
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:**

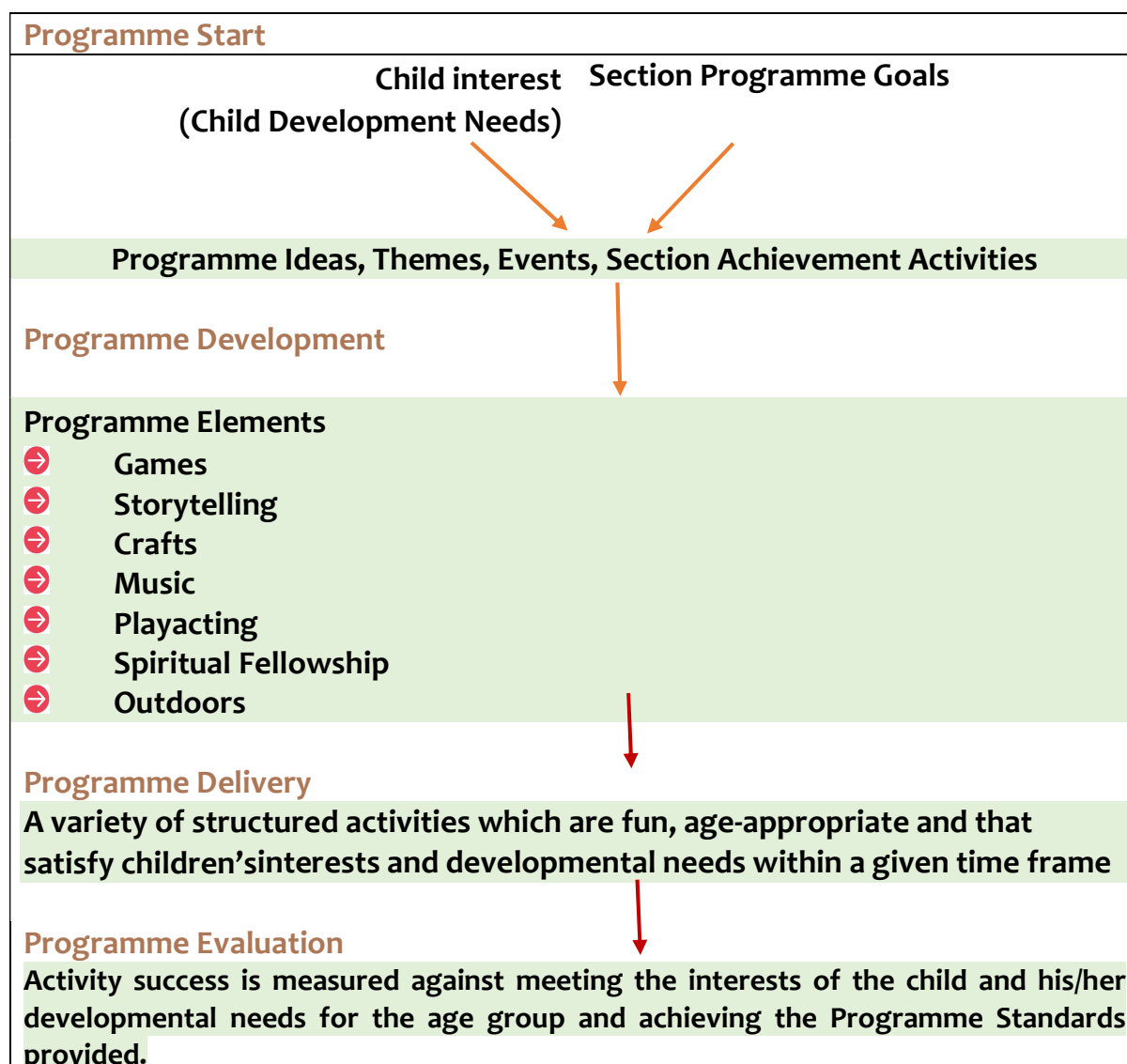
Provides time to introduce and reinforce important lessons in values. These values can be highlighted in other activities, such as community service, outdoors, and Lodge teamwork.

→ **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.”*