



Welcome!



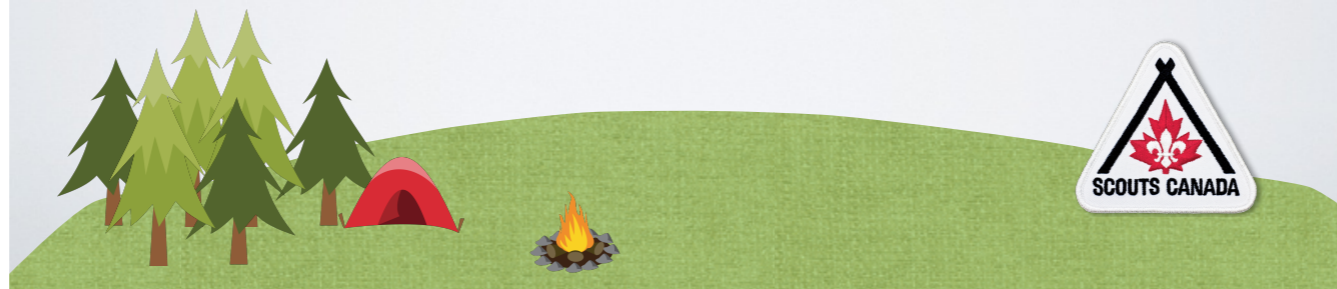
Live The Journey



We have been talking a lot about the New Program, now come and discover the new Journey that will be experienced by our Youth and Scouters in our movement. This workshop will introduce you to Canadian Path Elements , including some new tools and approaches that will be showcased in the new program. **WARNING:** this workshop is an active workshop, **NO** chairs in the room.

Welcome!

Doug Reid
Susan Lukey
Robert Craddock
Marc Chamberland



Meet your Scouters for this session!

The Canadian Path



In our work we really wanted that our sections experience something meaningful and compelling. We came up with an overall journey. One journey, experienced by all sections based on the four elements, Youth Led, Adventure, Plan-Do-Review & SPICES.

The Canadian Path

Youth-Led

Adult Support = Scouters
Youth = Leaders.

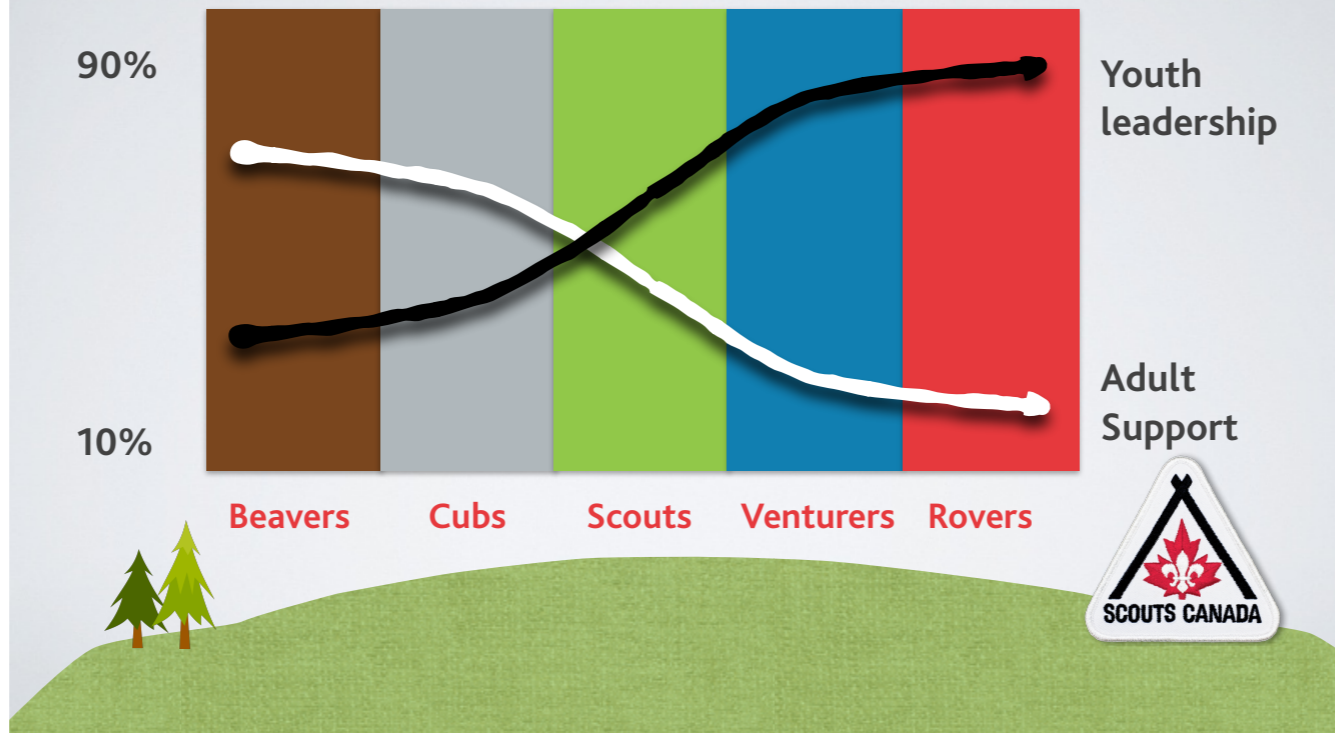
Scouters are the Narrators of the Journey. The Youth are the ones who decide to "Challenge the Dragon" or "Go for the Loot."



Engagement

“Teach them, train them, then let them lead.”

• Lord Baden-Powell (founder)





To continue on that train of thought, we look at a process that our Scouters and Youth members should be using..

Tying so well with what BP teaches us.

Often enough you will hear the terms PLAN, DO & REVIEW, three important words identifying a process that we should all be using when doing activities, camps or large events. I would say that we PLAN quite well. Many groups have great foundations to build meetings and camps. We have tons of resources, that make sure you bring the right gear, consider alternate games, and help teach you how to light a fire in the middle of a hurricane. But what is important, is to make sure we involve the Youth in the plan.. Once the PLAN is ready, we deliver the goods, go off to camp and accomplish what we set out to DO. Will we follow our PLAN to the letter? Probably. Yes, the schedule may be off, rain may ruin the Piñata or simply more swimming is in order to defeat the heat!

But good golly, we seem to never accomplish the REVIEW process. Review is an important phase in any activity. It is meant to help Scouters and the youth process their experience, identify what successes they had, what hiccups came along and what was not the strongest moment of the activity. Some will incorporate it into a Scouters 5 , or during the bus ride back home. Other groups will do it a week later, back in the meeting hall.

Plan

- Decide what we are going to do
- Divide out the jobs
- Learn all new skills required
- Agree on all the details

Do

- Learn any new skills at meetings
- Test out skills
- Take part in the adventure
- Make sure it runs successfully

Review

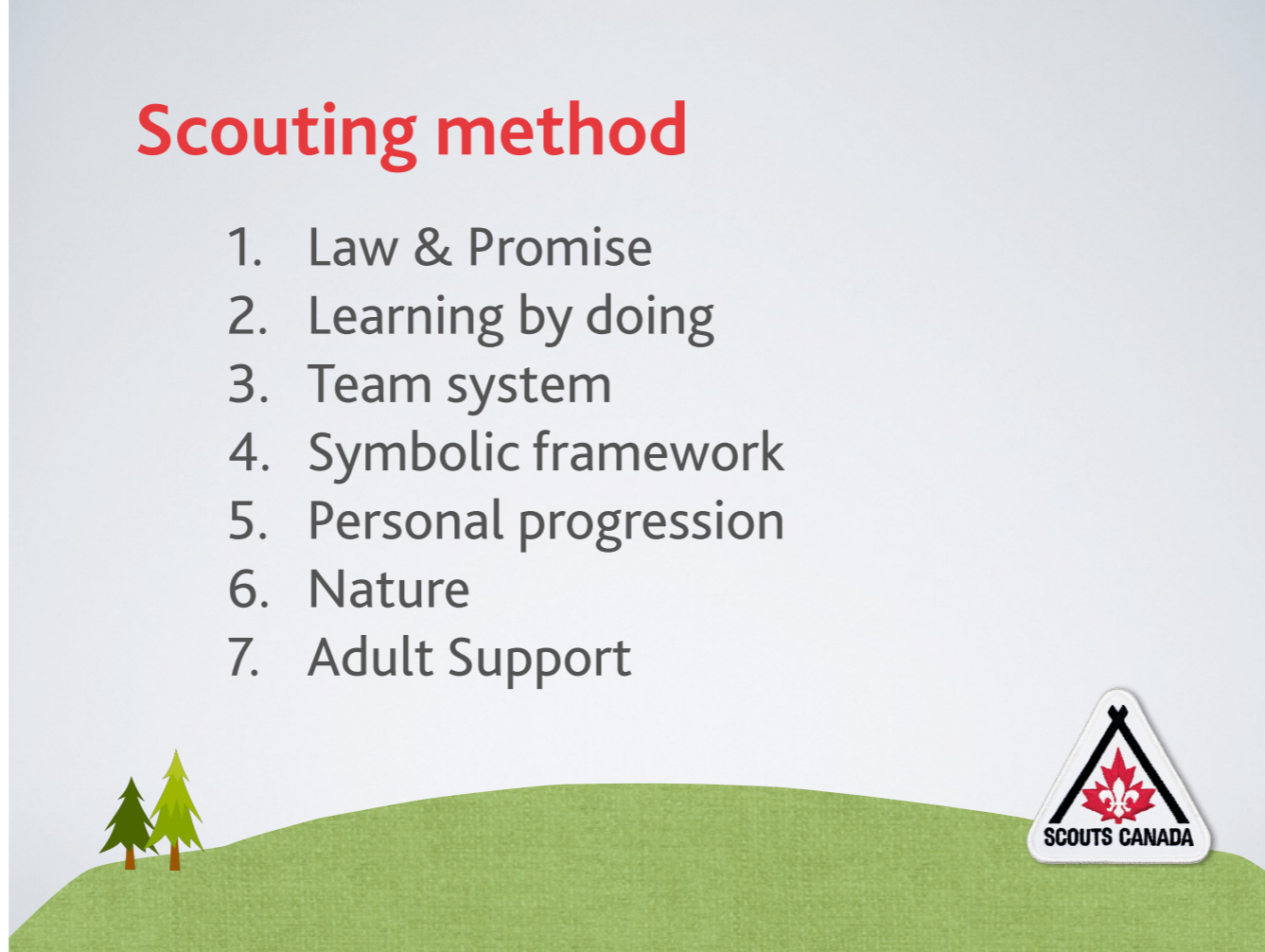
- What did we learn, that we did not know before
- How did we handle the activity
- How did we go about using the equipment
- Did everyone play a part
- What was good about this adventure
- What did not work out as planned



Here are some great example of how we can use this methodology.

Scouting method

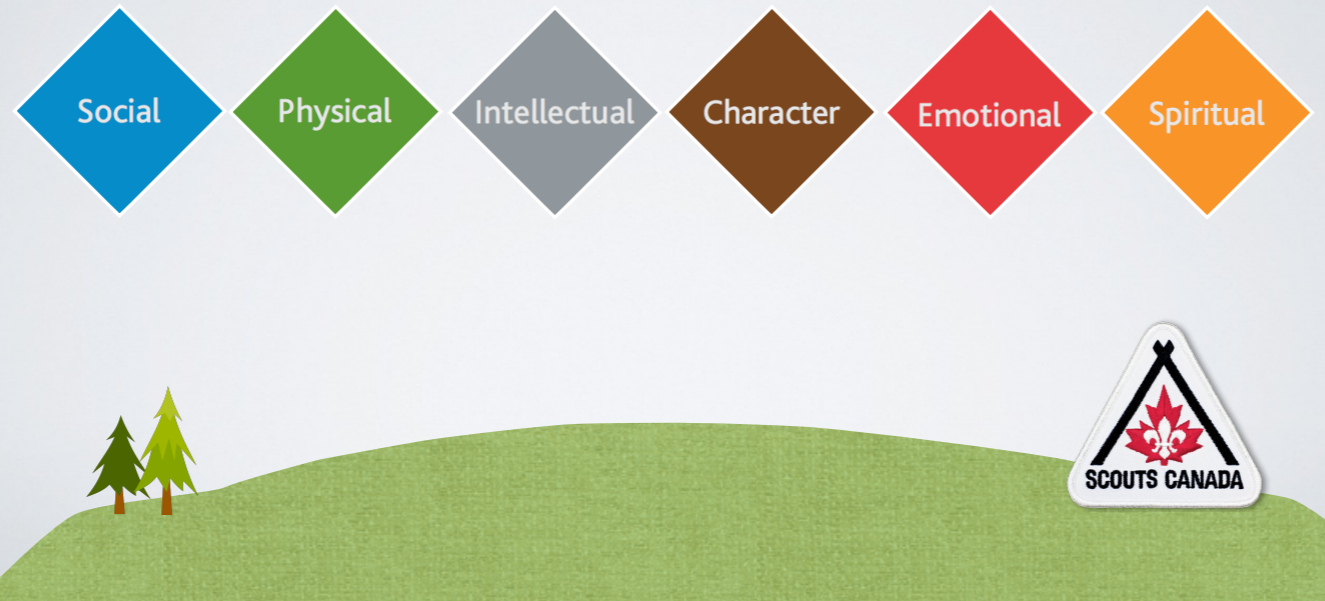
1. Law & Promise
2. Learning by doing
3. Team system
4. Symbolic framework
5. Personal progression
6. Nature
7. Adult Support



The Scout Method is how we deliver the program to young people.

The Method is comprised of eight equally important parts, and when collectively implemented make Scouting what it is. It is through the use of the Scout Method that Scouting achieves its aims in developing young people.

SPICES



Our aim for SPICES is to encourage the Social, Physical, Intellectual, Character, Emotional and Spiritual development of young people so that they develop into capable, confident and well-rounded individuals, better prepared for success in the world. These six assets are important to develop in young people to enable them to reach their full potential and play a constructive role in society.

SPICES



Acquire the concept of interdependence with others, explore a sense of being part of a diverse group and develop my abilities in cooperation and leadership.



Be responsible for the care and well-being of my own body.



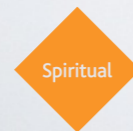
Develop my ability to think, to plan, to innovate and to use information in an original way to adapt to new situations.



Learn responsibility towards myself while at the same time balancing that with respect for others.



Recognize my own feelings and learn to express them in a healthy manner while respecting the feelings of others.



Learn to recognize that I am a part of a larger spiritual reality and to respect the spiritual choices of others.

Adventure skills for all:

If adventure is our overall theme, why not make it across the board?

- 1.Camping
- 2.Aquatics
- 3.Vertical skills
- 4.Paddling
- 5.Hiking
- 6.Scout Craft
- 7.Winter Skills
- 8.Sailing
- 9.Emergency Aid



Stage 1 -9 / starts at Beavers.



Now that we've talked about the Why and the How's, let's look at the What's! New to all sections: Adventure Skill badges are competency based progression badges. The Team is proposing that our youth members will be able to grow through nine stages throughout 9 specific adventure skill areas; Camping, Hiking, Winter; Emergency Skills, Paddling etc.... With well-defined stages, the youth will be able to prove the skills that have been acquired by participating and organizing events and camps. This model allows even the youngest Beaver Scouts to engage in challenging adventurous activities and begin a process which will see them progress in different skills as they advance in Scouting.

Adventure skills for all:

I know what personal gear I should bring to camp.

Scouts should indicate in list form the items of clothing they need to bring with them for a camping event. The Scout should be encouraged to collect and pack their equipment.

I know how to care for my personal gear.

Scouts need to show an awareness of the value of camping equipment. A Scout should demonstrate how to go about checking and caring for equipment.

Safety implications of poor or dysfunctional equipment.

Keeping personal equipment in working order.

Know when items of equipment are in need of repair. The quality of different items of equipment.

I know what clothes I should bring to camp.

Scouts should know what clothes they need to bring and talk about the needs for different weather conditions.

Layer system

Outer shell - wet weather gear

I know how to set out my sleeping area for a comfortable night sleep.

I know about the buddy system.

I can help pitch a tent.

I can pack a bag for camp.

I can keep my camping gear neat and tidy while at camp.

I know the different emergency services that are available and when and how to call them.

I know the main parts of a tent.



Not actual badge

Again Language is important.. We are looking at not Levels but Stages. Looking at knowledge acquired. Task that are done.. Participation. (Whats in red is in the Scouters manual.)

Adventure skills for all:

I know how to budget, prepare, and manage every aspect of an expedition.

Scouts needs to be aware and demonstrate how to prepare a budget and manage that budget over a camping activity to achieve a breakeven situation.

Have run or assisted in running a number of adventures Prepare a cost for a suggested adventure Act as expedition leader on at least 2 expeditions

I know how to ensure that safety precautions are put in place without curtailing the fun of our camp.

I can plan and execute camps and expeditions in all types of locations across Canada or abroad.

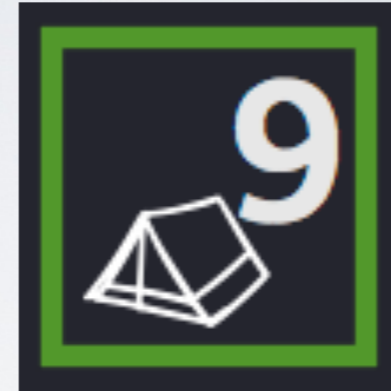
I know how to source amenities and local places of interest.

Before the camp the Scout should have information on the local shops, places to eat, hospital, religious services etc so they can be accessed while at camp. The Scout should also conduct some research into what in the locality of the campsite is of historical, artistic or geographical interest

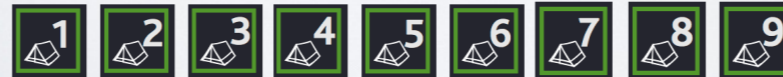
I know how to use a variety of cooking stoves and know when each type is most effective.

I have organized, planned and led at least one camp for my team.

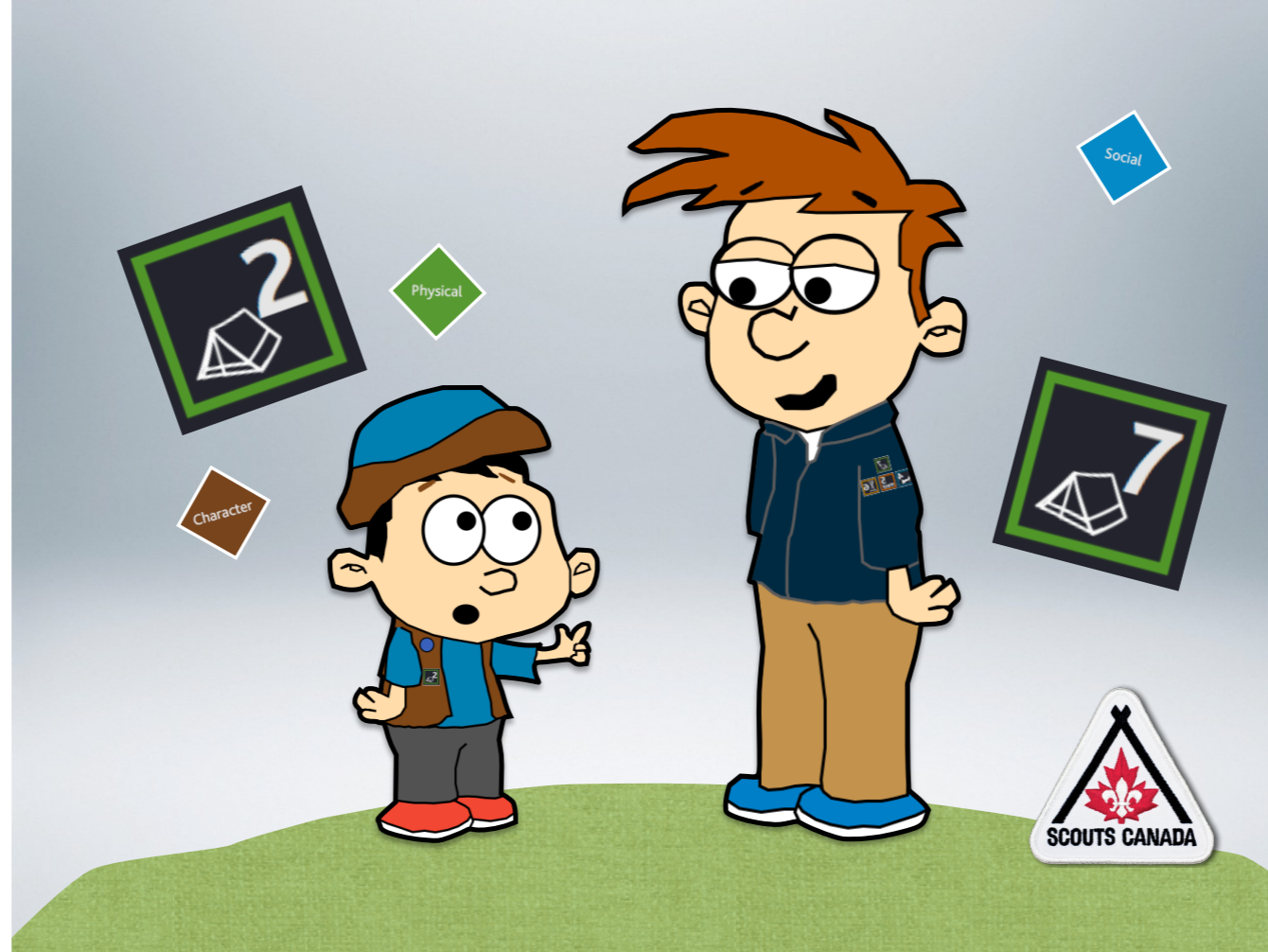
I have spent at least 20 nights on various types of camps.



Not actual badge

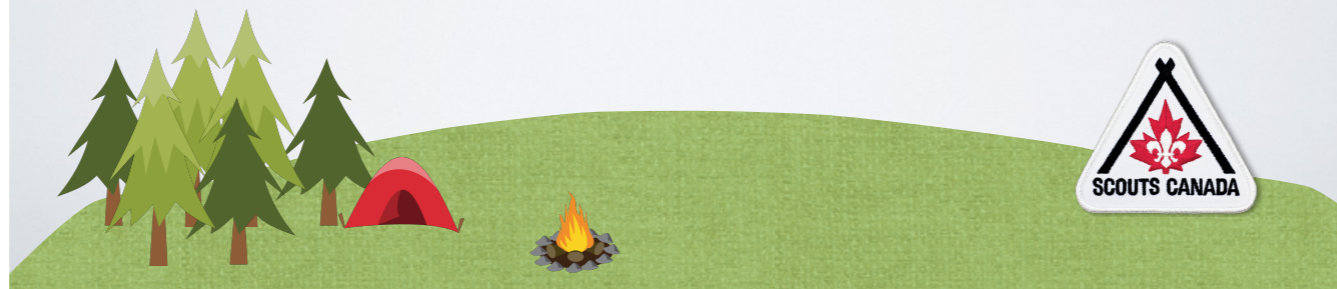


Here is what a top stage of the camping adventure skill.



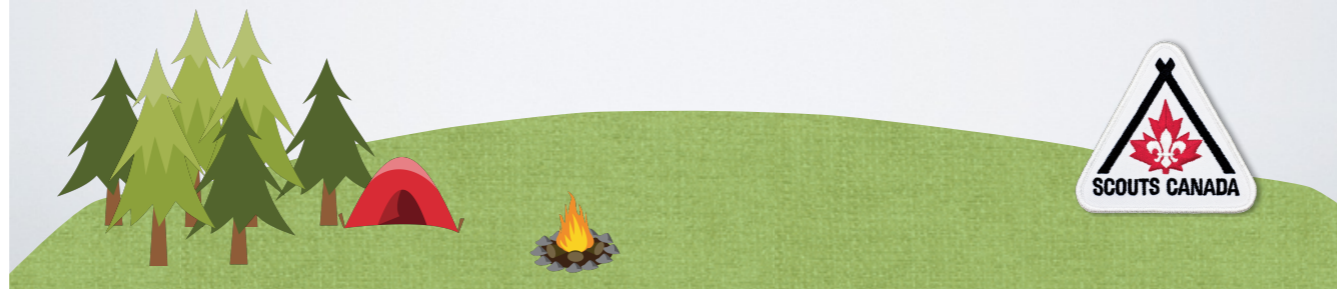
Imagine that a Beaver Scout at a group camp can now look at the sleeve of a Venturer Scout and identify what badges are on that young person's arm, (CLICK) making it easier for them to see their future, that there are greater adventures to come! Now our all our Sections will be talking the same language..

Live The Journey



So how do we live these 4 elements!?

Lets Play!



Through action.. Let's Play!

Form some Patrols!

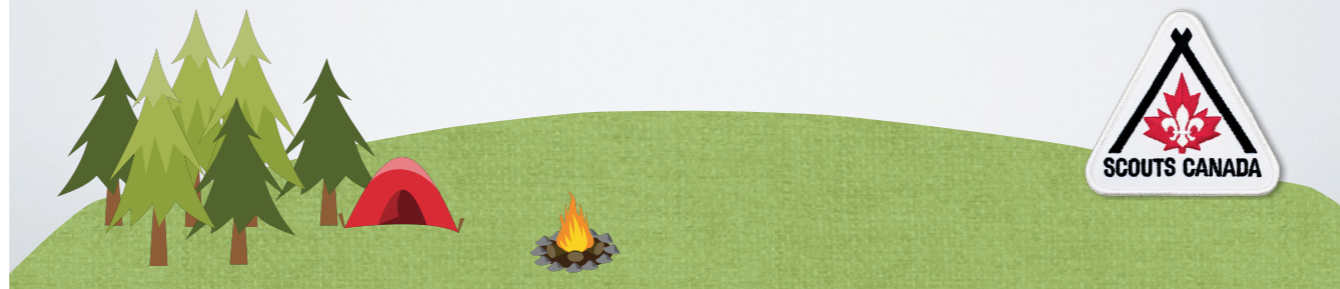
Who will be your Patrol leader?



Meet your Scouters

Get in your Patrol corners

Select and agree on an activity



Save the Cube



Monkey City

The Challenge:

Cubs should pack an ice-cube to keep it from melting. They will test their packaging by comparing the ice inside with an ice cube left outside as the control



Ressources

- Ice cubes in a cooler
- 1 cardboard box (less than one cubic foot; shoe boxes work well)
- waxed paper
- masking tape
- newspaper
- aluminum foil
- rubber bands
- paper plate or plastic bowl to hold 'control' ice cube

Plan

Prepare a variety of material for cubs to choose from. Have a cooler filled with ice cubes so that Cubs will have a chance to try different designs.

Do

Ask the Cubs to imagine that they are left in the forest on a sunny day with some ice cubes, and a bunch of random materials and they need to keep their ice from melting. Ask them if they know what causes the ice to melt? Heat! Lead a discussion to conclude that the air around the ice cube is warmer than the ice, so they need to keep the warm air away from the ice cube.

Show them the materials. Each couple of cubs have a few minutes to discuss how they want to package the ice. When they are ready, give them 2 ice cubes from the cooler and at the same time leave 2 ice cubes in a plate as the control (see which one melts faster). After 10 minutes, open up the packaging and compare the size of the insulated ice cube with the control. If you have time, allow Cubs to try a different design.

Review

Discuss with the Cubs which designs worked better and why? What did they learned about insulation? What unanswered questions do they have? How did they like the activity? How would they do it differently?



Video 1



Link 1



Map Making

Tic Tac's Camp

The Challenge:
The idea of the map-making adventure is to introduce the concept of maps to Beaver Scouts. Map making allows the Beaver Scouts to explore their local area or park and discover how a map is made and used to find new and secret locations.

Plan
Show the Lodge a map and how to read it. Can they find different things in it. Chat to them about why they would use maps and the different features like scale and legends.

Do
Do a simple mapping exercise of the area around the Scout Hall. Give the Beaver Scouts different jobs to do like drawing in the map, discoverers to find different things around the Scout Hall and others to work out distance. Keep the scale simple so use paces as the measurement.

Review
After the activity look at the map and try to show the different things on the map that the Beaver Scouts. Use your memory bag to help. Try to show things like certain features that individual Beaver Scouts found etc.

Resources:
-Paper
-Pencils and colouring pencils
-Name pads for each Beaver Scout to make notes
-A rope to help with measuring



Video 1 [www](#) [Link 1](#)

Only you, and your pockets.

Red Flower Camp

The Challenge:
Being wise in the use of our resources is always important. As a Lair, imagine yourselves lost in the woods. What do you have on you right now that can be used to help you as a survivor? What can be used in first aid? What other items maybe used for other purposes?

Plan
-Empty your pockets.
-Look at what you are wearing. Look at what others are wearing.

Do
-In a Lair, inventory everything that can be of some use. Under each item, list what you could do with it.
-Display how some items can be used.
-For fun, place the objects in alphabetical order. Do you have the whole alphabet?

Review
-What is the most useful thing on you?
-What items would have been important to have on you?
-What did you learn that you did not know before?

Resources:
-Paper to take notes
-Pencil
-Some imagination



Video 1 [www](#) [Link 1](#)

Medics on the Scene!

The Swinging Bridge

The Challenge:
Cub Scouts in the rescue! Each Lair will create a first aid situation for the other Lairs. By selecting a specific scenario, the Cubs should talk about signs and symptoms and create the scenario for another Lair.

Plan
-The Lair need to look into doing some first aid training.
-Find out what things they know or remember from before.
-Do they remember some of the basics first aid that they have done before?
-Try to get them to plan a scenario for another Lair and that Lair does likewise.

Do
-The scenario should get the Lair working together to solve the first aid problem.
-Each scenario should have objectives that the others need to reach.
-It may take one or two test sessions where they try some of the things that come up.
-The scenario should be some what a surprise when it happens.

Review
-Have a meeting with the other Lair to chat about the scenarios and how they got on.
-Could they do them in a real life situation?
-What did I learn that I did not know before?

Resources:
-First Aid Kit
-Scenarios from each Lair
-Face paints



Video 1 [www](#) [Link 1](#)

Bury your Poop!

Outdoors & Environment

Don't let the little fool you, it's more fun than you think.

The Challenge:
Each player gets an Oh Henry bar. Split the company into two teams. Give each team a selected piece of land, call it a camp site. On their site designate specific things, this line of trees is the lake line, that rock is your tent. Give the teams ten minutes to bury their Oh Henry bars in their designated spots. Each player can bury it anywhere in their designated site.

What we need to learn
-Leave No Trace
-What is a Cat hole
-Placing a proper cat hole

Jobs to be done
-Find out about Leave No Trace
-Oh a little math - what do we need to learn
-Find a location for the activity
-Get all the equipment we need together

Gear we need
-Shovels
-Bars of Chocolate bars
-Cans to mark areas

Plan
-Decide what we are going to do
-Outline out the job
-Learn all new skills required
-Agree all the details

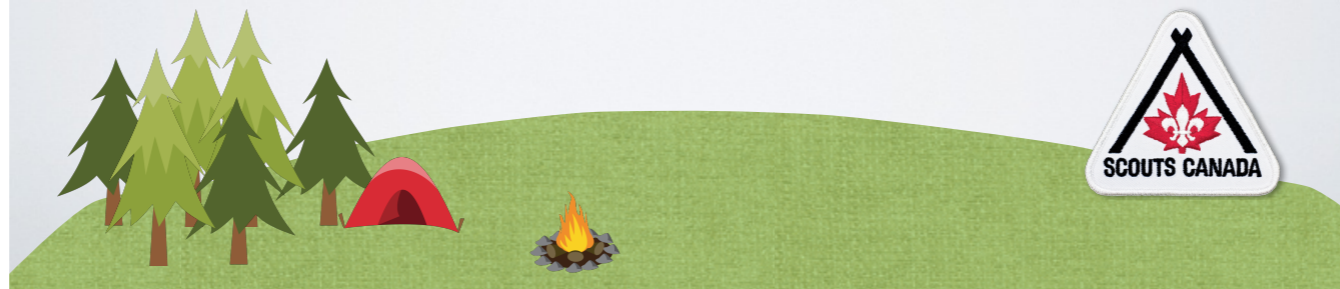
Do
-Learn any new skills at meetings
-Take part in the adventure
-Be your best to make it run successfully

Review
-What did we learn?
-How did we handle the activity?
-How did we go about using the equipment?
-Did everyone play a part?
-What was great about this adventure?
-What did not work out as planned?



Video 1 [Video 2](#) [www](#) [Leave.No.Trace](#) [Link 2](#)

“Teach them, train them, then let them lead.”
• Lord Baden-Powell (founder)



Review...

-Was that fun?

-What did you learn that you did not know before?

-What would you do differently?

Questions?

