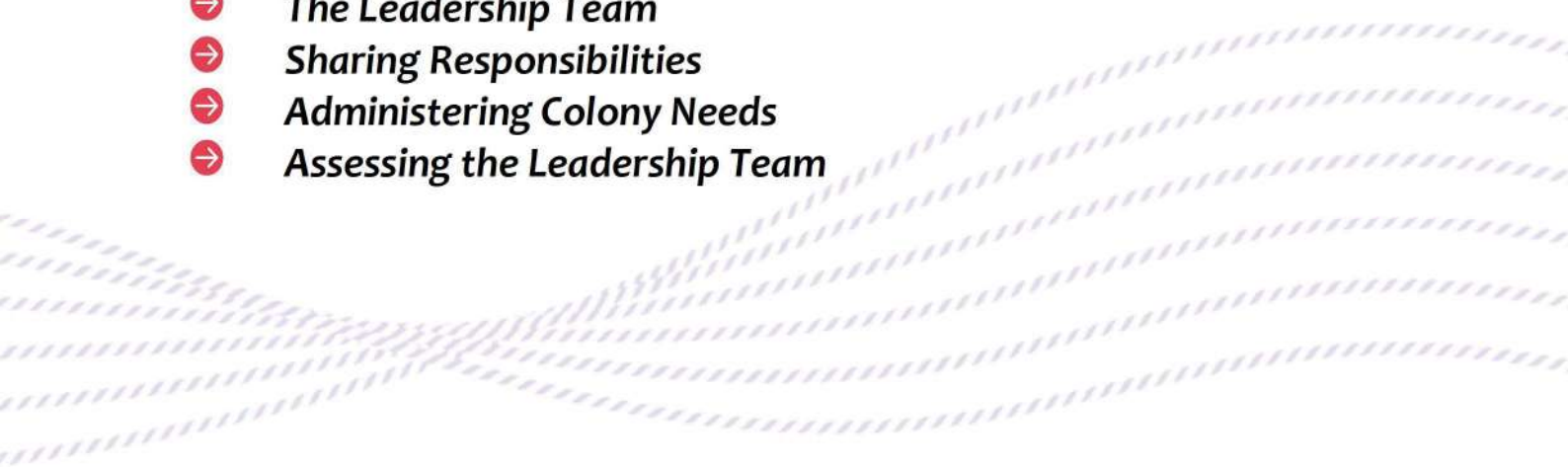
When the flag is “broken”, a Colony should stand to attention and salute with the Scout sign.

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

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

Chapter 4

SHARED LEADERSHIP

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

Leadership Requirements

Beaver Leaders are individuals who have agreed to help promote Scouting's Mission and Principles. They have a willingness to work harmoniously with five to seven-year-olds and other adults. Beaver Leaders are interested in developing their own Leadership skills.

Responsibilities:

- ➔ Provide children (5-7 years) with age appropriate challenging, weekly meetings which include all elements of the Scout Association of Malta's Beaver Scout programme.
- ➔ Ensure that the health and safety of all members is maintained continually. This is a primary concern.
- ➔ Participate in Colony planning meetings. Try and include ideas that come from the Beaver Scouts themselves.
- ➔ Develop close working relations with other members of the team and share the responsibility of managing the Colony together.
- ➔ Help carry out the weekly programme to its best potential.
- ➔ Support and participate in special meetings and activities, including outings and joint activities.
- ➔ Know and use resource material available, including materials that can be downloaded from Scoutkeeper.
- ➔ Maintain good relations with parents/guardians, and encourage activities, which involve them.
- ➔ Encourage recruitment of Colony Members **and** Colony Leaders.
- ➔ Maintain good relations with Leaders in other Sections and attend Group Council Meetings and the Group Scouters' Meeting as required.
- ➔ Take training for the position. This should include regular sharing sessions (both with leaders within the Group and/or in other Groups), special interest and outdoor activity skills.

Shared Leadership

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

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

The Leadership Team

The Scouters in a Beaver Colony are called Colony Leaders. All Leaders must be 18 years of age and over and are to be registered and vetted within the Scout Association of Malta. The minimum number of Leaders in a Colony at full capacity (16) is 3. One of these Leaders will be registered as the Colony main Leader and is referred to as the Beaver Scout Leader or BSL. It is best to have both male and female Leaders in your Beaver Scout section.

Sharing Responsibilities

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

This task requires a close working relationship among team members. It is necessary for each team to work out its own methods of group decision-making, programme planning, implementation and evaluation.

Keep the following key factors in mind:

- ➔ Leaders have a joint and equal responsibility for the Colony's operation.
- ➔ Success requires that all members work towards establishing open communication.
- ➔ It is important to hear and encourage ideas of all members at planning meetings.
- ➔ It is important for all Leaders to support a member who is trying Leadership in a new activity area.
- ➔ The team should rotate duties throughout the year to ensure that all members can learn all functions, including conducting ceremonies.

- It is important for all team members to foster a sense of cooperation and mutual acceptance.

Administering Colony Needs

A number of tasks need to be carried out so your Colony can run smoothly. Rotate these tasks among your team members during the year. Depending on your team's particular needs and circumstances, rotate jobs by the week, month or seasonal periods of your programme.

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

Initiator

The position involves getting things started in specific areas and times. In most cases, this is done by the Beaver Scout Leader. Some of the tasks the initiator needs to do include:

- Calling and/or hosting Leadership meetings.
- Keeping a list of items which need to be discussed.
- Reminding members of the task each is expected to do for meetings/activities.
- Seeing that tasks assigned are carried out.
- Starting/Closing a Colony meeting.
- Coordinating a segment of the programme.

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

Apply the role in several ways. In fact, you may need more than one initiator. For example, you may have one initiator who calls a Leadership meeting, another who gets a Colony meeting going, yet another one who takes care of special-themed-activities over a series of meetings.

Communication is key !

Home Resources

Parents / Guardians are a vital source of support to a Leadership team. Well-organized Beaver Colonies establish a good working relationship with parents/guardians immediately. The relationship benefits Leaders, parents and children. One of the team's tasks is to boost parental interest and commitment. Do this by:

- Informing parents about the programme in a timely manner.
- Writing a short newsletter periodically.
- Keeping in touch about coming events.
- Be approachable and reachable.
- Asking for feedback about their child's involvement.

Assessing the Leadership Team

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

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


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

- Do all Leaders accept responsibility, and participate?
- Do quieter members have a chance to voice their opinions?
- Do we use community resource people in our activities?
- Do we involve parents in, or keep them informed of, planned activities?

Why not invite other Scouters from your group to your next section meeting? This person can help you explore ways to evaluate and improve both your programme and your team's performance.

Chapter 5

UNDERSTANDING, COMMUNICATING AND WORKING WITH BEAVERS

- Growth and Development Characteristics of Beavers
 - Characteristics of Beaver Scouts
 - Needs of Beaver-aged Children
 - Your Influence on Beaver Scouts
 - Choosing Appropriate Activities for Beavers
 - Helping Beavers to Communicate
 - Behaviour and Discipline
 - Beavers with Disabilities
 - References
- 

Growth and Development Characteristics of Beaver Scouts

Physical Growth

Between the ages of 5 to 7 children do not grow or develop at a constant speed. Instead, there will be periods of slow and steady growth followed by rapid growth spurts. As a result of this, a child whose movements were stable and comfortable may begin to feel awkward and uncoordinated.

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

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

At this age, children have high energy levels and are enthusiastic participants however they can tire easily and may not always be interested in completing a task.

Mental Growth

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

Children at this age have a limited ability to concentrate and they need variety, change and movement from one activity to another. They also have a limited concept of time. They see everything in concrete terms. This means that making a fully fledged plan from start to finish is beyond the mental grasp of Beaver-aged children.

Their vocabulary is still expanding. Often, although they are clear about the meaning of their words, their listeners may not be. They have a strong desire to improve their language skills, and love to listen to stories, sing songs and recount activities. Despite the limited vocabulary they are still very inquisitive and ask "how" and "why" questions about their world.

It is at this stage that their perception of relationships begins to evolve. They start to understand cause and effect and realise that actions have consequences.

Up to the age of 10 to 12, children have not fully developed their values or moral reasoning. They look to adults for active examples of what is right and wrong. The children look up to their leader and is usually regarded as their role model, their hero. Children learn much by watching what you do and by repetition. You can help them develop good values through activities such as including the Beaver Promise and Motto into everything they do, by role modelling, by sharing, and treating all people equally and fairly.

Social Growth

At this age, children have a natural desire to play with friends. They are becoming less self-centred and more interested in others. You can encourage them to share, take turns, and participate in Colony activities. However, they can also be impatient if they find they have to wait long. The leader has to ensure that they are doing something all the time.

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

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

Their emotions are very intense, visible and readily perceptible. Youngsters react to everything that goes on around them. Any disruption in their environment provokes an emotional response of one kind or another. Children are sensitive to their relationships with other people. They react at once to the quality of emotional, social or physical relationships. Both a warm welcome and indifference will affect them. Respect this fragile dimension in your Beavers.

Characteristics of Beaver Scouts

Although five to seven-year-olds share most of the age characteristics described in the profile, you will find subtle differences between one Beaver Scout and another. No child is the same as another. This makes sense when you consider that they have had varying degrees of exposure to school, Colony meetings, family life and other social situations. Here are some characteristics of the three groups of Beavers.

Everything is fresh and unique. These children are beginning to experience the world outside their family and close friends. Initially, they may be shy, unsure, and in awe of everything happening around them. Because Beaver Scouting and Scouting in general is new to them, it is important to give them clear, straight-forward directions using simple words for activities. They are learning to read and write; encourage their efforts and reassure them about their attempts.

Through school, family activities and (perhaps) final year in the Colony, these children have some previous experiences to build on. These Beavers still like using physical contact to gather information but are beginning to use their imagination in activities and projects. They may show willingness to take on more responsibility; support their initiative and let them help.

In two years of Beaver scouting these youngsters gain self-confidence; they are familiar with routines and activities. Their improved physical, mental and social abilities enable them to show their imagination and emerging personality.

Children need to know what is acceptable and what is not, although sometimes they need a set of guidelines to follow, the adult should always leave the children free to explore. One should never underestimate children's creativity and imagination.

Some Beavers may even be able to complete projects that stretch over several meetings. Such projects will stimulate their concentration, listening ability and budding sense of industry.

Needs of Beaver-Aged Children

If you are aware of the developmental characteristics of Beaver-aged children, you can help them grow by:

- Being at ease with them and letting them know you enjoy working with them. Make sure your body language reflects the message you wish to convey.
- Letting them make mistakes that cannot harm them and letting them know adults are not perfect.
- Expressing confidence in them through words and giving them opportunities to try out new things.
- Understanding that they are trying to achieve and support their efforts.
- Listening to them, their doubts and other feelings.
- Helping them develop decision-making skills appropriate to their age level. This can be achieved when participating in Log Chews.
- Dealing with them fairly and consistently.
- Finding a balance between helping them succeed when they need help but letting them struggle when they are making progress on their own.
- Behaving in a “mature” manner.
- Gearing your expectations of their behaviour to their capacity for that behaviour.
- Helping them feel strong within themselves so that they relate expectations about their own performance to themselves rather than others.
- Enabling them to meet real life emotionally charged situations and deal with them successfully with or without adult help.

Your Influence on Beaver Scouts

As a Leader, you play an especially important role in a Beaver Scout’s life. You are the source of praise and recognition – two things that help develop children’s self-esteem and self-image. Often, the child’s motivation to continue in an activity will depend on whether or not you tell them you appreciate what they are doing.

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

Beaver Scouts may often see Leaders as role models, and may mimic your behaviour, attitudes and actions. Be a good role model for them !

Choosing Appropriate Activities for Beavers

- Consider the concrete nature of a Beaver-aged child's thinking. Beavers need to see, touch, hear, smell and even taste the activity. Doing is better than watching.
- Keep activities brief, but not rushed. Several short activities are preferable to one long programme.
- Because Beavers are very in-touch with their emotions, avoid introducing anything shocking.
- Choose warm and inviting activities that involve human relationships.
- Present activities gently. Show Beavers that they are important and that you are taking their feelings into consideration.
- Take time to listen to them (this can be easily done over Log Chews). Recognize and allow for any emotions or questions the Beaver Scout might have. Handle these with the utmost consideration and patience. Give the children time to express themselves before jumping into conclusions – emphasize that during such activities they have to listen to each other.
- Check activities to see if they satisfy the Beaver Scout Programme goals.

Helping Beaver Scouts to Communicate

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

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

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

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

Beware of long-winded explanations. If children are behaving badly, tell them in simple words what behaviour is expected of them and, if necessary, help them get started in a positive way.

Tips...

Be aware and creative when communicating with Beaver Scouts. Beavers cannot understand complicated messages or large unfamiliar words. They have relatively short attention spans; you will notice their attention starts to wander. When you approach communicating with Beavers, use a different tone and volume to convey a message and grab their attention. Do not just talk to them, allow them to experience something through their senses (e.g. taste, touch, smell).

If you have a visitor, ask them to get down to the Beaver's level and talk to them one on one. Beavers sometimes have difficulty asking questions; it does not hurt to paraphrase their question to make sure you understand.

Behaviour and Discipline

Beaver Leaders always think about discipline. Without it, programmes dissolve into chaos, fun disappears, and sometimes people get hurt. The challenges you face include:

- how to establish and maintain a necessary degree of control,
- when and how to intervene in a difficult situation,
- and how to encourage acceptable behaviour in positive ways.

Sit down with the other Leaders in your team and fully discuss the areas of discipline and cooperation. Ask yourselves a number of questions. Establish a set of rules (not more than 6) and make sure these are displayed regularly at your Headquarters. The use of flashcards is also a good idea.

“What is Discipline?”

In short, discipline is self-control. It comes from much practise and experience – something Beavers are learning from family and exposure to school.

Helping children develop discipline is different from being a disciplinarian, just as having authority is different from being an authoritarian. By using positive reinforcement rather than threats or force, you can let children know what you expect from them and encourage appropriate behaviour. **Be firm** means that you mean what you say and show it. Do not say things which you cannot do.

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

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

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

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

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

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

“How Can We Influence Behaviour?”

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

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

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

As a Leadership team, discuss ways you can communicate better to improve shared Leadership. Cooperation (e.g. leaving things in order at Headquarters for the next section to carry out their meeting) helps build team spirit and confidence.

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

Handling Disruptions

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

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

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

Follow time-outs with encouragement. Let erring Beavers know that you only disapprove of the behaviour; you still care about them. In cases of serious or repeated misbehaviour, talk over the problem with both the child and parent/ guardian. When a child does not follow the rule, refer to the rule chart and explain that the action is not accepted.

Do not be afraid to put one hand up in the air, form your fingers into the Scout Sign, and say loud enough for Beavers to hear, "Beavers, I have my hand up". You can start by making a game of this similar to musical chairs. Allow them to dance or run around a little then put your hand up; they want to look for the hand signal to "STOP, LOOK, and LISTEN". When you notice that your Colony is starting to get unruly grab their attention with the Scout Sign. This is likely a clue that you need to change the pace of what you are doing. An energetic game or a cool down game may be just what is needed.

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

In Short

There are a number of simple things you can do to ensure Colony discipline:

Before Colony Meetings

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

During Colony Meetings

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

After Colony Meetings

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

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

Beavers with Disabilities

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

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

Other resources available to you may include the '*Kummissjoni Persuni B'Dizabilita*' or any other agency geared to the child's specific disability. Whatever the child's disability, use a team approach to discuss all the options and potentials, gather information from knowledgeable individuals, and communicate openly, keeping the child's best interests at heart.

Child Abuse

As a Leader, you may meet a child whom you suspect is being abused physically, emotionally, sexually, or through neglect. What should you do? You have a legal responsibility to report the suspected abuse to the Group Scout Leader who in turn will discuss the matter with the Chief Commissioner. Confidentiality is of the utmost importance.

Never try to investigate or counsel yourself. These duties belong to professionals (for example: *Agenzija Appoġġ* or the Commissioner for Children) who can ensure the safety and well-being of the child. Your role is to provide support and share positive experiences with the child and all the other Beaver Scouts.

References

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

- *How to Talk So Kids Will Listen and Listen So Kids Will Talk,*
by Adele Farber and Elaine Mazlish
- *Encouraging Children to Learn,*
by D. Dinkmeyer and R. Dreikurs
- *Raising Kids Who Love to Learn,*
by Children's Television Workshop
- *Miseducation and the Hurried Child,*
by David Elkind
- *You might also wish to contact the Training Department and inquire about any short courses being offered on any of the topics mentioned above.*

Chapter 6

THE COLONY & THE LODGES

- The Colony
 - Benefits of Lodges
 - Activity Ideas for Lodges
 - Guidelines for Linking Beavers to Cub
- 

The Colony

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

In Lodges

You can break the Colony into Lodges. Lodge activities can be divided into tasks that enable all Beavers to work at their ability level and feel that they are full contributing members. For example, if the activity is to create a large picture, some beavers can colour, others may cut the shapes for gluing and some do the gluing and build the picture.

The important thing to consider is providing activities at the ability level of each age. That way, Beavers learn that each person's achievement can contribute to the whole group (Lodge or Colony) or stand by itself.

Benefits of Lodges

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

Due to their small size, Lodges offer Beavers a feeling of security. Lodges also allow Leaders to maintain control whilst having fun in the Colony. Your Lodge activities will provide Beavers with some extremely positive benefits.

Belonging and Purpose

Perhaps the most important function of Lodges is that they provide a feeling of belonging and purpose. The Lodge is a small group complete with name and older and younger friends. A healthy feeling of belonging and purpose can help Beavers develop empathy and a capacity to understand other Beavers' points of view.

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

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

Trust

When Beavers feel they belong to a Lodge and the overall Colony, it enhances their sense of

trust. Trust is particularly important in developing friendships, listening to Leaders, and accepting new or changing experiences.

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

Initiative

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

Cheer on Beaver attempts at trying new things. It helps them to cope with feelings of inadequacy that may come from fear and fumbling. Patting them on the back and praising them after a good try are great initiative builders. Activities provide opportunities to promote feelings of belonging, trust and initiative.

Activity Ideas For Lodges

Here are some activity ideas for Lodges. Adapt them to suit your own needs and ideas.

How do you decide when to run activities by Lodges?

These guidelines may help.

There are times in your programme where an activity is best carried out in a larger group setting or sometimes, a smaller setting such as Lodges. Consider how the activity may work by experiencing it as a large group or a Lodge.

When working with a larger group:

- It may be easier to plan or require fewer materials for an activity,
- Everyone will get the same experience such as a story,
- Beavers benefit from a sense of belonging and purpose,
- Beavers get to interact with the whole Colony at once as well as the Colony Leadership.

In smaller groups:

- Beavers are more likely to participate,
- Beavers are more likely to make friends rapidly
- Good opportunities are provided for Leaders to get to know the Beaver Scouts,
- and activities such as crafts may be more successful due to closer supervision.

Activities with a cooperative and exploring/discovery spirit (for example: non-competitive

games, nature hikes, familiar songs) are terrific for Lodges.

Guidelines For Linking Beavers to the Cub Programme

Linking the Colony with the Pack is a critical aspect of encouraging Beavers to move-on to the Cub Section. For Beavers, a sudden change to a Pack environment can create a high level of anxiety in a seven-year-old child who has grown accustomed to Colony routines.

To encourage a successful transition from Beavers to Cubs, Beavers should have a gradual and rewarding exposure to Pack activities such as visiting the Pack during a Group Camp or having Akela visit during the Colony Meeting.

The actual moving-on period starts when the Beaver is 7 years old and lasts for a full 3 months. This will help ensure a smooth transition from one section to another. Can be extended to but not more than 6 months depending on the Case.

Here are some linking concepts to consider:

Linking: Colony Leaders and Pack Leaders

Close cooperation between the two Section Leaders is essential for creating a positive experience for all the children involved. Compare and schedule programme plans to accommodate both sections. Have both sections meet a number of times over the course of the year to build their comfort level and familiarity between both Sections.

Blending the security and familiarity of Beavers with the excitement and challenge of Cubs is a positive step in meeting the Moving-On Beavers (MOBs) changing personal developmental needs. How often they go to the Pack will depend on the children involved, and the programmes offered in both the Colony and Pack at certain times of the year. Keep parents informed as much as possible about programme changes.

In the beginning of the Scouting year, Colony and Pack Leaders should meet to discuss the Moving-On Process for the MOBs of that particular year. This will help both Sections with the planning of the yearly programme and planning for recruitment sessions.

General Guidelines for Beaver Leaders

Once all necessary arrangements are made with the Cub Leaders, spend time meeting with your MOBs to introduce them to the idea of visiting the Pack for special activities. Parents could be asked to attend as well. More often than not they too will want to know what will be the way forward. Invite a Cub Leader to visit the Colony and talk with your Beavers about what the Pack does and the various activities the children will be involved in over the course of the year.

When it is time to begin visiting Pack meetings, a Colony Leader should accompany the Beaver/s.

What would the Beaver Leader's role be?

The Scouter will provide a friendly adult face to the MOB's and help Pack Leaders with the extra children. Colony Leaders can rotate this role.

MOB's have the opportunity to participate in a Pack programme that leads them to successfully completing the Tenderpaw Badge upon completion of the Link Badge. It is important to note that Cub badges ***are not to be worked on during Beaver meetings and vice versa***. By following these guidelines, it preserves the non-competitive emphasis of the Colony. Your MOB's will receive the extra programme challenge often desired at this age, while creating gradual familiarity and anticipation to moving on to Cubs.

General Guidelines for Cub Scout Leaders

Make arrangements for a Cub Leader to visit the MOB's at a Beaver meeting. Talk to the children about what Cub Scouting is about, what kind of activities the Pack carries out, and generally dispel any fears and answer questions they may have.

Review the Pack's schedule of activities that your MOB's can attend. Be advised that until the Moving On period is completed, Beaver Scouts may attend all activities that are common between the Beavers and Cubs programme for example: hikes, etc. However, they are still not allowed to go on camps, sleepovers or attend swimming activities. Only after the Moving-On ceremony is completed they may participate in such activities. It is imperative that both Parents/Guardians and Leaders of both sections are informed of this provision.

Ensure that Parents/Guardians have all the necessary information on the Pack: meeting times, monthly programmes, equipment/supplies needed, expected behaviour, etc etc.

Before the MOB's visit the Pack, spend some time with the Cubs talking about having Beavers coming to the meetings. Discuss the importance of making them feel welcome, and how the Cubs can look out for the Beavers. Creating a caring big brother or sister attitude in the Cubs will foster a warm and friendly meeting atmosphere. Twinning them (Buddy System) with an older Cub may also help make your Beavers feel secure.

When the MOB's first arrive at the Pack meeting, greet them with a special Grand Howl. After teaching the Beavers about the Grand Howl and how it is performed, let them take part in performing this ceremony. In order to make MOB's, and other new Cub members feel accepted and part of the group, include all children in Pack ceremonies. With brief instruction, any child may participate in the Grand Howl, which serves to create a sense of belonging in the child and team spirit in the pack. Try to include the MOB's in a variety of Pack programmes throughout the linking period, such as outings, a day at pack camp and other events beyond meetings.

At the Moving-On Ceremony Beavers pass under the Colony and Pack flags and stop underneath them. They are met by their Sixer and presented with their Six's woggle (which is worn at once). A Grand Howl will follow bringing the Moving-On Ceremony to an end.

More detailed information on this topic of Ceremonies can be found in Chapter 10 of this Beaver Scout Leaders' Manual.

Chapter 7

PROGRAMMING

- Programme Building
 - Programming Tips
 - Programme Ideas
 - Programme Outline
 - Gathering Activities
 - Crafts and Storytelling
 - The Outdoors
 - Music
- 

This Chapter is designed to help Colony Scouters build and present a good programme. It contains basic information and steps to get you going right away.

Programme Building

Programming Steps

Leaders must provide an active Programme to meet the needs of today's youth. Four basic steps to programming exist:

➔ Programme Start

Programmes stem from two main sources: the expressed interests of the children, and their developmental needs. Meet routinely with the children to seek their input on proposed activities during Log Chews. Beavers will enjoy programmes more if they reflect their personal interests. You can solicit input through any number of ways: individual feedback, from Lodges or the whole Colony at once.

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

➔ Programme Development

Scouting's Principles, Practices and Methods guide programme development. These practices already form part of Sectional programmes. The concept of "learning by doing", however, ties directly to the programme elements. Programme elements are the means by which children learn through play. Therefore, activity ideas are worked through the elements, which in turn create a programme. The elements are where the "fun" is in the programme.

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

➔ Games:

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

➔ Crafts:

Encourage a Beaver's creativity; after making something, this leads to a sense of satisfaction and accomplishment.

➔ Music:

Teaches rhythm and movement. Everyone contributes to the sound and shares the emotions the song releases.

➔ Storytelling:

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

→ **Playacting:**

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

→ **Spiritual Fellowship:**

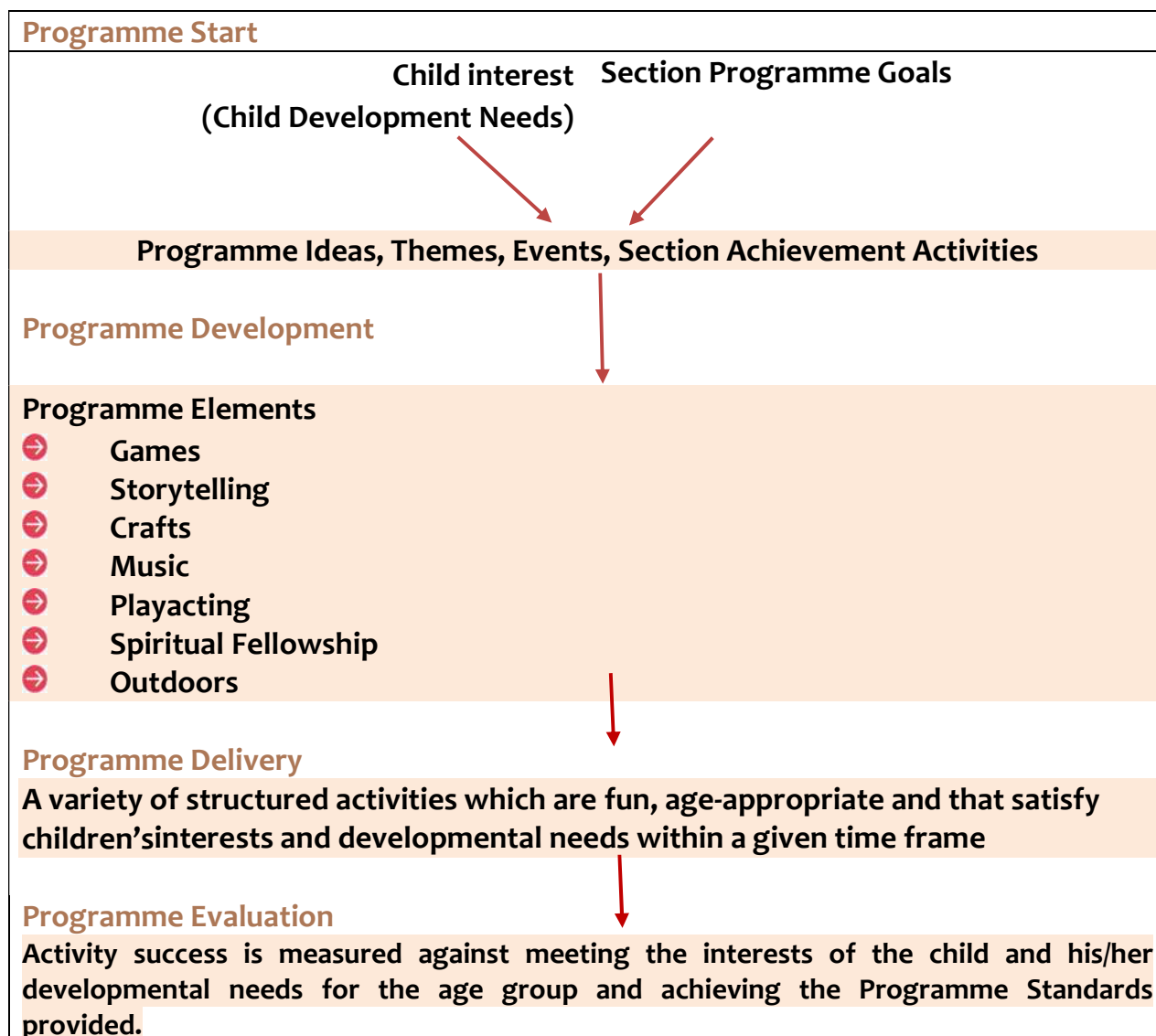
Provides time to introduce and reinforce important lessons in values. These values can be highlighted in other activities, such as community service, outdoors, and Lodge teamwork.

→ **Outdoors:**

Encourages adventure allows for new experiences and challenges, self-reliance and learning about our relationship with nature. Being outdoors can also help draw us closer to God and our spirituality.



Programming Steps



→ Programme Delivery

The first part of programme delivery involves planning out how and when activities will be carried out. Plans cover a single meeting, several months and the whole year in detail.

The second part of programme delivery involves actually running a variety of fun, age-appropriate activities that satisfy interests and developmental needs within the given time frame. Flexibility in programme delivery helps accommodate unforeseen concerns or new activity opportunities. Observe and ask the children for their interests and then develop their interests to extend their learning

→ Programme Evaluation

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

Programming Tips

Plan Your Work / Work Your Plan

It is important for all Leaders to be involved in planning programmes, and each to have a definite part to play in the Colony meetings.

- Plan monthly themes.
- Plan a quarterly programme in detail.
- Plan a yearly programme in outline.
- Put the plan on paper and whilst doing so make sure all Colony leaders are consulted.
- Present plan to GSL for review and approval.
- Inform parents/guardians as needed.
- Ensure that all Colony Leaders have the finalized programme in hand.

Get 60 minutes out of every hour.

- Have a gathering activity which all Beavers can join as soon as they enter the meeting place.
- Start on time. Like that children will learn the importance of being punctual.
- Use games to keep Beavers busy and active.
- Keep things moving so there is no unnecessary waiting between programme items.
- Keep games short.
- Fun is important!

Atmosphere - Make the meeting place and the programme distinctive, unusual and magical through:

- Terminology (use Colony Leaders' names).
- Opening and closing ceremonies.
- Stories, crafts, excitement, props, music, etc.
- Decorate your Colony corner with pictures of Ganni Beaver, Lodge models, Points Board, Badgework progress Board and so on and so forth. Make your room/corner truly yours !!

Discipline

- Keep things happy, fair and consistent.
- Use the Scout Sign to signal for quiet.
- Speak in a quiet firm voice.
- Keep the programme moving.
- Be aware that uniform and ceremonies help provide a sense of belonging.
- Control games well; explain rules fully and clearly.

- Change activities fairly often; include changes from noisy to quiet games, mental to physical activities, and change work activities to play activities.
- Variety is vital for Beaver Scouts.
- Remember, Beaver-aged children have short attention spans.

Final Tips

- Keep It Simple, Make It Fun! (Acronym: KISMIF)
- To progress, you need to do both short and long-term planning.
- Use resource people such as other Scouters in the Group and parents.
- Use resource scouting materials that are available such as the ones that can be found on Scoutkeeper in the Downloads Section and others.
- Use games as a teaching method.
- Plan for the equipment you need to use.
- Evaluate. Learn from your mistakes as well as your successes. Take time after each meeting to evaluate your programme.
 - What things went well?
 - What needs improvement?
- Experiment with new ideas. Make the best possible use of community resources.

Questions to Evaluate Your Programme

- Are you using all of the programme goals and the seven programme elements? (Referred to in Chapter 2)
- Are you over-stressing some parts, and ignoring others?
- Is every Beaver in the Colony having an opportunity to experience personal growth?
- Are the programmes fast-moving and diversified?
- Is cooperation the focus of all activities, rather than competition?
- Are you successful in working towards the Programme Standards?

Programme Outline for Colony Meetings

Give your meetings an orderly beginning and ending. The bulk of your programme should include all kind of exciting and interesting activities which cover the full spectrum of programme elements. Be prepared to change programme activities to fit the mood and situations as they develop.

Each Colony meeting usually contains these components:

- 5 minutes** Opening & Noting Attendance
- 15 minutes** Active or Quite game / Active or Quite activity
- 5 minutes** Instruction time (only if required)
- 15 minutes** Theme activity – craft, playacting, outdoors, etc
- 10 minutes** Songs/Story or Clearing up after craft making
- 10 minutes** Spiritual fellowship, Announcements and Closing
- 15 minutes** Leaders discussion time (if required)

At the end of this chapter you will find some sample programmes for a new Colony that will show how the components fit together. But first, here is some information on each of them.

Tips...

Should you require a longer meeting to complete your activity goal, the Scout Association of Malta allows you to prolong your meeting, only for that occasion, by 30 minutes thus bringing the meeting to an hour and a half.

Gathering Activities

A Gathering Activity is a pre-meeting activity Beavers can join in as they arrive for the meeting until everyone is present. Beavers love to play together and gathering is like a warm-up exercise. When you use a brief quiet game or action song as a gathering activity, you catch their attention and bring them together in one place. Then you can easily take a head count.

- Call Beavers together for the activity
- Play a game or sing a song
- Call them to fall in in a circle or semi-circle formation.

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

Crafts and Storytelling

Imagination thrives throughout the Beaver age range, and one of the primary roles of Beaver Scout Leaders is to provide crafts and stories which nurture a child's creative mind. Puppetry, stunts, skits and drama are all marvellous ways to tap their vivid imaginations.

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

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

- Construction paper ('kartoncin' of all colours)
- Paint brushes
- Water colours
- Pencil colours
- Pencils
- Erasers
- Blunt-end scissors for both right-handed and left-handed children
- Tape (large and small)
- Scrap magazines for pictures
- Glue (liquid and in stick)
- Items to embellish such as scrap cloth, beads, wool, etc.
- Anything else you may find useful.

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

Here is a suggestion for a Programme Theme and ideas related to it that you could use:

Theme – Basic Transportation

Feet

- Beavers draw an outline of a foot, and colour it.
- All Beaver Scouts draw the outline of one foot, next to each other and they get to see the different sizes and shapes. (Leaders could be roped in too).
- How many things can you do with your feet? Dance, jump, balance on one foot, rise on tip-toe, etc.

Discuss

- Working animals, and transportation (e.g. horses, oxen, sleigh dogs, sleighs, covered wagons).
- Make animal masks.
- Make origami animals.
- Play games that involve animals.

Ships and Boats

If possible, arrange for a visit to the Maritime Museum where Beavers get to see the ships of old. At the waterfront just outside the Museum, the Beavers can see modern ships.

Start a discussion. Ask these questions:

Who used the earliest ships?

What did they look like?

What powered them?

What materials were they made out of?

Why did they have sails?

Who built them?

How are they different from the boats of today?

Transport in other Countries

Pick a country and together with the Beavers plan a boat trip. Include pictures of the people, food, trees and flowers. Compare the different transport used in this country to the ones we use in Malta.

Among Parents / Guardians / Scouters, you might find someone who has lived or visited that country willing to talk to the Beavers about the national dress, traditions, games, songs, etc.

Automobiles

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

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

for “show and tell.”

Planes and Balloons

Find out how many different types of planes the Beavers know about (passenger, cargo, bush, crop spraying, fighter, sea, helicopter).

Tell a story to the Beavers which includes either a plane or a balloon (even a hot air balloon).

Please do not release helium balloons as an activity. Deflated balloons become litter and can injure wildlife that eat them mistaking it for food.

Space Travel

Tell space stories.

Discuss weightlessness, and how your Beavers would react to being weightless while walking on the moon. How would they move? Eat?

Why not build your very own Colony spaceship from the largest boxes you can find and tons of foil. Help your Beavers to make rockets from kitchen roll tubes and space helmets from small foil-covered cardboard boxes, and tons of their imagination.

Imaginary Travel

What if you were an engineer and you could design your very own transport: A ship that could float, fly and go into space for example.

Bring the Colony together in a Log Chew and let them decide on this fantastical design and then using all sorts of recycled materials let them build their designed item. When building is finished throw an ‘inauguration party’, invite parents/guardians and other scouters to the party and view their project.

The Outdoors

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

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

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

Take advantage of every opportunity to re-establish relationships between Beavers and the natural world is essential.

Picnics and Hikes

With planning, a picnic or hike can be organised on a regular meeting night, or an afternoon or weekend. Take a leisurely walk through a park or public garden and include a few games, a nature treasure hunt, a picnic meal, a sing-song and a story about wildlife.

Outdoor Games

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

Nature Scavenger Hunt

Here is a good activity for an outdoor programme. One or two leaders accompany each Lodge to help the Beavers find fallen objects. Leaders will be on the lookout so that the Beavers do not hurt themselves or damage trees and shrubs as they collect their samples.

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

Finally, they choose someone to describe the Lodge display to the whole Colony. The rest of the Lodge may stand with him/her as the explanation is given. Take pictures of each Lodge and their display.

Moving Relay

Line up your Beavers in Lodges. The purpose of the game is to let Beavers try new ways of moving and give them a chance to encourage each other. Reserve the most difficult tasks in the relay for your “oldest”.

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

Remember, that most of these activities can be done both indoors and outdoors.

Music

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

In the Colony, music is used to:

- Develop music appreciation
- Learn about music instruments
- Teach simple songs
- Develop rhythm sense
- Encourage group activity
- Stimulate imagination and motivate activity.

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

Here are a few songs played on tunes that are well known with the children:

I Hear Thunder (On the Tune of Frere Jacques)

Pitter patter rain drops, pitter patter rain drops,

*I hear thunder, I hear thunder,
(Slap hands on “thunder”)*

*Hark, do not you? Hark, do not you?
(Hold hand cupped to ear on “hark”)*

*(Slap thighs)
I am wet through, so are you.
(Shake like a wet puppy)*

B-I-N-G-O

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

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

Head and Shoulders, Knees and Toes

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

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

If You are Happy and You Know it

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

If you are happy and you know it, Clap your hands.

If you are happy and you know it, blink your eyes...

If you are happy and you know it, stamp your feet...

If you are happy and you know it, wiggle your arms...

If you are happy and you know it, shout hooray...

If you are happy and you know it, do all five...

I Like Bananas

I like bananas, monkey nuts and grapes,

I like bananas, monkey nuts and grapes,


I like bananas, monkey nuts and grapes,

That is why they call me

“Tarzan of the Apes.”

Chapter 8

PLANNING AHEAD

- Purpose and Value
 - Sharing the Planning
 - Long-range Planning
 - Medium-range Planning
 - Short-range Planning
- 

Purpose and Value

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

- Find examples of God's love for them and the world (family, nature, environment).
- Experience and express love and joy.
- Express themselves.
- Be healthy and have good feelings about themselves.
- Develop a sense of belonging and sharing in small group activities.
- Spirituality.
- Develop a sense of cooperation through non-competitive activities.

For example, if you choose an activity for a meeting, and after thinking about it in terms of the Programme Standards, find that it does not meet any of them, discard it. If, when you look over the activities you have planned, you find one of the Standards has not been met, you can insert activities to add balance to the programme.

Sharing the Planning

In an effort to reinforce the practical and applied benefits of cooperative activity, Beaver Leaders use a very obvious shared Leadership style. The Beaver-aged child is influenced to a great degree by what we do, how we do it, and how we feel about it. In other words, by the model we present. Great attention should be placed on the image we project as Leaders and the example we give the children in our care.

→ **Leaders**

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

→ **Beavers**

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

First and foremost are the Beaver Scouts themselves. Since our planning aims to promote and encourage values that children can use throughout life, it is important to involve your Beavers in the process. One such way is by means of a Log Chew. Ask your Beavers what things they like to do. It is a great opportunity for a group discussion, and to ensure activities remain Beaver Scout oriented and driven.

Check resources available such as for example the downloadable section on Scoutkeeper. Here you will find a section dedicated solely to the Beaver Colony, wherein you will find all sorts of ideas on all parts of the Beaver Programme and more to help you in the planning.

Long-Range Planning

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

Good records of past activities help alert Leaders to programme items which might be new to brand new Beavers, but “old hat” to older Beavers. When you efficiently recycle tried and true ideas for young Beavers, and introduce a few new ideas for older Beavers, you keep all children happy and interested.

Sounds like you will need a lot of ideas, you say? That is right; but sit down with your Leaders and their record books at a sharing session, and you will be amazed how easy it is to find them.

When you are feeling overwhelmed by the idea of planning, here is another trick you can try with the Leadership team. Pull out a large calendar and:

- Mark down regular group events - for example: Group Anniversary, Annual Fundraising events, Religious events.
- Mark down district/national events - for example: National Beavers’ Day, National Leaders’ Forum, Annual Rally
- Note Investiture and Moving on Ceremonies (approximate) dates/months. (It would be ideal if the Beaver Scout Leader has a database that is being constantly updated)
- Note special days - for example: Mother’s Day, Father’s Day, Public Holidays.
- Note seasonal special events - for example: Carnival, Easter, Christmas.
- Note the special events on school calendars - for example: Open days, school holidays.

You will see an overall framework develop quickly before your eyes.

Use this type of process for setting long-range goals once or twice a year, and supplement it with more detailed short-range planning every few months. Your team will soon have a great programme all mapped out.

Medium-Range Planning

You will find additional planning tips in the programme building section of Chapter 7, but here are some other ideas.

Short-term planning is particularly important during the early stages of a new Colony's development. But, once a Colony has reached its initial goals of establishing a functioning Leadership team, it enters the next phase.

New colonies in the middle phase of their first year often plan around seasonal themes like Mid-Term holidays and Christmas holidays. Although seasonal themes provide an adequate framework for one seasonal cycle, the question of repetition soon forces you to explore further planning.

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

- ➔ Block in the meeting dates.
- ➔ Block in events that will happen during the month.
- ➔ Have a list of the themes produced by the Beaver Scouts during the Log Chews and introduce them into your long-range planning.
- ➔ Discuss and list what you know about the theme or themes:
 - Objectives to be fulfilled.
 - Goals to be reached.
 - Understandings to be developed.
 - Breakdown of topics.
 - Suggested activities that interest the Beavers.

This helps Leaders see how others on the team are thinking. Once you have all these notes jotted down you can start prioritizing.

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

- ➔ Decide upon the objectives of the programme. State clearly and specifically how or what you want the Beavers to:
 - Know (fact(s) you want them to learn).
 - Do (activities).
 - Feel (emotions and attitudes you want them to experience).
 - Respond (kinds of behaviours or actions you want to encourage them to develop).

- Choose specific ideas and materials. This means choosing the right type of movie to see, the appropriate expert to speak, the best equipment, and the most suitable location so that you can provide the best possible experience.
- Choose methods. Decide how you will present, discuss or act upon information. It is important to choose methods which provide opportunities for every Leader to be involved. Use a combination of the programme activities (games, crafts, songs, stories, outings, special visiting guests), and develop each activity you choose fully.
- When developing your monthly programmes, use a combination of programme elements to ensure variety in how activities are presented. These elements include music, storytelling, playacting, crafts, games, outdoors, and spiritual fellowship. Use these elements to avoid a boring programme and to keep the children interested.

Short-Range Planning

You are now ready to prepare detailed plans for a specific time period – a month, a few months, an event, a number of events, etc. Sit down with the entire team to prepare the meeting plan. During this meeting, the team may want to “preview” the theme by doing such things as:

- Making crafts.
- Practicing ceremonies.
- Learning new songs.
- Purchase items needed.
- Confirm speakers for a meeting.
- Have a plan B

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

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

Wow! You have just completed a planning process. Excellent work!

After approval from the Group Scout Leader you may now share your plan in some detail with the parents/guardians of your Beaver Scouts. Consider giving them a three month overview, and then more details for the month you are in. When parents know what is happening, they can be better prepared to help your programme work.

Chapter 9

LEARNING THROUGH ABILITIES

- ➔ **Goals and Abilities**
 - ❖ Games
 - ➔ **Goals and Abilities**
 - ❖ Crafts
 - ❖ Music
 - ❖ Storytelling
 - ❖ and Playacting
- 

Goals and Abilities - Games

Games are physical and mental contests played for enjoyment. Games have universal appeal and are a great socialising tool for children. From artefacts discovered, we know that even our earliest ancestors played games. Similar games are played in many cultures all over the world, even where contact with others seems unlikely. Many of life's most serious pursuits are represented in forms of play.

In the Games portion of your Colony Programme, Beavers can learn and develop many values and abilities. In order to ensure that all developmental areas are incorporated, Leaders use the SPICES method in their planning:

- Social:** taking turns, appreciating self and others, helping one another, sharing, fair play, tolerance, inclusion
- Physical:** speed, agility, strength, dexterity
- Intellectual:** deduction, memory, sequence, thought provoking
- Creative:** drama, innovation, initiative, creativity, colourful, inventiveness
- Emotional:** learning to deal with joy, frustration, failure, success, delight, anger both for themselves and those around them, learn to have empathy.
- Spiritual:** appreciating rules and the laws of nature, learning about fellowship



Goals

Many of the goals of the Beaver Programme come together in the games element. When we talk about choices for games, we concentrate on activities that promote and suit the Beavers' stages of development and goals.

Through games, Beavers can learn to:

- Express themselves.
- Develop a sense of belonging.
- Be healthy and have good feelings about themselves.
- Develop a sense of cooperation through non-competitive activities (teamwork).

Ability

Most children of Beaver-age move through characteristic stages of development.

Knowing this, one can readily see why some activities are best suited for the whole Colony and others are best carried out in Lodges where one can encourage the older Beavers to take initiative by helping younger Beavers.

Remember, everyone learns differently when learning a new game or skill (tying shoelaces is a good example). Some people learn by listening, some by watching and doing, and some by looking at illustrations. Try to incorporate different styles of presenting an idea or skill to appeal to your whole Colony.

Beavers change physically between the ages of five and seven. Although they are still awkward in some ways, their actions are becoming more precise. They begin to develop strength and endurance. Younger Beavers have energy to burn but tire easily, while older Beavers tend to use less energy. All Beavers show increasing abilities to run, hop and skip.

This age group requires that a leader encourages and supports the children to ensure their experiences in the early years of group play are positive. We can help Beavers by bringing out the highest level of participation, interest and constructive behaviour in games.

If we force vulnerable children into activities that draw attention to their real or imagined inabilities, we could do them a great disservice. If a Beaver is afraid of failure or rejection in play, this may reduce the child's feelings of self-esteem and eagerness to participate. Be encouraging, but also allow those Beavers the opportunity to first watch before taking the big leap into an unknown skill.

Cooperative Games

Cooperative games are not all that different from competitive games. What differentiates one from the other is the execution.

- The less skilful are not eliminated
- Competition is created on the children's skills.
- Leaders can be creative when keeping scores.

For instance, in cooperative musical chairs, the person left without a chair is not eliminated. Instead, the child simply sits on someone's lap. At the end of the game, it is a real test of ingenuity to figure out how to get the whole group onto that one chair!

Cooperative games seldom raise the issues of failure and rejection. Each player has a significant role because each Beaver helps the whole group succeed together; there is no reason to eliminate, ignore or exclude players because of ability. In the Scouting Programmes, many opportunities exist where one can exercise his/her individual abilities. **In games for Beavers, the accent is on sheer fun and working together.** Cooperation, acceptance and feelings of success develop strong and positive self-concepts.

Here are some examples of how you can turn traditional win-lose games into cooperative games. The well-known “Three-Legged Race,” for example, need not be a competitive race. Call it “The Bendy Bus” and do it just for fun. You can do the same with the “Wheelbarrow.” Rather than racing, set goals related to skill development. Ask your Beavers: “Can you make it all around the room without falling? Can you climb over this bench together? Can you go backwards?”

Instead of keeping score, aim for maximum participation and enjoyment. Why keep score in something like “Leap Frog”? The aim of the game is to take turns so you can keep moving.

Choosing Games

Choose games that are challenging but simple enough to avoid confusion. Look for activities where the emphasis is on playing with, rather than against, one another. Develop a variety of games to suit various situations (e.g. quiet, steam-off, gathering, etc.). Adapt games to fit your Programme Theme, and incorporate games suggested by the Beaver Scouts themselves (could be a subject for your next Log Chew session).

When you notice Beavers are getting fidgety, use steam-off games to help them relieve some of the pent-up energy they have. Quiet games allow them to focus on a task or be quiet for a period of time. They are great for winding down the evening.

Try to use a wide variety of formations (e.g. pairs, Lodges, Colony) and keep everyone continuously involved.

When in doubt, choose games which exercise large muscles rather than fine motor coordination. Encourage a supportive atmosphere between Leaders and Beavers, and among the Beavers themselves.

Teaching Games

Here are some tips for when you are teaching games to Beavers:

- Gather Beavers close to explain the game.
- Arrange them in the game formation you will be using before you start to explain the game.
- Focus the group’s attention on the game and wait for quiet before you start explaining.
- Show your own enthusiasm about the game.
- Hold interest by introducing the game in a story format.
- Keep your introduction brief and simple.
- Change to another game or activity while interest is high and before the game begins to drag.
- Insist on fair play and enforce all rules.
- Encourage leaders to participate in games and when someone else is leading, participate too.

- Brief all leadership team members about the game.
- Make sure all necessary equipment is available.
- Before you start, think the game through and try to anticipate any changes you might need to make.

To evaluate the suitability of a game you played, get the leadership team together to discuss how much cooperation, participation, creativity, enjoyment and interest the game generated, and whether the Beavers gave it a good rating.

Goals and Abilities – Crafts, Music, Storytelling, Playacting

Crafts, music, storytelling and playacting provide many opportunities to encourage Beavers to:

- Experience and express love and joy.
- Express themselves.
- Develop a sense of belonging.
- Have good feelings about themselves.

When choosing programme ideas, look for things that reflect these programme goals and keep in mind the developmental stages of the five to seven-year-old age group. Within this age range, senses are developing rapidly and unevenly. Hearing, for example, is not yet fully developed. The ability to coordinate wrist and finger actions varies between the age groups – For example: older Beavers have a more precise grip than younger ones.

You will notice quite a range of ability between younger and older Beavers. When making crafts for example the Colony can be divided into smaller groups: Lodges. The older Beavers within each Lodge, who might be able to finish faster can then be given the opportunity to help teach the skills to the younger ones whilst they are developing their own leadership skills. This way, each age group can be challenged slightly differently but all will have achieved the same goal.

Leaders often notice that children aged seven get distracted less often than younger children, although they still have a lot of energy to burn. Young Beavers are good at starting crafts but may lose interest before completing the project. It is particularly important to remember that in the Colony trying and experiencing a craft is more important than the outcome!

Imagination begins to blossom throughout the Beaver age range, and one of the primary jobs of Beaver Leaders is to nurture this wonderful element. Puppetry, skits, drama and stories are marvellous ways to tap and stimulate these growing minds.

Crafts

It is important to use crafts to encourage self-expression rather than imitation. As much as possible, let the Beavers plan and develop a product from an idea. Beavers might be given the choice to construct their own version of a model you have shown them.

- Collect items all year round.
- Have a leader store supplies in the most appropriate manner.
- Visit local craft stores for particular supplies.
- Visit Scoutkeeper's downloads section for ideas.
- Visit libraries.
- Search the internet for more or specific ideas.
- Be familiar with the crafts before you introduce them. Try them first to make sure they are suitable.
- Decide whether to do a craft in Lodges or as a Colony.
- Have an activity ready for Beavers who finish the craft ahead of others.
- If possible, make use of individuals who are proficient in the craft at hand.
- Put protective sheeting on floors or table tops, and have sufficient cleaning supplies available.
- Mark items to identify art work.
- Use Beaver Boxes or bags for taking artwork home.
- Ask Beavers to bring an old shirt or an apron to wear while working on their crafts.
- Exchange your more successful ideas with other leadership teams or other groups.
- Keep an eye on the costs involved. (*Tip: Using recycled items always comes in handy to reduce purchasing*).

Music

Singing is a wonderful activity that encourages fun, fellowship and a creative release for excess energy whether in a bus, at a campfire, a picnic or hike, or at your Colony meeting.

You do not need lots of talent to become a song leader. It helps if you like to kid around, because your Beavers will join in the fun more quickly. But all you really need is a big smile and the ability to carry a tune.

Follow these tips when preparing to sing.

- Set the scene by telling interesting facts about the song.
- Explain any unusual words in the song.
- Know the words and music well enough that you do not need to glance at a paper to be able to teach the Beavers.
- Maintain eye contact with your Beavers.

- If it is a new song, teach one verse at a time and ask your Beavers to repeat after you.
- Learn the whole song together first before splitting up into smaller groups.
- Keep the tempo lively and do not let the song drag on.
- Children love action songs.
- Let the Beavers make kazoos, shakers, drums and other rhythm instruments to add to the festivities.

Storytelling and Playacting

Stories fire up a Beaver's imagination, kindle emotions, bring the past to life, open up the future and sustain interest. If chosen well, stories help children identify and understand the important ideals of honesty, loyalty, friendship, kindness and sharing.

At storytelling time, leaders and Beavers develop a special bond and relationship. Part of the fun of storytelling comes when you involve Beavers in the process. You can do this with action rhymes, finger plays or stories which require Beavers to add sound effects or join in the chorus.

Finger-plays introduce Beavers to acting out stories. As they listen and learn to respond to rhyme, they develop language skills and muscle coordination, and learn concepts of over and under, up and down, in and out. Rhymes in stories help Beavers to coordinate speech and body movements and encourage them to listen and follow instructions.

When you use techniques that involve Beavers in the storytelling process, you encourage them to become storytellers themselves.

**BEAVERS
HAVE
LIMITLESS
IMAGINATION !!**

Giving young listeners the opportunity to satisfy their curiosity through stories and books will remain with them throughout their lives.

Follow these basic rules and you cannot go wrong:

- Use stories that are simple
- Tell short stories (10 to 15 minutes maximum)
- Be well prepared
- The use of audio visual can help the children understand more
- A story can be interactive

Introducing a Story

An excellent way to introduce stories would be to bring objects or pictures related to the story. Allow the children to talk about them and tell their own stories, then continue with your story. If necessary, ask a librarian for assistance as they will know what kind of story is best to develop a particular theme.

Today's children are very sophisticated in their appreciation of storytelling because they are exposed to children's television programmes. Nonetheless, there is nothing more fascinating than a real, live person telling a story. Be flexible and try different themes other than the standard fairy tales and adventure stories that your Beavers may already know.

Learn the story well, know the plot and keep it uncomplicated; follow the correct sequence of events. Improvise and pause for effect. Children thrive on suspense.

Build up to the high points in the story. Centre upon one main character, and always keep this person in view.

If you enjoy telling the story, your Beavers will be interested in hearing it. Beavers can tell when you are bored. If you are not interested in the story they will lose interest themselves.

Speak clearly and slowly. You know the story, but the Beavers may not. Give them time to think about what you are saying and adapt it to their own imaginary settings and their own experiences.

Although you may not be able to get yourself completely into their imaginary world, try to make yourself as much a part of the story as the Beavers do. Become a partner in adventure and discovery, a part of the fantasy you are weaving. Remember, to children the story is not just another fairy tale. It is real. They may dream about it for months, and probably will apply it to their play.

In a large group it is difficult to satisfy the tastes of all the Beavers. Each child is different, with different tastes, temperaments and maturity.

Know the children in your group. Generally, Beavers love thrilling, adventurous stories. However, as a leader you must also be sensitive as some children are shyer than others. Be prepared to tone down the story a little if a child seems upset. Sometimes inviting them to sit close to you helps.

Some of the best stories are those that the leaders make up themselves. Make up different episodes for different occasions and eras, and weave these into fantastic settings which, at the same time, help your Beavers learn. You can lead them through an adventure at the Egyptian pyramids or take them on an African safari or an expedition to the North Pole to meet a polar bear. The sky is the limit!

Act it Out

You do not have to be a gifted actor to do this. Your Beavers are not looking for perfection; they admire and respect you, and think you are the greatest.

Stories may be acted out in many different ways, for example you can give each character a special voice (in some colonies, leaders adopt a different voice for each character to help the Beavers identify them better).

You can also give life to a story by acting it out in pantomime or, if you find that too difficult, through simple facial expressions or body movements. How silly can you make the troll look? If a Beaver misunderstands a word or two because of limited vocabulary, he/she may guess the meaning of the word simply by your actions.

Involve the Beavers by asking them to act out the story with you or encourage them to try their own interpretations. Alternatively, a group of Beavers might like to tell the rest of the Colony a story by acting out the voices for the characters.

You can also act out a story by using a flannel/cork board, pictures, slides, puppets, sounds (pre-recorded or otherwise). This approach gives children a focal point while they listen to the story and provides them with opportunities to use more than one of their senses. Unfortunately, the use of slides tends to limit their imagination. On the other hand, because you can build on it, the flannel/cork board allows your listeners to apply their imaginations in developing the setting even further. Alternatively, if you have artistic talents, you can make simple sketches on a flip chart to bring the story's characters to life.

Timing and Setting

A child's concentration is limited. Keep a storytelling period short. If you want to tell a long story, choose carefully and tell only one chapter at a time so that you leave the Beavers eager for story time at your next meeting.

The setting should be informal with Beavers sitting in a cosy arrangement and lights turned down low. Describe the story's setting and use your imagination to dramatize the sounds made by trains or wind or other elements in the story. Allow enough time for the Beavers to savour these details. You might be able to enliven the story with a song and all the children can join in.

Allow room for questions but keep it under control to avoid losing the story line or finding that one little Beaver is running the show. Be prepared for problems, interruptions and distractions so that you will not come undone if they happen. If the situation becomes impossible, give up gracefully and suggest a short game or song to release the pent-up energy. When things settle down again, you may be able to continue.

Allow Beavers to tell a story of their own at the end of your story. Perhaps you can make a game out of it to draw out some of the shyer Beavers.

Chapter 10

MEETINGS AND CEREMONIES

→ Meetings


→ Ceremonies

❖ Investiture Ceremony

❖ Eager Beaver Award – A Celebration of Growth

❖ Beaver Scout Award

❖ Moving-on Award



Meetings

Safety

Safety should be the number one priority at any meeting, whether indoors or outdoors. Together with the rest of the leadership team, review the programme to highlight potential hazards and risks, and then take action to minimise them. Discuss specific rules of behaviour; for example: Beavers must stay with their Colony / Lodge or ask permission before leaving the Colony / Lodge.

Rules should be explained clearly. They should be written down and placed somewhere visible for all to see and ensure that they are enforced.

A fully equipped first aid kit and health forms must be at hand at all meetings/activities. The Scout Association of Malta requires that ALL leaders undergo a First Aid course. Adequate First Aid facilities, equipment, and personnel trained in first aid are a Scouting requirement for any organised meeting or activity. Leaders should be aware of the location of the nearest doctor or medical facility.

The Scout Association of Malta also requires that ALL Leaders be qualified food handlers. Since some meetings/activities are based on or include preparation and presentation of food, Leaders are required to train themselves in the proper handling and storage of food items. This will ensure food safety for both leaders and children at all times. When organizing an activity/meeting which includes preparation and/or presentation of food, it is especially important that Leaders discreetly enquire with parents/guardians about any food allergies that the children may suffer from. This will help the leadership team prepare adequately and in advance.

Dressing for the Weather

The importance of proper clothing for outdoor activities cannot be stressed enough. Ensure that parents are aware of any activities being held outdoors well in advance. For your peace of mind, you might want to give the parents a kit list of items needed well in advance so that they can prepare accordingly.

For example:

Outdoor activity in Winter: thick rain jacket, sturdy waterproof shoes, gloves, beanie...

Water games at headquarters in Summer: towel, sun block, spare t shirt, sunhat...

Early Arrival

It is extremely important that members of the leadership team arrive on site prior to the Beavers arrival.

Use the time to discuss details about the programme so all team members are fully aware of

what will be happening during the meeting. If any other Scouter or helper is giving a helping hand with the evening's activities, invite that person to join the briefing session too. This is also a good time to locate and prepare all the equipment and materials you will be using during the meeting/activity.

Gathering Activity

Together with Keo (the Beaver Scout Leader), greet the Beavers warmly as they arrive. Involving the Beavers in an activity/game requiring minimum explanation during the gathering time period on arrival at Head Quarters is always a good idea. It is especially important to closely supervise children of this age. Remember, they are your responsibility while at your Head Quarters. Meetings should start promptly. If some Beavers are always early or late, communicate with their carers to clarify meeting times.

Physical Setup

Familiar routines are essential to Beaver-aged children. They react very positively when they feel secure and security is fostered when they know where the Colony meets, where equipment is stored and how to get to the bathroom. If you do not provide structure, you may find your Beavers harder to handle and less cooperative.

Keeping Things Moving

Even though attention span increases greatly from age five to seven, the Beaver programme requires varied and changing activities. The frequency will be dependent upon the age mix within the Colony, the type of activity and the degree of the Beavers' interest. One can encourage an individual Beaver to overcome disinterest, however if the leadership team notices that overall enthusiasm is dipping, one should move on to a new activity before the present one begins to drag.

The choice of games/activities and how they are sequenced makes a difference. Beavers have different energy levels throughout the meeting. Outside factors also have a bearing on their behaviour (for example: if your meeting is following a party they, might be tired or hyper). Judgement on the best type of activity - active or quiet games, crafts, or a calming song can make a big impact on how well the meeting progresses. There may be times when adjustments to the planned session need to be made; some examples are:

- When what you are doing is not working and the Beavers are not enjoying the activity;
- Taking advantage of opportunities that come your way (i.e. a police officer is near that night and would like to drop by and say hello); or
- Something may occur at the location or within the group that requires changes for safety reasons.

Over-programming

Because of the need for frequent change, it is important to have many activities at hand prepared for a meeting. Long-range planning makes this easier because, if the week's games, songs or stories do not suit the mood of the evening, simply swap with a future idea.

Backup Programmes

Having one or two back-up programmes ready to use is something every Colony should be prepared for. If the programme is not working as planned or something disrupts the evening it is advisable to have an alternate "Plan B" programme ready like some simple crafts ready to go.

Reading Emotion and Interest Levels

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

Try not to be a slave to your schedule; do not force Beavers through an activity simply because the plan says that is what is due. Although encouragement and your own enthusiasm may create the enthusiasm and interest you need from the Beavers, it does not always happen.

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

Keeping Families Involved

Some Colonies use newsletters, e-mails and social media, while others put phoning committees to work to inform parents/guardians of special events. All these methods seek to keep communication open between the Colony/Scout Group and the parents/guardians. Hold regular informal meetings with the parents/guardians so as to keep abreast on information about your Beavers.

Ensuring Beavers Get Home Safely

Most Colonies develop a system with parents about arrangements for going home. Whether each parent meets his/her child outside of the premises or a parents' car pool is organized; make sure you account for each child.

Make it clear to parents/guardians that you must be informed if they want to change arrangements especially if it is someone not known to you that will be collecting the child

after the meeting..

Ensure that all leaders or a designated leader closely monitor the departure of the children; keep your Colony Record Sheets handy so if a parent/guardian does not arrive when expected, you can phone them up. It is important that children are collected at the appropriate time. This will avoid unwanted stress both on the child and the Leader.

Ceremonies

Ceremonies have been a tradition in Scouting for many years. For all members, these special activities help create the sense of community, which is such an important component of the Beaver Scout goals.

These moments are especially important to Beaver-aged children because they are such a new experience. Young children particularly enjoy regular routines, and the familiar cycles like opening and closing ceremonies become anchor points in a sea of new and unfamiliar activities.

The special language and actions of ceremonies also emphasize the magical quality of creative weekly meetings. When you are visiting another Colony, there is something very inspiring about seeing your Beavers' faces light up when they hear the call for "Fall In." When preparing any ceremony, remember this basic rule:

KEEP IT SIMPLE, MAKE IT FUN
(KISMIF in short).

INVESTITURE CEREMONY

When a new member joins Beavers, the child becomes a "Kit" – the term used to describe a young beaver. The Kit may wear the activity uniform but not the Group neckerchief (Scarf).

To be eligible for Investiture, the Beaver must have:

- Attended to Colony meeting for 3 months,
- Completed the Membership Award,
- Must know the Beaver Promise and Motto and
- Be familiar with the opening and closing ceremonies.

If the Investiture is to be performed for only one Beaver, it would be good practice to avoid having a Beaver stand alone and instead have a leader or an elder Beaver accompany the child during this ceremony.

Procedure

Before starting the ceremony, one of the leaders explains the procedure and the importance of the investiture ceremony briefly.

An older Beaver accompanies the new Beavers and calls out the beavers' names introducing them to the leaders. Beaver scout Leader asks the children to do the Scout Sign (with the right hand) while saying the Beaver Scout promise and placing the left hand on the Beaver Scout Flag. The Group Scout Leader will then put the neckerchiefs around the neck of the children and slide the Beaver's woggle. The Beaver Scout Leader will then place the cap on the Beaver's head and give him/her the Membership Award Badges and the Scout Association of Malta's Official Investiture Certificate.

You can invest one or more Beavers at once since they repeat the promise after the Beaver Scout Leader in unison.

The newly invested Beavers shake hands with their Leaders (Scouting's left handshake) and then proceed to re-join the rest of the Colony.

EAGER BEAVER AWARDS - A CELEBRATION OF GROWTH

Once a year all Beavers are presented with the Eager Beaver Awards:

- Eager Beaver One – *I'm Unique*
- Eager Beaver Two – *I'm an Achiever*

These are presented in a ceremony designed to emphasise personal growth and development. This ceremony is a celebration and provides personal opportunity for each Beaver Scout to be recognized in terms of their own growth and development **without being compared to anyone else in the Colony or other Sections.**

Together with the Beavers, talk about changes that have taken place in their behaviour like:

- How they listen better when someone is talking.
- How they are trying harder to live up to their Promise and Motto.
- How much they have grown.
- How they play games with more skill.
- How they share more with other Beavers.

Parents should be encouraged to attend these ceremonies as they mark an important milestone in their Scouting journey. This may also include group discussions, refreshments and games. These celebrations serve to heighten the experience in a variety of ways:

- In some Colonies, displays are prepared. Beaver Scouts get to showcase the crafts and other items they have been working at in the months prior to the ceremony. The child's own personal growth and development can be seen through these projects. Where possible involve the children. Let them do the introduction/explanation of their project.
- Beavers draw a scene from a book / movie / play. Leaders can then show them off during the next Eager Beaver Award ceremony.
- Leaders build a fancy height marker on a wall in the shape of maybe a tree found in the Beaver's environment. Each Beaver takes his/her turn to get his height taken. Each month invent a fun activity including a 'height checker. Leaders should get involved too and mark their own height in too making it more fun for the children.

- Leaders take photos of each Beaver every six months and placed in ‘special pages’. Every now and then show these special pages to the Beavers so that they can see the difference in their own growth for themselves – taller, longer or shorter hair, lost a tooth, etc etc. Always ensure that you heighten the good things.

MOVING-ON CEREMONY

The Moving-On Ceremony formally recognizes the occasion when a Beaver Scout has concluded the journey within the Colony and now the time has come to move-on to the next challenging journey – the Pack section.

A Tangible Symbol

A few months before the Moving-on Ceremony, Beavers may be presented with their new coloured woggle to indicate that they will now be preparing to move-on to Cubs. This provides special recognition for those Beavers who will be moving-on, and an opportunity to introduce and discuss the concept of the Moving-On Award with all the Beaver Scouts.

Moving from one section to another is particularly important. Beaver and Cub leaders must work together to make it a successful, meaningful experience for all Beavers involved. As part of the Moving-on procedure, a Beaver should attend cub meetings for a minimum of 3 months and start working on the Tenderpaw Section of the Cub Programme. To make this process easier the Moving-On Award’s requirements overlap with those of the Tenderpaw Badge. This ensures that no time is lost in introducing the Beavers moving-on to Cubs to the Cub Programme.

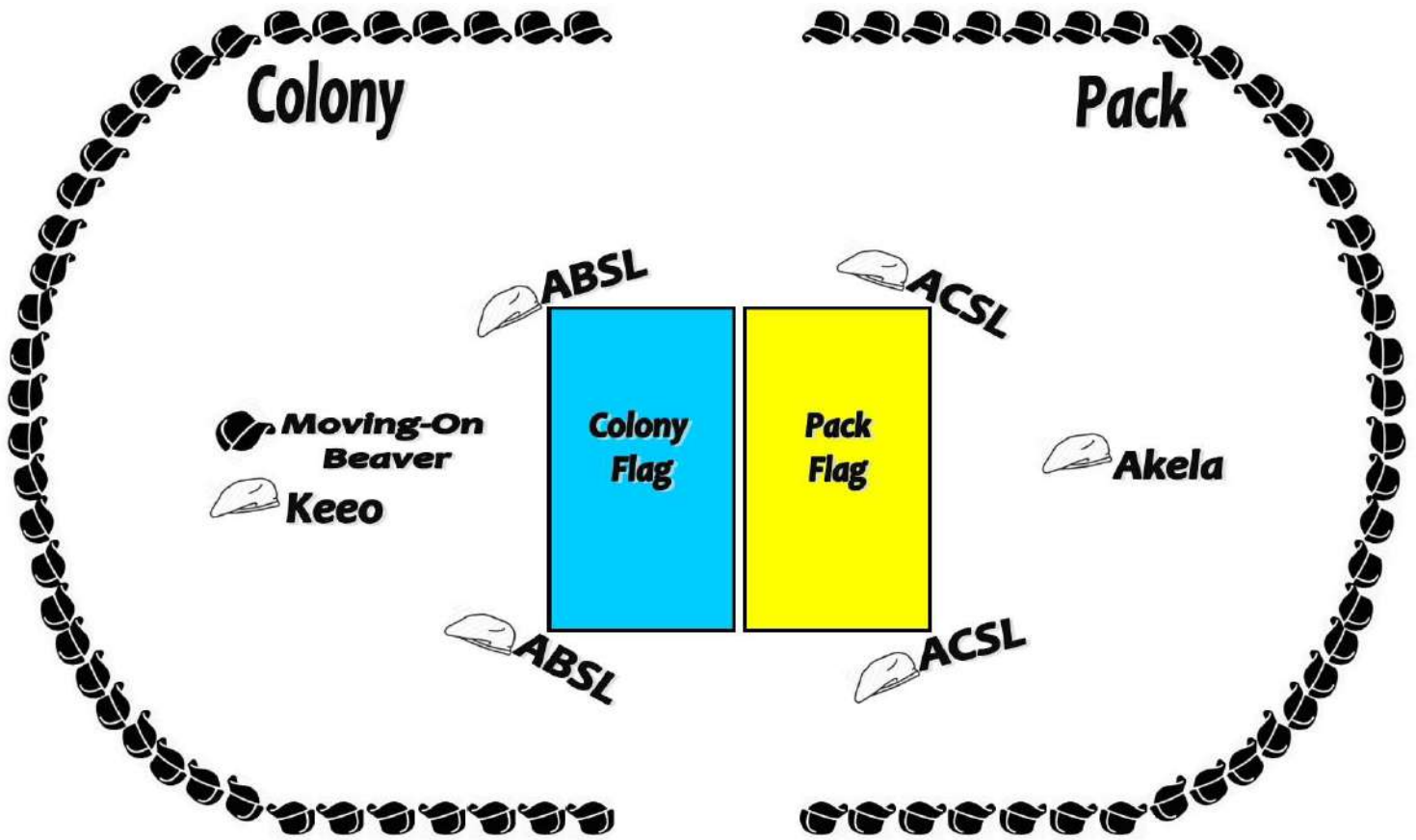
It is important that the Beavers are excited and happy about moving-on to the Pack. The Colony is not losing a Beaver but **has produced** a busy Beaver who is about to become a good hunter in the Pack. It is a time for all Beavers to share in the happiness of the occasion.

The Leaders may present a scrapbook of all the material summarising the Beavers’ growth and progress to the Beaver who will be moving-on to Cubs. During the Moving-on process, it is very important to understand that Keo is not required to instruct the Beavers on the Cub Programme. This job is solely Akela’s responsibility.

Procedure

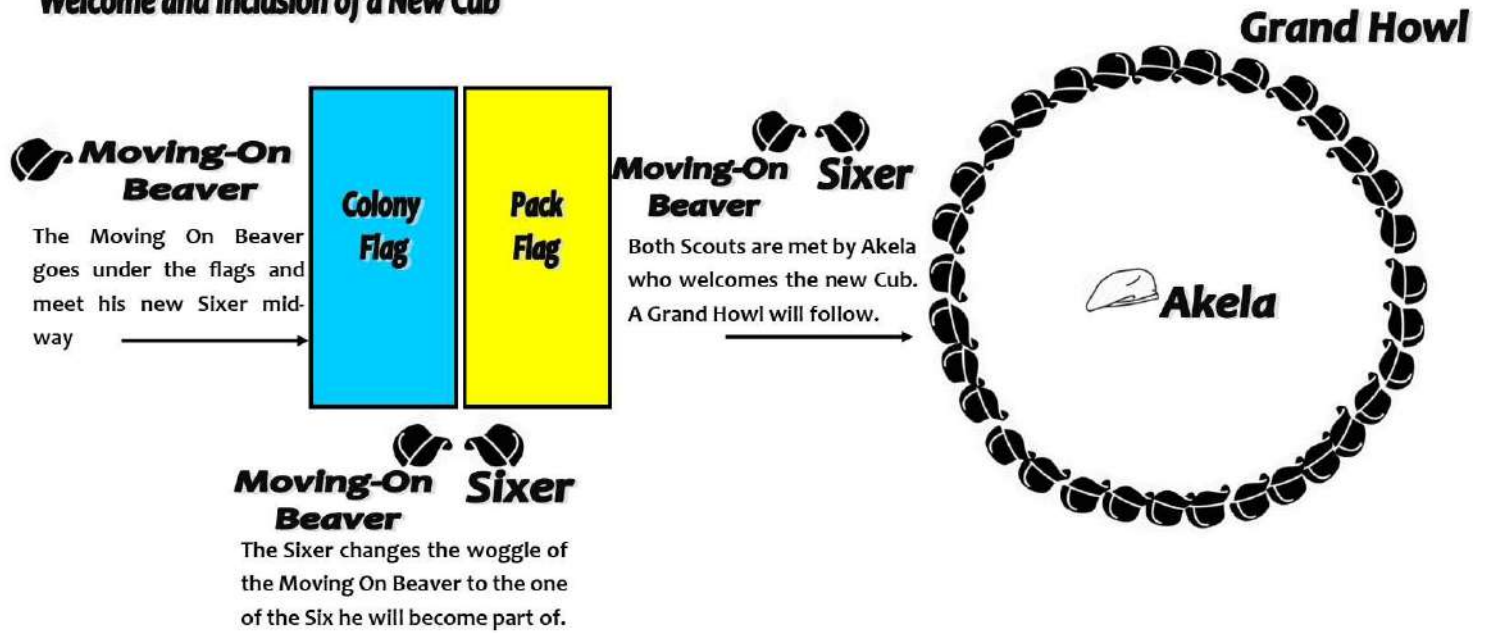
- Both Colony and Pack sections form a horseshoe facing each other. (See Diagram 1 in the following page).
- Inside both horseshoes the Section Leaders stand facing each other. The G.S.L calls the group to “Alert” and briefly explains the purpose of the ceremony. (See Diagram 1 in the following page).

- The Assistant Section Leaders of both sections stand in the middle of both horseshoes holding the Colony's and Pack's flags outstretched one next to the other. (*See Diagram 1 in the following page*).
- The Beaver Scout Leader calls out the name of the Beaver/s Moving-On from the Colony to the Pack. He/She says a few words briefly introducing him/her to the Pack leaders and Cubs and wishing him/her well on his future in the pack. (*See Diagram 1 in the following page*).
- The Beaver Scout passes under the flag where he is met by his new sixer in the Pack. The Sixer changes the Beaver's woggle with the coloured woggle of his new Six. Together they get out from under the flag where they are greeted by both Akela and the rest of the Pack. (*See Diagram 2 in the following page*).
- The Pack then form a circle and carry out the Grand Howl. This brings the ceremony to an end. (*See Diagram 2 in the following page*).



Moving-On Ceremony - Diagram 1

Moving-On Ceremony - Diagram 2
Welcome and Inclusion of a New Cub



Chapter 11

OUTDOORS

- *Taking care of the World*
 - *Changing Seasons*
 - *Outing Ideas*
 - *One Minute Naturalist*
 - *Nature Hikes*
 - *Outings and Visits*
 - *Checklist*
- 

Taking Care of the World

Nature Element

Nature is a fundamental element in the Beaver Scout Programme. As an organisation, The Scout Association of Malta clearly states that:

- ➔ The outdoors provides an ideal setting for growth and recreation.
- ➔ Responsible citizenship imposes an increasing obligation upon all of us to live in harmony with the natural environment.

These beliefs mean that outdoor activities and a heightened awareness of nature are essential parts of all Scouting programmes, including Beavers.

Real understanding develops from doing or experiencing something. When children experience something first-hand, they usually learn quickly. It is essential to provide the Beavers with activities that promote greater understanding of ecological relationships; these activities should promote a sense of responsibility for improving the quality of the environment.

Whenever possible use the outdoors for learning and activities. In a world that is increasingly sensitive to environmental issues, it is more important than ever to help young people build a strong sense of understanding, appreciation and wonder.

Here is an easy way to develop a series of programmes with a “nature” theme. Choose a topic

For example: Astronomy and Space. Organise a series of evenings around the theme. Include stories, a film, games adapted to space the theme, crafts. For example: making rockets or a space shuttle.

It is also possible to plan a programme on environmental issues for Beavers. Visit a recycling centre. Ask these questions: How is our sea polluted? What kinds of environmental problems affect the bigger villages? Why do people litter?

On your next outing at a park or nature reserve, help put up bird houses. Take photos of the activity. Once done why not inform the Association’s Public Relations Officer so that the local press can be informed?

Outdoor Meetings

Consider holding some of your Colony meetings outdoors. It is just as easy to play games, do crafts, sing songs, learn nature lore and follow a spiritual theme outdoors as inside, and you have a chance to do something different. As a bonus, your Beavers will be in the fresh air with lots of room to move around.

Here are some general tips for an outdoor meeting:

- Plan the meeting carefully so that the Beavers are involved in a game or activity all the time.
- If you are planning an outing away from your regular meeting place, make sure that you inform the Group Scout Leader and the member's parents/guardians.
- Know the area where you plan to take the Beaver Scouts. Carry out a thorough risk assessment of the area **PRIOR** to the activity to ensure it is safe. For example: check for safe accessibility for everyone to the site and any other dangerous objects (broken glass, etc).
- Before the meeting, tell your Beavers what sort of behaviour you expect of them.
- Make sure that a signed consent form is received from each and every child. It has to include all necessary emergency numbers and (if applicable) a health form stating allergies etc.
- Keep a first aid kit available and ensure that one of the Leaders present is a qualified First Aider.
- If meeting involves handling of food, ensure that at least one of the Leaders present is a qualified Food Handler. Be aware of Leaders/Children's allergies.
- Parents/Guardians are responsible for transporting or arranging for transport of their children to and from meetings.
- Always have a Plan B.

Changing Seasons

As discussed, many times, programme planning is of utmost importance and sometimes, when dealing with a theme, we neglect to notice the natural changes happening around us. In fact, we can easily look at seasonal patterns as a major programme source. The variety of changes and the liaison between seasons provide a rich think tank of ideas.

Take a look at the season and the changes that occur. How do we know that a particular season has arrived? What changes take place? Some animals prepare for the changes to the seasons differently. What are they doing?

A number of choices exist depending on the season - watch for and talk about migratory birds. Visit a local park/garden at sunset. Talk about the effect weather has on birds. Take a walk to collect weed bouquets, seeds and leaves. You can adapt films, stories, songs, crafts and games to fit seasonal focuses very effectively.

As you plan a seasonal outing, develop a programme around questions like: Where and how do insects and animals spend that season? What causes the season? How do plants and trees survive?

On your next outing, divide the Beavers into Lodges and under ample supervision search for dry nests. Find other animal homes. Find tracks and follow them. Set up feeders for the birds that winter in our country. **Carefully prepare for and closely supervise all outings.** Regardless of the season, always pay attention to the **health and safety of your Beavers.**

Outing Ideas

To assist you we have listed some outing ideas. Although some may seem far-fetched at first, you may find they are possible to achieve after all.

Pedestrian Safety

You will be carrying out a great service to your Beavers if you schedule a programme that shows the proper way to cross the street, recognizing traffic signals recognition, walking in a car park and other pedestrian hazards. Contact your local police station for tips and resource help if needed. Possibly even get a policeman to come visit and talk to the Beavers.

National Beavers Day or Beaveree

The National Beavers Day or as it is called in many countries a *Beaveree*, is a day programme solely for Beaver Scouts. It is an event for Beavers on a national scale. In an activity like this one expects to have all Colonies from all the Scout Groups around the islands present.

These activities are planned by the Groups participating with the assistance of the National Events Team. Such activities are always based around a theme or a saying or a famous character. Then themed games, crafts, physical activities, creative activities, etc will be chosen accordingly.

Note: When organizing such an activity one has to keep in mind that longer and more thorough planning well as a lot more of manpower is needed.





Cookouts

Bearing in mind the young age of the Beaver Scouts cookouts are not an integral part of the Beaver Programme and it is also dealt with in the next section's programme. However, cookouts can be a way to promote teamwork within the Colony.

One such example would be to divide the Colony into two lodges and have (if possible) a few leaders in charge of each lodge. One lodge will be the Chefs and other lodge the Entertainers. Whilst the Chefs are busy helping a Leader in charge with the cooking – opening up burger boxes, piercing sausages with forks, preparing burger buns; the Entertainers can have a storytelling / playacting / games session. Then after a designated time the Lodges swap 'duties'.

Leaders to Beavers ratio is to be observed at all times – 1-6. However, it would be ideal to get extra Leaders to help in the activity.

Hikes

This type of activity is relatively simple to organize. Ensure that what is planned is not too challenging for Beaver-aged children. Ensure that you know the route and that the necessary risk assessment is carried out beforehand.

Keep the weather in mind. ***Always have a Plan B!***

Visit to the Nature Reserve

With or without a resource person or a guide, Beavers and Leaders can see and learn much from a visit to a Nature Reserve such as :

Observation of Water Plants and Land Plants
Types of trees
Shapes and sizes of Leaves

Insects
Different Sounds
Pond Water inhabitants
Salt Water inhabitants

Water Themed Activities

Here is a great summer fun idea. All you need is some imagination and you can create a lot of water activities and also games – bet Beavers would enjoy such an activity!

Below are a but a few of the tons of items that you can do based on this theme:

- Bucket filling relay races with sponges, recycled bottles, plastic cups, etc etc
- Bash the leader's nose with a sponge full of water
- Balance a plastic cup full of water on your head
- Water experiments: Will it sink? or Will it float?
- Learn how to wash your scarf properly
- Making plastic bottle fish and float them
- Jam Jar Aquarium
- Make soapy bubbles
- Paint with soap bubbles
- Making fish out of fruit
- Bowling with recycled plastic bottles filled with water and a large foam ball
- Paint with spray gun bottles
- Making colourful paper boats and floating them
- Water bag piñata
- Making ice lollies
- Water balloon football
- Water balloon relay races
- Learn how to make your fruit squash
- Tie and dye your summer t shirt
- Learn about the water cycle
- Making water bottle bird feeders
- Washing up your mess tin, mug and cutlery
- Water sponge toss Olympics
- Making Jelly
- Why not ask another Colony to join you in the fun?!

As you can see the water themed activities are not just based on games but also on the preparation of food items and learning to do chores that involve water.

More resources can be found on Scoutkeeper's downloads section under Beavers.

The One Minute Naturalist

Although the ideal places to observe the natural world are designated parks, green spaces or zoos, one may still find much to observe in the grounds around a Colony's meeting hall too.

Whether you meet in a rural school, suburban community centre, or the church hall, the yard just outside the front door or the public garden nearby are full of opportunities to make simple outdoor observations. These offer a safe area for Leaders who have little knowledge of nature or experience in the outdoors.

To take an excursion into the yard, you still need to plan, but you can keep it quite simple and basic. Chances are, the Beavers are already familiar with the surroundings. They will enjoy discovering things that may have been right under their noses.

Hiking

Beavers love to walk in wooded areas or across a field, and a hike is an excellent outing. Keep the distance short – no more than a kilometre or two. Because Beavers are curious, they will want to stop, look and explore. Ensure you have enough leaders for an outdoor activity and have planned it well. Here are some guidelines.

A hike has a:

- Destination
- Purpose
- Plan (distance and stops)
- Game/s

Use hiking often as a means of travel, observation and an energy outlet. Keep in mind that the objective of a hike is to explore and discover. This will prevent your hike from turning into a forced march.

Some hiking ideas:

- Message following hike - like a treasure hunt moving towards a goal.
- Conservation or nature hike - use it to collect things such as an item for each letter of the alphabet – No live animals or plants !!!
- Teach Beavers to choose fallen items - So they do not damage trees and plants by tearing away living parts.
- Observation hike.
- Rock finding hike - find coloured rocks or different kinds of rocks. Display them later by setting them in plaster of Paris. With the help of a Leader / Parent / Guardian put a small tag indicating the date and place collected from.

Nature Hikes

Here are some ideas you can build into a Saturday outing or even a short ramble in the vicinity of your meeting hall or headquarters on a regular meeting night:

- What do you smell?
- What do you hear?
- What type of ground do you walk on?
- What did you see on your way to your destination?
- Build a beaver face, a beaver dam, a lodge, etc., with twigs and mud.
- Scavenger Hunt: Say the name of a plant or bird. Find something from nature that starts with each letter of the word - For example “daisy”: d-dirt, a-ant, i-insect, s-sand, y-yellow. For Beavers who cannot read, draw/show pictures of things to find.
- Find something pretty.
- Find a tall tree.
- Find something that should not be there.
- Find something of a certain colour.
- What colours do you find in nature?
- Collect nature objects (for example: rocks, twigs). Close your eyes and feel the different things, their texture. Do they have a smell?
- Take a picture of an evergreen tree’s leaves. Notice how different they are from the leaves of other trees.
- Give the Beavers a dead leaf. Tell them to find one to match it.
- Study flower petals under a magnifying glass.
- Give Beavers a small jar; how many things from nature they can put inside it? - No live animals !!!
- Show Beavers an item from nature – make sure they are plentiful – then ask each to find a similar item and return to the meeting hall / headquarters. Show another item and send them off again (under supervision).
- Find insects. Take pictures – Let them live!

Planning Steps

Set a goal. What do you want to achieve?

- State the type of hike.
- Establish a time. How long a hike will you take?
- Establish a route and check it out. Choose the location for start and finish, and give clear instructions on how helpers / parents / guardians can get there.
- Outline the programme for Group Scout Leader’s approval prior to the event. Include:
 - Date, time, venue etc.
 - Safety considerations

- List of help needed
- Budget
- Equipment list
- Make sure you parents/guardians are informed well prior to activity. Obtain their written permission for their child to participate.

Listening

On a summer's day when the grass is dry, ask your Beavers to lie down with an ear to the ground. What can they hear? What do they think is going on under the surface?

Invite the Beavers to sit or lie on the ground in a good "listening" position, close their eyes, and listen for bird songs. Tell them to raise a finger when they hear a bird singing and to raise another finger each time they think they hear a different song. After about a minute, compare numbers of fingers and together try to identify different songs and the birds who are singing them.

As part of this exercise, ask your Beavers to sit with eyes closed and see if they can count to 10 without hearing a bird sing.

Looking

With the Beavers, lie under a tree and look up at the patterns made by leaves against the sky. If you are lucky, you will spot a bird. Watch the animals. Show the Beavers how to cup their hands around their eyes to make "hand field glasses" to help them focus their attention.

What things are the animals using to build their homes?

Where are they building them?

Why do you think they are putting them in those places?

Take a close look at the branch of a tree or bush. Talk about the new buds, how buds are arranged on the branch, whether all trees have the same arrangements of buds. Find the scars of old buds and leaves.

Stake-Out

Help Beavers mark out a piece of ground with a circle of string and tell them to take a close look at the territory within the boundary to see how many living things, or how much evidence of life, they can find. Encourage them to lift pebbles gently and look closely at leaves and stems. Hand out some magnifying glasses to help them explore.

Have the Beavers follow a crawling insect to find out how fast it moves, what it eats, and where it lives.

If Beavers pick up an insect (and they will!!!), ask them to handle the bug gently and look

carefully:

*What colour is the bug?
How many legs does it have?
Can they find its mouth and eyes?
How many segments does its body have?
Does it have feelers?
Does it have pincers?*

Make sure you tell the Beavers to put their creatures back as close to where they picked them up as possible.

Be Crafty

Take paper and wax crayons, charcoal or pastel sticks outdoors so your Beavers can make rubbings of the leaves and bark on different kinds of trees. If there is a tree stump in the area, let your Beavers make a stump rubbing. For this, you need a piece of sturdy paper large enough to stretch over the stump with some to spare so you can make the rubbing as big as possible. Using the broadside of a piece of charcoal or a wax crayon, rub over the paper in one direction only. From the number of rings that show on the rubbing, you can tell approximately how old the tree was when it died, and you will see evidence of wet years (wide rings) and dry years (narrow rings).

Use the sun to make leaf prints. Pin different kinds of leaves on a piece of coloured construction paper (*kartoncina*) or a recycled piece of cardboard from an unwanted box. Set it in bright sunlight for at least an hour. The prints will show not only leaf outlines, but also the vein patterns.

Cut leaves responsibly !!

Farm Visit

A farm visit offers an example of how much learning an outing can provide. The objectives for the visit might be to help Beavers gain some insights into the complex tasks involved in operating a farm and the interdependence of the farmer and people who buy food.

Before making the visit, sit down with the Beavers and brainstorm a list of questions they would like to ask. Here are some examples:

- What size is this farm?
- What does the farmer grow on the land?
- How many animals live here?
- What types of animals?
- When does the farmer harvest the crops?
- Where does the farmer store the crops?
- Where does the farmer sell the products?

- What kinds of help does the farmer get from machinery or other people or animals?
- What conservation practices does the farmer use? Why?
- Is the farmer troubled by predators or pests?
- How does the farmer control them?
- How does farming help us?

As you can see a simple idea like this visit might easily generate a great many new programme ideas. When you choose activities, keep in mind that Scouting aims to increase the Beavers' knowledge and understanding of their natural surroundings.

Special Events

- Visits to senior citizens; adopt a grandparent; make a gift.
- What is your job like (guest speaker)?
- Develop a cooking course (Leaders will do the actual cooking). This might involve making a packed lunch, preparing a soup, cookie night, bake a cake night, etc. Parents/guardians may be involved in the activity.
- Christmas concert.
- Parent/Beaver activity.
- Scout Week activity.
- Carnival night.
- Easter talent show.
- Show and tell – Pets.
- Fundraising for a noble cause.
- Collecting goods (food, blankets, etc) to give to animal shelters.

Outings and Visits

Planning Tips

You need organisation, planning and coordination to make any of these events happen. With the help of all the Leaders in your Colony, you will find the job easy. This checklist of reminders will also help.

Preparations

- Contact the place of interest and ask for all the information they can supply: admission price and what is included in it; availability of guides; number of people they can accommodate at one go; time required for tour or activity; souvenirs suitable for Beavers and their cost; bathrooms and lunch facilities; if they cater for certain food types (allergies); venue accessibility.
- Estimate total cost of the outing and include everything in your budget.

- Set a programme for the day.
 - Programme of the day to be forwarded to GSL for discussion and approval.
 - Inform parents/guardians at least three to four weeks before the outing. Include:
 - Meeting place
 - Meeting times (beginning and end)
 - Venue
 - Costs involved (tell them by when you need the fees in hand)
 - Kit list - request help with supervision (if needed)
 - Consent Forms (tell them by when you wish to have them returned)
 - Health Forms (tell them by when you wish to have them returned)
 - Means of transport - Remember: it is the parents'/guardians' responsibility to drive or ensure their child gets to the event equipped and on time. Do not use your personal transport.
 - Collect activity fees and signed consent forms.
 - Two weeks before the outing, remind parents/guardians of those Beavers who have not yet brought in forms and fees.
 - Build up the Beavers' enthusiasm by planning meetings around the outing's theme.
 - Explain to them what you expect of them in terms of behaviour. Give a list to the parents / guardians indicating what the Beavers can bring with them to the activity (jacket, sun glasses, packed lunch, etc) and what they cannot bring (Mobiles, electronic gadgets, jewellery, etc).
 - Check your first aid box and ensure that is equipped and up to date.
 - Ensure that at least one of the Leaders attending is a qualified First Aider.
 - Prepare name tags for each Beaver including:
 - his/her name
 - name of scout group
 - phone number of GSL and BSL
- Children should wear the name tag on a lanyard around their neck or stuck to a clothes' pin onto their scarf or inside a jacket or vest pocket.
- Keep a list of all Beavers' parents'/guardians' emergency numbers and health forms in hand.
 - Prepare maps with travelling directions for drivers or parents'/guardians.
 - Confirm arrangements for reservations a few days prior to the trip.

Day of the Outing

- Ensure leaders are on time at the meeting place.
- Give the Beavers their name tag as soon as they arrive.
- Provide drivers with maps to destination and indicate meeting point exactly.

- Remember to prepare some activity to fill any pauses of activity during the day. Although most leaders schedule a half hour for lunch, it only takes some Beavers 10 minutes to eat.

Always carry:

- A First Aid kit and make sure that one of the Leaders is a qualified First Aider.
- All consent forms
- All health forms (where applicable). These should include clear indications of any medication dosages. At the Group/Leaders' discretion parents may be allowed to visit the activity for a few minutes to administer medications to their child. (Always seek guidance from your Group Scout Leader).

After the Outing

- Have Beavers send out thank you cards to people who helped with the trip. This is not just good manners, but it also makes it easier for the next group.
- Hold a follow-up meeting where you remember what you did and saw. Why not show slides or pictures taken on the trip?
- Assess the success of the trip. Did the Beavers enjoy it? What programme goals did it achieve? Can anything be done differently next time? This is an ideal time for evaluation especially if you have a mix of experienced and new leaders.

Checklist

Here is a sample of a checklist to help ensure that everything that needs to be done is completed. When you plan an outing or special event, think of the specific things you need to do before, during and after the activity. As each item is completed, put a check mark beside the date. The leader who has taken on the job of coordinating the outing can be responsible for the check- list.

Date	Details	Person Responsible	Done
	<i>Note dietary and medical considerations of Participants</i>		
	<i>Consent forms of all those participating</i>		
	<i>Have you confirmed the use of the location?</i>		
	<i>Do all participants and parents have information on date, time, cost and programme?</i>		
	<i>Do you have parents' permission? Have they filled in the consent form? Have you asked for their help and cooperation?</i>		
	<i>Have you completed all the required forms?</i>		
	<i>Do you have a theme for the day? Is everyone informed?</i>		
	<i>Will you use costumes?</i>		
	<i>Have you listed and obtained all supplies?</i>		
	<i>Have you asked for extra support from Leaders in other Sections?</i>		
	<i>Is there a first aid kit available, and is at least one of the Leaders a qualified first aider?</i>		
	<i>Are bathrooms available and open? Who has the key?</i>		

	<i>Who is responsible for meals?</i>		
	<i>Do you have an alternate plan in case of bad weather?</i>		
	<i>Is parking accessible?</i>		
	<i>Do you need direction signs? If so, who will make them?</i>		
	<i>Will you have a lost and found? Who will be responsible for it?</i>		
	<i>Have all organizers (GSL, parents, leaders) been fully briefed before the event?</i>		
	<i>Will other family members be present? What will they do?</i>		
	<i>Have you planned to evaluate the event? How?</i>		
	<i>Will you make recommendations for the next organizers?</i>		

Chapter 12

SPIRITUAL FELLOWSHIP

- Spiritual Fellowship
 - Setting the Example
 - Helping
 - Love of Self
 - Log Chew
 - Scout's Own
 - Finding God's Love
 - Opening and Closing
 - Prayers for Beaver Scouts
 - Activities
 - References
- 

Spiritual Fellowship

Spiritual fellowship is a thread woven through all Scout programmes. It takes into consideration the variety of religious beliefs and denominations held by both leaders and children in a Colony.

The programme concept fosters an attitude of love, respect and caring for other human beings and our natural surroundings. Sharing, helping family and friends, helping to look after the environment and acceptance of others are principles honoured by all religions around the world. Through these types of experiences, young children discover God's love for them and the world.

Setting the Example

A child is subtly influenced by what is seen and heard. Leaders who strive to live their Faith and who let their convictions positively influence and warm all of their actions, share these outlooks with the Beavers in their Lodge and Colony.

Helping

The idea of helping others and doing something useful for them is not always easy for Beavers to understand. Encourage them to be thoughtful of other members of the Lodge and Colony, brothers and sisters at home, and friends at school and in their neighbourhood. Encourage them to be thoughtful of parents by helping around the house.

By encouraging Beavers to help others, to share and carry out good deeds, you will be reinforcing the spirit that we offer to do these things without expecting something in return. You will also be helping the Beavers to keep both their Scout Promise and Motto.

Love of Self

One important and often overlooked aspect in spiritual development is a person's self-image. It is important to help Beavers realise that they are loved for their own sake and that their talents and abilities are appreciated. A Beaver Scout Leader can guide children positively, to help them accept and understand themselves better. This is where the Eager Beaver Awards can come in.

Show your love by:

- Encouraging Beavers to do their best
- Congratulating them for their efforts
- Accepting them bearing in mind their age and development

- Listening to them
- Empowering them to do and learn more

Although Beavers are only five, six or seven, they are on the road to adulthood. Find ways to make the journey both easy and fun. A Beaver's growing self-awareness strengthens his/her spiritual growth and, in turn, is helped by it.

Programme Goals

Scouting provides children between the age of five and seven with simple, flexible and positive experiences with “sharing” as the key. Your Colony gives Beavers opportunity for growth and development. Each Beaver will gain more understanding of fellowship and spiritual values through his/her activities than through direct teaching. The spirit of Beaver Scouts is caught, not taught. Spiritual emphasis is a continuous thread running through the programme of a Beaver Colony.

Spiritual fellowship is clearly intertwined to the Beaver programme goals, it encourages leaders to “find examples of God's love for them and the world.” When you look at the other goal statements, you see that they also reflect the idea of God's love as it shows itself in a variety of ways:

- Love and joy
- Health and a positive sense of self
- Belonging and sharing
- Cooperating
- The beauty of the world around us
- Friendship
- Caring for others

Promise and Motto

Spiritual fellowship is also fundamental to the Beaver Promise and Motto. Here is an exercise to help you generate programme ideas. As a leadership team, discuss the meaning of the words of the Beaver Scout Promise and Motto. List activities that will help you develop these concepts at Colony meetings. Focus on ideas about:

- How to love God
- How to take care of our environment
- How to have fun
- How to work hard
- How to help our family and friends
- How and when to share

The following are a few ideas to get you started.

How to Love God

- ❖ Taking care of nature
- ❖ Saying grace at meals; saying thank you; saying sorry
- ❖ Praying at opening and closing ceremonies; thoughts for the day
- ❖ Respecting property, people, animals and all other living things
- ❖ Singing
- ❖ Doing a Scout's Own

How to Take Care of the World

- ❖ Planting a tree
- ❖ Sorting out our own litter
- ❖ Recycling as much as possible
- ❖ Warning friends and other people of any unsafe places
- ❖ Doing good deeds
- ❖ Practice safety at all times

How to Have Fun

- ❖ Carolling at Christmas; singing; campfires
- ❖ Touring a church, synagogue, temple
- ❖ Playing cooperative games
- ❖ Doing craft work (for example: What "God" means to me)
- ❖ Star-gazing
- ❖ Observing the environment around you

How to Work Hard

- ❖ Sharing with chores at meetings
- ❖ Setting up before and cleaning up after a crafts session
- ❖ Trying to keep neat and clean
- ❖ Taking care of the uniform

How to Help Family and Friends

- ❖ Doing chores at home
- ❖ Setting the table
- ❖ Making crafts for the family (for example: Mother's Day and Father's Day or else why not invent an occasion: Special Cousin Day or Favourite Auntie Day)

- ❖ Helping friends
- ❖ Helping those younger than you
- ❖ Letting others help you

How and When to Share

- ❖ Taking turns with equipment and in games
- ❖ Sharing materials and ideas between Lodges
- ❖ Sharing a day outing with a Cub pack
- ❖ Sharing games (for example: if you have something in excess, find someone who needs what you have to complete a project)

Log Chew

Give your Beavers an opportunity to discuss their feelings after such activities. Accept the Beaver's point of view even though it may not coincide with yours.

If you feel the child has missed something, try to direct the Beaver's thinking to that area, but let the child draw his/her own conclusions. The Beaver may not be ready to absorb the kinds of thoughts or perspectives you have. Consult with parents/guardians in order to gain knowledge and sensitivity of the child's development in this area.

If you have children of different beliefs, they can be given the chance to talk to the whole Colony about it. They can tell/show the others interesting facts so that everyone can learn from each other.

Remember...

THE WORLD IS BEAUTIFUL BECAUSE IT IS DIVERSE !!

Scouts' Own

A Scouts' Own provides time to reflect on ways to fulfil the Scout Promise, the Motto and our personal commitment to our spiritual values. A Scouts' Own can be a structured and planned part of a Beaver event, or a very spontaneous coming together in a celebration of life.

- ➔ Involve Scouters, Beavers, and perhaps a spiritual adviser when preparing a Scouts' Own.
- ➔ It should be acceptable and meaningful to all faiths represented. Do this by taking one of two approaches.

- Ask your Beavers, their parents or spiritual advisors to provide contributions meaningful to their various faiths.
- Choose material with universal appeal (i.e. focus on common threads such as love, friendship, helping others, the environment, etc.)
- You can hold a Scouts' Own at any time and in any place. Ideally wherever it is most meaningful to your group. In a sense, you could consider even a prayer during a meeting as a quick Scouts' Own.
- To be sure that a spiritual observance of some kind is part of your programme, schedule a Scouts' Own and take time to see that it happens. Though it may involve a spontaneous moment, it is always wise to be prepared.
- A Scouts' Own can present spiritual messages in the form of prayer, songs, skits, short stories or games for discussion. Involve your Beavers by asking them to help with the planning (perhaps by lodges) and ensure every one of them participates in some way.
- Beavers can be divided into Lodges and each lodge assigned a specific task.
- Keep it simple, clear and short; no longer than 10-15 minutes.

Finding God's Love

The Beaver programme's first emphasis is to "find examples of God's love for them and the world." The focus of this first emphasis is to help Beavers discover God's love, to experience it and share it with others. You may find these suggestions and guidelines helpful for developing programmes in which Beavers can make this discovery.

Keep it Simple

You can practise spiritual fellowship in all phases of the Beaver programme without getting into too much detail.

Encourage positive spiritual attitudes by teaching and practising them at Beaver meetings and encouraging Beavers to use them at home. It is important to keep spiritual emphasis simple. Use religious teaching at meetings only in conjunction with specific themes and topics; remember to consider Beavers who do not belong to that faith.

Spiritual Themes

Creation: Read a story of how the world was created to the Beavers at a meeting. Then go on a nature hike, along the way, discuss the things you read in the story.

Holiday

Pick a religious holiday. Try exploring holidays of different faiths and beliefs. Stage a play, make puppets, and ask a minister, priest or other spiritual leader to come in to tell the story.

In the downloads section on Scoutkeeper you will find a booklet named [Beavering through Faiths and Beliefs](#) which will come in handy for this purpose.

Scouts' Own

The purpose of a Scouts' Own is to promote a fuller understanding of the Beaver Scout Promise. You can have a Scouts' Own any time. Remember to keep it simple bearing in mind the participants ages.

Children's Hymns

During sing-songs, include some spiritual hymns that Beavers know and understand. They love to sing. The livelier the better. If they do not know the words you can teach it to them. Make sure that you participate in the singing too.

Opening and Closing

Thought/s of the Day:

Each week let a Beaver or a Lodge help during the opening or closing ceremonies with a thought of the day. Beavers can prepare these with a leader or at home with a parent / guardian. It gives them an opportunity to share their thoughts with the rest of the group.

Evening Prayer:

Some Groups say or sing a prayer each evening.

Spiritual Customs From Around the World:

Different spiritual customs are practised in different countries. Beavers love to hear about things that other children do. Share with them the ways in which children their age from different cultures and religions practise the same spiritual message. One such example can be the Festival of Light or Diwali that happens in India.

Refer to the booklet [Beavering through Faiths and Beliefs](#) found in the downloads section on Scoutkeeper under Beavers.

Stories with Moral and Spiritual Emphasis:

Use a Beaver story to express a key thought or message. Refer to the booklets [Beavering through Fables](#) and [Ganni Beaver reads meaningful Stories](#) found in the downloads section on Scoutkeeper under Beavers.

Beavers' Prayers

Hey God!

Hey God! Did you really create the stars? And that great white moon, that looks so far? And did you really make planets like Mars? And Saturn and Venus and all like that?

Hey God! Did you really make fluffy, wobbly puppies? And kittens and ducks and jumpy frogs? And did you really make goldfish and guppies? And creepy crawly things beneath old logs?

Hey God! Did you really make mud so it would squish?
And rainbows to chase that can't be caught? And did you really make the clams and starfish?

You did? Well thanks. Thanks a lot!
(By Andy Jensen, Victoria, B.C.)

Thank You

Thank you for the sky above;
Thank you for the birds that fly;
Thank you for the earth below;
Thank you for the trees that grow;
And thank you God,
for you and me!

Activities

Have the Beavers try to count the stars in the night sky. There are so many, and they look much the same, just like most Beavers look the same when they are all together. And yet, there is only one special place like Earth, and each Beaver is a special child. Tell them, "There is no other child exactly like you."

Do this for about 15 minutes, talk about the experience.

"Who is a special friend in the Colony?" God made that person, too. Write a letter to your friend, tell the person why you like his/her friendship. Perhaps Keeo, Brown Beaver, Tictac, Bumble Bee or Sunshine can help write what is necessary. Make your friend a card and give it to him/her with the letter.

If you do this exercise, make sure all Beavers receive a card and a letter. Being able to receive a gift is as important as being able to give one. Have your Beavers share their feelings and insights about what they have done.

When building a programme around the emphasis of finding God's love, remember that the

Beaver's personal discovery of the importance of him/her self and of everything and everybody else must be encouraged and, in some way, expressed. It is only through this personal experience that the Beaver can build a true capacity to appreciate and express peace, joy, love and goodwill for all.

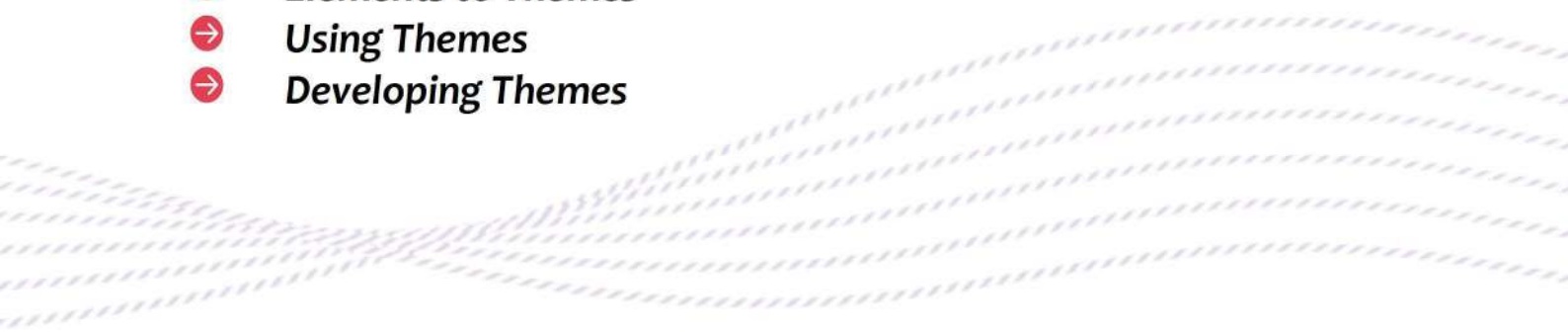
References

Refer to the following booklets to help you with this chapter:

- ➔ *Beavering through Fables*
by the Training Department, Scout Association of Malta
- ➔ *Beavering through Faiths and Beliefs*
by the Training Department, Scout Association of Malta
- ➔ *Ganni Beaver reads meaningful Stories*
by the Training Department, Scout Association of Malta

Chapter 13

THEMES

- Elements to Themes
 - Using Themes
 - Developing Themes
- 

Elements to Themes

The Beaver Programme has seven programme elements: games, crafts, music, storytelling, playacting, spiritual fellowship and outdoors which we first encountered in Chapter 2 of this Beaver Leader's Manual. These are all incorporated into the four main challenges, namely the Discovery, Friendship, Outdoor and Personal Challenges. Using these elements, you create specific themes for your monthly programmes.

Programming your meetings and activities is easier when a Theme is used. For example, you might use Outer Space as the focus for a series of meetings/outings which can include films, stories, crafts, special guests, a play, space puppets, rocket/shuttle building, space-suit making, outdoor games and songs.

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

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

Using Themes

One way you can use themes is to set up a Colony project in which different lodges work separately. Each lodge contributes to the project by doing activities which, when pooled together, complete the total project (Log Chew).

A simple example might involve making 3D posters promoting a scouting activity or commemorating a special milestone in your Scout Group's or Colony's life. Leaders select or draw pictures; a group of Beavers will colour/pain them in; another group will cut them out; and another builds a collage by pasting the pictures onto recycled cardboard. Hang the project for all to see.

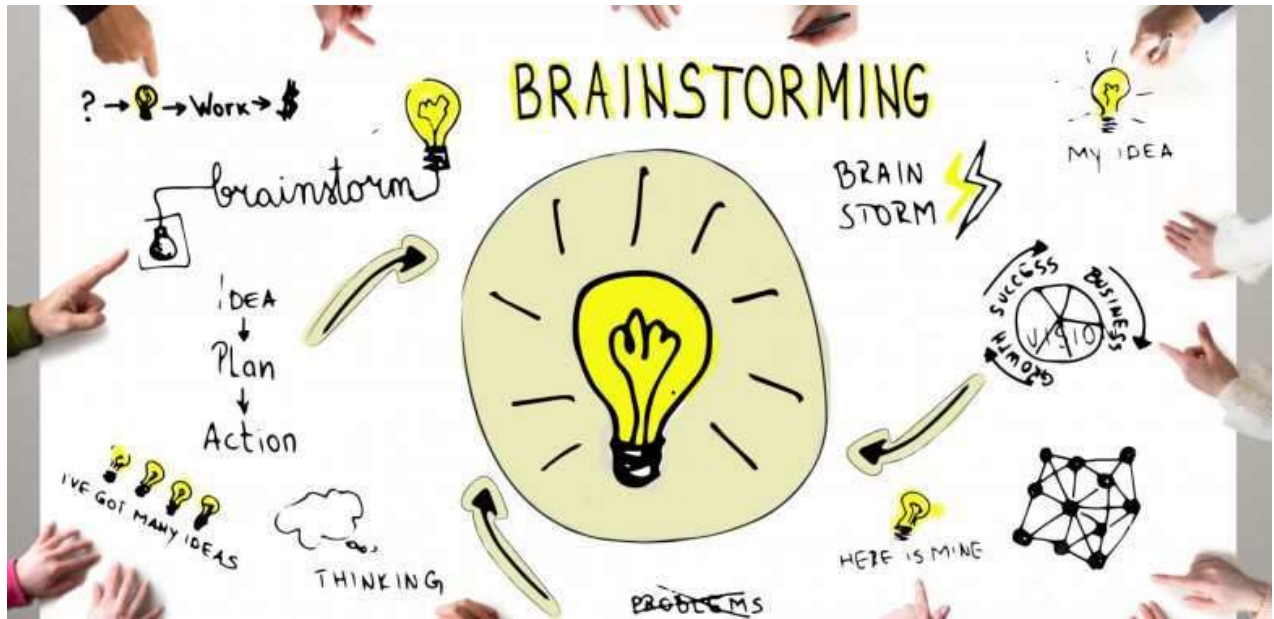
You might even organize a month's activities around different themes. Try to ensure that all theme programmes are well balanced to include the seven elements as much as possible.

One other idea could be to set up a parent roster that arranges to have one parent at each meeting. It means a great deal to the Beavers, develops parents' interest in the Beaver programme, and gives you some extra help. It could also be an excellent means of Leadership recruitment. However, it is advisable that prior to this roster be officially presented a meeting with your GSL should take place and the topic discussed at length.

Developing Themes

One programme planning method many colonies use, involves developing an entire Colony meeting or series of meetings around a central idea. This does not necessarily mean a special festive theme such as Christmas for example, but almost any other idea you can develop with a little imagination.

Use your secret weapon:



Let us look at how to develop a simple idea into a programme – the theme idea of FOOD. Sit down with other Colony leaders and list as many things related to food as you can think of. Brainstorm and let the ideas flow without stopping to accept, reject or discuss their merits.

Here is the kind of list you might end up with: candy, macaroni, crackers, nutrition, growing, cooking, beans, beanstalk, golden eggs (can you see a story idea emerging?), peanuts and so on and so forth. That is only a short list that comes to mind after few minutes of jotting down. You can do much much better when you share the experience with others.

The next step involves choosing some of the items from your list and trying to dream up ways to use them with a group of young Beavers. It is not necessary to consider all of the items on the list, keep the rest for another time. So, let us explore a few possibilities.

Theme: FOOD

THEME	FOOD
Candy	How about putting a sweet inside a number of balloons, blow them up, tie them in a row on a string and have a relay race? Each child runs up to the string, breaks a balloon and keeps the candy inside.
Macaroni	You can string macaroni to make jewellery or glue it to cardboard to make pictures. Macaroni comes in many shapes and sizes; some brands are even coloured. How about that old song, "On Top of Spaghetti"? What can you do with it in a programme?
Beans	You can hide a white beans all over the Head Quarters (inside and out) and ask your Beavers to hunt for them. You can even grow beans on blotters or bake them for a Colony outing.
Beanstalk, Golden Eggs	These bring to mind fairy tales you can tell the Beavers or have them act out in a little play – Jack and the Beanstalk.
Peanuts and Nuts in General	<p>Before involving peanuts or any sort of nuts in your programme, ensure your Beavers have no allergies. This goes for all food stuffs. Ask parents discreetly prior to the meeting/activity should they suffer from any other allergy to Gluten, are Lactose Intolerant, have G6PD, Celiac and so on and so forth.</p> <p>You can organize hunts for peanuts just like beans. Another safer option could be to use Marbles and called them 'Magic Beans'.</p>

Now that you have an idea of how to start collecting programming ideas, let us pull some of the items together into a Colony Programme. It might look something like this.

Theme: FOOD

Time	Session	Activity	Equipment Needed
5 mins	Opening:	Prayer Beaver Scout Promise Short Briefing	
5 mins	Song:	“On Top of Spaghetti”	
30 mins	Craft:	Create pictures with recycled cardboard, glue and different shapes of macaroni. Tidying Up. Washing of Hands.	
15 mins	Game:	Potato on spoon relay	
5 mins	Closing:	Announcements Prayer Beaver Scout Promise Beaver Scout Motto Dismissal	

- ➔ Times for a Craft and a Game might vary depending on the item being done.
- ➔ It may as well be that the game at the end might have to be left out in order to finish the craft and do the tidying up.
- ➔ Setting up and Tidying up – It is especially important that children are involved in both setting up and tidying up the meeting hall for the meeting. These have to be taken into consideration in the timings as well.
- ➔ In this programme example, we used only a fraction of the list of ideas we developed, and many have been left out to use on another occasion. When planning programmes, it is important to keep in mind the Beaver’s seven principal elements. Are the seven elements present in some way? Can we modify it so that they are? It is not essential to have all elements in all programmes, but it is important to be aware if one is being forgotten more often than it should be.
- ➔ As members of the Colony Leadership Team, sit down and try putting together a few theme programmes of your own. Then, share them with other Colony leaders. Successful programming depends on leaders planning creatively in a variety of ways. In the following pages you will find more sample programmes built around central ideas.

Theme: TRANSPORTATION (1)

Time	Session	Activity	Equipment Needed
5 mins	Opening:	Prayer Beaver Scout Promise Short Briefing	
5 mins	Song:	“The Wheels on the Bus”	
20 mins	Story: Log Chew:	The little engine that could (by Watty Piper) Discuss this story	
5 mins		Water break	
20 mins	Games:	<p>Command Tasks - The Engineer</p> <p>I ride in an engine (point to yourself) The whistle I blow (pull the cord) I do all the things that will make the train go (wave your hand to right) “Whoo, Whoo,” says the whistle (Whistle twice) “Chug, Chug,” says the wheels (Roll your hands) I am the Chief Engineer (point to yourself) Until I am called for my meal (pat chest proudly)</p> <p>Here comes the train:</p> <p>Form a long line. make sounds and movements like a train. zig-zag as if the train was going through the mountains.</p>	
5 mins	Closing:	Announcements Prayer Beaver Scout Promise Beaver Scout Motto Dismissal	

Theme: TRANSPORTATION (2)

Time	Session	Activity	Equipment Needed
5 mins	Opening:	Prayer Beaver Scout Promise Short Briefing	
5 mins	Craft Preparation:	Cover tables and surfaces Remove your scarf Wear protective aprons.	
35 mins	Craft:	Make a train engine from milk cartons. Tidying Up Washing of Hands	
10 mins	Games:	Trains Beavers to stand into pairs with one Beaver 'left over'. Each pair forms a train, with the front one the engine and the second one the carriage. The carriage to clasp the engine from the shoulders or waist. The trains then set off chuff-chuffing around. The 'left over' Beaver tries to grab on to the back of one of the trains. If successful the engine of that train has to drop off and grab on to the back of another train.	
5 mins	Closing:	Announcements Prayer Beaver Scout Promise Beaver Scout Motto Dismissal	

Theme Brainstorming – Topic: SEEDS

Activity
Plant seeds in paper egg cartons. As the plants grow, Beavers can transplant them directly into the ground, egg carton planters and all.
Materials
You will need: paper egg cartons; seeds of different shapes and sizes; soil; spoon; newspaper; and water.
Discussion
Talk about seeds, growth, nature, the water cycle and why plants have seeds. Discuss rate of growth, differences in seeds, and perhaps relate this to differences in people. Which animals eat seeds? Which seeds do we humans eat? Are pips and seeds the same thing?
Craft
Make pictures using sunflower seeds, beans and/or peas. Lima beans are good because they are large enough for young Beavers to handle. Make abstract designs or outline simple pictures by gluing seeds on paper.
Fun
Organize a Movie Night. Make popcorn, grab your favourite cushion and eat it with the rest of the Colony. Do your Beavers know popcorn is a seed which comes from cobs of special corn?
Games
This game is called Nature Names. Sit your Beavers in a circle. Give each the name of a different seed (e.g. a bean, corn, parsley, etc.). Tell a ridiculous, funny story about each of these things. As each Beaver recognizes his or her name, the child jumps up, turns around and sits down again.
Nature
Nature involves all of these: trees, flowers, growing, birds, animals, insects, rain, wind, sunshine, spring, rivers, mountains, the beaver and his environment, leaves, outdoor sounds, smells, colours, clouds, hikes, visit to a nature reserve, etc.
Outdoor Safety
Do simple first aid. Discuss with the Beavers the importance of being aware of your surroundings and of taking care of one's safety. Talk about trail behaviour. Discuss the country and highway code. What do you need to watch out for when you are outdoors (for example: drinking plenty of water, avoid sunburns).
Flowers
Plant a packet of flower seeds in your Head Quarters garden. If this is not possible plant them just the same, the beavers will take the plants home and after a month everyone brings a few photos of his plant. He or she can tell the whole Colony how they are taking care of their plant regularly, where are they keeping it, does it have a lot of sunlight, etc
Trees

Look at buds coming into leaf. Explain the yearly cycle of trees.
What do rings in a tree trunk tell us?
Keep a chart showing leaf development from small bud through to fallen leaf in autumn.
Collect and press leaves in the fall.

Spring

Talk about what happens in nature during spring. Butterflies. Green grass. Flowers - Yellow, Red, Orange. Birds. Sounds. Smells. Trees. Pollen. Gets warm.

Birds

Hang a bird house/feeder near your headquarters or nearest public park/garden. Identify a few species of birds. Talk about bird migration. Birds effected by climate. What do birds eat? What do birds drink? Evolution of birds in all seasons: change of feathers, nests, hibernation.

Outdoors

Go on a nature walk.
Visit a frog pond.
Go on a short hike.
Go to a petting farm.
Visit a nature reserve.
Tend to a small patch of greenery.

More Theme Ideas

Animals

Field and wild animals, pets, zoo animals, sea animals, insects, farm animals, baby animals, fantastical animals, extinct animals, animals in different climates. Changing of fur and shells, hibernation, food, whiskers, nests, paws, burrows, hives, fly, crawl, gnaw. What animals live swamps? What animals can survive a snowy winter? Which animals have antlers? Which animal builds his house with twigs and mud? Build your own Beaver lodge. Make a colourful totem pole. Meet a Veterinarian. What does he do? Why is he vital for animals in need?

Communication

This theme involves talking, gestures, languages, singing, signalling, flags, animals, birds, insects, smoke signals, radio, computer, television, phonetic alphabet, secret messages, letters, cards, satellites, e-mail, signs, pictures, drums, and a beaver's tail slap.

Imagination

Nursery rhymes, fairy tales, stories - invented, spur of the moment, long short, with a morale, art, creativity with various mediums.

"Me"

Parts of the body, my height, my hair, the five senses, my safety, safety of others, water safety, my skills, my expectations, my heroes, my role model, my friends in the community, my friends in the Colony, my limits, my capabilities. My Colony, my Leaders, my scarf, my promise, my motto. Why am I called a Beaver Scout? Why do I wear a Uniform? What colour is my scarf? My scouting skills.

Our Community

This might involve a three-dimensional project of your own town. A leader could draw streets and parks on the board, while the Beavers paint them.

Beavers then make their own house from playdough, recycled cardboard or any other material in hand and place them on their own street on the map. The Beavers can construct cars and other buildings (like churches, shops, police station, etc) from paper and cardboard and make trees and flowers from odds and ends that one finds at home or in the Colony supplies cupboard. Parents/Guardians might be willing to donate any unwanted cardboard or other items.

Seasons & Weather

Spring - showers and sunshine, nature's awakening, bird's singing, buzzing of bees, scarves, colours, fields, gardens, outdoor exploration.

Summer - sun and heat - swimming, ice cream, water games, outdoors (with caution), t-shirts, greens turn browns, short sleeves.

Autumn - nature prepares for winter, falling leaves, browns, oranges, rain showers.

Winter - fun, rain and cold, hot chocolate, marshmallows, umbrellas, strong jackets, campfire, warm and cosy.

Senior Citizens

Visit a retirement home in your neighbourhood. Have Beavers take a game, home-made cookies, and entertain the senior citizens with games and songs. Whether you plan visits just before the winter holidays or at other times of the year, you will find Beavers, leaders and seniors citizens genuinely enjoy themselves. Invite a senior citizen to visit the Colony to tell a story, show a hobby, or discuss some interesting experiences.

Solar System

You might consider focusing one Colony project on a solar system theme.

Divide it into four sections:

- Space exploration (rockets, satellites, astronauts),
- The seasons (illustrate with four large Styrofoam balls decorated with typical themes of spring, fall, winter and summer),
- The planets (use Styrofoam balls of different sizes painted in different colours to make them as real-looking as possible),
- And the stars (especially the Big and Little Dippers).

Special Days

At the beginning of the year carry out a survey to discover your Beavers' cultural and ethnic backgrounds so that you can reflect these in your programmes.

Some examples of special days you may consider - Santa Maria, Halloween, Christmas, Easter, Hanukkah, Valentine's Day, Mother's Day, Father's Day, Republic Day, Independence Day, Carnival, Leap Year Day, Earth Day, World Maritime Day, World Children's Day.

Why not invent a special day of your own?

Scuba Diving

Get the Beavers to build their own scuba gear using recycled plastic bottles and strings.

Get a qualified scuba diver to give a talk to the beavers about this sport, to show them how real scuba diving gear looks like and how does it work.

Choose 4 areas in the Head Quarters. Each area will be a part of the 4 main parts of the ocean: Shallow, Deep, Deeper and Deepest. Do a small research and print out pictures of animals and other items found in each part of the ocean and dress up the areas chosen. Give a 'tour of the ocean' to the beavers explaining each ocean section in depth.

Other

The Universe

Time

Submarines

Aquariums

Machines and Construction

Keeo's Garden Shop

Mountaineering

Professions - Meet a Photographer, a Chef, a Soldier, a Nurse, a Police Officer, a Dentist, an Artist, a Vet, a Pottery maker, a Glassblower, a Ship Captain

Travellers - Visit Iceland, Greece, New York, England, Mexico, South Africa, New Zealand, Hawaii, Bora Bora, Kenya, Jordan, Guatemala, North Pole, Vanuatu, Cuba

Travellers - Meet the Cowboys, Native Indians, Pirates, Aliens, Knights, Kings and Queens, Vikings, Romans, Samurai

Beaver Meeting Schedule

Month of _____

Theme: _____

Meeting Layout	Date: _____	Date: _____	Date: _____	Date: _____
Opening:	Promise Prayer Short Briefing	Promise Prayer Short Briefing	Promise Prayer Short Briefing	Promise Prayer Short Briefing
Craft				
Tidying Up				
Game/s				
Song/s				
Closing	Announcements Promise Prayer Motto Dismissal	Announcements Promise Prayer Motto Dismissal	Announcements Promise Prayer Motto Dismissal	Announcements Promise Prayer Motto Dismissal
Leader/s in Charge				

(BSLm-bvrmtgsch2020)

Planning Notes:

Resource People / Leader/s in Charge
Craft details
Equipment Needed
Game Details
Song / Story Details
Remarks

(BSLm-plnnts2020)



Chapter 14

GAMES



Games



Ideas for Games

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Games

Games are essential to the full development of children.

In order to grow and be happy, they need to create fun through games. As they do, they also learn to communicate and interact with others in a meaningful way.

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

The outcome of a game is not significant. What is important is that the child participated and enjoyed it. Each time Beavers play a game, they try to play it better. If you stress these elements of game-playing with Beavers, they will gain more from the games they play because they are not caught up in inter-personal competition and trying to win all the time.

Be advised that on Scoutkeeper, under the downloads section, you will find booklets pertaining to each and every badge there is in the Beaver Scout Programme. At the end of every booklet you will find a list of games related to that particular badge/theme.

Ideas for Games -

(In alphabetical order)

Animal Sizing

Try this game in lodges. Whisper the name or provide a picture of an animal to each person in the lodge. Choose animals which vary greatly in size. Blindfold Beavers or ask them to close their eyes, and let the group try to order themselves from the tallest animal to the smallest. They are not allowed to speak, but they may make the sounds their particular animals make. You may need to help younger Beavers with the sounds of their animals.

Back-to-Back Building

Beavers choose a partner, and pairs stand back-to-back with elbows linked. Without moving their feet, they first try to lower themselves to the floor by pressing back-to-back and bending knees. When they make it down, they try to stand up from the seated position. After Beavers have practised in pairs, have two pairs link up to try the same actions. Slowly build the number of Beavers in the groups until the entire Colony is standing back-to-back and tries to sit and stand all together. Whether they succeed or not is irrelevant because attempting the challenge will be fun and adds to the feeling of group togetherness and promotes teamwork.

Balloon Balance

Give each Beaver an inflated balloon. Without using hands, pairs of Beavers try to hold the balloons between them and keep them in place as they move through a simple obstacle course.

Then, all the Beavers in a lodge come together and, without using hands, try to hold all the balloons between them and move through the course. Finally, although few groups reach this stage, your Colony can try to hold the balloons without hands and go through the obstacle course together. What a fun challenge!

Balloon Breaking

Insert pieces of paper inside balloons with instructions - for example: be an elf, be a hopping rabbit, sing a chorus of "Lanca Gejja u Ohra Sejra". The Beavers in a circle pass the balloon around until a leader calls "Stop!" The Beaver holding the balloon breaks it by sitting down on the balloon and carries out the instruction inside. Keeco can help Beavers who have trouble reading.

Balloon Toss

Beavers sit in two lines facing each other with feet touching and Keeco or any of the Colony leaders toss up a balloon. When the balloon drops low enough to reach, the Beaver who is closest bats it up into the air again. Beavers try to keep feet together and keep the balloon from touching the floor. The challenge calls for teamwork.

Beaver Giant

In lodges, Beavers huddle together. A leader places a blanket or another covering over them to make each lodge into a giant Beaver. The collective Beaver tries to move in one direction. When the Beaver can walk pretty well, introduce a variety of obstacles to climb over, under and through. Everyone will have a lot of fun.

Beaver Ball

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

Beaver Pond

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

Beaver Lodge

Beavers sit in the middle of the room and imagine that they are in a big lodge. The leader yells out, “There is a leak in the front of the lodge!” and Beavers race to the front of the room to fix the leak by pretending to hammer something over it.

The leader then may yell, “There is a leak in the back of the lodge!” and the action continues, with the location of the leak changing each time. This is a good game if your Beavers need to run off some energy.

Big Beaver Says

This game is a variation of the old favourite ‘Simon Says.’ One person leads the action, while the others, follow only when the leader starts the command with “Big Beaver Says.”

Beavers take turns being leader; those who make mistakes remain in the game. This game is not a contest.

Broken Car Relay

This is a variation of the all-times favourite ‘*Captain’s ship*’.

Explain which actions signify the different broken car parts:

- Flat tire (crawl on hands and knees)
- Water in fuel tank (two steps forward and one step back)
- Only reverse works (walk backwards)
- Dead engine (freeze)
- Wipers (do star jumps)
- Bumpy ride (hop from one side of the meeting room to the other)

As Beavers mill around the room doing the actions, Keo calls out the broken car parts. You may wish to add more ‘broken parts’ along the way. Feel free to make it as interactive and colourful as possible.

Bug Tug

You can play this version of tug-of-war with two or more players. Mark a line on the floor. Players stand back to back, bend over and reach between their legs to grasp the wrists of their partners. Then they start tugging to see who can pull who over the line.

Try it with three. Get a whole group back to back, bend over, cross arms between your legs and grab one hand of the person behind you. Start tugging and feel the energy of the group.

Charade Tag

In two groups, Beavers stand facing one another in the centre of the meeting hall. The wall behind each group is their home base. One group begins the game in a huddle to choose an animal or profession they will pantomime for the others.

When they decide, they return to face the opposite team and then the fun begins. They act out their character while their opponents yell out what they think the team is doing. If they guess correctly, the actors yell, "Right!" and race for their home base while the other team tries to tag them. Tagged Beavers join the opposing team, which in turn forms a huddle to start a new round.

Collective Blanket-ball

Somewhat like volleyball, this game is a lot more fun. Arrange the Colony into two teams and give each a blanket. Teams stand on opposite sides of a net or rope and, grasping the edges of their blanket, use it to catch and throw the volleyball. One blanket starts by shooting the ball to the other blanket. Do not bother to keep score. Simply see if the Beavers can physically do the task.

Crabwalk Soccer

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

Draw Charades

This is an enjoyable, quieter game for a Colony that likes to draw.

Give each group a large piece of paper and a magic marker. Out of a box or bag one person in each team draws out a piece of paper on which is written the name of a song, animal, movie or rhyme. The person returns to his group and begins to draw clues to help team members guess the name of the song, animal, movie or rhyme. When they guess, another member pulls another piece of paper and the game continues.

Farmyard

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

Find the Leader

Beavers sit cross-legged in a circle. Choose one to play the detective and ask the child to leave the room. When this child is gone, choose a Beaver in the circle as the leader. The leader starts an action – for example: clapping hands on knee - and all the others follow.

Call back the detective and give the Beaver three chances to locate the leader, while the leader occasionally changes actions

For example: slaps floor, claps hands over head, taps chest - all the others carefully try to imitate the leader.

Make sure everyone knows who the leader is and warn Beavers not to look directly at the child. Change actions and detectives often.

Hug Tag

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

Jaws

In the centre of the meeting hall, one or two Beavers stand on their knees with arms outstretched as “Jaws.”

The other players swim (run) back and forth across the meeting hall. As they do, the Jaws try to tag them.

Tagged swimmers join the Jaws in the centre of the meeting hall so that, near the end of the game, there are many Jaws just waiting to bite the few remaining swimmers.

This generates lots of excitement.

Lap Sit

Here is a great way to get a large group cooperating in a fun way. Beavers and adults form a tight shoulder-to-shoulder circle.

When everyone is ready, ask all players to face either left or right. Then, they slowly and simultaneously try to sit on the knees of the person behind them.

It does not matter if they do it successfully or not because it is the trying that produces the giggles. If they are successful, everyone tries to waddle forward.

Log Roll

Do this game on mats, a carpeted floor or thick, soft grass. Beavers must lie down side by side on their stomachs, like logs.

A Beaver rider lies across their backs, and the “logs” begin to roll in one direction.

The rider has a bumpy ride to the end where the child gets off and lies down making a new log. A log from the other end of the line becomes the new rider.

Name Ball

Through this simple game, Beavers can learn the names of all the children around the group. Give one child a ball and tell players to form a circle.

The Beaver with the ball calls out another child's name, and gently throws the ball to him or her. When the child catches it, he or she calls out another name, and the game continues.

Once things are going smoothly, add another ball or two for greater excitement.

Octopus

Start with an "octopus" of one or two people. Explain to the Beavers that an octopus is on the loose. If the octopus tags you, you become part of it (hold onto its hands).

The octopus gets bigger and bigger as Beavers are tagged until the last child is tagged and everyone enjoys being part of a now gigantic octopus.

Parachute

It is exciting to skip around inside a billowing parachute.

Be creative.

Password

This is a variation of the game 'Telephone'. Beavers sit in a circle. The first child whispers a sentence to the Beaver sitting beside him or her – for example: "It is a nice day if it does not rain".

The second Beaver passes the message on to the next Beaver, and so on around the circle. The fun comes when the last child in the circle repeats out loud the message heard.

Poor Kitty

All but one Beaver who is "Poor Kitty" sit around in a circle.

On all fours, Poor Kitty proceeds around the circle from Beaver to Beaver, then selects a victim and pleadingly says, "Meow, Meow." The victim must pat Kitty on the head and say, "Poor Kitty, Poor Kitty" without cracking a smile.

If the child succumbs to even the slightest upward twitch of the mouth, the Beaver takes the place of the Kitty and the game continues.

Red Light, Green Light

In this age-old favourite game, all but one of the Beavers are at one end of the meeting hall, while the single person stands at the opposite end, playing the leader. Facing the wall away from the others, the leader yells, “Green Light.”

Players begin to move towards the leader until the Beaver shouts, “Red Light!” and whirls around to face them. If the leader spots a player moving, that player must return to the start line. Change leaders often so all Beavers get a turn.

Rusty’s Apple

Give Beavers a bean bag or another object to balance on their heads. To start, the Beavers simply learn to walk around the room balancing their “apples” on the heads.

When they are good at this, they try to follow the directions of a leader who calls, “Turn Around and Squat,” and other fun activities without dropping their apples.

If a Beaver drops an apple, the child must freeze until another Beaver rescues him or her by replacing the apple. Encourage Beavers to try to help as many of their friends as possible, without losing their own apples.

Sharing Games

Ask each Beaver to bring a game to a special games night where they all take turns sharing their games with one another.

You may find you can only use a few games at a time, but try to work them all in.

Sharp Eyes

A leader stands at the front of the room, and Beavers are instructed to look closely at him. Then ask the Beavers to close their eyes and turn around.

The leader changes appearance in some small way – for example - removes woggle or hat, turns up pant leg. When the Beavers open their eyes again, they try to guess what is different about the leader.

Sleeper

Sleeper is a great game during the early stages of friendship; it is lots of fun.

The objective is to shake hands and introduce yourself to as many people as possible without being put to sleep. Before the action begins, a leader chooses the Sleeper(s). They do their “sandman” trick by tapping a victim’s palm with a finger during the handshake.

Tell victims to delay a few seconds before falling asleep. Those who are still awake try to guess the identity of the Sleeper. Those who guess wrong lie down and immediately go to sleep, too.

Snake

Form Beavers into lodge formation and set the scene with a short snake story. Beavers lie on their bellies, each grabbing the ankles of the person in front, and the snakes begin to slither about, hissing as they go. When all snakes are moving well, they begin to form one huge hissing snake. At that point, encourage Beavers to think of tricks the whole snake can try to perform without disconnecting for example: rolling over.

The Last Lodge

Beavers in a lodge work together to draw a picture of their lodge on a large piece of cardboard. When they are done, spread the pictures on the floor around the room. Play music and have the Beavers skip, jump, walk or run around the room until the music stops. At that point, Beavers scramble to place a toe on one of the lodges for safety. Remove a picture at each round and continue play until you have 20 Beavers and only one picture. Watch the fun as 20 toes try to find room on one lodge.

Three-part Creatures

Fold papers into three sections, crease and unfold before giving one to each group of three Beavers. The first person draws a head on the first section, extending the neck into the next section, and folds it over. Without seeing the head, the second person draws a body onto the neck, extending the leg lines over the crease into the third section, and folds over the paper. The third person completes the drawing by adding legs and feet. Unfold the communal creatures, enjoy the laughter, and be ready to pass around more paper.

Touch Brown

Ask the Beavers to stand fairly close together and follow your instructions. Start the game by asking each Beaver to place his or her right hand on something brown that another Beaver is wearing. Choose a different colour for the left hand, and follow with a colour for the head, and so on. The result will be a large giggling human pretzel.

Train Game

Make a circle of outward-facing chairs but have one chair less than the number of players. The Beaver without a chair is the engineer and runs around the circle, tapping other Beavers on the shoulder randomly.

When tapped, Beavers join the train, and the engineer continues until all children are up. Then a leader calls out: "Slow Train" (walk slowly); "Fast Train" (run); "Reverse" (walk backwards); "Tunnel" (crouch run); "Station" (sit on chairs). The Beaver left standing becomes the new engineer.

"What Time is It, Mr. Wolf?"

One Beaver is named Mr. Wolf, and the others line up at the opposite end of the room. Mr. Wolf faces the wall while the others walk slowly towards him asking, "What time is it, Mr. Wolf?" Mr. Wolf can call out any time he likes, but he calls "12 o'clock," he whips around and chases them all back towards their wall. The Beavers he tags also become wolves and join Mr. Wolf as chasers in the next round. Continue as long as everyone is having fun.

Chapter **15**

SAMPLE PROGRAMME IDEAS



Sample Programmes

The following are sample programmes designed for new leaders in an all-new Colony. Set out in a step-by-step manner, they are a way to approach planning in an organized way. They could also be used if a new Colony leadership team is taking over the current section or when organizing a recruitment drive for the intake of new Beaver Scouts.

These samples show only one method of running your meetings. Vary them to suit your own needs. Seek advice and guidance from other Beaver leaders and if needed hold regular meetings with your Group Scout Leader and Commissioner for Beaver Scouts.

PARENTS'/GUARDIANS' MEETING Starting a New Colony or Recruitment Drive for New Beaver Scouts		
Time	Registration Night	Person Responsible
	Opening	
	<ul style="list-style-type: none"> → A member of the leadership team welcomes children and parents → Another Leader shows them to the meeting hall 	
	Parents' Meeting	
	<p>Colony Leadership Team together with the Group Scout Leader introduce themselves to the parents and the children</p> <p>Group Scout Leader gives brief information about the Group.</p> <p>Section Leader provides basic information about</p> <ul style="list-style-type: none"> → the process of what happens once a child joins the Colony → the Section and the Beaver programme. → Frequently used terminology → Ceremonies <p>And answers any other questions that the parents might have.</p> <p>After the meeting Leaders hand out:</p>	

	<p>1) An information sheet containing:</p> <ul style="list-style-type: none"> → Leaders' names, phones numbers, email addresses → Times of Meetings and Outings → Description of Beaver Uniforms and where to get them from → Fees (Yearly membership, special events, etc) → Parental involvement in the Colony <p>2) Membership Forms</p> <p>3) Colony and Scout Group Rules</p> <p>The Section Leader then delivers any important announcements and closes the meeting thanking them for their attendance.</p>	
Refreshments & Chit Chats		
	<p>Suggestion:</p> <p>When the meeting ends, provide refreshments for children and parents. Leaders can then go around to get to know the parents and children more and also any answer further questions.</p> <p>Note:</p> <p>Once all paperwork is collected, the children can then be registered on Scoutkeeper by either the Section Leader, Group Scout Leader or any other designated Leader.</p> <p>They can also be added into any other paperwork related to the section: attendance, points system, monthly subscriptions, etc.</p>	

- After this kind of meeting you might be overwhelmed with requests for membership.
- Always keep in mind that you are limited to one leader per 6 Beavers both indoors and outdoors and that the maximum permissible number of Beaver Scouts in a Colony is 16.

Tip...

This might mean that should the number be exceeded you might need to start a Waiting List.

**Theme of Meeting: What are Beaver Scouts?
Badge: Membership Award**

Time	Programme Item	Person Responsible
6:30 p.m.	Opening	
	Prayer Beaver Scout Promise Short Briefing	
6:35 p.m.	Introduction Log Chew	
	Colony sits down in a circle. Each Beaver and Leader introduce themselves - including the new Beaver/s - and say three or four things about themselves. For example: Their name. How old are they. What is their favourite pastime? From which town do they come from? To what school they attend. Note: This session will help kick-start the bonding between the new Beavers and the ones that have been a while in the Colony.	
6:45 p.m.	Why are we called Beavers ? Part 1	
	Have the Beaver Scouts sit down in a circle and start by explaining to them the concept of Beaver Scouts. What is a beaver? What does a beaver do? What is a lodge? What does the Beaver eat? Who are the Beaver's friends and foe? How can the Beaver swim underwater? How does a Beaver build a dam? Why are Beavers so important for the eco-system? Note: Audio Visuals will definitely come in handy for this meeting. Visit the Beavers' Downloads page on Scoutkeeper for resources.	
7.00 p.m.	Game	
	Feeding Time <i>Refer to Discovery Challenge, Learn About Animals (Part 2) in the Beavers Download Section on Scoutkeeper.</i>	

7.10 p.m.	Why are we called Beavers ? Part 2	
	Learn about the Beaver Promise and Motto	
7:25 p.m.	Closing	
	Announcements Prayer Beaver Scout Promise Beaver Scout Motto Dismissal	
	<p>Note:</p> <p>Hold a Colony Leadership team meeting at least once a month to:</p> <p>a) Evaluate previous meetings</p> <p>b) Review the planned programme for the coming month and decide who is responsible for looking after various tasks.</p>	

Theme of Meeting: How Scouting Began
Badge: Membership Award

Time	Programme Item	Person Responsible
6:30 p.m.	Opening	
	Collect dues from Parents Prayer Beaver Scout Promise Short Briefing	
6:35 p.m.	How Scouting Began....	
	<p>Storytelling time. Tell the Beavers:</p> <ul style="list-style-type: none"> ➔ About B.P. when he was a young boy ➔ When he became a soldier ➔ What happened in Mafeking ➔ How the left hand shake came to be ➔ How B.P. 'invented' Scouting ➔ About Brownsea Island and the first Scout Camp <p>Note: Audio Visuals will definitely come in handy for this meeting.</p>	
7.00 p.m.	Game	
	Beaver under the Blanket <i>Refer to Membership Award (Part 2) in the Beavers Download Section on Scoutkeeper.</i>	
7:10 p.m.	Membership Award	
	Explain the investiture Ceremony to the Beavers. Practise Promise and Motto and discuss them briefly.	
7:25 p.m.	Closing	
	Announcements Prayer Beaver Scout Promise Beaver Scout Motto Dismissal	
	<p>Note: Hold a Colony Leadership team meeting at least once a month to:</p> <ul style="list-style-type: none"> a) Evaluate previous meetings b) Review the planned programme for the coming 	

	month and decide who is responsible for looking after various tasks.	

Theme of Meeting: Learning about the Beaver
Badge: Membership Award

Time	Programme Item	Person Responsible
6:30 p.m.	Opening	
	Collect dues from Parents Prayer Beaver Scout Promise Short Briefing	
6:35 p.m.	What is a Beaver?	
	Show a short video to the Beavers about how and where the Beaver lives. Any one of these links might help you: <i>Beaver facts from National Geographic</i> https://www.nationalgeographic.com/animals/mammals/b/beaver/ <i>Beaver Lodge Construction Squad</i> https://www.youtube.com/watch?v=iyNA62FrKCE <i>How Beavers Build Dams</i> https://www.youtube.com/watch?v=yJjaQExOPPY <i>The Busy Beavers</i> https://www.youtube.com/watch?v=1Gb9WwFCul&list=PLRmkozWLPvMB6uMMMwqyDiNEQDJjo4AsZ&index=1 Hold a Log Chew afterwards. This will give Beavers time to ask questions.	
7.00 p.m.	Song	
	I'm a Little Beaver <i>Refer to Membership Award (Part 2) in the Beavers Downloads Section on Scoutkeeper.</i>	
7.00 p.m.	Craft	
	Make a Beaver out of empty toilet roll. <i>Refer to Membership Award (Part 2) in the Beavers Downloads Section on Scoutkeeper.</i> Children to help in the tidying up afterwards.	
7:25 p.m.	Closing	
	Announcements Prayer Beaver Scout Promise Beaver Scout Motto Dismissal	

**Theme of Meeting: Learning about other Countries - Travelling
Badge: Discovery Challenge**

Time	Programme Item	Person Responsible
6:30 p.m.	Opening	
	Collect dues from Parents Prayer Beaver Scout Promise Short Briefing	
6:35 p.m.	What is travelling? What do I need to travel?	
	Explain briefly to the Beavers what is travelling: <ul style="list-style-type: none"> ➔ What means of transport can be used ➔ What is a passport? Why do you need it? ➔ What items you need to take with you? ➔ Travelling to a hot /cold country 	
6:50 p.m.	Craft:	
	Make A Passport <i>Refer to Discovery Challenge – Learn About Other Countries in the Beavers Download Section on Scoutkeeper.</i>	
7:10 p.m.	Game	
	My Luggage Divide the children into two or more groups. Give each group a bunch of magazines and a big sheet of paper. The sheet of paper represents the luggage. Choose a country that has either a hot or a cold climate. Each team has ten mins to try and find as many pictures of items that they can pack in their luggage to travel to this country. For every good item they find give them points. The team with the most points wins. Tidying up will follow.	
7:25 p.m.	Closing	
	Announcements Prayer Beaver Scout Promise Beaver Scout Motto Dismissal	

Theme of Meeting: Learning about other Countries
– How does an Airport Work? What happens on board a plane?
Badge: Discovery Challenge

Time	Programme Item	Person Responsible
6:30 p.m.	Opening	
	Collect dues from Parents Prayer Beaver Scout Promise Short Briefing	
6:35 p.m.	Playacting:	
	<p>Part 1 Tell / Show the Beavers how does an Airport work. Ask other Leaders to join in dressed (funny costumes will do) as airport staff.</p> <p>For example: One leader can be sitting at a check in desk (a normal table) rubber stamping the Beavers passport so that they can be allowed to ‘travel’.</p> <p>Another leader will help them by taking their luggage on the aeroplane.</p> <p>Part 2 A leader dressed as an airport steward will usher each beaver to their seats (Chairs placed in an aeroplane formation)</p> <p>Another leader with a big hat may be introduced as the Captain and will sit on the front seat. The Captain explains how a plane works and mentions the most important of the aeroplane parts: Wings, wheels, motors, etc. The Captain will also explain to the Beavers what they can and cannot do ‘onboard the aeroplane’.</p> <p>You can add as many steps as you like. The more imagination you put into it the more the beavers will learn. A short break maybe included between Part 1 and Part 2</p>	
7:10 p.m.	Game	
	<p>Paper planes Give a piece of paper to every Beaver Scout. Help them to fold it into a paper plane and colour it in.</p> <p>Each Beaver gets to have a go at throwing his plane as far as they can.</p> <p><i>Refer to Discovery Challenge – Learn How Things Work (Part 2) in</i></p>	

	<i>the Beavers Download Section on Scoutkeeper.</i>	
7:25 p.m.	Closing	
	Announcements Prayer Beaver Scout Promise Beaver Scout Motto Dismissal	

Theme of Meeting: Personal Challenge – Taking Care of your Teeth
Badge: Discovery Challenge

Time	Programme Item	Person Responsible
6:30 p.m.	Opening	
	Collect dues from Parents Prayer Beaver Scout Promise Short Briefing	
6:35 p.m.	Taking Care of your Teeth Log Chew	
	<p>Log Chew: Hold a Log Chew with the Beavers and explain to them:</p> <ul style="list-style-type: none"> ➔ The correct way of brushing their teeth ➔ How frequently they should brush their teeth ➔ How to clean a tooth brush ➔ Where should a tooth brush be stored ➔ When should you replace your old tooth brush with a new one ➔ What foods and drinks harm our teeth <p><i>Should you feel the need you may find a suitable video to show them. If you happen to know a dentist maybe he can pop by your Colony meeting and have a few minutes talk with the Beavers.</i></p> <p>How much sugar? Show a picture to the Beavers of how much sugar do common drinks such as Water, Cola, etc contain.</p> <p>Be prepared to answer a lot of questions as Beavers are very very curious and they also have a story to tell 😊</p>	
7:10 p.m.	Activity	
	<p>Good or Bad?</p> <p>Put two large sheets of paper onto a wall or floor. At the top of one write Good and at the top of the other write bad. To make it more interesting maybe the charts can be cut out in the shape of a tooth.</p> <p>Prepare a container (a bag, a box, anything will do) with pictures of different foods and drinks.</p> <p>Each Beaver gets to have a go at choosing an item or few items and then decides if they are good or bad for our teeth.</p>	

	Depending on their choice they stick the pictures onto the charts.	
7:25 p.m.	Closing	
	Announcements Prayer Beaver Promise Beaver Motto Dismissal	

These are but a few ideas to get you started with your programme planning for your Beaver Scouts.

More resource materials on all the Beaver Scout Badges can be found in the Download Section of Scout Keeper. In there you will find this whole Beaver Leaders Manual as well as a good number of booklets on each requirement of each badge to help you with the delivery of each Challenge and Award.

Chapter 16

COLONY BADGEWORK EXPLAINED

- Colony Badgework Explained
 - Membership Award
 - Beaver Scout Challenges
 - Beaver Scout Award
 - Moving-On Award
- 

Colony Badgework Explained

The Colony's Badgework is spread over a period of 2 years covering the Beavers ages of 5, 6 and 7 years of age.

Throughout this Chapter, you will find an in-depth description of each and every badge found in the Beaver Scout Programme of the Scout Association of Malta.

You will also find a few ideas related to each and every requirement to help build up a fun and varied programme for your Beaver Scouts. But these are only a few! On your next visit to Scoutkeeper make sure to go to the Downloads menu there you will find a Section named 'Beavers'. There you will find detailed booklets that deal with all the requirements of each badge and award as well as extra material dealing with special occasions and recycling amongst others. Ganni Beaver clipart is also included on this online resource area.

Should you have any queries or doubts, always remember that the Training and Programme Team of the Scout Association of Malta are always there to help you in particular the Assistant Commissioner for Training and Programme who deals solely with the Beaver Scout Section.



Membership Award

Timeframe

The Timeframe for this Award is 3 months.

Aims and Objectives

This award is aimed to ease the induction of the Beaver Scout into the Colony/Group. The Beaver will gradually get to know the Colony leaders and fellow Beaver Scouts as well as build a sense of belonging.

These first 3 months in the scouting journey of a Beaver Scout are crucial for the Leader as it will aid the Leader to identify both the strengths and limitations of each Beaver Scout. It is also crucial for a Beaver Scout as this time will help the Beaver Scout settle in, bond with peers and leaders as well as get used to the Colony routine.

Beaver Scouts get to learn by doing and do it in a fun way. Teamwork involvement is key. Due to the young age of the Beaver Scouts, the Leaders have to ensure the basic signals / phrases / command tasks / communication used are easily understandable by **ALL** in the Colony. If need be the use of audio visuals should be deployed.

Requirements



My Colony

- Beavers are introduced to the Colony
 - Timing of Meeting
 - Day of Meeting
 - Routine of Meeting
 - Clothing required for the Meeting
 - Equipment / Supplies needed for the Meeting
 - Expected behaviour
 - Colony Rules
 - Point system
- They get to know the other Beavers
- Gradually learn to make new Friends
- They learn how to help each other



My Leaders

- Beavers are introduced to the Colony leadership.
 - They get to know their Leaders' names and get accustomed to looking at them as their point of reference.



The Beaver

- Beavers learn about the Beaver:
 - How does it live?
 - What does it eat?
 - What is his home called?
 - Why are Beavers called the best engineers of the animal world?
 - In which countries does a Beaver live?
 - Why does a Beaver have long yellowy teeth?
 - Why does a Beaver have thick fur?
 - Why are we called after this animal?



The Founder

- Beavers learn about Sir Robert Baden Powell – The founder of Scouting around the world
 - In which country was he born?
 - Where is he buried?
 - What was his profession?
 - What inspired him to start scouting?
 - Who was Dini Zulu?
 - What happened in Mafeking?
 - How did the left hand shake start?
 - How many times did B.P. come to Malta?



The Promise

- Beavers learn about their Promise
 - Divide the promise into parts and using practical examples / play acting / audio visuals / crafts etc explain to the Beavers what each part of the Scout Promise means.
 - Find tangible ways or practical examples where keeping the Scout Promise really shows.

- What does the Scout sign mean?



The Motto

- Beavers learn about their Motto
 - Using practical examples / play acting / audio visuals / crafts etc explain to the Beavers what each part of the Promises means.
 - Find tangible ways or practical examples where keeping to their Motto really shows.

Incorporating the S.P.I.C.E.S. method

- *Social* – Interact with others. Widen the circle of trust
- *Physical* - Learning by doing (sing, role play, games, etc)
- *Intellectual* – Learn about the world around them
- *Character* – Value of a promise
- *Emotional* – Sense of belonging
- *Spiritual* – Opening up to others

DOs and DONTs

DONTs – Prefer quantity to quality

Upon Completion

Upon completion of this Award the Beaver is awarded the three badges below. The Beaver then participates in an Investiture Ceremony where he is invested into the world brotherhood of Scouts and becomes an official member of the Scout Group.

More information about the Investiture Ceremony can be found in Chapter 10 of this Beaver Scout Leaders Manual.

Badges Attained upon completion





Beaver Scout Challenges

Outdoor Challenge

Timeframe

The timeframe for a Challenge is 4 months. One month per requirement.

Aims and Objectives

Awareness of the world out of doors and contrast between the different environments found on our island i.e. urban, countryside and seaside. As a nation we are

blessed to be able to enjoy both the countryside and the seaside as well as an extraordinarily rich Flora and Fauna that the Beaver Scouts can learn to take care of and cherish.

Requirements



Day by the Seaside

- The Beavers learn about the Sea in general.
 - Sea transport
 - How deep is the sea?
 - How does a submarine work?
 - How do goggles work?
 - Keeping the beach clean
 - Eating healthy foods when at the beach
 - Sun Protection is essential!
 - Sea Creatures



Day in the Countryside

- The Beavers learn about the Countryside in general.
 - Land transport
 - How does a tractor work?
 - Keeping countryside clean
 - Eating healthy foods when at the beach
 - Dead leaf crafts
 - Observing Nature
 - Visits to a nature park



Visit Pack at Camp

- Establish a continuous link with the Pack to ensure a constant smooth transition from the Colony to the Pack.
 - Akela to visit the Beavers during a Colony Meeting
 - Other Pack assistants to visit individually or all together the Beavers during a Colony Meeting
 - Organise a Day at Camp for the Beavers which includes a full day activity together with the Pack Section
- This helps the Beavers to look forward to move-on to the Pack section rather than fearing the change.
- If done well it also help the Group to retain more Scouts within it.



Plant a flower or a tree

- The Beavers learn about the life cycle of a flower / plant / tree
 - What does a plant “eat”?
 - What does a plant “drink”?
 - Does it need light?
 - Why do mushrooms grow in the dark?
- The Beavers learn about the seasons and what happens to Nature in each one of them.
- The Beavers learn about the water cycle and how does water help the flowers / plants / trees that are in the wild grow.
- Plant a flower / plant / tree to keep at home and they can send pictures regularly showing the growth progress.
- Decorate the pot of an already potted plant to give as a gift.

Incorporating the S.P.I.C.E.S. method



Social & Physical – Interact with others whilst exploring a different environment



Intellectual – Learn about the world around them



Character – Sharing of resources



Emotional & Spiritual – Love for the environment and learn how to protect it.

DOs and DONTs



DO Encourage the Beaver Scouts to explore



DO encourage the Beaver Scouts to interact with the Pack especially those Beavers that will be soon moving on



DO NOT embark on an activity that is not safe

→ DO NOT embark on an activity unless it is manageable by all in the Colony

A word from the founder on the subject

"Leave this world a little better than you found it"



Upon Completion

Upon completion of the Challenge the Beaver is awarded the Outdoor Challenge

Friendship Challenge

Timeframe

The timeframe for a Challenge is 4 months. One month per requirement.

Aims and Objectives

This award is aimed to help the Beaver enhance social skills through fun and teamwork. As well as learning to make friends and interact with children deriving both from the same circles and not (including different religious beliefs). Beavers are also introduced to values such as tolerance and topics such as diversity and inclusion

Requirements



Attend a Joint Activity

- Plan a joint activity with another Beaver Scout Leader from another Group
 - Share ideas and opinions with the other Group's leaders
 - Beavers from all Groups mingle, share ideas and opinions and make new friends
- Plan a joint activity with another section from your own Scout Group. It can be any of the sections within your Group



Help a Friend

- Beavers learn how to be a good friend
- What is a good friend?
- Helping each other – In the Colony, with other sections, in a group activity, etc etc.



Prepare a gift for Friend or a new Friend

- Beavers can prepare a small craft and give it their best friend in the Colony or to someone outside of the Group. If you are choosing the first option ensure that all the Beavers in the Colony get a gift so that no-one feels left out
- Beavers can prepare a small gift such as a decorated jam jar with items inside to give as a present to an elderly person for example.
- Beavers can prepare gifts as a thank you to a person who visited them during the meeting
- Beavers can prepare gifts for a leader or a fellow beaver's birthday

→ God is your Friend

- Beavers learn about the creation of the world
- Things one should be thankful for
- Beavers learn about the different faiths in cultures around the world. If you have children of different faiths in your own Colony, allot time for each child to speak about his own faith.
- Read meaningful stories to the Beavers. During a Log Chew discuss the story. Beavers can express their opinions and ideas
- Sit down, close your eyes and listen to the sounds of nature
- Who are our other friends within other circles of life:
 - Our Friends within our Group – The GSL, the leaders, other Beavers, Scouts from the various sections.
 - Our Friends within our Community – for example: The Artist, Musician, Chef, Baker, the Dentist, the Policeman, the Soldier, Doctors and Nurses, etc. etc
 - It would be great if these persons could visit during the Beaver meeting and have a short talk with the Beavers.

Incorporating the S.P.I.C.E.S. method

- *Social* – Meet new people
- *Physical* – Creativity
- *Intellectual* – Learn about different customs and traditions
- *Character* – Value of a friendship
- *Emotional* – Sense of belonging
- *Spiritual* – Beauty in diversity.

DOs and DONTs

- DO encourage the exchange of ideas
- DO NOT impose a friendship on a Beaver Scout

A word from the Founder

“The most worth-while thing is to try to put happiness into the lives of others”

Upon Completion

Upon completion of the Challenge the Beaver is awarded the Friendship Challenge



Discovery Challenge

Timeframe

The timeframe for a Challenge is 4 months. One month per requirement.

Aims and Objectives

This challenge is aimed to open up the Beaver Scouts' minds to the world around them whilst learning and having fun at the same time.

It will help them quench their curiosity about what is happening over and beyond their home and their school comfort zones as well as their own country.

Requirements Discovery Challenge

→ Learn how things work

- Beavers learn how things work.
 - What are their uses
 - How can one take care of them
 - Are they related to a particular profession
 - What source of energy do they use
 - Do we find them in our homes
 - Do they harm the environment

Below are a few of examples:

- Space ship
 - Solar system
 - Musical Instruments
 - Magnet
 - Camera
 - Glasses (Vision, sun glasses, etc)
- Make crafts based on the theme chosen
 - Arrange visits based on the theme chosen
 - Make a Log Chew out of the theme chosen and build the item in the theme on a large scale.

- Theme: Ships – Using recycled materials and paints build a ship.
- Lodges can be given different tasks: cutting, painting, gluing, making flags, etc
- Visit the Maritime Museum.





Learn about other countries

- Beavers learn about the Maltese Islands
 - History
 - Foods
 - Costumes
 - Famous landmarks on the islands
 - Myths and Legends
- Beavers learn about the countries and cultures of the world
 - How can we travel to distant countries?
 - What do we pack our suitcase?
 - What is a passport?
 - What do the colours in the flag symbolise.
 - Learn how to say hello and goodbye in their native language
 - Does it have a desert?
 - Does it rain a lot?
 - Fun facts about the country
- Beavers can make a national costume using recycled items.
- Beavers can build a famous landmark of the country using recycled items.
- With the help of Leaders / Parents / Guardians Beavers can help in the cooking of a native dish.
 - For example, if the place being discussed is Italy: Leaders will prepare the base for a pizza and the Beavers can assist in putting on the topping. Leaders take care of the cooking and cutting process. In the meantime, the Beavers help the other leaders prepare the meeting hall for a Beaver Film Night where pizza will be served.



Learn about Animals

- Beavers learn about the animals living both in the Maltese Islands and around the world
 - What food do they eat
 - What climate do they live in
 - Do they live underground
 - Do they have poison within their tail?
 - Is it an endangered species?
 - Why should we keep the oceans and countryside clean
- Beavers can make an animal and his home using recycled items.
 - For example, if the animal being discussed is the Beaver; the Beavers can make the beaver and the lodge out of used newspapers or cardboard and then paint and embellish.



Creativity

- Based on any of the themes within this badge or any other themes chosen give tasks to the children to do at the meeting hall or as a home project. In this project they have to show (with your help) their own creativity. This is a particularly good way with which the beavers can express their creativity and having fun at the same time.
 - Make your group scarf using items you find at home of the same colour as your scarf and take pictures
 - Build your group scarf out of Lego bricks
 - Draw your favourite pet and tell the Colony about it.
 - Build a bird house
 - Create an alien from household junk – unused buttons, cardboard boxes, empty tins, etc.
 - Tie and Dye your own T-Shirt

Incorporating the S.P.I.C.E.S. method



Social – Engage in discussions



Physical – Learn about the practical side of how things work



Intellectual – Learn about the variety of life around the planet



Character – Learn to respect other people, their cultures and animal life.



Emotional – Expressing one's creativity in arts, crafts, song, play, etc



Spiritual – The Beauty of nature around the world.

A word from the Founder

"See the world from the boy's point of view"

Upon Completion

Upon completion of the Challenge the Beaver is awarded the Discovery Challenge.



Personal Challenge

Timeframe

The timeframe for a Challenge is 4 months. One month per requirement.

Aims and Objectives

This challenge is aimed to help the Beaver Scouts' learn to take care of themselves and their belongings. They will learn the importance of keeping one's self clean and tidy.

They will also get to voice their own opinion when participating in a Colony Log Chew and help the Leaders in taking certain decisions for the Colony. One such decision could be: What place are we going to visit on our next outing?

Requirements

➔ Personal Hygiene

- Beavers learn how to properly take care of themselves and their own belongings.
 - Washing of hands and teeth
 - Good Manners
 - Good Habits
 - Reduce, Reuse and Recycle
 - Eating Healthy items
 - Preparing healthy items
 - Sorting of dirty clothes
 - Taking care of your Scout Uniform

➔ Learn How to Fold your Scarf

- Beavers learn about the scarf
 - Why was it invented
 - What is its purpose
- Beavers learn about their own Group's Scarf and the Malta National Scarf
 - What do other countries' scarves look like?
- Beavers can use their creativity and invent their own Scarf using anything
- Beavers learn how to properly fold their scarf and what is the use of the woggle
- Why not try and make a woggle out of recycled items?
- Play games using your scarf

→ Prepare a prayer for the Colony Meeting

- Beavers learn the importance of prayer.
 - Learn to say 'I am sorry.'
 - Learn to say 'Thank You.'
 - A prayer for someone who is in need



→ Participate in a Log Chew

- A Log Chew is an activity in which the whole Colony participate all together. The idea is to get the whole Colony to work towards a common goal while promoting teamwork and giving a chance to everyone to give their opinions. You will definitely be impressed with the ideas and suggestions they will be coming up with.
 - Hold a discussion where Beavers are involved in the planning of their beaver monthly programmes. You get them to give their opinion in the planning.
 - Another option is to work on a big hands-on project with the whole Colony at once.
 - Build a puppet theatre and hold a short play
 - Make your puppets to use at the theatre
 - Build a giant Ganni beaver using recycled items
 - Make a carnival float
 - Help decorate Headquarters for a special occasion
 - Build a pirate ship
 - Build a castle

Incorporating the S.P.I.C.E.S. method

- *Social* – Saying one's opinion freely
- *Physical* – Building something as a team
- *Intellectual* – Learn different aspects of how to take care of yourself and your belongings.
- *Character* – Decision making
- *Emotional* – Accept other's opinions even if they differ from yours.
- *Spiritual*– Simple praying.

DOs and DONTs

- DO encourage the Beaver Scouts to take care of themselves
- DO encourage the Beaver Scouts to take an active part in a team activity

Upon Completion

Upon completion of the Challenge the Beaver is awarded the Personal Challenge



Eager Beaver Awards – I'm Unique (1) and I'm an Achiever (2)

Timeframe

I'm Unique – 1st year in the Group

I'm An Achiever – 2nd year in the Group

Aims and Objectives

This will help boost the confidence of those Beavers that have not yet overcome their shyness in the Colony or that feel that they are not up to par with other Beavers.

This also ensures that at one point all the Beaver Scouts receive an award for their talents. Thus no one will feel that they have been left out.

Requirement

There are no set requirements for these badges and that is done on purpose.

In order to gain the two badges, the Beaver Scout Leader and the Colony Assistants, have to recognize a positive talent that the particular Beaver Scout has such as for example: always smiling, neat, tidy, helpful thoughtful, kind, generous,

DOs and DONTs:

- DO make it known why the particular Beaver Scout received such an award. This will help the Beaver Scout feel proud of himself and of what he has done in the Colony.
- DO NOT give out these badges without any purpose behind such giving out as it will defeat the whole purpose of making the Beaver discover his 'hidden talent/s'.

Badges attained upon completion:



Badgework Assembly

This is a diagram indicating how the badges should look like once they are assembled and sewn onto the Beaver Scout Uniform's sleeve.



Beaver Scout Award

Timeframe

There is no set timeline for this Award, but it is usually given in the last six months of the 2 year period of the Beaver Scout in the Colony.

Aims and Objectives

The Beaver Scout Award is the highest Award that a Beaver Scout can receive whilst in the Colony.

Requirements

- Complete Outdoor Challenge
- Complete Personal Challenge
- Complete either Friendship or Discovery Challenge

Upon Completion

Upon Completion the Beaver Scout is awarded the Beaver Scout Award.

Badge attained upon completion:



Moving-On Award

(Link Badge)

Timeframe

The Timeframe of this badge is a minimum of 3 months to a maximum of 6 months.

The Moving On award is an age based badge and thus it has to commence as soon as the Beaver celebrates his 7th birthday.

Aims and Objectives

This award aims to have the beaver go through a smooth transition into the Pack Section. It is of utmost importance that necessary links with Cub Leaders and Cubs are created to avoid a culture shock as much as possible as it may result in the Beaver departing from the Group.

Requirements

- Attend to Pack meetings for 3 months
- Know the Cubs' Promise, Law and Motto
- Learn about the Scout Salute
- Learn about your Country
- Attend an outdoor activity with the Pack

Incorporating the S.P.I.C.E.S. method

- *Social* – Interact with Cubs (mainly children that are older than they are)
- *Physical* - Learning by doing.
- *Intellectual* – Learning new things related to the Cub Section
- *Character* – Learning to deal with being the youngest one in the Section
- *Emotional* – Sense of belonging in the new section.
- *Spiritual* – Opening up to others

DOs and DONTs

- DO encourage that the Beaver Scouts re-establish their friendships with old friends that were in the Colony but that are now Cubs.
- Since moving into a new section could be a sort of a shock to the Beaver Scout, DO monitor the child in the first few meetings in the Pack. Be the child's point of reference
- DO NOT shorten the moving on period as it might prove detrimental to the Beaver Scout sometimes even leading to him/her leaving the Group.

Upon Completion

Upon Completion the Beaver Scout is awarded the Start Up purple badge which indicates

the commencing of a child's journey in Scouting. On it, it has a chain which links to the following badge which is also given upon completion of the requirements. This is the Colony Moving-On badge which means that the Beaver Scout has completed his time within the Colony and is now starting a new chapter within the next section. This badge also carries a chain which is carried on throughout all the sections that the child goes through.

Upon completion of this Award the Beaver can then participate in the Moving-On Ceremony and move-on to the Pack Section. More information about the Moving-On Ceremony can be found in Chapter 10 of this Beaver Scout Leaders Manual.

Badges attained upon completion



These 2 badges do not need to be removed from the uniform once the Beaver moves to Cubs. With every section that the child goes through, a new link badge will be added until the child has completed section cycles and is ready to become a Leader himself.

➔ Note to leaders – Badge Positions

At the back of every Beaver Scout Handbook you will find the design indicating where the badges should be sewn on the uniform.

You will also find it on Scoutkeeper as well as the 'files' section of the *Colony Leaders-Scout Association of Malta* page on Facebook.



THE *Scout* ASSOCIATION
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