Chapter 8

Programming

Program Building  ▶  Programming Tips  ▶  Program Ideas  ▶  Program Outline
▶  Gathering Ceremonies  ▶  Crafts and Storytelling  ▶  Games
▶  Music  ▶  Outdoors  ▶  Sample Programs
This chapter is designed to help colony Scouters build and present a good program. It contains basic information and steps to get you going right away.

Whenever you feel ready to move on, refer to other chapters of this handbook for more details on program planning, meetings and ceremonies, and program ideas. Check the table of contents or the index for specific references.

**PROGRAM BUILDING**
(Refer to Program Standards in Chapter 3)

**Programming Steps**
Leaders must provide an active Program to meet the needs of today’s youth. Four basic steps to programming exist (described below, and shown on the accompanying chart).

1. **Program Start**
   Programs stem from two main sources: the expressed interests of the children, and their developmental needs. Meet routinely with youth members to seek their input on proposed activities. Children will enjoy programs more that 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 activities. Now you must turn this list into fun and interesting programs.

2. **Program Development**
   Scouting’s Principles, Practices and Methods guide program development. These practices already form part of section programs. The concept of “learn by doing,” however, ties directly to the program elements. Program elements are the means by which children learn in a play environment. Therefore, activity ideas are worked through the elements, which in turn creates a program. The elements are where the “fun” is in the program.

   Most Beaver activities consist of one or more of the seven program elements:

   - Games
   - Crafts
   - Music
   - Storytelling
   - Playacting
   - Spiritual fellowship
   - Outdoors

   Later chapters will deal with each of these elements, and provide how-to’s and activity ideas.

   *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, they lead to a sense of accomplishment.

   *Music* teaches rhythm and movement. Everyone contributes to the sound, and shares the emotions the song releases.
Storytelling kindles youth 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 value lessons. These values can be highlighted in other activities, such as community service, outdoors, and lodge teamwork.

The Outdoors encourages adventure, new experiences, challenge, self-reliance and learning about our relationship with nature. Being outdoors can also help draw us closer to God.

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### Programming Steps

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<tr>
<td><strong>Child interest</strong></td>
<td><strong>Section Program Goals (Child Development Needs)</strong></td>
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<td></td>
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<tr>
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<th></th>
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<td>Program Elements</td>
<td></td>
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<td>Games</td>
<td>Crafts</td>
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</tbody>
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<th>Program Delivery</th>
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<td>A variety of structured activities which are fun, age-appropriate and that satisfy child interests and developmental needs within a given time frame</td>
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<td>Activity success is measured against meeting child interests and developmental needs for the age group and achieving the Program Standards provided.</td>
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JUMPSTART For Beavers

Have you heard about JUMPSTART? JUMPSTART packages are a month’s worth of program material based on a theme. With an easy to follow outline, and all the resources described, a new (or experienced) leader can pick it up and be ready for their next meeting. Find JUMPSTART packages at your local Scout Shop and special themes on the scouts.ca website.

3. Program Delivery
The first part of program delivery involves planning out how and when activities will be done. Plans cover a single meeting, several months and the whole year in detail. (See Chapter 10 for details.)

The second part of program delivery involves actually running a variety of fun, age-appropriate activities that satisfy child interests and developmental needs within the given time frame. Flexibility in program delivery helps accommodate unforeseen concerns or new activity opportunities.

4. Program 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 program goals. When making future plans or changes consider program effectiveness, cost efficiency and delivery effort.

PROGRAMMING STEPS SUMMARY

1. Program Start
   Child Interests  Section Program Goals
   (Child Development Needs)

2. Program Development
3. Program Delivery
4. Program Evaluation

PROGRAMMING TIPS

Plan Your Work/Work Your Plan
It’s important for all leaders to be involved in planning programs, and each to have a definite part to play in the colony meetings.

- Plan monthly themes from September to June
- Plan six months in outline
- Plan three months in detail
- Put the plan on paper
- Keep parents and group/section committee informed.

Get 60 minutes out of every hour.
- Have a gathering activity which all Beavers can join as soon as they enter the pond
- Start on time (i.e. opening ceremony at 6:30 p.m. sharp if you meet at 6:30 p.m.)
- Use games to keep Beavers busy and active
- Keep things moving so there’s no lag between program items
- Keep games short; five minutes is long enough
- Fun is important.
Atmosphere
Make the pond and the program distinctive, unusual and magical through:

- Terminology (use leaders’ Beaver names)
- Opening and closing ceremonies
- Stories, crafts, excitement.

Discipline
- Keep things happy, fair and consistent
- Use the Beaver hand sign to signal for quiet (one arm straight up with Beaver salute)
- Speak in a quiet firm voice
- Keep the program moving
- Be aware that uniform and ceremonies help provide a sense of belonging
- Control games well; explain rules fully
- 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 Beavers.
- Remember, Beaver-aged children (especially Brown Tails) have short attention spans.

See Chapter 2, Duty of Care, and Chapter 6 for more information on discipline.

Final Tips
- KISMIF (Keep It Simple, Make It Fun.)
- To progress, you need to do both short and long-term planning
- Use resource people, parents 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 program. What things went well? What needs improvement?
- Experiment with new ideas. Make the best possible use of community resources.

For more detail about planning, see Chapter 10.

PROGRAM IDEAS

Generating Program Ideas
You can generate program ideas in a number of ways. The purpose is to stimulate, inspire and expand your thinking.

Brainstorming is the most commonly used idea generator. Ask all colony members to suggest ideas, and write them down on a blackboard or flip chart. Give yourself a time limit, say five minutes. The secret of brainstorming is to avoid any judgment and discussion of the ideas. Strive, in this first step, for quantity rather than quality. In the next step, analyse, combine, split and generally play with the ideas to come up with program ideas you can use.

Themes
By combining a Beaver idea or theme (like “fur animals”) with games, crafts, stories, songs and outings, you can generate ideas for a number of activities.
Alphabet Brainstorming System
When you use this brainstorming method, simply run through the alphabet and list program ideas which begin with each letter. Or, you can take a key word for a program and go through the alphabet to develop ideas in rhyming variations of the word.

Turn The Page System
Use any current magazine or newspaper and turn the pages slowly, looking at each page to see if something on it will start ideas flowing.

Ask The Beavers
One of the best ways to develop a program which will be exciting to children is to incorporate their ideas.

Encourage your Beavers to talk things over in colony meetings. Beaver activities and programs must appeal to the children. Adjust your format to meet the needs of each age group. You might spend part, or all, of your meetings in tail groups (Brown, Blue, White Tails). In this way, you can include the interests of each age group, which is very significant if older children have been in the colony for more than a year. If the ideas come from the Beavers, you can be sure the program will interest them.

Relate an idea to the goals and elements of the Beaver program, and then build the activities from there.

Initially, a Beaver’s world consists of his or her home and those of his or her neighbours. Gradually it expands to include the local community. Because it’s important to introduce Beavers to their local communities, it’s vital to view program ideas in this context.

Try new things which fit into Beaver program concepts, and then share them with others.

Here are some ideas to help stimulate your imagination. By themselves, the ideas are only words, but with your imagination, they can lead to some exciting fun programs. Remember that an idea must meet the needs of the Beavers to be effective.

Rides
Bus, Tricycle, Hay wagon, Row boat, Street car, Subway, Pony, Boat, Go-cart, Sleigh, Train.

Tours
Supermarket, Bakery, Farmer’s market, High school, Farm, Ranch, Cookie factory, Drugstore, Service station, Dairy, Library, Zoo, Meat market, Scout office, Fire hall, Scout Camp, Hardware store, Museum.

People At Work
Machines

Projects
Beaver pond, Other lands, Get-well cards, Rhythm band, Setting a table, Friendship, Water-safety rules, Money, Making cookies, Murals, Historical sites, Pollution, Growth chart, Being lost, Simple experiments, Bike safety, Different foods, Emergency, Sharing a cookie, UNICEF, Magic.

Nature

Special Days
Halloween, Thanksgiving, Valentine’s Day, Christmas, Hanukkah, St. Patrick’s Day, ´Id-al-filr, Mother’s and Father’s Day, Environment Day, Mardi Gras, Carnival, Leap Year (for more on Canada’s special days, see the book by Caroline Parry, “Let’s Celebrate Canada’s Special Days”).

Other Ideas
Hats, Sources of light, Gardens, Band, Mother Goose, Heat, Stone age night, Power, Telling time, Circus, Knowing your body, Fairy tales, Looking after pets, Whistling, Western night, Posture, Polishing shoes, Jigsaw puzzles, Introducing people, Bringing a toy and sharing, Orchestra, Tying shoes, Indoor garden, Acting out a story (lodge or tail groups), Cleaning up, Dinosaurs, Space.

Questions to Evaluate Your Program
- Are you using all of the program goals and the seven program elements?
- Are you over-stressing some parts, and ignoring others?
- Is every Beaver in the colony having an opportunity to experience personal growth?
- Are the programs fast-moving and diversified?
- Is cooperation the focus of all activities, rather than competition?
- Are you successful in working towards the Program Standards?
PROGRAM OUTLINE FOR COLONY MEETINGS

Give your meetings an orderly beginning and ending. Include as the meat of your program all kinds of exciting and interesting activities which cover the full spectrum of program elements. Be prepared to change program activities to fit the mood and situations as they develop.

Each colony meeting usually contains these components.

Minutes:
- Gathering activity
- Opening ceremony, Feed the Beaver, Attendance
- Active game or activity, Quiet game or activity
- Theme activity – craft, playacting, outdoors
  - Instruction period, if required.
- Lodge meeting
- Songs/story
- Spiritual fellowship
- Closing ceremony
- Leader discussion time

At the end of this chapter you’ll find some sample programs for a new colony that will show how the components fit together. But first, here’s some information on each of them.

GATHERING ACTIVITIES

This 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. It’s also a good time to exchange dues for wood chips if this is how your colony feeds the Beaver.

- Call Beavers together for the activity
- Exchange wood chips
- Play a game or sing a song
- Call for dam formation.

Remember, you want to get attention and gather Beavers. Avoid activities which scatter and excite the children.

CEREMONIES

Ceremonies form an important part of any program because they highlight colony unity, change in activities and time. The ceremonies we describe here are those you will need to know about and make use of right away. For more information on specific ceremonies and ceremonies in general, see Chapter 12.

Opening Ceremony (Tail Slap)

The opening Tail Slap is conducted by any invested leader at the beginning of every meeting. All other leaders and Keeo join the Beavers in the ceremony.

To an outsider, the Tail Slap may not mean much, but it gives Beavers an opportunity to let off steam in a controlled manner. They take it most seriously, and enter into it with their whole heart and lungs. It’s a way for them to express their joy in being alive and their enjoyment of being Beavers. It’s also a tangible start to the meeting’s activities.
All Kits and Eager Beavers take part in the opening ceremony. To start the ceremony, a leader stands in the middle of the pond next to Big Brown Beaver and calls, “River Banks.” At this command, the Beavers form two wavy lines (river formation) – one line on each side of the hall – and face inward, holding hands.

The leader then calls out, “Build the dam.” At this command, the Beavers go into dam formation by closing the ends of each bank to make a dam across the river which encloses Big Brown Beaver and the leader in the middle.

The leader stretches out her arms sideways, and then lowers them. At this signal, all Beavers take the chopping position: feet on floor and body in crouching position, with elbows touching knees, forearms straight up and both hands in Beaver Sign (position representing paws on tree trunks).

When the Beavers are in the chopping position, the leader asks, “Who are you and what do you do?”

As loudly as they can, the Beavers reply: “Beavers, Beavers, Beavers, Sharing, Sharing, Sharing.”

Immediately after this, in unison, the Beavers call, “Ooo-oo-OO!”, starting quietly and building ever louder. At maximum volume Beavers leap up to do a Tail Slap (clap hands behind back). What they’re imitating is the swishing sound of the water as the beavers swim from the bottom of the pond to break the surface.

Feeding The Beaver
This ceremony accomplishes the collection of the Beavers’ dues, which can be done at each meeting. Beavers bring “food for the Beaver” (their dues) into the dam to feed Big Brown Beaver by putting the food either into a slot in Big Brown Beaver or into a dish in front of him.

You can collect dues in many different ways. Some groups collect them as the children come in the door and hand out, in exchange, small logs or wood chips which they can feed to the Beaver. Other groups have each child leave the dam to come into the centre to put his dues into Big Brown Beaver.

Give all children an opportunity to feed the Beaver. If one of them has forgotten his dues, this child should still go up to pat the beaver. Take attendance at this time.

Closing Ceremony (Lodging)
Any invested leader may conduct this ceremony, and all other leaders join the Beavers during the ceremony.

The ceremony marks the conclusion of every meeting, and all Kits and Eager Beavers take part.

As in the opening ceremony, the closing ceremony begins with the leader standing in the centre of the hall next to Big Brown Beaver and calling out, “River Banks,” followed by, “Build the dam,” so that the Beavers end in dam formation.
The leader then calls out, “Lodge.” At this command, all sink slowly to the floor into the Beaver position (seated cross-legged). As the Beavers go down, they say the sleepy sound “Sh, sh, sh, sh, sh, sh,” until all Beavers are sitting cross-legged on the floor. The leader then claps her hands once and all “sh-ing” ceases. Softly, Beavers call out, “Sleeping, Sleeping, Sleeping.”

The leader raises an arm above the head and Beavers follow the action. With the palms of their hands, both leader and Beavers make one resounding slap on the floor in front of themselves.

The leader calls out, “Good night and busy building tomorrow.”

The Beavers reply, “Good Night, (name of the leader who is conducting the ceremony).”

**CRAFTS AND STORYTELLING**

Imagination thrives throughout the Beaver age range, and one of the primary roles of Beaver leaders is to provide crafts and stories which nurture a child’s creative mind. Puppetry, skits and drama are all marvellous ways to tap their vivid imaginations (see Chapter 14 for more on crafts and creative expression).

Try to make crafts simple yet interesting to each child in the tail groupings. 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 (all colours)
- Three or four pairs of blunt-end scissors
- Scotch and masking tape
- White and clear glue
- Anything else you may find useful
- Paint brushes for water colours
- Felt (all colours)
- Scrap magazines for pictures
- Scrap cloth, beads, wool, etc.
- Water paint, non-toxic (basic colours; red, blue and yellow; black and white)

Use *Friends of the Forest* for storytelling. Each chapter has an important message for the colony. Invite Beavers to tell their own stories at storytime, but keep them short. Remember, you only have about one hour for your total program.

Give Beavers an opportunity to act out stories. Keep a well-stocked dress-up box of used, discarded clothing. When they take on character roles, give Beavers a chance to act out who they’d like to be and what they’d like to do.
Games are essential to the full development of children. To grow and be happy, they need to create fun through games. As they do, they also learn to communicate and interact with others in a meaningful way.

Appropriate games for Beavers stress cooperation, rather than individual competition. In other words, a group of children playing must cooperate with each other in order to play the game; cooperation helps the group as a whole. What is important about the game is that the child has learned to cooperate while having fun.

A child plays a game for the fun and experience of playing, not for the sake of winning.

The outcome of a game is less significant than the fact a child has participated to the Beaver's fullest, and has really tasted enjoyment. Each time the child plays a game, the Beaver tries to play it better. If you stress these elements of game-playing with Beavers, they'll gain more from the games they play because they're not caught up in inter-personal competition.

Octopus

Start with an “octopus” of one or two people. Explain to the Beavers that an octopus is on the loose. If the octopus tags you, you become part of it (hold onto its hands). The octopus gets bigger and bigger as Beavers are tagged until the last child is tagged and everyone enjoys being part of a now gigantic octopus.

Password

The Beavers sit in a circle. The first child whispers a sentence to the Beaver sitting beside him or her (e.g. “It’s a nice day if it doesn’t rain”). The second Beaver passes the message on to the next Beaver, and so on around the circle. The fun comes when the last child in the circle repeats out loud the message heard.
Name Ball

Through this simple game, Beavers can learn the names of all the children around the group. Give one child a ball, and tell players to form a circle. The Beaver with the ball calls out another child’s name, and gently throws the ball to him or her. When the child catches it, he or she calls out another name, and the game continues. Once things are going smoothly, add another ball or two for greater excitement.

Beaver Ball

This circular form of dodge ball involves continuous play; no player is knocked out of the game. Beavers form a circle with one lodge or tail group in the centre. Those in the circle throw a soft volleyball to try to hit the Beavers inside, but only below the waist. When hit, a Beaver in the centre exchanges places in the circle of throwers with the Beaver who threw the ball.

Big Beaver Says

This game is a variation of the old favourite “Simon Says.” One person leads the action, while the others follow only when the leader starts the command with “Big Beaver Says.” Beavers take turns being leader; those who make mistakes remain in the game. This game is not a contest.

Red Light, Green Light

In this age-old favourite game, all but one of the Beavers are at one end of the pond, while the single person stands at the opposite end, playing the leader. Facing the wall away from the others, the leader yells, “Green Light.” Players begin to move towards the leader until the Beaver shouts, “Red Light!” and whirls around to face them. If the leader spots a player moving, that player must return to the start line. Change leaders often so all Beavers get a turn.

Jaws

In the centre of the pond, one or two Beavers stand on their knees with arms outstretched as “Jaws.” The other players swim (run) back and forth across the pond. As they do, the Jaws try to tag them. Tagged swimmers join the Jaws in the centre of the pond so that, near the end of the game, there are many Jaws just waiting to bite the few remaining swimmers. This generates lots of excitement.

Farmyard

Give each Beaver an animal name to keep secret from other players. Allot the same animal name to two Beavers so everyone has a secret partner. Players form a large circle. On a signal, each Beaver makes his or her animal’s noise and tries to find his partner. When pairs find each other, they sit down together.

Find the Leader

Beavers sit cross-legged in a circle. Choose one to play the detective and ask the child to leave the room. When this child is gone, choose a Beaver in the circle as the leader. The leader starts an action (e.g. clapping hands on knee), and all the others follow. Call back the detective and give the Beaver three chances to locate the leader, while the leader occasionally changes actions.
(e.g. slaps floor, claps hands over head, taps chest); all the others carefully try to imitate the leader. Make sure everyone knows who the leader is, and warn Beavers not to look directly at the child. Change actions and detectives often.

**Hug Tag**

This friendly form of tag is a good “icebreaker.” The only way a player can be safe from the tagger is to hug someone; it’s not surprising to see a few giant hugs as the game proceeds.

**Charade Tag**

In two groups, Beavers stand facing one another in the centre of the pond. The wall behind each group is their home base. One group begins the game in a huddle to choose an animal or profession they will pantomime for the others. When they decide, they return to face the opposite team and then the fun begins. They act out their character while their opponents yell out what they think the team is doing. If they guess correctly, the actors yell, “Right!” and race for their home base while the other team tries to tag them. Tagged Beavers join the opposing team, which in turn forms a huddle to start a new round.

**Lap Sit**

Here’s a great way to get a large group cooperating in a fun way. Beavers and adults form a tight shoulder-to-shoulder circle. When everyone is ready, ask all players to face either left or right. Then, they slowly and simultaneously try to sit on the knees of the person behind them. It doesn’t matter if they do it successfully or not because it’s the trying that produces the giggles. If they’re successful, everyone tries to waddle forward.

**Poor Kitty**

All but one Beaver who is “Poor Kitty” sit around in a circle. On all fours, Poor Kitty proceeds around the circle from Beaver to Beaver, then selects a victim and pleadingly says, “Meow, Meow.” The victim must pat Kitty on the head and say, “Poor Kitty, Poor Kitty” without cracking a smile. If the child succumbs to even the slightest upward twitch of the mouth, the Beaver takes the place of the Kitty and the game continues.

**Crabwalk Soccer**

Great fun indoors or out, this game equalizes abilities because everyone must kick the ball while in the crab position. It slows down the action, but speeds up the laughter.

**Sleeper**

Sleeper is a great game during the early stages of friendship; it’s lots of fun. The object is to shake hands and introduce yourself to as many people as possible without being put to sleep. Before the action begins, a leader chooses the Sleeper(s). They do their “sandman” trick by tapping a victim’s palm with a finger during the handshake. Tell victims to delay a few seconds before falling asleep. Those who are still awake try to guess the identity of the Sleeper. Those who guess wrong lie down and immediately go to sleep, too.
Balloon Breaking

Insert pieces of paper inside balloons with instructions (e.g. be an elf, be a hopping rabbit, sing a chorus of “Mary Had a Little Lamb”). The Beavers in a circle pass the balloon around until a leader calls “Stop!” The Beaver holding the balloon breaks it by sitting down on the balloon, and carries out the instruction inside. Keeo can help Beavers who have trouble reading.

Beaver Pond 1

Print four large signs reading “Dam,” “Lodge,” “Cottage,” “Woods,” and tape them to the walls of the pond – one on each wall. When a leader calls out one of the names, your Beavers run to the corresponding wall. When the leader calls “Pond!”, everyone dives into the centre of the room (pond). The last Beaver down becomes the caller for the next round.

Beaver Pond 2

Beavers sit in the middle of the room and imagine that they’re in a big lodge. The leader yells out, “There’s a leak in the front of the lodge!” and Beavers race to the front of the room to fix the leak by pretending to hammer something over it. The leader then may yell, “There’s a leak in the back of the lodge!” and the action continues, with the location of the leak changing each time. This is a good game if your Beavers need to run off some energy.

Train Game

Make a circle of outward-facing chairs, but have one chair less than the number of players. The Beaver without a chair is the engineer and runs around the circle, tapping other Beavers on the shoulder randomly. When tapped, Beavers join the train, and the engineer continues until all children are up. Then a leader calls out: “Slow Train” (walk slowly); “Fast Train” (run); “Reverse” (walk backwards); “Tunnel” (crouch run); “Station” (sit on chairs). The Beaver left standing becomes the new engineer.

MUSIC

Happy songs, sad songs, quiet songs, loud songs: it’s 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 Beavering, music is used to:

- Develop music appreciation
- 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.
I Hear Thunder
(Frere Jacques)

I hear thunder, I hear thunder,
(Slap hands on “thunder”)
Hark, don’t you? Hark, don’t you?
(Hold hand cupped to ear on “hark”)
Pitter patter rain drops,
pitter patter rain drops,
(Slap thighs)
I’m 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,
(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.)

I’m A Little Beaver
(I’m a Little Teapot)

I’m a little Beaver, short and stout,
Here is my tail and here is my snout,
When you pull my tail, you’ll hear me shout,
Hey, I’m a Beaver short and stout.

I Like Bananas

I like bananas, monkey nuts and grapes,
I like bananas, monkey nuts and grapes,
That’s why they call me “Tarzan of the Apes.”

If You’re Happy And You Know it

If you’re happy and you know it,
Clap your hands. (2X)
If you’re happy and you know it,
Then your face has got to show it,
If you’re happy and you know it,
Clap your hands.
If you’re happy and you know it,
blink your eyes...
If you’re happy and you know it,
stamp your feet...
If you’re happy and you know it,
wiggle your arms...
If you’re happy and you know it,
shout hooray...
If you’re happy and you know it,
do all five...
Outings form an essential part of all Scouting's programs. There's 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 discovering nature.

The objective of participation in camping and 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 though exploration and understanding

Take advantage of every opportunity to re-establish relationships between Beavers and the natural world. You’ll find more ideas and information on nature in Chapter 15, and on planning for outings and camping in Chapter 17. Refer to Scouts Canada’s Camping & Outdoor Activities, Section 10000 in B.P.&P. — available at www.scouts.ca for details on planning an outing.

Picnics and Hikes
Don’t make picnics and hikes into major events. With planning, you can have a picnic or hike on a regular meeting night, or an afternoon or weekend. Take a leisurely walk through a park or conservation area or to a beaver pond; add in 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 program. 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.

Outdoor winter fun
Hikes, sleigh rides, tobogganing, skating and snowman building can be great fun, particularly when followed by a wiener roast and hot chocolate. It’s important to pay special attention to proper clothing and other preparations.

SAMPLE PROGRAMS

Following are six sample programs designed for new leaders with an all-new colony. Set out in a step-by-step manner, they are a way to approach the first six weeks of the Beaver year. These samples show only one way you might run your meetings. Vary them to suit your own needs. Seek advice and guidance from other Beaver leaders or your Service Scouter.

All of the suggested games and songs are found on previous pages in this chapter.

Chapter 9 contains a set of sample programs from Scouts Canada’s JUMPSTART resource packages. It provides a standardized set of meeting plans that can be quickly adapted to other themes.
**FIRST MEETING**

<table>
<thead>
<tr>
<th>Time</th>
<th>Program Item (Registration Night)</th>
<th>Scouter responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30 p.m.</td>
<td>Opening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A member of the leadership team or group committee welcomes children and parents; this person informs the gathering that there will be a double agenda: games for children, and an information session for parents, followed by refreshments.</td>
<td></td>
</tr>
<tr>
<td>6:40 p.m.</td>
<td>Parents’ Meeting</td>
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<tr>
<td></td>
<td>A leader or group committee person introduces the leadership team and provides basic information about the Beaver program. Hand out an information sheet containing:</td>
<td></td>
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<tr>
<td></td>
<td>▶ Leaders’ names, addresses and phone numbers; meeting place and time;</td>
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</tr>
<tr>
<td></td>
<td>▶ Description of Beaver uniforms and where to buy (if group has its own scarf, parents do not have to buy it);</td>
<td></td>
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<tr>
<td></td>
<td>▶ Fees (weekly dues, yearly membership, special events);</td>
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<tr>
<td></td>
<td>▶ Expected parental involvement in colony operation and discipline.</td>
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<tr>
<td></td>
<td>Include a copy of the Beaver Parent’s Guide (found at <a href="http://www.scouts.ca">www.scouts.ca</a>).</td>
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</tr>
<tr>
<td></td>
<td>A leader can then explain the process of how a child joins the colony, the investiture ceremony, tail groups and terminology. Refer parents to the Scouts Canada web site where they can find the Colony program standards if they are interested. Answer any questions parents may have at this time.</td>
<td></td>
</tr>
<tr>
<td>6:40 p.m.</td>
<td>Beaver’s Meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The rest of the leadership team introduces the children to one another and answers any questions they might have. Give a short explanation of the program and describe simple rules of order. Find out what things your Beavers like to do, and use this for program theme building. Spend time playing games like Beaver Pond, Password, Name Ball or Beaver Ball. Take time to build a simple craft so your Beavers can take something home.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sing a song or two to vary the pace of activities. Songs the children may know might include “B-I-N-G-O,” or “If You’re Happy and You Know It.”</td>
<td></td>
</tr>
<tr>
<td>7:15 p.m.</td>
<td>When their meeting ends, have parents rejoin children in the large meeting room for refreshments. Leaders and group committee members may circulate, meet all parents and answer further questions. A group committee member or a leader can register the children by completing the registration forms. Always give receipts. Physical Fitness Certificates should be completed and returned by parents to complete the registration process.</td>
<td></td>
</tr>
<tr>
<td>7:30 p.m.</td>
<td>A leader closes the meeting with words of appreciation for those who came, gives announcements about the next meeting, and says “Goodnight, and busy building tomorrow.”</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Hold a leaders’ meeting before the next colony meeting and:

a) Discuss how this meeting went: its strong points and weak points, and what you can do to improve.
b) Discuss the program for the next two meetings, and identify who is looking after various assignments for those meetings.
c) Divide the children into tail groups and lodges. Distribute tail groups as evenly as possible within the lodges.
d) Obtain necessary equipment for next meeting.
e) It’s sometimes easier to hold a separate parent’s night so leaders and group committee members can talk with all the parents without the pressure of looking after Beaver needs.

<table>
<thead>
<tr>
<th>Time</th>
<th>Program Item</th>
<th>Scouter responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30 p.m.</td>
<td>Greet the Beavers and give them name tags as they arrive. Collect dues.</td>
<td></td>
</tr>
<tr>
<td>6:35 p.m.</td>
<td>Game: Big Beaver says (Simon Says).</td>
<td></td>
</tr>
<tr>
<td>6:40 p.m.</td>
<td>Have Beavers form a circle and explain the concept of a Beaver dam. Teach the formations of River Banks and Building the dam. Introduce the idea of “Kits.”</td>
<td></td>
</tr>
<tr>
<td>6:50 p.m.</td>
<td>Game: Beaver Pond.</td>
<td></td>
</tr>
<tr>
<td>6:55 p.m.</td>
<td>Story: tell or read Chapter 1 of Friends of the Forest; name leaders.</td>
<td></td>
</tr>
<tr>
<td>7:10 p.m.</td>
<td>Explain Motto, Promise and Law.</td>
<td></td>
</tr>
<tr>
<td>7:20 p.m.</td>
<td>Assign Beavers to lodge leaders. Form into lodges and help Beavers choose lodge patches. Explain lodges.</td>
<td></td>
</tr>
<tr>
<td>7:35 p.m.</td>
<td>Song: “Head and Shoulders, Knees and Toes”</td>
<td></td>
</tr>
<tr>
<td>7:40 p.m.</td>
<td>Closing: River Banks and Dam Formation</td>
<td></td>
</tr>
<tr>
<td>7:45 p.m.</td>
<td>“Good night and busy building tomorrow.”</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Hold a team meeting before your next colony meeting to:

a) Discuss how this meeting went.
b) Review the program for the next two weeks and decide who is responsible for looking after various tasks.
c) Prepare tail patterns.
<table>
<thead>
<tr>
<th>Time</th>
<th>Program Item</th>
<th>Scouter responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30 p.m.</td>
<td>Greet Beavers and exchange dues for wood chips. Gathering game: Red Light, Green Light</td>
<td></td>
</tr>
<tr>
<td>6:35 p.m.</td>
<td>Opening Ceremony Practise feeding the Beaver.</td>
<td></td>
</tr>
<tr>
<td>6:40 p.m.</td>
<td>Song: “I’m a Little Beaver”</td>
<td></td>
</tr>
<tr>
<td>6:45 p.m.</td>
<td>Game: Jaws</td>
<td></td>
</tr>
<tr>
<td>6:50 p.m.</td>
<td>Story: Tell or read Chapter 2 and 3 of <em>Friends of the Forest.</em></td>
<td></td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>Make tails or present them. Younger Beavers may need assistance to sew them on; perhaps older Beavers can help.</td>
<td></td>
</tr>
<tr>
<td>7:15 p.m.</td>
<td>Practise Motto, Promise and Law, and discuss them.</td>
<td></td>
</tr>
<tr>
<td>7:25 p.m.</td>
<td>Tail ceremony</td>
<td></td>
</tr>
<tr>
<td>7:35 p.m.</td>
<td>Closing: explain and practise the closing ceremony.</td>
<td></td>
</tr>
<tr>
<td>7:45 p.m.</td>
<td>Announcements “Good night and busy building tomorrow.”</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Hold a leaders’ meeting before the next colony meeting and:

a) Ask how this meeting went.
b) Practise the investiture ceremony as explained in Chapter 12 of this handbook; decide who will take on necessary tasks.
c) Collect equipment the youth will need to create invitations; prepare an invitation card sample.
d) Talk about Keeo. Have you talked to the Cub leaders about selecting one yet?
# FOURTH MEETING

<table>
<thead>
<tr>
<th>Time</th>
<th>Program Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30 p.m.</td>
<td>Greet Beavers and exchange dues for wood chips. Gathering game: Find the Leader.</td>
</tr>
<tr>
<td>6:35 p.m.</td>
<td>Opening ceremony&lt;br&gt;Feed the Beaver</td>
</tr>
<tr>
<td>6:45 p.m.</td>
<td>Songs: “I’m a Little Beaver” and “Head and Shoulders.”&lt;br&gt;(Beavers can sing these songs for parents at investiture).</td>
</tr>
<tr>
<td>6:50 p.m.</td>
<td>Game: Hug Tag</td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>Story: Tell or read Chapter 4 of <em>Friends of the Forest</em>.&lt;br&gt;Introduce your colony’s Keeo.</td>
</tr>
<tr>
<td>7:15 p.m.</td>
<td>In lodges, prepare invitation cards for the investiture at your next meeting. Practise Motto, Promise and Law.</td>
</tr>
<tr>
<td>7:30 p.m.</td>
<td>Practise closing ceremony.</td>
</tr>
<tr>
<td>7:40 p.m.</td>
<td>Closing: discuss investiture</td>
</tr>
<tr>
<td>7:45 p.m.</td>
<td>“Good night and busy building tomorrow.”</td>
</tr>
</tbody>
</table>

**Note:** At your colony leader meeting before the next colony meeting:

a) Discuss the program, reviewing its strong and weak points.<br>
b) Talk about the program for the next two weeks, and identify who is responsible for various assignments.<br>
c) Discuss special arrangements for investiture:<br>  ‣ Permission to use a second room and/or kitchen facilities<br>  ‣ Recruit parent volunteers to prepare refreshments<br>  ‣ Obtain scarves, woggles<br>  ‣ Invitations to sponsor/partner, group committee, other section leaders in group, photographer. Parents already have invitations.<br>
d) Review the investiture plans and schedule.
## FIFTH MEETING (Investiture Meeting)

<table>
<thead>
<tr>
<th>Time</th>
<th>Program Item</th>
<th>Scouter responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30 p.m.</td>
<td>Greet Beavers and parents. Collect dues. Gathering game: Beaver Ball</td>
<td></td>
</tr>
<tr>
<td>6:35 p.m.</td>
<td>Opening ceremony. Feed the Beaver. Welcome parents, group committee reps, and sponsor/partner reps.</td>
<td></td>
</tr>
<tr>
<td>6:40 p.m.</td>
<td>Conduct investiture of new leaders (by invested leaders).</td>
<td></td>
</tr>
<tr>
<td>6:50 p.m.</td>
<td>Tell or read Chapter 5 of <em>Friends of the Forest</em>, which talks about sharing.</td>
<td></td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>Investiture of Kits</td>
<td></td>
</tr>
<tr>
<td>7:15 p.m.</td>
<td>Have everyone join in a lap sit and play one game of Farmyard (to promote colony unity).</td>
<td></td>
</tr>
<tr>
<td>7:25 p.m.</td>
<td>Give parents and Beavers refreshments; let everyone mingle.</td>
<td></td>
</tr>
<tr>
<td>7:35 p.m.</td>
<td>Ask everyone to join the singing for “I’m a Little Beaver” and “Head and Shoulders.”</td>
<td></td>
</tr>
<tr>
<td>7:40 p.m.</td>
<td>Closing Ceremony. Thanks to all participants for attending.</td>
<td></td>
</tr>
<tr>
<td>7:45 p.m.</td>
<td>“Good night and busy building tomorrow.”</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** At the leader meeting:

- a) Review how the investiture ceremony went, and what changes you would make next year.
- b) Discuss next week’s plans and assignments.
<table>
<thead>
<tr>
<th>Time</th>
<th>Program Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30 p.m.</td>
<td>Greet Beavers</td>
</tr>
<tr>
<td></td>
<td>Gathering Activity: Poor Pussy</td>
</tr>
<tr>
<td>6:35 p.m.</td>
<td>Opening Ceremony</td>
</tr>
<tr>
<td></td>
<td>Feed the Beaver</td>
</tr>
<tr>
<td>6:45 p.m.</td>
<td>Discuss the type of behaviour you expect from Beavers when you go outside of the pond.</td>
</tr>
<tr>
<td>6:50 p.m.</td>
<td>Outdoor activity</td>
</tr>
<tr>
<td></td>
<td>Games: Crabwalk Soccer, Sleeper</td>
</tr>
<tr>
<td></td>
<td>Or, make Beaver boxes from shoe boxes. Beavers can use these to take home crafts or store craft equipment.</td>
</tr>
<tr>
<td>7:20 p.m.</td>
<td>Game: Balloon Break</td>
</tr>
<tr>
<td>7:30 p.m.</td>
<td>Songs: “B-I-N-G-O” and “I like Bananas”</td>
</tr>
<tr>
<td>7:35 p.m.</td>
<td>Closing ceremony. Organize a feedback session with Beavers about their favourite parts of the program so far.</td>
</tr>
<tr>
<td>7:45 p.m.</td>
<td>“Goodnight, and busy building tomorrow.”</td>
</tr>
</tbody>
</table>

**Note:** At your next leaders’ meeting, plan to spend some extra time:

- **a)** Reviewing your work as a team so far; outline areas you have improved on, as well as areas to focus on next.
- **b)** Discussing the types of themes you would like to build into the program.
- **c)** Outlining (roughly) the next two themes you would like to build into the program. Your colony should now be functioning as a fairly well-knit unit.

For more program ideas, see Scouts Canada’s *Fun at the Pond* resource book (available at Scout Shops).
<table>
<thead>
<tr>
<th>Time</th>
<th>Program Item</th>
<th>Scouter responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:25 p.m.</td>
<td>The Happy Spider Web</td>
<td></td>
</tr>
<tr>
<td>6:35 p.m.</td>
<td>Opening Ceremony</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feed the Beaver</td>
<td></td>
</tr>
<tr>
<td>6:40 p.m.</td>
<td>Blob</td>
<td></td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>Drawing Co-operation</td>
<td></td>
</tr>
<tr>
<td>7:20 p.m.</td>
<td>Manners Rhyme or Red Poison Darts</td>
<td></td>
</tr>
<tr>
<td>7:35 p.m.</td>
<td>Ballooning / Draining</td>
<td></td>
</tr>
<tr>
<td>7:40 p.m.</td>
<td>Recite Law / promise</td>
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</tr>
<tr>
<td></td>
<td>Prayer – Golden Light</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Closing Ceremony</td>
<td></td>
</tr>
<tr>
<td>7:45 p.m.</td>
<td>“Goodnight, and busy building tomorrow.”</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Write down the responses and main themes from your Beavers at this meeting and work this into a youth friendly Code of Conduct. At the next meeting review the main themes so your Beavers understand how they helped create their own Code of Conduct and how it applies to everyone in the colony.

Details for these activities can be found in Appendix C: Code of Conduct.