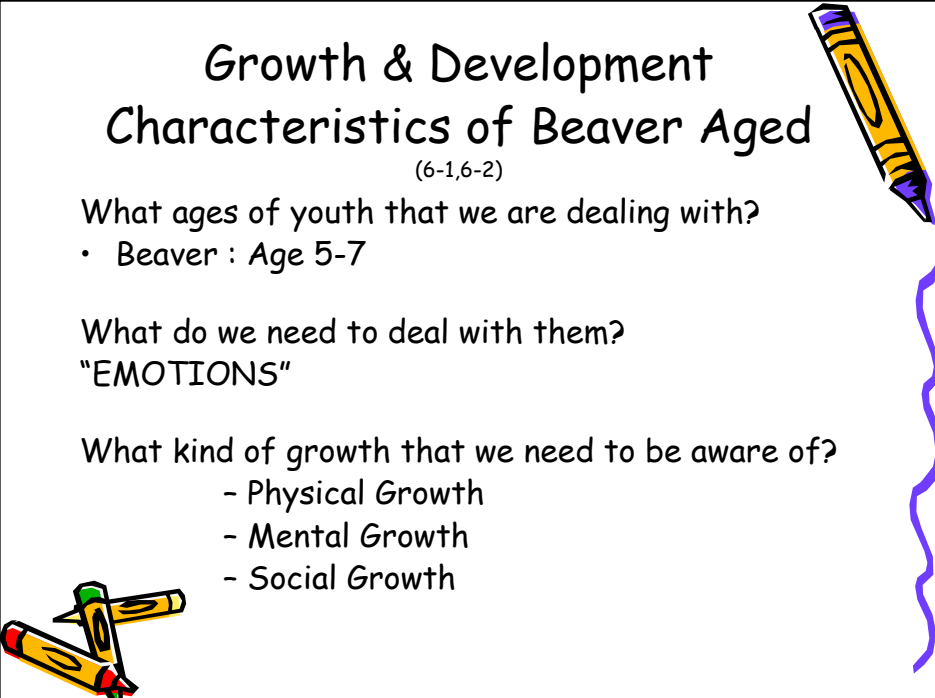


Understanding, Communicating and Working with Beaver- Aged Youth

Pacific Coast Council
Woodbadge I
Basic Training for Leaders - Beaver Colony

By Frank LAW



Growth & Development Characteristics of Beaver Aged (6-1,6-2)

What ages of youth that we are dealing with?


- Beaver : Age 5-7

What do we need to deal with them?

"EMOTIONS"

What kind of growth that we need to be aware of?

- Physical Growth
- Mental Growth
- Social Growth



Supporting environment for Beavers

Source from Leaders:	Supporting environment for Beavers:
A friendly, warm & understanding atmosphere	A key to effective communication & cooperation
Age-appropriate activities	To learn specific skills & build team spirit
Encouragement	Giving them chances to try new things
Be a role model	To mimic good behaviour, attitudes & actions
Letting them know adults aren't perfect	Letting them make mistakes that can't harm them
To treat them with respect & praise	To help develop their self-esteem
Recognition	To enhance their overall feeling of self-worth and & set up their goals.



Apply the "Code of Conduct" described in Scouts Canada's - Duty of Care

This Code of Conduct is expected of all adults who volunteer within Scout Canada recognizing that at all times they are expected to act responsibly and exercise a "Duty of Care" to youth members.

Ref: B.P.& P. Section 7000 - Code of Conduct for Adults / Volunteers



Effective communication

(Pg. 6-3)

- Active Listening
- Body language
- Consideration of attention span
- Tone and Volume of speech
- Multi-senses

<Source from: Beaver Leaders' Handbook>



Beaver Hand signal - stop and be quiet

Don't be afraid to put Beaver sign up high in the air.

The Hand signal to:

- STOP
- LOOK
- LISTEN



Reinforce positive behaviour

- Occasionally, there may be a necessity for appropriate disciplinary action. Scouts Canada encourage positive reinforcement to correct inappropriate behaviour.
- The following examples are "INAPPROPRIATE" discipline methods:
 1. Physical blows or force
 2. Confinement
 3. Emotional/humiliation/name-calling
 4. Any other form of abuse.



Awareness (of above) in planning

Beavers trust that adults are always right. If your team plans an inappropriate activity and the Beavers are unable to do it, the youth won't blame the activity but themselves for failing to live up to your expectations.

Therefore, your Programming Planning:

- Can be flexible to accommodate the children's needs
- An extra game or song to fill unexpected gaps if original activity doesn't go as expected



Needs of Beaver-aged children

(Pg. 6-2,6-3)

If you're aware of developmental characteristics of Beaver-aged children, you can help Beavers grow by:

- Being at ease with them, and letting them know you enjoy working with them.
- Allowing them make mistakes that can't harm them, and letting them know adults aren't perfect.
- Encouraging them, and giving them chances to try new things.
- Understanding that they are trying to achieve and supporting their efforts.
- Listening to them, their doubts and other feelings.
- Helping them develop decision-making skills appropriate to their age level.



Needs of Beaver-aged children cont'd

- Dealing with them fairly and consistently.
- Helping them succeed when they help, but letting them struggle when they're making progress on their own.
- Behaving as adults in a mature manner.
- Gearing your expectation of their behaviour to their capacity for that behaviour.
- Helping them feel strong without themselves so that they expectations about their own performance to themselves rather than others.
- Enabling them to meeting emotionally-charged life situation, and deal with them successfully with or without adult help.



Behavior and Discipline

(Pg. 6-5, 2-2)

- What is Discipline?

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

- How can we influence Behavior?

A well planned program gives a feeling of confidence to both Beavers and leaders. Discipline is more an attitude than a technique.



Handling Disruption

How to handle disruption:

1. Draw attention with the Beaver sign in the air.
2. Break into lodges to talk about the matter, restate the rules, change to a different activity.
3. Never embarrass or humiliate a Beaver in front of the colony.
4. Quietly take the child aside and discuss the misbehaviour.
5. Let erring Beavers know that you only disapprove of the behaviour you still care about them.



Code of Conduct (for youth)

What behavior do we expect from this age group?

- Beaver leaders always think about discipline.
- Be aware of this age youth's characteristics and limited experience of 5-7 year old.
- Listen to the instruction and know what leaders expect from them.
- Ensure youth understand and will follow leaders' instruction.
- Encourage acceptable behavior in positive ways rather than threats and force



Beavers with Disabilities

(Pg. 6-7)

At some point, your colony may be asked to register a child with a disability. Opportunity can be very rewarding both for the child and the Colony. It will also present challenges for programming and leadership.

Everyone will have a lot of fun.



Beavers with Disabilities (cont'd)

The Best Person help you understand how a child with a disability can fit into your colony.
They are:

- The child's parent,
- Guardian
- Social Worker
- The Canadian National Institute for Blind
- Any other agency geared to the child's specific disability



Choosing appropriate activities for Beavers

(Pg 6-3)

Concrete nature of a Beaver-aged need to see:

- Doing is better than watching.
- Keep activities brief, but not rushed.
- Avoid introducing anything shocking.
- Choose warm and inviting activities.
- Show Beavers that they are important.
- Allow for any emotions or questions.
- Handle with consideration and patience.
- Satisfy the Beaver program goals.



Beaver Terminology

(Pg. A-1, A-2)

Here is a quick re-cap of "Beaver Lingo" and other terms used (*see Beaver Leader's Handbook Appendix "A"*).

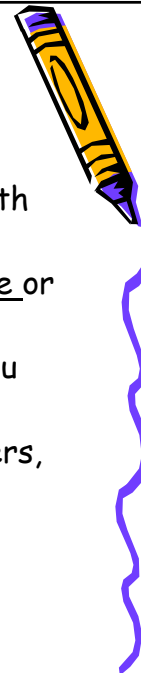
Some of the names typically assigned to the leaders (taken from the characters in *Friends of the Forest*) are used:

e.g. Bubbles, Hawkeye, Rainbow, Rusty, Sunshine and TicTac.



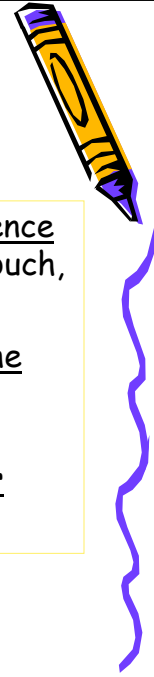
Hawkeye's Tips (Summary):

- Be aware and creative when communicating with Beavers.
- Beavers can't understand complicated message or large unfamiliar words.
- They have relatively short attention spans; you will notice their attention start to wander.
- When you approach communicating with Beavers, use a different tone and volume to convey a message and grab their attention.



Hawkeye's Tips: cont'd

- Don't just talk to them, allow them to experience something through their senses (e.g. taste, touch, smell).
- If you have a visitor, ask them get down to the Beaver's level and talk to them one on one.
- Beavers sometimes have difficulty asking questions; it doesn't hurt to paraphrase their question to make sure you understand.



If the child lives in criticism, he/she learns to condemn others.

If the child lives in hostility, he/she learns to fight.

If the child lives in ridicule, he/she learns to be shy.

If the child lives in scare, he/she learns to worry.

If the child lives in shame, he/she learns to feel guilty.

If the child lives in tolerance, he/she learns to be patient.

If the child lives in encouragement, he/she learns to have confidence.

If the child lives in acceptance, he/she learns to love.

If the child lives in praise, he/she develops self-esteem.

If the child lives in recognition, he/she learns how to set up his/her goal.

If the child lives in honest, he/she develops understanding of truth.

If the child lives in fairness, he/she develops the justice.

If the child lives in security, he/she develops to have faith in self and others.

If the child lives in friendship, he/she learns to live and find love in the world.



如果孩子活在批評中，他學會責怪他人。

如果孩子活在敵意中，他學會爭戰。

如果孩子活在嘲笑中，他學會羞怯。

如果孩子活在恐懼中，他學會擔憂。

如果孩子活在羞辱中，他學習感受罪疚。

如果孩子活在容忍中，他學習忍耐。

如果孩子活在鼓勵中，他學習有信心。

如果孩子活在接納中，他學習去愛。

如果孩子活在贊同中，他學會喜歡自己。

如果孩子活在認同中，他學習立定目標。

如果孩子活在誠實中，他學得知道何謂真理。

如果孩子活在公平中，他學習正義。

如果孩子活在安全中，他學習對自己與他人有信心。

如果孩子活在友誼中，他得知世界是個好地方，
他可以生活、愛與被愛。

