



BEAVER MEETING SCHEDULE : Week 2

Theme: Saving Energy

Date:

Objective: To instill in the Beavers the importance of saving energy and how they can do this in their homes.

<i>Time</i>	<i>Activity</i>	<i>Program Details</i>	<i>Leader Responsible</i>
10 mins	Gathering Activity Lights On, Lights Off		
5 mins	Opening Ceremony		
10 mins	Charades Climate Change Action Story		
5 mins	Game Go, Go, Stop in the Dark		
15 mins	Theme Activity Light Switch Cover Craft		
10 mins	Game What's the Secret in the Bag?		
5 mins	Song/Story Revisit the Action Story This is the Way Song		
10 mins	Lodge Meeting		
5 mins	Spiritual Fellowship		
5 mins	Closing Ceremony		
15 mins	Leader Discussion Time		

Meeting Notes:



BEAVER MEETING SCHEDULE

CLIMATE CHANGE: WEEK 2

Theme: Saving Energy

Introduction: Energy exists in different forms such as heat (thermal), light (radiant), mechanical, electrical, chemical, and nuclear. There are two types of energy -- stored (potential) energy and working (kinetic) energy. For example, the food we eat contains chemical energy, and our bodies store this energy until it is needed. We use both types of energy sources to generate the electricity we need for our homes, businesses, schools and factories, run our cars, or cook on an outdoor grill.

In Canada, a large part of the energy we consume comes from non-renewable energy sources, which include the fossil fuels such as oil, natural gas, and coal. They're called fossil fuels because they were formed over millions and millions of years by the action of heat from the Earth's core and pressure from rock and soil on the remains ("fossils") of dead plants and animals. Burning fossil fuels such as coal and oil to produce energy not only creates greenhouse gases but also creates air pollution; therefore it is important to conserve energy.

GATHERING ACTIVITY

Lights On, Lights Off - A version of frozen tag

Objective:

Instill the importance of turning off lights.

Background Information:

Leaving lights on unnecessarily is a waste of energy. In many places in Canada energy is produced by burning fossil fuels. This process also creates greenhouse gases which are a cause of climate change. Energy conservation actions, such as turning off lights, help to reduce climate change.

Equipment:

- Large defined playing space.

Instructions:

- Explain what a light switch looks like when it is left on and when it is off. Discuss the importance of turning off the light when you leave a room.
- Identify a leader or one or two of the Beavers as the "Energy Pig(s)".
- The Beavers spread out in the room with one arm pointing to the floor representing the switch on a light switch. The "Energy Pig" tries to chase and tag the Beavers to "switch them on". If they are tagged they must stand still with their arm pointed to the ceiling until someone "switches them off" again by turning their arm down to point to the floor. Then they are free to run around again.

CHARADES

Objective:

Introduce the Beavers to various ways they can help the environment and use less energy.

Background Information:

Turning off the lights means less electricity is being used.

Trees absorb carbon dioxide (one of the greenhouse gases; therefore trees help to reduce climate change.

Recycling materials generally uses less energy than producing new products.

Gas combustion engines in cars used for transportation produce greenhouse gases. Therefore, the less we use our cars the fewer greenhouse gases will be produced.



Equipment:

- Climate Change Action Story (see page 6).

Instructions:

- When the Beavers hear the following words in the story they mimic the actions described and practice the action.
 - “Turn off” = make the motion of turning off a light.
 - “Plant trees” = pretend to shovel out some dirt and stick in a seedling.
 - “Recycle” = pretend to be throwing items in two different bins (garbage and recycling bins) dropping one in each.
 - “Walk” = Walk on the spot.
 - “Bike” = imitate peddles going around with their hands.
- Read the story aloud once, pausing for the Beavers to do the action. Read the story again fast, trying to get the Beavers to do the actions as fast as possible.
- Explain to the Beavers that we are focussing on saving energy today to help reduce climate change.

GAME

Go, Go, Stop in the Dark

Objective:

To have fun with light and dark, related to the value of turning off the lights.

Background Information:

Turning off lights helps conserve energy which means that fewer greenhouse gases are produced.

Equipment:

Access to the light switch for the play area.

Instructions:

- Line the Beavers against one wall of the meeting area. A leader stands at the other end with his/her back to the Beavers.
- When an assistant turns out the lights in the hall the Beavers are allowed to move towards the leader.
- But when the assistant turns the lights on the Beavers must stay still.
- If the leader turns around when the lights are turned on and sees anyone moving, they get sent back to the starting wall.

CRAFT

Light Switch Covers

Objective:

To make a reminder for Beavers and their families to turn off lights when they leave a room.

Background Information:

Leaving lights on unnecessarily is a waste of energy. In many places in Canada energy is produced by burning fossil fuels. This process also creates greenhouse gases which are a cause of climate change. Energy conservation actions, such as turning off lights, help to reduce climate change.



Equipment:

- Template for light switch covers photocopied so there are two or three per Beaver (see pages 7 & 8)
- A completed light switch cover for demonstration
- Light cardboard (for more complicated version)
- Colouring markers, pencil crayons
- Masking tape.

Instructions:

Show the Beavers the light switch cover and talk about the importance of turning off lights to save energy.

Simpler version

- The Beavers cut out their covers from the photocopied templates including the hole for the switch. (Do this by cutting out the outside lines of the cover first, then folding the cover in half and cutting out the black switch area.)
- The Beavers colour the switch covers or write on them. The leader could make a demonstration cover with the words “Switch me off”.
- Instruct the Beavers to ask if they can tape them to the light switches in their homes or to the light switches at the meeting hall, if allowed.

More complicated version

- The Beavers decide what image they want to put on the light switch covers for their room at home.
- Give them each a sheet of paper. Have them trace the hole of their switch in the centre and colour it in. They can then draw around the switch. Remind the Beavers that most switches are near walls so the drawings shouldn't be too wide. The shape doesn't have to be limited to a light switch cover shape (i.e. car, animal, light bulb), as long as the space for the switch itself is the same.
- Once the drawing is completed, cut it out.
- Trace the light switch covers on the cardboard and cut it out, including the light switch hole.
- Cut out the light switch in the drawing as well.
- Tape the cardboard to the back of the drawing.
- Instruct the Beavers to ask if they can tape the cardboard to the light switches in their room.

GAME

What's the Secret in the Bag?

Objective:

Introduce the Beavers to various items that can be used to save energy.

Background Information:

Compact fluorescent bulbs generally use 1/10th the energy of regular incandescent bulbs; therefore reducing climate change.

Bike helmets represent Beavers biking on safe routes to destinations instead of being driven in a car with emissions that produce greenhouse gases.

Sweaters can be worn in winter so that the temperature in one's home can be turned down. Many homes in Canada use fossil fuels such as oil or gas for space heating. The burning of fossil fuels creates greenhouse gases. In some provinces where electricity is used to create heat, the electricity is generated by burning fossil fuels such as coal etc.

TV remote controls can be used to turn off the TV when it is not being used. This saves electricity, the creation of which can contribute to climate change.



Equipment:

- Compact fluorescent light bulb (be careful not to break it)
- Bike helmet
- Sweater
- TV remote control.

Instructions:

- Put a bag with the secret item in it on the table.
- A leader puts their hand in the bag and describes the item to the Beavers, who have to try to guess what it is.
- After they guess the item, pull it out of the bag. Discuss how you can use that item to save energy. Repeat with a new item.

STORY RE-VISITED

Objective:

Reinforce the Beavers' understanding of the various ways they can help the environment by specifically using less energy.

Background Information:

See Action Story

Equipment:

Climate Change Action Story

Instructions:

- Ask the Beavers if they remember the various ways they can save energy and help the environment. See if they can remember the actions to all five items.
 - “Turn off” = make the motion of turning off a light.
 - “Plant trees” = pretend to shovel out some dirt and stick in a seedling.
 - “Recycle” = pretend to be throwing items in two different bins (garbage and recycling bins) dropping one in each.
 - “Walk” = Walk on the spot.
 - “Bike” = With their hands, imitate peddles going around.

SONG

This is the Way We ...

Objective:

To reinforce ways Beavers can help save energy.

Background Information:

NA

Instructions:

Review the different ways to save energy and the actions that go with them (shutting doors, turning off TV's, etc.) and then incorporate them into the song.

*This is the way we turn off the light,
turn off the light, turn off the light,
This is the way we turn off the light,
– to save energy.*

This is the way we turn off the water ...

This is the way we turn off the TV ...

This is the way we close the door ..., etc.



Climate Change Action Story

There once was a Beaver who asked “When I joined, I promised to help take care of the world. How can I do that?”

The leader replied “There are many ways to do this. For example, you can **TURN OFF LIGHTS** and other things like the TV when they are not being used.”

“How does this help our world?” the Beaver asked.

”Well, in order to use these things we need energy and sometimes the way the energy is made creates pollution.”

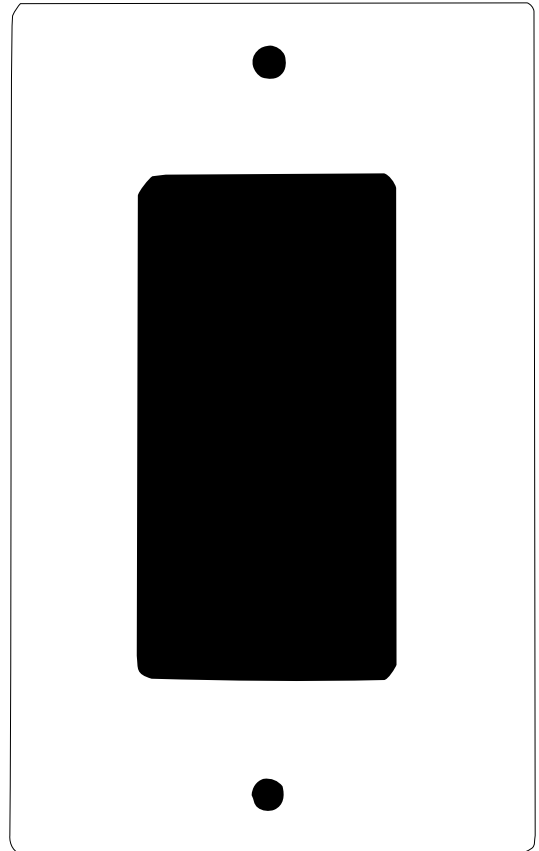
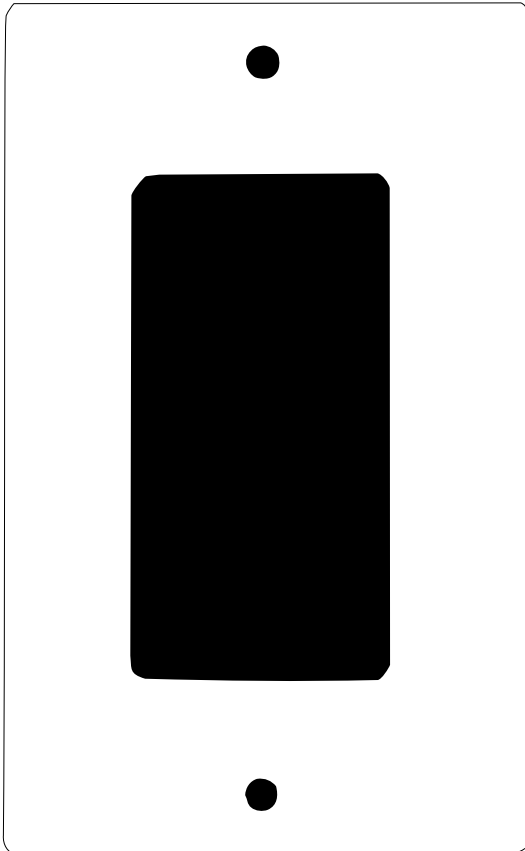
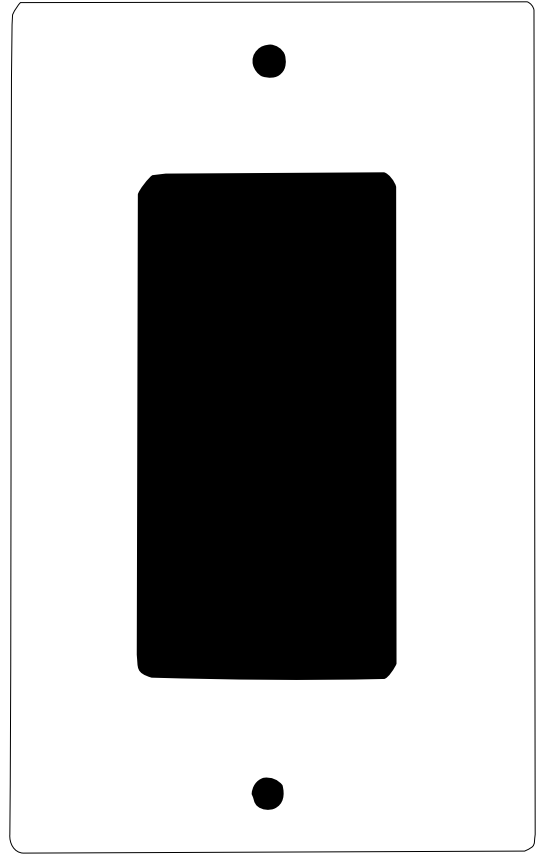
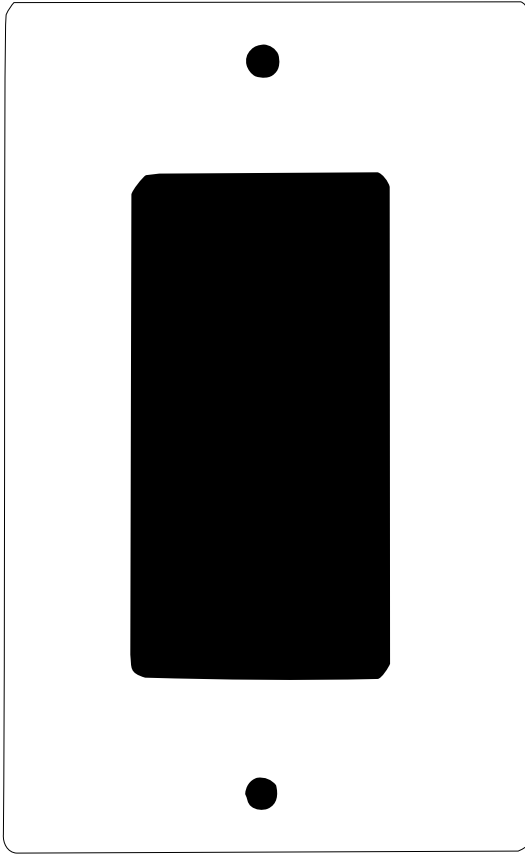
“**TURNING OFF THE LIGHTS** is easy to do” said the Beaver. “What else can I do?”

“You can **PLANT TREES**” the leader said. “Trees help keep our air clean and provide homes for the animals.”

“**RECYCLING** is also important because it take less energy to **RECYCLE** things than to make new ones.”

“One more thing you can do is to sometimes **WALK** or **BIKE** to places like the store or school with your parents instead of going in a car. This is good for the environment because cars use lots of gas which pollutes the air. The more we **WALK** or **BIKE**, the less pollution we make.”

“Wow” said the Beaver. “There are lots of things I can do to help take care of the world. I can turn off **LIGHTS**, plant **TREES** and **WALK** or **BIKE** instead of using the car.”





Light Switch Template

