

## Woodbadge Basic Learning Objectives - *Colony Specific* – Resource List

This document is geared specifically towards **Beaver leaders**. The following twenty-one objectives, together with their detailed requirements, are aimed at the Colony program and its youth members. These objectives are to be completed in conjunction with the **Core Learning Objectives**. The Core Learning Objectives Resource List may be found at <http://www.scouts.ca/inside.asp?cmPageID=420>.

Additionally, a Passport has been developed to assist you in the recording of completed objectives and the tracking of your progress. You may find this record at <http://www.scouts.ca/inside.asp?cmPageID=421>.

The following document has three columns for your use. The column on the left lists the 21 Colony specific objectives. The middle column lists the requirements that must be demonstrated in order to successfully complete the objective. The third column provides the leader with a resource, where he/she may obtain knowledge on the objective that will assist in its understanding and completion. The resources can be as varied as: a published book or pamphlet available from your local Scout shop or your Group Committee; an experienced Scouter; or a committee. You will also find a list of program resources for a variety of topics on the Scouts Canada web site at <http://www.scouts.ca/inside.asp?cmPageID=440>. Choose Beavers.

**NOTE:** Beaver Leader Handbook = (BLH). Page references refer to the new, 2003 edition of the Beaver Leader Handbook.  
COAP = Scouts Canada's Camping/Outdoor Activity Procedures  
Learn by Doing / On the job training = coaching/mentoring

Basic Objective	Requirements	Resource
<b>1. Apply the <i>Friends of the Forest</i> theme to the Colony program</b>	<ol style="list-style-type: none"> <li>Describe ways to incorporate the <i>Friends of the Forest</i> theme into the weekly program.</li> <li>Identify opportunities to incorporate the <i>Friends of the Forest</i> theme into program elements throughout the year.</li> <li>Describe how leaders are named according to characters in the <i>Friends of the Forest</i> book.</li> </ol>	<ol style="list-style-type: none"> <li>Beaver Leader Handbook (BLH) 3-11</li> <li>BLH 3-11</li> <li>BLH 3-10</li> </ol>
<b>2. Plan Beaver programs</b>	<ol style="list-style-type: none"> <li>Describe the benefits of consulting Beavers about program choices.</li> <li>Describe the benefits of dividing Beavers into each of the following small groups: lodges, tail levels, ages, interests, skill level and random selection.</li> <li>Develop a meeting plan which includes programming by tail levels and lodges.</li> <li>Provide an example of a back-up plan for a meeting or an outing.</li> <li>Describe how your meeting plan meets the <u>National Program Standards</u>. <a href="http://www.scouts.ca/inside.asp?cmPageID=131">http://www.scouts.ca/inside.asp?cmPageID=131</a></li> </ol>	<ol style="list-style-type: none"> <li>BLH 10-1; 8-4 to 8-5</li> <li>BLH 3-6; BLH 7-2 to 7-4</li> <li>BLH 7-5 to 7-10</li> <li>BLH 12-3</li> <li>BLH 3-4 to 3-5</li> </ol>
<b>3. Develop annual program plans</b>	<ol style="list-style-type: none"> <li>Explain the planning process for creating nightly, monthly, three months and annual program plans.</li> <li>Develop a three month and an annual program plan with your leadership team with input from your youth, that supports age-appropriate development, provides progressive challenge and minimizes repetition for the youth involved.</li> </ol>	<ol style="list-style-type: none"> <li>BLH 10-1 to 10-4</li> <li>Use of worksheets on 9-7 and 9-8. Learn by doing and leadership team meeting</li> </ol>
<b>4. Work with Beaver-aged youth</b>	<ol style="list-style-type: none"> <li>Apply the "Code of Conduct" described in Scouts Canada's <u>Duty of</u></li> </ol>	<ol style="list-style-type: none"> <li>BLH 2-1 to 2-6</li> </ol>

Basic Objective	Requirements	Resource
	<p><u>Care document.</u>  <a href="http://www.scouts.ca/inside.asp?cmPageID=304">http://www.scouts.ca/inside.asp?cmPageID=304</a></p> <ol style="list-style-type: none"> <li>2. Describe or demonstrate how to reinforce positive behaviour.</li> <li>3. Briefly describe or demonstrate how the following methods contribute to effective communication in the section:               <ol style="list-style-type: none"> <li>a. active listening</li> <li>b. body language and position</li> <li>c. consideration of attention span</li> <li>d. tone and volume of speech</li> <li>e. encouragement of multi-sense (hear, see, touch, taste, smell) learning</li> <li>f. choice of words</li> </ol> </li> <li>4. Demonstrate the hand signal to tell Beavers to “Stop and be quiet”.</li> <li>5. Describe the characteristics of a supporting environment necessary for the development of Beaver-aged youth.</li> <li>6. Describe how the activities of a weekly meeting support the developmental characteristics of Beaver-aged youth.</li> </ol>	<ol style="list-style-type: none"> <li>2. BLH 6-5 to 6-6</li> <li>3. BLH 6-3 to 6-4</li> <li>4. BLH 6-6</li> <li>5. BLH 6-1 to 6-4</li> <li>6. BLH 10-1</li> </ol>
<b>5. Conduct Tail Activities</b>	<ol style="list-style-type: none"> <li>1. Explain three reasons for grouping youth into tail levels.</li> <li>2. Describe how to use these groupings to structure activities.</li> <li>3. Design an activity that reflects the needs and abilities of each grouping.</li> </ol>	<ol style="list-style-type: none"> <li>1. BLH 7-1</li> <li>2. BLH 7-2 to 7-3</li> <li>3. BLH 7-5 to 7-9</li> </ol>
<b>6. Apply spiritual emphasis /religious diversity</b>	<ol style="list-style-type: none"> <li>1. Provide three examples of activities designed to help Beavers express and respond to God’s love in their daily lives.</li> <li>2. Provide three examples of activities designed to develop Beavers; respect for others and increased appreciation of diversity in our society.</li> <li>3. Explain the purpose of a Scouts’ Own.</li> <li>4. Plan and conduct a Scouts’ Own.</li> </ol>	<p><i>Let’s Celebrate Books Best of the Leader</i></p> <ol style="list-style-type: none"> <li>1. BLH 16-2</li> <li>2. BLH 16-2 and through contact with local Spiritual leaders</li> <li>3. BLH 16-4</li> <li>4. BLH 16-4</li> </ol>
<b>7. Conduct gathering activities</b>	<ol style="list-style-type: none"> <li>1. Lead a gathering activity for Beavers in which:               <ol style="list-style-type: none"> <li>a. all youth are involved as they arrive,</li> <li>b. youth continue their involvement until they are called to the Opening,</li> <li>c. the interest of the youth is maintained, and</li> <li>d. youth are able to exit as required, eg. To meet with a leader.</li> </ol> </li> <li>2. State three benefits of using gathering activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. BLH 8-7; 12-2; Chapter 13</li> <li>2. BLH 8-7</li> </ol>

Basic Objective	Requirements	Resource
<b>8. Conduct large and small group activities</b>	<ol style="list-style-type: none"> <li>1. Conduct a large group and a small group activity for Beavers which:               <ol style="list-style-type: none"> <li>a. has clear instructions,</li> <li>b. uses age appropriate materials,</li> <li>c. allows all participants to interact throughout the activity;</li> <li>d. responds to the needs of the group (large group activity);</li> <li>e. responds to the needs of each individual (small group activity);</li> <li>f. encourages participants to do their best, and</li> <li>g. provides a fun and meaningful experience.</li> </ol> </li> <li>2. Compare and contrast three benefits of conducting a large group and a small group activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Learn by doing and observation of leadership team</li> <li>2. BLH 7-5</li> </ol>
<b>9. Conduct games</b>	<ol style="list-style-type: none"> <li>1. Explain how cooperative games are consistent with the Beaver program philosophy.</li> <li>2. Describe the appropriate use of each of the following types of games for Beavers: steam –off, quiet and cooperative.</li> <li>3. Demonstrate each type of game.</li> </ol>	<p><i>Games from A to Z</i>  <i>Fun at the Pond</i>  <i>Best of the Leader</i></p> <ol style="list-style-type: none"> <li>1. BLH 8-10</li> <li>2. BLH 13-2 to 13-3</li> <li>3. Learn by doing</li> </ol>
<b>10. Conduct crafts</b>	<ol style="list-style-type: none"> <li>1. Conduct a craft which:               <ol style="list-style-type: none"> <li>a. challenges Beavers to use their skills and creativity;</li> <li>b. varies in difficulty to match the development of the Beavers,</li> <li>c. maintains the interest of the Beavers,</li> <li>d. provides sufficient time for Beavers to complete the craft or a way for Beavers to complete the craft on their own, and</li> <li>e. supports and enhances a program theme.</li> </ol> </li> </ol>	<p><i>Fun at the Pond</i></p> <ol style="list-style-type: none"> <li>1. BLH 14-1 to 14-6; 15-3 to 15-4</li> </ol>
<b>11. Teach Skills</b>	<ol style="list-style-type: none"> <li>1. Describe three approaches to teaching and reinforcing a skill.</li> <li>2. Teach a skill where:               <ol style="list-style-type: none"> <li>a. the leader demonstrates the skill,</li> <li>b. the leader demonstrates the skill in a step-by-step manner,</li> <li>c. Beavers try a skill,</li> <li>d. the leader checks progress and encourages Beavers to do their best,</li> <li>e. the leader guides and coaches Beavers to make progress,</li> <li>f. Beavers try again until successful,</li> <li>g. the leader praises and affirms progress according to each Beaver’s capabilities, and</li> <li>h. the leader challenges Beavers to use new skills appropriately.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. BLH 14-1</li> <li>2. Learn by doing / demonstrate</li> </ol> <p>Topic for Area Sharing Sessions and on the job training</p>
<b>12. Conduct play acting</b>	<ol style="list-style-type: none"> <li>1. Provide an opportunity for Beavers to participate in playacting which:</li> </ol>	<p><i>Best of the Leader</i></p> <ol style="list-style-type: none"> <li>1. BLH 14-7 to 14-12</li> </ol>

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	<ol style="list-style-type: none"> <li>a. encourages Beavers to explore creative self-expression;</li> <li>b. permits the use of appropriate props and costumes, and</li> <li>c. supports the theme of the weekly meeting or outing.</li> </ol>	
<b>13. Promote Music and Singing</b>	<ol style="list-style-type: none"> <li>1. Describe the benefits of incorporating music in the Beaver program.</li> <li>2. Conduct the following types of songs: round, action, repeat, quiet and spiritual, appropriate for Beavers.</li> </ol>	<i>Scouts Canada Song Book Best of the Leader</i> <ol style="list-style-type: none"> <li>1. BLH 14-7</li> <li>2. BLH 14-8 to 14-11</li> </ol>
<b>14. Conduct Campfires</b>	<ol style="list-style-type: none"> <li>1. Describe the benefits of conducting campfires for Beavers.</li> <li>2. Plan and conduct a campfire program.</li> </ol>	<i>Scouts Canada Campfire Book</i> <ol style="list-style-type: none"> <li>1. BLH 14-7</li> <li>2. Demonstrate</li> </ol> <p>Participate in Sharing Session activity or Workshop by Area Training Team</p>
<b>15. Tell/Read stories</b>	<ol style="list-style-type: none"> <li>1. Describe five reasons for using stories in your Beaver program.</li> <li>2. Tell a story that achieves its purpose.</li> </ol>	<i>Fun at the Pond</i> <ol style="list-style-type: none"> <li>1. BLH 14-10</li> <li>2. Demonstrate</li> </ol>
<b>16. Conduct Ceremonies</b>	<ol style="list-style-type: none"> <li>1. Participate in the following: Opening, Closing, Investiture, Tail Celebration and Advancement (Swim-Up) according to the description in the <i>Beaver Leader's Handbook</i>.</li> <li>2. Explain why River Banks and Build A Dam are used in the Beaver program.</li> <li>3. Explain the origin of the left handshake and the Beaver sign (salute).</li> <li>4. Demonstrate appropriate flag etiquette, including raising, lowering and folding the flag.</li> </ol>	<ol style="list-style-type: none"> <li>1. Learn by doing. BLH 12-4 to 12-7; 8-7 to 8-9</li> <li>2. BLH 3-7 to 3-9</li> <li>3. Handshake: (See text at end of this document) Salute: BLH 3-8</li> <li>4. (See text at end of this document)</li> </ol>
<b>17. Participate in regular weekly meeting in the outdoors</b>	<ol style="list-style-type: none"> <li>1. Identify the objectives of holding a regular weekly meeting in the outdoors (Category I activity as described in the Scouts Canada <i>Camping/Outdoor Activity Procedures</i>) COAP. <a href="http://www.scouts.ca/inside.asp?cmPageID=139">http://www.scouts.ca/inside.asp?cmPageID=139</a></li> <li>2. Identify the implications of taking the program outdoors.</li> <li>3. Participate in the organizing of a regular meeting in the outdoors according to the policies and guidelines for Category I activities as described in the Scouts Canada <i>Camping/Outdoor Activity Procedures</i>.</li> <li>4. Participate in a regular weekly meetings in the outdoors.</li> <li>5. Participate in the evaluation of a regular weekly meeting.</li> </ol>	<i>Fun at the Pond</i> <ol style="list-style-type: none"> <li>1. Camping/Outdoor Activity Procedures (COAP)</li> <li>2. BLH 15-1</li> <li>3. Learn by doing</li> <li>4. BLH 17-2 to 17-3</li> <li>5. BLH 17-5</li> </ol>
<b>18. Participate in an outdoor activity away from the regular weekly</b>	<ol style="list-style-type: none"> <li>1. Identify the objectives of an outdoor activity away from the regular weekly</li> </ol>	<i>Fieldbook for Canadian Scouting</i> <ol style="list-style-type: none"> <li>1. BLH 17-1 to 17-2; 8-15</li> </ol>

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<p><b>meeting place and a short-term camp of one night</b></p>	<p>meeting place or a short-term camp of one night for Beavers.</p> <p>2. Read Scouts Canada’s Camping/Outdoor Activity Procedures.</p> <p>3. Participate in the organization of:</p> <p>a. Two outdoor activities away from the regular meeting place, and</p> <p>b. a short-term camp of one night according to the policies and guidelines for Category II activities as described in the Scouts Canada <i>Camping/Outdoor Activity Procedures</i>.</p> <p>4. Participate in the evaluation of these activities.</p>	<p>2. COAP</p> <p>3. COAP and learn by doing</p> <p>4. BLH 17-5</p>
<p><b>19. Conduct linking activities from Beavers to Cubs</b></p>	<p>1. Conduct a linking activity which:</p> <p>a. broadens Beavers’ awareness of the other sections of the Scouting family,</p> <p>b. promotes advancement to the next level of Scouting, and involves Beavers in the program for the Cub section.</p> <p>2. Explain the role of Keoo in linking Beavers to Cubs.</p>	<p>1. BLH 7-10 to 7-12</p> <p>2. BLH 7-10 <i>The Keoo Book</i></p>
<p><b>20. Conduct the Colony meeting</b></p>	<p>1. Provide three examples of when it may be necessary to modify a meeting plan.</p> <p>2. Explain how you would respond to these three situations.</p> <p>3. Identify the religious and cultural considerations affecting program planning for your section.</p>	<p>1. On the job training BLH 12-2</p> <p>2. Discussion with Colony leadership team</p> <p>3. On the job training and discussion with Colony leadership team.</p>
<p><b>21. Manage section programs</b></p>	<p>1. Describe or demonstrate how to structure your weekly meetings to meet the varying energy levels of the youth.</p> <p>2. Describe or demonstrate how to adjust the program activities to accommodate the different ages, skills and abilities of the youth.</p> <p>3. Incorporate special needs of participants into the program plan, such as diets, medication, allergies, and special supervision, for a regular meeting or day outing.</p> <p>4. Describe or demonstrate how to include youth in establishing section rules or Code of Conduct.</p> <p>5. Conduct a regular meeting outdoors according to the guidelines for Category I activities as described in the Scouts Canada <i>Camping/Outdoor Activity Procedures</i>.</p> <p>6. Conduct an outdoor activity away from the regular meeting place or a short-</p>	<p>1. BLH 12-2.</p> <p>2. On the job training BLH 7-2 to 7-3</p> <p>3. BLH 12-1 Physical Fitness Certificate</p> <p>4. BLH 6 – 7</p> <p>5. COAP Demonstrate</p> <p>5. COAP Demonstrate</p>

Basic Objective	Requirements	Resource
	term camp of one night according to guidelines for Category II activities as described in the Scouts Canada <i>Camping/Outdoor Activity Procedures.</i>	

**\*\* Basic Objective #16, 3 – Origin of Left Handshake** (taken from Venturer Handbook)

Members of Scouting have a special handshake, for they use the left hand instead of the right. This tradition has its roots in a legend that Baden-Powell heard when he was in West Africa. Two tribes lived next to each other, and they fought bitterly; but at last one of the chiefs dropped his weapon, held in the right hand; he advanced to his enemy, and said: AI come unarmed and I hold out my left hand to you as a sign of friendship and trust. We are neighbours and should not live as enemies. From now on we wish to live in peace and we trust you to do the same and to be friends.≡

At the beginning of Scouting, 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 they are all members of the worldwide Scouting family.

**\*\* Basic Objective #16 – 4 – Flag Etiquette, Raising and Lowering the Flag** (Adapted from Venturer Handbook)

The white square represents our great land. The red borders represent the sun rising and setting in the oceans, reminding us of our motto AFrom Sea to Sea≡. In the centre of the flag is one maple leaf, the official emblem of our country, depicting unity; as well, it is a symbol of valour and sacrifice.

Our national flag is a symbol of Canada and identifies our country throughout the world. It is natural, therefore, that Canadians will wish to treat the flag with the respect that such a symbol deserves and will expect others to do the same. For the same reasons we should treat the flags of other countries with similar respect.

A few customs are:

1. When the flag is raised, one customarily stands.
2. Officially the flag is flown only in daylight hours, with the exception of ships at sea.
3. It is raised at sunrise and lowered at sunset.
4. No flag is flown above the national flag.
5. The flag is never used for advertising purposes.
6. The flag is used as a drape only on a casket or in the unveiling of a monument. It is not used as a table covering.

When you fly two flags, they must be on separate staffs of the same height. The Canadian Flag should fly to the left of the Colony flag when viewed from the front. When you fly three or more flags, the Canadian Flag should take the central position.

When flags are mounted flat on a wall, hoists should lie at the top left corner as you face them.

**FLAG RAISING AND LOWERING**

Preparing a flag to break at the top of the staff has been a traditional method used in Scouting for many years and is done as follows:

Tie with loose halyard and raise to top of staff. At the appropriate moment a simple pull on the loose halyard releases the flag, following which both halyards should be secured. When the flag is Abroken≡, a colony should stand at attention and salute with the Beaver salute.

When the flag is lowered, it should not be allowed to touch the floor or ground, but be gathered up in one=s hands. At the lowering of the flag, the colony again stands at attention, removing any headgear, but NOT giving the salute.

Some companies open their meetings with a flag break, which is often followed by a few moments of silence or a prayer; and they end the meeting by lowering the flag, and finally repeating the promise together, or offering a brief prayer of thanks for fellowship and fun.

For more information on the Canadian flag, consult [http://www.pch.gc.ca/progs/cpsc-ccsp/etiquette/index\\_e.cfm](http://www.pch.gc.ca/progs/cpsc-ccsp/etiquette/index_e.cfm)