



A Scouter's Guide to The Canadian Path

Part 2: Section-Specific Content

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It starts with Scouts.



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BEAVERS - WELCOME TO THE POND



Beaver Scouting on The Canadian Path

Beaver Scouting is for youth ages 5 to 7 years of age. It is Scouts Canada's youngest Section.

The Canadian Path — The Way Scouting Is Done In Canada

It involves:

- A non-formal approach to learning.
- The seven components of the Scout Method.
- The Four Elements (Youth-led, Plan-Do-Review, Adventure and SPICES).
- A Balanced Program in six Program Areas: Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression and Beliefs & Values.
- A Personal Journey of growth.

The Canadian Path and the Beaver Scout Program

1. NON-FORMAL APPROACH TO LEARNING

Non-formal learning in Beaver Scouts experience non-formal learning by developing skills and acquiring knowledge through youth-led adventures. Beaver Scout activities are engaging, enjoyable, hands-on experiences that don't feel like homework. It's all about learning by doing, learning from mistakes and trying new things within

a safe and supportive situation.

2. SEVEN COMPONENTS OF THE SCOUT METHOD FOR BEAVER SCOUTS

- Beaver Scout Law and Promise
- Learning by Doing
- The Team System (Lodges)
- A Symbolic Framework – Friends of the Forest
- Nature
- Personal Progression (tracked on the Beaver Scout Map)
- Volunteer Support from Colony Scouters

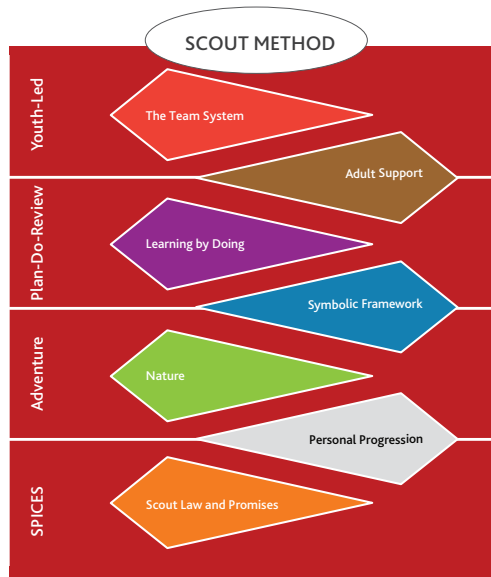
3. THE FOUR ELEMENTS

The following four Scouting elements are essential to the Beaver Scout Colony:

- **Youth-led:** Beaver Scouts decide on the Scouting adventures they will do, supported by their Scouters. Beaver Scouts learn to generate ideas for adventures within their Lodges. The Colony Leadership Team, which is made up of senior Beaver Scouts, sorts the ideas and makes plans for taking these adventures to the Colony for final

selection. While Beaver Scouts need significant support and mentorship from their Scouters in planning and leading safe and enjoyable adventures, the more opportunities they are given for youth leadership and planning, the better the program will be as they make it their own.

- **Adventure:** Beaver Scouts will have many ideas about the adventures with which they want to challenge themselves. It is all about trying things for the first time in a safe and supportive environment. It is all about taking old ideas in new directions.
- **Plan-Do-Review:** the three step process that guides all adventures and activities in the Beaver Scout program. An adventure includes all three parts in order to make it something that youth will remember and upon with they will build.
- **SPICES:** Social, Physical, Intellectual, Character, Emotional and Spiritual are the six dimensions of personal development that Beaver Scouts explore and develop through their adventures. The development in one or more of these dimensions is revealed and strengthened through the review process.



4. A BALANCED PROGRAM IN SIX PROGRAM AREAS

Beavers Scouts explore and have adventures in the forest around the pond. In their adventures, they visit all of the places on their Beaver Scout map. These include the six Program Areas, as well as other experiences.

The Six Program Areas

- Ringtail's Hollow (Environment & Outdoors)
- Malak's Maple (Leadership)

- Rusty's Meadow (Active & Healthy Living)
- Big Brown Beaver's Lodge (Citizenship)
- Rascal's River (Creative Expression)
- Rainbow's Reflections (Beliefs & Values)

Other Map Areas used to track adventures:

- Echo's Mountains (Outdoor Adventure Skills)
- Hawkeye's Campfire (Ceremonies and reflection time)
- Tic Tac's Camp (Sleepovers and Camps)
- Northern Lights (Quest)
- Akela's Jungle (Linking with other Sections)

5. A PERSONAL JOURNEY OF GROWTH

The learning and development of each Beaver Scout will be unique. Each adventure the Beaver Scout engages will contribute to his or her personal progression and growth. There are many ways to encourage and celebrate the individual journey of each Beaver Scout, such as through the use of personal Beaver Map, tails, badges, year-end review and the Top Section Award.

FRIENDS OF THE FOREST: The Beaver Scout Symbolic Framework



The diverse Canadian landscape and its flora and fauna provide the basis for the symbolic framework for Beaver Scouts, with an emphasis on the beaver, its pond and the surrounding forest. We invite the imagination of both Beaver Scouts and Scouters to create this symbolic framework. Here's what happens:

Beavers Scouts explore and have adventures in the forest around the pond. In Lodges, and as part of the Colony, Beavers plan adventures that will take them to all of the Program Areas (and more) laid out on their Beaver Scout map.

As they engage the adventures they have planned, the Beaver Scouts learn about their world. Along the way, they face challenges (such as the Outdoor Adventure Skills); explore their own ideas, skills, and creativity (through the Program Areas and through Personal Achievement badges); and help family and friends as they live their Scouting Law, Promise and Motto.

The North Star Award is the Top Section Award for a Beaver Scout. Work for this award is undertaken during the year before the youth moves to Cub Scouts. In Beaver Scouts, the work toward this award is undertaken through the Northern Lights Quest. The White Tails work on this award as a team, and most, if not all, will receive this award if they participate.

Beaver Scouts are guided in their explorations by the Friends of the Forest (Scouters) - the forest animals who bring new ideas, new perspectives and wisdom with which to explore the forest, the pond and beyond. Beaver Scouts and Scouters join in sharing ideas.

As they take increasing leadership in exploring the forest and the pond alongside their Scouters, Beaver Scouts engage all aspects of Scouting through the Four Elements and the Scout Method. To show what they have achieved, Beaver Scouts undertake a Northern Lights Quest in their White Tail year, completing a significant and personally meaningful project that makes a contribution to the community in order to earn the North Star Award. Then, having had fun and worked hard, the Beaver Scouts are ready to swim up to the Cub Scout Pack and explore the world beyond the forest and the pond.

Beaver Scout Basics

Every Section has a Law, Promise and Motto.

Language and Traditions Used in Beaver Scouts:

LODGES

Beaver Scouts gather in Lodges, which are small groups of six to eight Beaver Scouts of various ages. It is important that each Lodge is made up of a mixture of White Tails, Blue Tails and Brown Tails, as well as a mixture of those who are experienced Beaver Scouts and those who are new to Beaver Scouting. Each Lodge decides its own name and symbol.

FORMING LODGES

When forming new Lodges, engage the whole Colony in making some of the decisions. Talk about the need for balancing the numbers of White Tails, Blue Tails and Brown Tails in each Lodge. Talk about things that are important to keep in mind:

friends need to have the opportunity to be in the same Lodge if they wish; siblings may or may not want to be in the same Lodge. Talk about the idea that the Lodge members will need to be able to work well together on the Plan-Do-Review for adventures. Scouters need to keep in mind other needs that may influence good matches of youth in Lodges. If your practice is to change Lodges each year, these are important considerations. If you maintain the Lodges from year to year, the Colony Leadership Team could work with a Scouter to place the new Beaver Scouts in Lodges. The considerations are still the same. Lodges, once assigned, should still be flexible. During the year, some Beaver Scouts may need or appreciate a change in Lodge.

Idea #1

Invite the Beaver Scouts to help in forming the Lodges. Let them know that the Scouters will work with their ideas to finalize the Lodges by next week. Have the White Tails gather in one spot, the Blue Tails in another and the Brown Tails in another. Invite them to find one or two other youth who they think they would work well with. If there is a youth who is not included, a Scouter can help introduce him or her to the other Beaver Scouts of the Tail Group, or ask if he or she have a friend in another Tail Group who he or she would like to join. Next, invite each of these partners to find two more sets of partners who they think they'd work well with on adventures. Tell them that they need to find these other two sets of partners one from each of the Tail Groups, so that in the end there is a White Tail set, Blue Tail set and Brown Tail set together. Write down the names of those who have formed each of these groups. Thank the Beaver Scouts for being part of this. Take seriously these groups that were formed, and modify them only if absolutely necessary to address individual needs of the Beaver Scouts.

Idea #2

Invite the Beaver Scouts to share the names of one or two friends they have in the Colony when they register or on the first night. Scouters use this information (as well as the information they have about individual needs) to create the Lodges. The first time the Lodges are gathered, Beaver Scouts have the option of talking to a Scouter if they would prefer to be in a different Lodge. This should be handled respectfully.

Several Lodges come together to form a **Colony**.

- The place where the Colony meets is called a **Pond**.
- Children who participate in the Colony are known as **Beaver Scouts**. Volunteers and older youth mentors are known as **Scouters** and are given Friends of the Forest names.
- Sometimes the Colony divides into **Tail Groups**. A Tail Group is made up of youth from the same age/grade.
- Kindergarten Beaver Scouts are **Brown Tails**. (age 5 by Dec. 31st)
- Grade One Beaver Scouts are **Blue Tails**.
- Grade Two Beaver Scouts are **White Tails**.

LODGE NAMES

Lodge names come from animals, following the tradition started by Lord Baden-Powell at the first Scout camp on Brownsea Island. A new Lodge animal may be chosen each year by the Beaver Scouts in each Lodge. Lodge patches may be purchased at the Scout Shop or made by the Beaver Scouts. They are worn on the right pocket.

Ideas for Selecting Lodge Names

The Beaver Leadership Team can have fun deciding how the Lodge names will be chosen each year. Here are some ideas to get you started:

- Choose a theme for the year such as wild cats, animals from your province, birds, bears, water animals, etc. and have each Lodge choose within that category.
- Give each Lodge four or five possibilities from which to choose.
- Have each Lodge choose an animal and then come as a group into the centre. Each Lodge shouts out the name of its animal, with all Lodges shouting at the same time. If two Lodges have chosen the same animal, then they need to go back and decide on a new one. Then all come back and shout out the new choice. This continues until each Lodge has its own animal.

COLONY LEADERSHIP TEAM

The **Colony Leadership Team** includes all of the White Tails in the Colony. In Colonies with few White Tails, some or all of the Blue Tails could be invited to join the Colony Leadership Team as well. This team takes an active role in making decisions for the Colony.

THE BEAVER SCOUT SALUTE

The **Beaver Scout Salute** is used when saying the promise. It is done with one hand while saying the promise and with both hands (elbows bent and hands raised to shoulder height) during the opening ceremony. To make the salute: two fingers are raised as if making a peace sign, but with bent fingers. These represent the front teeth of the beaver. The same salute, made with one hand fully raised in the air, can be used to signal for the Beaver Scouts and Scouters to quiet themselves in order to listen to instructions. When one person makes this salute for quiet, everyone responds with the same salute while sitting or standing quietly.

THE CHOPPING POSITION

The **Chopping Position** is used in the Opening Ceremony. The Beaver Scout crouches down, feet on the floor, with elbows at the knees, forearms straight up and both hands in the Beaver Scout Salute. This position represents the beaver resting its front paws on the tree stump after cutting down a tree.

THE CAMPFIRE POSITION

The **Campfire Position** is sitting down cross-legged and ready to listen. When 'Campfire Position' is called, all Beaver Scouts and Scouters sit cross-legged (this can be adapted for those for whom this position is difficult) and look toward the speaker.

RIVERBANKS

Riverbanks is the formation used for Beaver Scout ceremonies. It is two straight lines (more or less) formed facing each other.

BUILD A DAM

Build a Dam is the call for Beaver Scouts to form a circle for a game or activity.

BEAVER SCOUT HANDSHAKE

The **Beaver Scout Handshake** is the same handshake as used by all Scouting members. Scouts shake with the left hand as a symbol of peace.

BEAVER SCOUT TAIL SLAP

The **Beaver Scout Tail Slap** is used to signal the beginning or ending of a ceremony. It is performed by clapping the hands together behind the back or by slapping one hand on the floor.

BIG BROWN BEAVER

Big Brown Beaver is the large beaver mascot placed in the centre of the river during ceremonies. “Big Brown Beaver” is reserved as a name for the mascot rather than being used for a Scouter. Other Scouter names are in the Friends of Forest list.

A BEAVER SCOUTS’ OWN

A Beaver Scouts’ Own or reflective time can be part of the Closing Ceremony, or the closing of a camp, hike or special activity. It provides a time of transition and reflection. A suggested format for the Beaver Scouts’ Own is found in Chapter 6, Spirituality in The Canadian Path. If there is not time for a full Beaver Scouts’ Own, then a quiet moment of reflection or prayer can be used. This, along with the Closing Ceremony, signals that the meeting is ending and that the time of transition from meeting to home is about to take place. Transition is easier for this age group when there are well-known rituals involved in supporting the transition. Remember to honour and acknowledge the diversity of faith practices that are part of your Colony.

Here are some ideas for a quiet, reflective time to end the Beaver Scout meeting or activity:

One of the Scouters can offer one or two “I wonder....” statements based on the Beaver Scout law and promise, followed by a moment of silence after each. I wonder how we have worked together tonight. I wonder how we have helped take care of the world. I wonder how we have shared.

Each Beaver Scout and Scouter is invited to name one thing for which he or she is thankful.

A prayer learned and repeated together as a Colony (as appropriate to the context and age group) could be used to conclude each meeting. Children of this age love repetition and can become actively involved in saying the prayer when it is used each week.

To share a moment of silence with Beavers, accept that it won’t be totally silent and don’t say anything to those who make noise. Model the attitude and behaviour you want. Secondly, set the moment with a question or comment such as, “I’ve enjoyed being together as a Beaver Scout Colony tonight and I’m thankful for the Beaver Scouts and Scouters who worked together to make this evening happen. Let’s take three slow deep breaths and while we’re taking those breaths, let’s think about what we are thankful for tonight.”

Colony Structure and Planning

YOUTH LEADERSHIP WITHIN THE LODGE AND COLONY

On The Canadian Path, the youth are the leaders and the Scouters are the mentors. Beaver Scouts is where youth first learn about leadership. In the Beaver Scout Section, Scouters provide a great deal of mentoring, encouragement, guidance and support for youth leadership. Within the Beaver Scout Section, it often works best to relate this leadership to the Tail Groups. Here is an idea of how this might work:

- **Brown Tails** are exploring the program for the first time and learning about the Beaver Scout program as well as Scouting in general. They could be partnered with a Blue or White Tail in offering leadership occasionally for a single event.
- **Blue Tails** gradually take on more leadership in their Lodge through the year. During the fall, the White Tails work with a Blue Tail partner to take attendance, organize materials, lead the Lodge in a game, etc. All Blue Tails in a Lodge get a turn (this can change week by week or month by month) to partner with a White Tail in this role. In January, after the White Tails begin their Northern Lights Quest, the Blue Tails take over the leadership roles within the Lodge, and continue those roles in the fall of the next year.
- **White Tails** are Colony leaders, helping with the leadership of ceremonies and participating in the Colony Leadership Team. Within the Lodge, throughout the fall, they take attendance, organize materials, lead the Lodge in a game, etc. They do this with a Blue Tail partner, for whom they act as mentor. In January, after the Northern Lights Tail ceremony, the White Tails relinquish leadership to the Blue Tails. (A small Lodge ceremony might be used to symbolize this transfer of leadership.) Throughout the year, the White Tails continue in their role of Colony leadership, through the Colony Leadership Team.

Beaver Scouts of the same age vary greatly in their readiness to offer leadership. Some Blue Tails may be more than ready to offer leadership and can be given opportunities to do so. Some White Tails, especially those new to the Colony, may not be ready to take on leadership tasks, but can still be offered the opportunity and encouraged to try. Individual Beaver Scouts may have their own personal preferences about whether they wish to take on certain leadership tasks. On The Canadian Path, each youth follows his or her own personal progression in building leadership and other skills.

YOUTH LEADERSHIP WITHIN THE LODGE

Cub Scouts are welcomed to offer leadership in the Beaver Colony in a variety of ways:

- An individual Cub Scout may wish to be a regular part of Colony leadership throughout the year, attending each weekly meeting and participating in Plan-Do-Review. The Colony Scouters encourage and mentor the Cub Scouts in offering leadership. The Beaver Scouts can choose one of the wolf names from “Akela’s Jungle” in the Friends of the Forest names for each of these Cub Scouts.
- A group of Tracker Cub Scouts may plan and conduct several activities for the Beaver Scout Colony throughout the year.
- The Cub Scout Pack may invite the whole Beaver Scout Colony or just the White Tails to join it for an adventure it has planned.
- A Tracker Cub Scout can act as an ambassador between the Beaver Scout Colony and the Cub Scout Pack, introducing the Beaver Scouts to the ‘ways of the Wolf Cub Pack’ as part of the Linking Badge requirements.

A Scout, Venturer Scout or Rover Scout who works with the Beaver Scout Colony is part of the Scouter Team and participates in supporting activities alongside the other Scouters. His/her Scouter name is chosen from the Friends of the Forest names in the same way that the other Scouters’ names are chosen.

The Colony Leadership Team

This team provides input, makes decisions and offers feedback on the Beaver Scout program. It also serves to develop leadership skills among the White Tails as they prepare to move up to Cub Scouts.

THE COLONY LEADERSHIP TEAM:

- Is made up of all the White Tail Beaver Scouts. The Colony Leadership Team may choose its name.
- Is chaired by a Scouter, who works consistently with the White Tails in the Colony Leadership Team. The role of this Scouter is to model leadership, encourage youth input from all White Tails and set up the Council for success.
- May be co-chaired by a Cub Scout or Scouter from another Section who helps the Beaver Scouts brainstorm ideas and encourages participation.

* If all Lodges meet within sight of each other in the main gathering space of the Colony, one Scouter can work with each Lodge while still maintaining the Two Scouter Rule.

- Makes decisions by consensus. This means that when the final decision is reached, everyone can live with the decision even if it isn’t someone’s first choice or what he or she would choose if working alone.
- Uses its meetings as an opportunity to talk about the White Tails’ role as leaders and mentors in the Beaver Scout Colony.
- Holds meetings that are typically no more than 10 minutes long.
- Holds meetings regularly as part of the Plan-Do-Review cycle.
- Is building toward greater leadership opportunities in Cub Scouts and beyond.

DUTIES OF THE COLONY LEADERSHIP

TEAM: (with the support of a Scouter)

Here are some ideas of what the Colony Leadership Team does:

- Help with decisions on which activities will be taken to the whole Colony for a vote;
- Brainstorm themes for activities;
- Make decisions on names for Scouters to be voted on by the whole Colony;
- Plan the yearly Investiture ceremony for the Colony;
- Plan at least two linking activities a year with other Sections;
- Offer input and feedback to the Scouters about the program.

Scouter Leadership within the Colony

Scouters are volunteers (and youth from older Sections) who join with the Beaver Scouts as they explore the Pond. The Scouters serve as guides and mentors for the Beaver Scout adventures. Among the Scouters, the following roles are shared. Some Scouters may fill more than one role.

- One Scouter is designated as Section Scouter, with the responsibilities of reporting to the Group Committee, coordinating with other Sections, and ensuring that planning, safety and other aspects of Colony life are running smoothly.
- One* or two Lodge Scouters are designated to work with the same Lodge each week in order to get to know the Beaver Scouts in that Lodge and to be able to encourage them in their personal progression, to invite their ideas and participation, and to support the Blue Tails and White Tails in their leadership roles.

- One or two Scouters are designated as the Personal Achievement Badge Reviewers. They check the planning process when a Beaver Scout wants to begin work on a badge and then go through the review process with a Beaver Scout when she or he has completed the activities for a badge. It is important that the Scouter(s) be committed to helping the child work on his or her own goals and follow her/his own personal progression.
- One Scouter acts as Colony Leadership Team Scouter, working consistently with the Colony Leadership Team to mentor and encourage the Beaver Scouts in participating in the team, sharing their ideas and taking on age-appropriate leadership roles. In smaller Colonies, there will naturally be some overlap in these roles. i.e. The Section Scouter may also serve as the Scouter who works with White Tail Council.

Exploring The Pond And Forest: The Beaver Scout Journey

THE JOURNEY: PLAN-DO-REVIEW

Plan

In Lodges, the Beaver Scouts brainstorm ideas to engage each of the areas on their Friends of the Forest map. Beaver Scouts are encouraged to bring their interests and imagination to program planning, and to make the program their own. Then, with guidance and input from the Scouters and the Colony Leadership Team, they will make choices about which adventures to undertake and what skills and preparation they need for the adventures they want to explore. The Scouters engage the Beaver Scouts in planning for the activities in age-appropriate ways. The aim is to visit every Program Area three or more times each year.

Trail Cards, online program resources, Personal Achievement Badges and Outdoor Adventure Skills will add to the range of ideas.

Planning Essentials

- When beginning brainstorming, look together at the Friends of the Pond map. Ask what adventures could be shared.
- The Scouter's job is to help the Beaver Scouts remember to visit every area of the map several times during the year.
- If Beaver Scouts need support in generating ideas, then use the Trail Cards to get imaginations flowing.
- Do not limit the Beaver Scouts' imaginations. Their ideas might include climbing Mount Everest, flying to the moon, digging for fossils or parachuting. While suggested adventures may not be age-appropriate or readily available, there are many fun and fitting activities related to these themes.

Example 1: *While you will not be able to climb Mount Everest, the Beaver Scouts could find out how much the Sherpas carry in their packs and then challenge themselves to see how much weight they could safely carry, try putting up a tent together in the snow, taste dehydrated food that the climbers would use and try balance-walking across an aluminum ladder laid on the floor (just like the climbers do across crevices on Mount Everest).*

Example 2: *While Beaver Scouts cannot go parachuting, they could learn the landing roll, listen to a skydiver talk about what it feels like to go parachuting, paint pictures of what they would see if parachuting, play games with an old parachute and experiment with creating small parachutes to drop a toy to a safe landing.*

Do

Everyone will be involved in the adventures undertaken both in Lodges and as a Colony. The "doing" for a particular adventure may be completed in one evening, over the course of two or three evenings, or through a day event, camp or sleepover.

Review

Beaver Scouts plan. Then they do. And then they review. At the end of the activities for a particular adventure or at the next Beaver Scout meeting, Beaver Scouts and Scouters take time, usually in Lodges, sometimes as a Colony, to talk about the activity. The Colony Leadership Team receives the review reflections to help them with future planning. Here are some review questions to get you started:

- What did you see or hear or notice?
- What did you enjoy about this activity?
- What was a challenge for you in this activity?
- What did you learn that you didn't know before?
- What might we do differently if we did this activity again?

Sometimes review will happen quickly and sometimes it will need more time. At the end of the review, each Beaver who participated in the adventure will colour in one dot on the map for each Program Area visited during the adventure. Those who reach a Pawprint Badge are given the badge right away to stick onto their map. Those who haven't reached the Pawprint are encouraged to keep participating until they reach the Pawprint.

Scouters' Role in Plan-Do-Review

Scouters have the overall responsibility for providing appropriate mentoring and guidance for the youth, being the catalysts of enthusiasm and engagement in the program, ensuring that adventures are safe and appropriate to the age and abilities of youth, completing appropriate forms, and seeing the activity through to success. Scouters and will meet regularly as a team to give shape to the Beavers Scouts' ideas, to build a balanced program that includes all Program Areas and to monitor the personal journey of each of the Beaver Scouts. The Beaver Scouts are to be included in the Plan-Do-Review process in as many ways as appropriate to their age and abilities. Scouters need to help the youth discover that their ideas and opinions are valued in this planning process, which continues on from Beaver Scouts through to Rover Scouts.

Resources to Support Adventure Planning

Trail Cards

The Beaver Scout Trail Cards are an excellent resource to encourage youth planning.

Discover Fire

RINGTAIL'S HOLLOW
Environment & Outdoors

The Adventure:
Do you know how to build a campfire? Setting things up for a campfire can be easy if you have everything you need close by. Even with all the right stuff, you have to build your fire the right way if it is going to burn well. In a fire ring, start by laying sticks out like a raft on the ground. This will keep your fire away from the cold, wet dirt.

Crumple birch bark (gathered from dead trees) on the raft. Put sticks that are no thicker than a pencil on and around the birch bark. Then put sticks that are about as thick as your fingers around the first sticks. Put sticks as thick as a broom handle around all the sticks in the pile, setting them up like a teepee. If you have plenty more wood on hand, then you have a fire that's ready for your Scouter to light! Good job!

Plan:

- When and where can you have this Adventure?
- Has anyone in your Colony built a fire before? Can he or she share some tips with the others?
- What help do you need from your Scouters for this Adventure?
- How will you put out your campfire when you are done with it?

Do:

- Gather plenty of good firewood of different sizes, and set up a campfire that is all set to be lit.
- Have a Scouter light the fire, then watch how it burns. Enjoy your campfire!

Review:

- What do you know now that you did not know before?
- How did you and your friends work together on this Adventure?
- Who deserves a special pat on the back? How come?
- How did you enjoy your fire after it was lit?
- What would you do differently next time?

Online Resources:

- Leave No Trace
- The Happy Camper builds a fire

Safety note:
Never play with fire. Building a campfire is a good skill to master, but learn about fires with help from adults.

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the Pond

SCOUTS CANADA
It starts with Scouts.

B-09

THE POND PERSONAL BEAVER MAP

Each Beaver records his or her personal journey through Beaver Scouts on a personal map.

Here's what the Pond Map looks like:

AURORA'S NORTHERN LIGHTS
Northern Lights Show
Walk-up 1 2 3
Guest Ceremony

AKELA'S JUNGLE

TIC TAC'S CAMP
Hawkeye's Camp

HAWKEYE'S CAMPFIRE

BIG BROWN BEAVER'S LODGE

RINGTAIL'S HOLLOW

ECHO'S MOUNTAIN
Echo's Mountain

MALAK'S MAPLE

RUSTY'S MEADOW
Rusty's Meadow

RAINBOW'S REFLECTIONS
Rainbow's Reflections

the Pond

NAME _____

SCOUTS CANADA
It starts with Scouts.

The Talking Stamp

“The Talking Stamp,” a special permanent felt marker, is used to colour in the dots as adventures in each program area are completed. Picking up on the idea of the “talking stick,” this permanent felt marker will also be used to indicate which Beaver Scout is the one who can speak and share during Lodge discussions.

Lodges can create their own Talking Stamp using a permanent felt marker. A Trail Card will be available to help Beavers decide what theirs should look like.

Beaver Paw Print Badges

The Beaver Scout’s personal journey is tracked on the Friends of the Forest cloth map. For each adventure they take part in, Beaver Scouts will colour in a dot on their maps at one or more of the Program Areas, as decided upon by the Lodge or Colony.

- When three circles (dots) have been coloured in by an individual Beaver Scout in a specific Program Area, the Beaver Scout receives the first paw print for that Program Area to place in the first paw print circle on the path for that Program Area.
- Four more circles (seven total) are needed to reach the second paw print for each Program Area.
- Five more circles (12 total) are needed to reach the third paw print for each Program Area.
- If more adventures are completed in a Program Area beyond the 12 circles provided, keep adding more dots with the permanent marker. There are only 12 supplied in each Program Area so that youth have a sense of being able to accomplish the personal journey.
- The path continues from one year to the next. Youth don’t start over.
- Badges are placed on the map immediately, during the meeting.

Sometimes a whole Lodge will reach a paw print on the same night. At other times, one or more Beaver Scouts may not have enough dots for the next paw print badge. Those who don’t have enough for a paw print can be encouraged to make sure that they participate in adventures so that they can get their next paw print.

Celebrating the Beaver Scout Journey of Personal Growth

When entering Beaver Scouts, the youth begins both a personal journey as well as a journey with his or her Colony. These are the tools used to record and celebrate the journey:

Tails

Tails are presented to the Beaver Scouts at one of the first meetings in the fall. Each Beaver Scout is presented, in a special Tail Ceremony, with a tail representing his or her stage in the Beaver Scout Journey.

Remember, at the last meeting in the spring or at swim-up, to make a big deal about the fact that next fall the Blue Tails will be the new White Tails, forming the White Tail Council, and the Brown Tails will become Blue Tails, ready to welcome new Brown Tails into the Colony and to take on more leadership in the Lodge. However, the actual tails should be presented in the fall, in the first few weeks of the program.

Typically

- Kindergarten Beaver Scouts are Brown Tails.
- Grade One Beaver Scouts are Blue Tails.
- Grade Two Beaver Scouts are White Tails.

In addition to indicating the grade/age levels, each of the tails has symbolic meaning as described in the tail ceremony.

Tails are usually presented according to grade levels; however, when a child is in a different grade than most of those the same age, the child would be presented the same tail as other Beaver Scouts of the same age, unless they prefer to have the tail colour related to their grade. A Beaver Scout should not wear the same tail colour two years in a row.

Year-End Review Badges

At the end of the year, the whole Colony reviews its Pond Maps. The Colony Leadership Team helps in this review. The goal is for the Colony to complete at least one adventure in each Program Area during the year. The point of this Year-End Review is to engage everyone in a review of the year as a Colony and to talk about what the Beaver Scouts and Scouters have learned and accomplished together. It is not meant to be a pass/fail process for either individual Beaver Scouts or the Colony as a whole. At the conclusion of the review, everyone in the Colony gets a Year-End Review Beaver Scout Badge appropriate to their tail group colour. These badges are added to the Pond Map.

Some Colonies may wish to provide a second Year-End Review Badge to be worn on the Beaver Scout vest on the left hand side. However, this should not be done instead of placing the badge on the map. It is important to mark the personal progress on the Pond Map.

Questions for Year-End Review

Remember keep this quick and fun. Give a cheer for what you've done!

- Point to the different Program Areas and ask: "What did we do at Rascal's River this year?" "What did we do in Echo's Mountains?" And so on. Be ready to prompt with clues to spark memory of themes and activities.
- What activities did you enjoy the most this year?
- What was a challenge for you this year?
- What did you learn that you didn't know before?
- Does anyone have something in your Backpacks from an adventure this year that you'd like to show us again?

In addition, do a brief review of SPICES.

Remember, in Scouting our goal is to learn and grow in every part of who we are. That's what we call our SPICES.

Let's review the SPICES:

(Hint: the Beaver Scouts will yell, "Yes," for each one)

- Did we work together and work with other people this year? (Social)
- Did we use our bodies this year? (Physical)
- Did we use our brains and learn something this year? (Intellectual)
- Did we face challenges this year? (Character)

- Did we feel frustrated, surprised or delighted this year? (Emotional)
- Did we need to respect each other during our activities? and/or
Did we learn about God and our world this year? (Spiritual)

The Canadian Path Beaver Scout Linking Badge

Youth who have participated in the Beaver Scout program receive a Canadian Path Beaver Scout linking badge to wear on their Cub Scout uniform. The Canadian Path badge will be presented at the swim-up ceremony in the spring. This linking badge is an acknowledgment and celebration of the youth's personal journey. Prior to swim-up and the presentation of the badge, Beaver Scouts have the opportunity to:

- Meet with some Cub Scouts and hear about what Cub Scouts do
- Take part in linking activities with other Sections
- Discuss with their Scouters what they are looking forward to in Cub Scouts

The Beaver Scout Personal Achievement Badges

Beaver Scouts have the opportunity to achieve 16 Personal Achievement badges, which are usually worked on as an individual.

The Beaver Scouts, in consultation with a Scouter, plan three requirements to complete for each badge. They may choose either from the suggested requirements or they may define their own requirements that meet the educational objective.

Personal Achievement Badges for Beaver Scouts

Exploring Beaver	Beavers of the World
Earth Beaver	Athletic Beaver
Leader Beaver (focus on leadership)	Chef Beaver
Beaver Heroes (focus on the leadership we see in others)	Musical Beaver
Pet Care Beaver	Scientific Beaver
Tech Beaver	Creative Beaver
Community Beaver (focus on service)	Spirit Beaver (focus on spirituality)
Canada Beaver	Friendship Beaver (focus on values)

Outdoor Adventure Skills Awards

This set of awards allows the Beaver Scout to build Scouting skills that they will use along their journey from Beaver Scouts through to Rover Scouts. Each of the Outdoor Adventure Skills awards has nine stages. For Beaver Scouts, these are typically earned as a Colony. Outdoor Adventure Skill Awards are worn on the Beaver Scout uniform. This is meant to encourage the Beaver Scouts, under the mentorship of their Scouters, to pursue the Outdoor Adventure Skills Awards. Only the highest stage earned in each Outdoor Adventure Skill is worn.

North Star Award

The North Star Award is the pinnacle of the Beaver Scout journey. Part way through their White Tail year, the Northern Lights ceremony marks the beginning of the Beaver Scout Northern Lights Quest. At a special ceremony, the White Tails receive their Northern Lights tail to symbolize the start of the Northern Lights Quest. During the ceremony, they receive special scrolls (tied up with ribbon or string) that will guide them on the quest (outlining the process for achieving the award). As a team and as individuals, they are asked to demonstrate excellence in what they have learned as Beaver Scouts in order to earn their North Star Award. When they have completed this quest, a celebration is held at which they are presented with two North Star Award badges: one to iron onto their maps and the other to wear on their Cub Scout uniforms.

This award can be earned by White Tail Beaver Scouts, even if they are in their first year in Scouting. The focus is on the personal journey, individually appropriate challenge and the willingness of the Beaver Scout to work hard.

The Beaver Scout Northern Lights Quest

There are four components to achieving the North Star Award. The Beaver Scout follows these steps in the Quest:

- **Review.** This is meant to be fun and to engage the Beaver Scout in storytelling about her or his personal journey through Beaver Scouts. The Beaver Scout should come away from this process amazed at what he or she has learned and done as a Beaver Scout and feeling proud. It should last no more than 15 minutes. A Scouter takes the Beaver Scout through her or his Beaver Scout personal progression by looking at his or her map of the Pond and talking about the activities in which he or she has taken part as well as the Outdoor Adventure Skills Awards and Personal Achievement Badges she or he has earned. It

is helpful if the Scouter uses SPICES questions or ask questions such as:

- What do you know now that you did not know before you were a Beaver Scout?
 - What is the best thing you have done as a Beaver Scout?
 - What is the most challenging thing you have done as a Beaver Scout?
 - What did you do to earn this badge?
 - What was your favourite adventure as a Beaver Scout?
 - How have you helped take care of the world?
 - How have you worked hard? Had fun? Helped family and friends?
 - How have you shared with someone else as a Beaver Scout?
 - What adventures would you like to have in Cub Scouts next year? What Outdoor Adventure Skills do you want to keep exploring?
- **Outdoor Adventure Skills.** A total of five Outdoor Adventure Skill stages are to be achieved by Beaver Scouts in order to achieve their North Star Award. These stages may be worked on through all years of the Beaver Scout program as well as concurrently with the Northern Light Quest project. The total number of stages needs to be completed prior to presentation of the North Star Award. Beaver Scouts may explore a number of Outdoor Adventure Skills by doing one stage in each, or they can focus on gaining several stages in two or three Outdoor Adventure Skills, according to the individual interests and abilities of the Beaver Scout.
 - **The Northern Lights Quest Project**
Objective: Complete a challenging project that provides meaningful personal development for the Beaver Scout, and makes a positive difference in the local, national or global community. The three key components:
 - i. individually challenging and meaningful
 - ii. something the youth cares about
 - iii. makes a positive difference in the local, national or global community
 This project is the Beaver Scout's capstone experience in the Section. There are to be no set time limits or set requirements other than the above criteria. Scouters should provide guidance on selecting an appropriately challenging project that meets the above criteria.

Beaver Scouts are required to complete a set number of volunteer service hours. These hours do not have to be completed within Scouting and do not have to be completed as part of one activity or event. Although volunteer service activities completed as part of the Section's program do count towards this requirement, youth should be encouraged to find their own opportunities to give back to the community in a way that has special meaning to them.

The Project Process

A Scouter who is moving up to Cub Scouts with these Beaver Scouts is a good candidate for helping encourage and mentor the Northern Lights Quest.

- **Plan:** The Beaver Scouts who are on their Northern Lights Quest may complete this project individually or as a group, as long as everyone is challenged, contributes meaningfully and has the opportunity to put a good effort into the project. The Plan questions used for the Personal Achievement Badges provide a template for this planning. The project plan is jointly approved by the Colony Leadership Team and the Scouters.
- **Do:** Execute the project, making sure that, if working as a group, each youth has the opportunity for input and participation.
- **Review:** Use the SPICES question card for review as well as these questions:
 - What did you enjoy about this project?
 - What was a challenge for you in this project?
 - What do you know now that you did not know before?
 - What would you do differently next time? Why?
 - What positive difference have you made in the lives of others in your community, this country or the world through the accomplishment of this project?

Share your project with your Lodge or Colony or Group in some way. Completion is approved jointly by the Colony Leadership Team and Scouters.

Examples for the Quest (but not limited to these): Remember, if the Beaver Scout has already done this activity alone or as part of the Colony, then it is not an appropriate choice for the Northern Lights Quest.

- Complete a one day 8-10 kilometre hike and along the way pick up litter.

- Take part in a two-night sleepover (without parents). The sleepover could involve sleeping either in cabins or in tents as appropriate to the Colony and Area, and by decision of the White Tails.
- Connect a Beaver Scout-age Section in another part of the world (Keas, Joeys, Tiger Scouts, etc.) and/or in another part of Canada and decide on a project you can do together to help take care of the earth.
- Gather information about an endangered forest animal and present it to the Lodge/Colony in a fun way (i.e. 2-3 facts with pictures, a game, a puzzle, a song, etc.). Then invite your Lodge to work together to raise funds to help protect that animal.
- Learn about a local, national or international project such as the Scout Brotherhood Fund, an animal shelter or a children's hospital. Create posters or a PowerPoint slideshow to share what you've learned. Fundraise to support the project. If possible, present the money in person.
- Design and build a woodcraft project that benefits the community.
- Plan, prepare and then share a personal interest at a nursing home, on one or more occasions. Visit with the residents and learn of their interests.
- Carry out a community beautification project, such as planting a flower garden for a school or church. Ask garden centres for donated bulbs or bedding plants.

LINKING WITH OTHER SECTIONS

Linking activities with other Sections are an essential part of The Canadian Path. Joint activities with another Section or with all Sections together add to the fun and inspire youth in the adventure of Scouting. These activities should happen throughout the Scouting Year, and not just in the spring.

Trackers (the second-year Cub Scouts) will be seeking opportunities to join with the whole Colony in activities and/or to invite the White Tail Beaver Scouts to join in Cub Scout activities.

The Colony Leadership Team plans at least two activities during the year with one or more of the other Sections.

Friends of the Forest Names for Scouters

The names of the Friends of the Forest are chosen by Beaver Scouts as names for their Scouters (both adult Scouters and youth Scouters from other Sections) based on the names in this list and/or other names and characters that the Beaver Scouts come up with themselves. Typically, the Contact Scouter for the Colony is called “Malak” (just as “Akela” is typically the Contact Scouter for a Cub Pack). The whole Colony participates in choosing the name for a Scouter. After the new, fully-screened Scouter has been part of several meetings, the Colony Leadership Team meets and, with the support of a Scouter, thinks about the new Scouter’s characteristics. The Colony Leadership Team decides upon two or three possible names, ensuring that there will not be a duplicate name among Scouters. The Scouter, for whom the name is being chosen, has the right to veto a name he or she really does not want. Designated White Tails then present the names to the Colony. The voting may take place by show of hands, the dropping of a woodchip into a container labelled with the name, or a cheer for the name.

Ringtail (Raccoon)

- Character traits: curious, confident, strong and muscular (athletic)
- Lightning (White Tail Deer)
- Character traits: caring, kind, compassionate, creativity, and one who encourages adventure
- Acorn (Chipmunk)
- Character traits: independent, trustful, curious, inquisitive, fearless, playful



Malak (Owl)

- Character traits: insightful, understanding, problem solver, guardian, patient



Hawkeye (Hawk)

- Character traits: observant, visionary, powerful, intuitive, fast

Talon (Eagle)

- Character traits: ingenious, noble, strong, courageous, wise

Rusty (Fox)

- Character traits: cunning, adaptable, agile, diplomatic



Tic Tac (Squirrel)

- Character traits: organized, resourceful, playful, chatty, energetic, sociable, independent, curious, friendly, mischievous

Boomer (Rabbit)

- Character traits: shy, vigilant, faithful, nurturing

Bramble (Mouse)

- Character traits: playful, inquisitive, organized, orderly

Zip (Bumblebee)

- Character traits: industrious, creative, inspirational

Beavers: Big Brown, Chip, and Chatter

- Character traits: determined, strong-willed, builders, overseers, protectors, industrious, hardworking, BUT also gentle, reasoning creatures who enjoy playing practical jokes



Big Brown is one of the names used for the Colony mascot. This is not a Scouter name. Big Brown is wise and friendly.

Other possible mascot names: Buckie, Little Brown.

Chip and Chatter are twin beavers, but each has his own personality:

Chip – industrious, hard-working, strong

Chatter – playful, energetic, prankster

In the pond and the wetlands, here are other character ideas: (also see Rascal’s River)

Bubbles (Fish)

- Character traits: open-minded, proud, confident, inspirational

Hopper (Frog)

- Character traits: energetic, resourceful, protective

Drake (Wood duck)

- Character traits: sensitive, graceful, agile

Rascal (Otter)

- Character traits: friendly, helpful, energetic, dynamic

**Chinook (Salmon)**

- Character traits: strong, proud, wise, confident, diligent

Skitter (Dragonfly)

- Character traits: mature, agile, poised, happy, visionary

**Rainbow**

- Character traits: inspirational, peaceful

Sunshine

- Character traits: hopeful, encouraging

Echo (Bat)

- Character traits: sensitive, intuitive, nurturing, strong family relations, communicative

**Thunder (Mountain Goat)**

- Character traits: independent, surefooted, understanding, agile

Wiley (Coyote)

- Character traits: clever, resourceful, ingenious, mischievous

Rufus, Red, Bobtail (Bobcats)

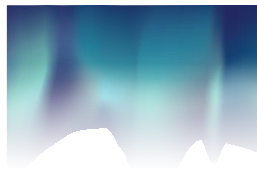
- Character traits: patient, shy, mysterious, resourceful, tenacious

Rojo, Whiskers (Lynx)

- Character traits: solitary, curious, bold, protective, attentive, instructive

Aurora and Boris (male and female names derived from Aurora Borealis)

- Character traits: lively, colourful

**AKELA'S JUNGLE (Linking)**

The wolf names below are for Cub Scouts who work regularly in leadership with the Colony. These are not for Scouters. We suggest that "Grey Paw," along with the Cub's first name, be used for Cub Scouts who come to help for just a week or two: i.e. Grey Paw Jason, Grey Paw Amy, etc. If a Cub Scout helps

regularly as part of the leadership team throughout the year, then a special name should be chosen for that Cub Scout from below.

**Wolves**

Character traits: cautious (of strangers) but curious, elusive by nature, attuned to environment, devoted, cooperative, playful, social, intelligent, expressive communicators, loving

Grey Paw – a wolf who can move quietly through the jungle

Marrok – Latin root for wolf

Roukan – Japanese, meaning the guidance of the wolf council

Blaze – Old Breton for wolf

Vark – Norwegian for 'bright wolf'

Cana – Celtic for young wolf

Striker – an energetic wolf

BEAVER SCOUT CEREMONIES

In Scouting, many ceremonies may have quite a history to them and still play an important and traditional part in our programs today.

Ceremonial Formation

The basic formation for all Beaver Scout ceremonies is "**Riverbanks**" the two straight (more or less) lines on either side of an imaginary river.

COLONY CEREMONIES

The Ceremonies of the Beaver Scout Colony

- Opening of the Meeting Ceremony
- Closing of the Meeting Ceremony
- Badge Presentation Ceremony
- Investiture & Tail Ceremony
- Formal Campfire
- Northern Lights Tails Ceremony & Quest Launch
- Swim-up (Advancement) Ceremony

The Ceremonies

All ceremonies presented here will follow the same explanation format so that you can fully understand the significance and meaning of these ceremonies. They are presented in the following format:

The “Build a Dam” formation is used in informal activity situations. When “Build a Dam” is called, youth and Scouters join hands to form a circle.

- **Introduction:** Each ceremony will first be introduced and the purpose clearly explained so you can understand the importance of the ceremony.
- **Requirements:** The required elements of the ceremony will be clearly defined. These are the points that must be included in the ceremony in order to ensure continuity in the program across Scouts Canada. We want those youth who move to Groups in others parts of their province or another part of Canada to fit in and immediately recognize what is going on, regardless of where they are in Canada.
- **Procedure:** The general way the ceremony should follow with little or no deviation. Regardless of an additional theme or special location, the outlined procedure should be consistent in every Colony across the country.
- **Creative Examples:** This is a great opportunity for the Colony Leadership Team to offer leadership. Ideas can be found online to spark your imagination. Beaver Scouts and Scouters are free to run their ceremonies creatively as long as the key elements are included.

OPENING CEREMONY

Introduction

The [Opening Ceremony](#) is used at the beginning of weekly meetings. It can also be used to signal the beginning of any gathering of Beaver Scouts. The Opening Ceremony helps Beaver Scouts with the transition from home (or school) to Beaver Scout meeting and signals that everything is ready to begin.

Requirements and Procedure

All Beaver Scouts and Scouters take part in the Opening Ceremony. To start the ceremony, a Scouter stands in the middle of the pond next to Big Brown Beaver, holds out both arms in front of him or her (but spread wide) and yells “River Banks.” At this signal, the Beaver Scouts form two lines (river formation), one off each of the Scouter’s arms.

The Scouter then calls out, “Turn in.” At this command, the Beaver Scouts turn in towards the centre of the river, so that the two lines are facing each other.

The White Tail Beaver who is leading the ceremony stretches out his or her arms sideways, and then lowers them, saying “Chopping Positions”. At this signal, all Beaver Scouts 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 Beaver Scouts are in the chopping position, the White Tail asks in a loud voice, “Who are we and what do we do?”

As loudly as they can, the Beaver Scouts reply: “Beavers, Beavers, Beavers! Sharing, Sharing, Sharing!” Immediately after this, in unison, the Beaver Scouts call, “Ooo-oo-OO!”, starting quietly and building ever louder. At maximum volume, Beaver Scouts 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.

Following this, the adventure or meeting begins.

CLOSING CEREMONY

Introduction

The [Closing Ceremony](#) is used at the end of each weekly meeting. It can also be used to signal the conclusion of any gathering of Beaver Scouts. The Closing Ceremony helps Beaver Scouts with the transition from Beaver Scout meeting to home. It is an opportune time to remind the Beaver Scouts of what they will be doing next and to send them off with a desire to be at the next Colony meeting/activity.

Requirements and Procedure

All Beaver Scouts and Scouters take part in the Closing Ceremony. Start the ceremony in the same manner as the Opening Ceremony.

Once Riverbanks are formed, a moment of gratitude, reflection or the Beaver Scout Prayer is shared. If a prayer or blessing is used, it is best to use the same one consistently week by week. White Tail Beavers lead this.

Next, the White Tail leading the ceremony asks all Beaver Scouts to assume “Campfire Position” (sit down cross-legged). At this point, the Badge Presentation Ceremony takes place (if there are Personal Achievement or Outdoor Adventure Skills badges to present). (See Badge Presentation Ceremony below.)

Once the badges have been presented, share any announcements with the Beaver Scouts and be sure to remind them about the exciting activities they have helped plan for the next week!

Finally, the White Tail who is leading the Closing Ceremony raises an arm above his or her head and Beaver Scouts follow the action. With the palms of their hands, all Beaver Scouts make one last resounding slap on the floor in front of themselves saying “Good Night, Beavers, and Busy Building Tomorrow!”

MEANING OF THE TAIL COLOURS

Brown Tail

Natural World: The brown tail represents the colour of wild beavers’ fur, and the Earth where we live and where things grow. (Remind Beaver Scouts of their responsibility to help take care of the world.)

Growth and Development: The brown tail symbolizes a time of discovery and potential growth, when Beaver Scouts are entering a new phase in life and discovering a broader world beyond family and close friends. Think of the brown earth where a seed is buried just waiting for the right opportunity to grow.

Blue Tail

Natural World: In nature, blue represents the sky and water.

Growth and Development: The blue tail symbolizes the immense opportunities to explore now opened up to Beaver Scouts whose abilities are expanding and changing. Think of how endless the sky or sea are when you’re standing on the shore.

White Tail

Natural World: The white tail represents the moon and the stars. They give us light to help us find our way through the darkness of the night.

Growth and Development: The white tail symbolizes distant goals, which seem difficult and far away, but which can be reached. Traveling to the moon was once considered impossible, but now we look forward to travels to Mars and beyond. Through hard work and determination, we prove that nothing is impossible. As the stars in the night sky guide adventurers home, the White Tail Beaver Scouts guide the Colony.

BADGE PRESENTATION CEREMONY

Introduction

The badge presentation ceremony is often part of the Closing Ceremony, though it can also be used as part of other ceremonies such as the Swim-up Ceremony or Northern Lights Award presentation ceremony.

Requirements and Procedure

All Beaver Scouts and Scouters are present for this ceremony. If not being done in conjunction with the Closing Ceremony, start the ceremony in the same manner as the Opening Ceremony.

Once Riverbanks are formed, ask all Beaver Scouts to assume “**Campfire Position**” (sit down cross-legged).

For the badge presentation, one by one, youth are asked to swim up the river from the bottom of the river. To do this, they walk behind the other Beaver Scouts until they reach the bottom of the river, then “swim” up the middle of the river banks to the youth or Scouter who will be presenting the badges. The youth is presented with the badges he or she has earned and is congratulated in a way chosen by the Colony Leadership Team. The youth then turns towards his or her riverbank and, walking down the outside of the river, returns to and sits down in his or her spot. The next youth to be presented with a badge(s) is called forward.

INVESTITURE AND TAIL CEREMONY

The Investiture ceremony is a very important part of Scouting tradition. In this ceremony, returning youth and Scouters re-affirm their promise and commitment to Lord Baden-Powell’s vision, while the new youth and Volunteers have the excitement of making their promise for the very first time.

For the Beaver Scouts, the presentation of the brown, blue and white tails are part of this ceremony. The presentation of tails is the way we celebrate how the Beaver Scouts have grown. Beaver Scouts enjoy receiving these tails and seeing how their journey has progressed.

Requirements

How you develop your investiture and tail ceremony is up to you. However it should have the following elements:

- This ceremony is planned by the Colony Leadership Team who, with support of the Scouters, work to make it very special because it celebrates what Scouting is all about!
- The ceremony is held outdoors, if at all possible. If not, make sure it has an outdoor theme.

- The Beaver Scout Flag is held by the youth and Scouters while reciting their promise.
- The new neckers and woggles are presented to those making the promise for the first time. (Returning Beavers who have grown might wish to exchange for a larger necker at this time.)
- The Beaver Scout Promise is recited by all Beaver Scouts (new and returning) and the Scout Promise is recited by Scouters (new and returning.)
- Group, Area, Council and Section badges are presented to those who need them.
- Parents/guardians are invited to and involved in this significant ceremony.
- The meaning behind each tail colour and the difference of each year in the Beaver Scout program is explained to the youth and parents.
- Although the ceremony should stay the same (relatively) from Colony to Colony, Groups are welcome to establish their own traditions.

Procedure

The ceremony begins outdoors at the beginning of the path the group will walk for the ceremony. The Colony and parents walk to a new location for the presentation and investiture of each Tail Group to symbolize the Beaver Scouts' growth and progression.

A Scouter begins by welcoming everyone and explaining what will happen. The group then walks to the first stop, where the Brown Tails will be presented with their tails and then invested.

Note: it is helpful to have one person designated to take care of neckers, tails, badges, etc. for each Tail Group. A different Scouter could be in charge of leading the ceremony at each stop.

Brown Tails Stop

- The Scouter calls "**Riverbanks**" and Beaver Scouts and Scouters form the "riverbanks." Parents stand behind the riverbanks on both sides, possibly behind their own child.
- Ask the Beaver Scouts what the meaning of a brown tail could be. Encourage as many ideas as possible, but make sure the "natural world" points listed in the "Meaning of the Tail Colours" (see side bar) are mentioned and understood. Next, explain the significance of the first stage in Beaver Scouts, as described in the "Growth and Development" (see side bar).

- The Scouter calls up one youth at a time to receive his or her brown tail. When a Beaver Scout's name is called, the youth takes two steps back from the riverbank, walks to the bottom of the river and swims towards the Scouter conducting the ceremony. If you have a Cub Scout or Scouter who is a youth from another Section, he or she could lead this part of the ceremony. The tail is buttoned on. The Brown Tail Beaver Scouts remain standing at the front, forming a Brown Tail group.
- Once all Brown Tails have been presented with their tails, a parent/grandparent/guardian is invited to come and stand behind each Brown Tail. For Brown Tails who do not have a parent present, a Scouter will stand with them.
- The Scouter speaks briefly about the importance of the Beaver Scout promise and how it joins us to Scouts across Canada and around the world.
- The Brown Tails, as a group, hold on to the Beaver Scout flag with the left hand and make the Beaver Scout Salute with the right hand. With support of all the Beaver Scouts, they then say the Beaver Scout Promise as a group. This is not a test of memory!
- Neckers and woggles are given to the parent/Scouter with each youth to place on the Brown Tails. Make sure you give an opportunity for excited parents to take pictures!
- All Scouters congratulate the Beaver Scouts with the left-handshake and they return to their spot by walking outside the river (they do not walk back up the river). If the Colony Leadership Team has chosen a cheer for congratulations, this is offered now.
- The group then walks to the Blue Tail Stop.

Blue Tail Stop

Repeat the same ceremony as for the Brown Tails with the following changes:

- Speak of what it means to be a Blue Tail.
- Have both new Blue Tails and returning Blue Tails repeat the promise together.
- Acknowledge the leadership role Blue Tails offer in the Colony.
- Present neckers and badges to only the new youth. (The returning youth continue to wear neckers from the previous year unless they need a bigger one.)
- Congratulate the Blue Tails in the way chosen by the Colony Leadership Team.

White Tail Stop

Repeat the same ceremony as for the Blue Tails with the following changes:

- Speak of what it means to be a White Tail.
- Have both new White Tails and returning White Tails repeat the promise together.
- Emphasize the leadership role they have together in their Lodges and as the Colony Leadership Team.
- Present neckers and badges to only the new youth. (The returning youth continue to wear neckers from the previous year unless they need a bigger one.)
- Remind them that, in a few months, they will begin their Northern Lights Quest and work toward the Northern Lights Award.
- Congratulate the White Tails in the way chosen by the Colony Leadership Team.

Closing Stop

At the end of the trail:

- Invest new, Volunteer-ready Scouters. Remember to use the Scout Promise (not the Beaver Scout promise) when investing Scouters. Beaver Scouts can place the necker on the Scouter and announce the Scouter's Friends of the Forest name.
- Thank parents/grandparents/guardians for coming and remind them of their role in making the Beaver Scout program successful.
- Share a moment of reflection, a Beaver Scout's Own or a Scouter's Five.
- Conduct the Closing Ceremony, if you are not returning to the meeting place.

FORMAL CAMPFIRE FOR BEAVER SCOUTS

It is very likely that a youth's fondest memories of his or her Scouting experiences are of the times he or she sat around an evening's campfire. Campfires have a magical quality to them — a quality that often defies description. Where else can Volunteers and youth stand up together and make a total fool of themselves singing "I'm a Little Teapot," all the while feeling totally at home?

A formal campfire is something Beaver Scouts should experience at an early age. When the campfire just involves the Beaver Scouts, you can relax the formal rules. At the same times, this is an important opportunity to learn about respect

the traditions and rules. Let this be a time when the experienced Beaver Scouts share traditions with the new Beaver Scouts.

Requirements and Procedure

A typical campfire for Beaver Scouts lasts about 30 minutes. It has both active and reflective components to it, as shown in the typical campfire layout below:

Active Section	• Opening
	• Welcoming Song - Round (e.g. "The More We Get Together")
	• Action Song (e.g. "I'm a Little Teapot ")
	• Skit (e.g. "I need to go Weee!")
	• Yell (e.g. "The Tony the Tiger Cheer")
	• Action Song (e.g. "Mother Gooney Bird")
	• Skit (e.g. "I Don't Have a Skit!")
	• Yell (e.g. Round of applause)
Transition Section	• General Song (e.g. "Ging Gang Goolie")
Reflective Section	• Scouter's Five
	• Spiritual Song or A Beaver's Own
	• Closing or Prayer

NORTHERN LIGHTS QUEST CEREMONY

This is a special ceremony where we celebrate the White Tail Beaver Scouts who are ready to start their journey to Cub Scouts. During this ceremony, they receive their Northern Lights Tail as well as the scroll outlining their Northern Lights Quest.

You may wish to use a story book about the Northern Lights such as one by Inuit author, Mindy Dwyer: *Aurora: A Tale of the Northern Lights* (Alaska Northwest Books, 2001) or you might find an Aboriginal "Northern Lights" legend related to your area of Canada or you might tell your own story. The purpose is to make this a significant and magical moment for the White Tail Beaver Scouts.

Requirements and Procedure

Begin in the Riverbanks formation. A Cub Scout or a Scouter tells a story about the Northern Lights.

The youth are then told:

"Tonight, when the Northern Lights shine in the night sky (the other Beaver Scouts wave glow sticks or flashlights), you White Tail Beavers are not the only ones looking at them. There are some other visitors who are looking to the night sky. From Akela's Jungle, some Cub Scouts from the Wolf Cub Pack have come. They keep their distance at first. (If you have Cub Scouts present, they act this out.) Yet one comes forward to see what the White Tails are doing, and soon invites the other Cub Scouts to join. The Cub Scouts sense that the White Tail Beaver Scouts are eager to begin a journey to the Northern Lights, and discover more about themselves and what they can be in the world. The Cub Scouts know what lies beyond the Northern Lights.

They have brought a special map to guide the White Tails on this journey. They sense that now is the time to share the knowledge contained in this Northern Lights map."

White Tails are called up the river one at a time and presented with their Northern Lights Tail. Then a Cub Scout (if possible) presents each White Tail Beaver with the map for his or her Northern Lights Quest, which (upon completion) will result in the North Star Award. Make a big deal about this quest being something that only White Tail Beavers can go on. After receiving the scroll, the White Tail then sits back down as in

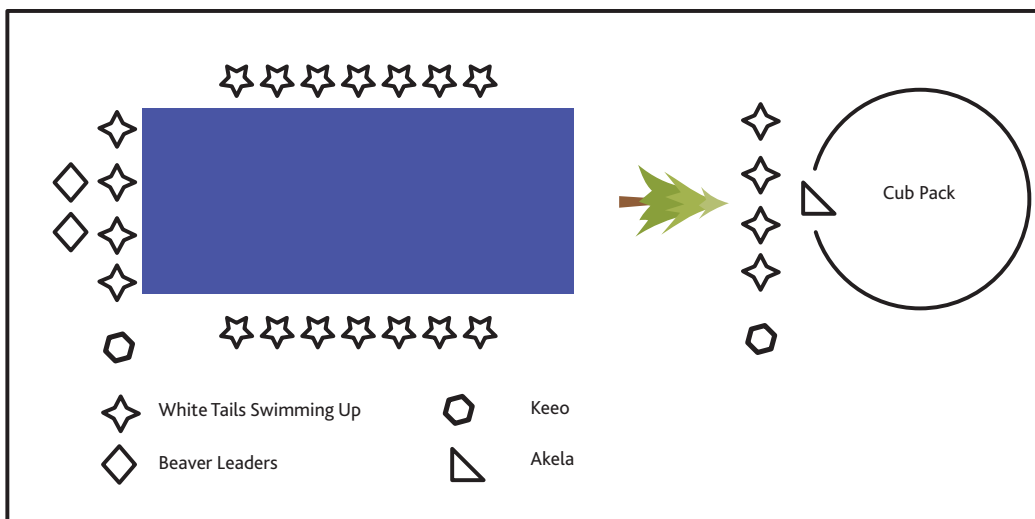
every other ceremony.

Once all White Tails have received their Northern Lights Tail and map, the ceremony is concluded and the Cub Scout(s) and designated Scouters lead the White Tail Beavers to an area where the Scouters go over the quest with the White Tail Beavers. This is their first planning meeting as a Northern Lights Quest group to begin discussing how they are going to achieve this quest as they prepare for Cub Scouts. It is also an opportunity for them to ask questions of the Cub Scouts about the Cub Scout program. Have the White Tail Beavers take their cloth maps out and do a quick review of what they've done in the program so far and then locate Akela's Jungle and the Northern Lights area. (Note: this is not the personal review that is part of the quest, but simply a chance to orient and beginning thinking about the quest they are undertaking.) This special meeting time is held while the rest of the Blue Tails and Brown Tails continue with games or activities.

SWIM-UP CEREMONY (ADVANCEMENT CEREMONY)

This is an essential ceremony that celebrates the advancement of the Beaver Scouts as they continue their journey into Akela's Jungle. The ceremony itself is fairly rigid, as it involves the Cub Pack, but how you present it is up to you. If possible, hold this ceremony with all Sections of your Group so that the Beaver Scouts move up to Cub Scouts, then Cub Scouts to Scouts, and so on.

CEREMONY FORMATION



Requirements and Procedure

The ceremony begins in the same manner as the Opening Ceremony, with the Colony in the Riverbanks formation and the Cub Pack at ease in the Pack Parade Circle, leaving an opening facing the Colony. A Colony Scouter calls out the names of the Northern Light Tail Beaver Scouts who are swimming up. As their name is called, each Beaver Scout “swims” up the river to the Colony Scouter and stands facing them.

Colony Scouter: *“Beaver Scouts, I invite you to remember your Beaver Scout Promise as you prepare to cross the forest to the jungle beyond. Once again I ask you to join with me in the Beaver Scout Promise.”*

All make the Beaver Scout sign.

All: *“I promise to love God and help take care of the world.”*

If there are any presentations of badges or special gifts to the Northern Light Tail Beaver Scouts, then do it here. Gift presentations could include a compass or a headlamp.

Colony Scouter: *“Beaver Scouts, we wish you the best on your Scouting journey as you join the Wolf Cub Pack.”*

The Beaver Scouts now shake hands with the Scouters and then, escorted by two Cub Scouts, walk up the river formed by their Colony to stand facing the Pack Scouters and the Pack.

The Cubs Scouts bring the new Cub Scouts to Akela and say, *“Akela, these are the new Cub Scouts, I have told you about. This is (name, name and name.)”*

Akela shakes their hands and welcomes them into the Pack. Akela asks the youth to make the Beaver Scout sign, then to straighten out the two fingers to make the Cub Scout sign. Akela returns the salute and welcomes the new Runner Cub Scouts to the Pack. Introductions should not be necessary because the youth will have already met the Pack Scouters and the Tracker Cub Scouts as part of linking activities.

The Cub Scout Pack continues with its ceremony.

NORTH STAR AWARD PRESENTATION CEREMONY

The North Star Award Ceremony is the first presentation of a major award for the Northern Lights Tails youth. It signifies that they have completed the quest that began at their Northern Lights Tail Ceremony. The North Star Award is a special badge, the pinnacle achievement of the Beaver Scout Section. This award is worn on the Cub Scout uniform.

The award should be presented by the Group’s Youth Commissioner (or Group Commissioner if there is no Youth Group Commissioner) at a special venue, with all those receiving the award, their parents and other invited guests in attendance. The key is to make the ceremony special for the Beaver Scouts without making it too long. The Colony Leadership Team has input into the location and other aspects of the ceremony. It is a remarkable achievement for the youth, and it needs to be recognized as such.

CUB SCOUTS WELCOME TO THE JUNGLE



Cub Scouting on The Canadian Path

Cub Scouting is for youth ages 8-10. The theme of the Cub Scout program is inspired by *The Jungle Book*, by Rudyard Kipling, in which a jungle wolf pack in India adopts an abandoned young boy.

Youth of Cub Scout age come together in small groups called Lairs. Lairs are usually made up of about eight youth. Collectively, Lairs make up a Cub Pack.

“Now Chil the Kite brings home the night
That Mang the Bat sets free
The herds are shut in byre and hut,
For loosed till dawn are we.
This is the hour of pride and power,
Talon and tush and claw.
Oh, hear the call! Good hunting all
That keep the Jungle Law!”

(*The Jungle Book*, by Rudyard Kipling)

- A Balanced Program in six program areas: Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression and Beliefs & Values
- A journey of personal growth

What follows is a brief overview of The Canadian Path for Cub Scouts.

SO WHAT DOES THIS ALL LOOK LIKE IN THE CUB SCOUT PROGRAM?

1. NON-FORMAL APPROACH TO LEARNING

Non-formal learning in Cub Scouts is the knowledge developed through youth-planned activities. Cub Scout activities are engaging, enjoyable, hands-on experiences.

2. SEVEN COMPONENTS OF THE SCOUT METHOD FOR CUB SCOUTS

All Sections in Scouting follow the Scout Method.

- Cub Scout Law and Promise
- Learning by Doing
- The Team (Patrol) System in Cub Scouts is Lairs

The Canadian Path — the Way Scouting Is Done In Canada

It involves:

- A non-formal approach to learning
- The seven components of the Scout Method
- The Four Elements (Youth-led, Plan-Do-Review, Adventure and SPICES)

- The Symbolic Framework used is “The Jungle”
- Nature
- Personal Progression
- Volunteer Support (Pack Scouters)

3. THE FOUR ELEMENTS

The Four Elements are essential components of The Canadian Path. These are explained in great detail Chapter 1. What follows is a quick refresher.

Youth-led: Cub Scouts decide on the Scouting activities they will do, supported by Scouters. Cub Scouts learn to generate ideas for program activities within their Lairs, and decisions on what activities are selected is done through a team of third-year Cub Scouts, supported by Scouters.

Adventure: An Adventure is a new activity that challenges Cub Scouts. An Adventure provides the Cub Scouts with unique opportunities to learn about themselves and the world.

Plan-Do-Review: This is the three-step process that guides all activities in the Cub Scout program. The Cub Scouts plan an Adventure, they do it, and (with support from the Scouters) they review what they have learned.

SPICES: SPICES are the six dimensions of personal developments that Cub Scouts can explore and develop through their Adventures. Cub Scouts are guided in their SPICES growth through reviewing completed Adventures. The six SPICES are: Social, Physical, Intellectual, Character, Emotional and Spiritual.

THE SIX PROGRAM AREAS

Environment & Outdoors
 Leadership
 Active & Healthy Living
 Citizenship
 Creative Expression
 Beliefs & Values

4. A BALANCED PROGRAM IN SIX PROGRAM AREAS

Cub Scouts use a Cub Pack Jungle Map when choosing adventures. The Jungle Map helps them visit each of the six Scouts Canada Program Areas throughout the year. These six areas are spread over several spots on the Cub Pack Jungle Map.

Council Rock relates to **Leadership**

The Red Flower Camp relates to **Outdoors**

Baloo’s Cave relates to **Beliefs & Values**

Bagheera’s Hunting Grounds relates to **Environment**

Monkey City relates to **Creative Expression**

Elephant Turf relates to **Citizenship**

The Swinging Bridge relates to **Active & Healthy Living**

And in keeping with *The Jungle Book* theme, Cub Scouts have a village on the map. This place on the map relates to linking with other Scouting Sections.

5. A JOURNEY OF PERSONAL GROWTH

The development of each Cub Scout is unique. Although they share adventures, what Cub Scouts learn depends on the individual. Over the three years of the Cub Scout Program, there are many opportunities for personal growth in a variety of areas. There are many ways to challenge Cub Scouts on their Scouting journey. These include:

- **Outdoor Adventure Skills Awards:** The Outdoor Adventure Skills are in nine areas with nine stages in each. The youth continue to progress through these awards as they move from Section to Section.
- **Personal Achievement Badges:** These are defined by each Section, emphasizing the youth’s own interests and creativity. They build skills in the Plan-Do-Review cycle.
- **Top Section Award:** Each Section has a Top Section Award through which youth demonstrate excellence in Scouting along specific criteria. The Cub Scout Award is called the Seonee Award.
- **Year-end Review:** At the end of each year, each Cub Scout reviews his or her personal progression with a Scouter.
- **Linking:** These are the experiences gathered by linking (engaging) with other Scouting Sections. These are marked with a badge, the Canadian Path Linking Badge, at the end of the Cub Scout Journey.

THE JUNGLE: The Cub Scouts Symbolic Framework

LAIRS AND THE CUB PACK

You already know that a small group of Cub Scouts makes a Lair and that the Lairs form a Pack. As a Volunteer, you are also part of the Pack and are known as a Pack Scouter!

Each Lair is comprised of a mixture of the three age levels of Cub Scouts so that everyone can learn from each other. The Cub Scouts pick a name for their Lair. All the members of the Lair may wear a colour patch on the right sleeve of their uniform. While Lairs may be named by the patch colour, the Lair name is up to the creativity of the Lair.

Within each Lair, there is a mixture of grade/age levels. In keeping with *The Jungle Book* theme, each grade level of Cub Scouts is named for a wolf characteristic. Grade 3 Cub Scouts are “Runners”, Grade 4 Cub Scouts are “Trackers”, and the Grade 5 youth are “Howlers”. A youth who wishes to join Cub Scouts would start at the same level as their grade peers, regardless of when they join. Scouters will be sensitive to the individual needs of youth who are in a grade not consistent with their age group. Youth will always progress to the next level of Cub Scouts.

All Cub Scouts wear a neckerchief (necker) held together with a “woggle”, which is a cloth strip that hold the ends of the necker together. Each woggle has “whiskers”. Runners have one line (whisker), Trackers have two, and Howlers have three. Each woggle is given after specific activities are completed.

Cub Scouts Basics

JUNGLE TRADITIONS

The Cub Scout Sign



The Cub Scout Sign is used for greeting other Cub Scouts and Scouters. It is also used when saying the Promise. The Cub Sign is formed with the first two fingers on the right hand, open to form a “V”, with the thumb holding down the last two fingers, raising the right arm bent at the elbow and holding the hand level with the head. Baden-

Powell explained that the two fingers of the Cub Scout Sign are like the ears of a wolf. The Cub Scout Sign, when held high above the head, is a signal for getting everyone’s attention. When the signal is made, all members of the Pack (Cub Scouts and Scouters) must stop what they are doing, become quiet, and make the signal as well. It may take a while, but be patient and don’t shout out to stop and be quiet.

The Cub Scout Salute



The Cub Scout Salute is similar to the Cub Scout Sign, except that the hand touches the head or headwear. The Salute is used when the Cub Scouts salute the Flag of Canada.

The Cub Scout Handshake



The Scout Handshake is used by all members of the Scouting movement. All members of Scouting shake with the left hand as a symbol of peace.

The Totem or Wolf Head



Baden-Powell suggested that every Pack have a totem pole, which is like a crest of the Pack. Packs may choose to use a totem of a wolf head at the centre of the circle when the Pack meeting is opened. Other Packs may choose to use a box covered by a grey blanket that symbolizes “Council Rock”. They can be used together.

Jungle Ceremonies

The ceremonies of the Cub Pack continue with a jungle flavour. The Grand Howl opens and closes each meeting. Packs can perform *Jungle Book*-themed opening and closing ceremonies using language from *The Jungle Book*. Other ceremonies (such as investitures) may have optional jungle versions.

The Jungle Map

Cub Scouts select adventures from areas on The Cub Scout Jungle Map. The places on the map are named for *Jungle Book* characters and/or locations, and each is related to one of the six Scouting Program Areas.

Creating a Jungle Atmosphere

If your Cub Scouts really enjoy the jungle theme, it may be continued throughout the adventures that Cub Scouts choose or develop. Packs may create a jungle atmosphere through jungle games, dances, stories, songs, chants, playacting or decorations.

Jungle Names

Volunteers in the Cub Pack are known as Pack Scouters. They serve as guides and mentors for the Cub Scout adventures. They are given character names from *The Jungle Book*, or *The Second Jungle Book*, both by Rudyard Kipling. Cub Scouts enjoy choosing the names for Pack Scouters!

The following is a selection of character names from *The Jungle Book* (1894) and *The Second Jungle Book* (1895). Good characters have been the traditional names for Pack Scouters, except for Mowgli. Bad characters, such as Shere Khan (the tiger), Tabaqui (the jackal) and Jacala (the crocodile) are not used for Scouter names.

Akela	Wolf
Bagheera	Panther
Baloo	Bear
Chil	Kite (bird)
Hathi	Elephant
Kaa.....	Rock Python
Mang	Bat
Raksha.....	Mother Wolf
Ikki	Porcupine

DID YOU KNOW?

The Seonee Award is named after the Seonee Wolf Pack that adopts Mowgli. The Pack lived in the Seonee Hills.

How is a youth placed in a Lair?

First of all, a Lair needs a mixture of ages, as much as is possible, depending on the numbers at each age level. This is important so that the Cub Scouts in each Lair can develop leadership skills. In a Lair, the Howlers are the leaders, supported by their Scouters.

When forming new Lairs, engage the Pack Leadership Team in making the decisions. Remind the Howlers of the need for balancing the numbers of Howlers, Trackers and Runners in each Lair, but also help them be sensitive to important friendships, sibling preferences, and the individual needs of the Cub Scouts when assigning them to a Lair.

If your practice is to change Lairs each year, these are important considerations. If you maintain the Lairs from year to year, the Pack Leadership Team will only have to place the new Cub Scouts in a Lair. The considerations are still the same.

Lairs, once assigned, should still be flexible. During the year, or at year-end, some Cub Scouts may need or appreciate a change.

Assigning Scouters to support a Lair

Depending on the number of Scouters, there should be one or two who work consistently with a Lair. Scouters, regardless of their age or participation in another Section, can fill this important role. The Scouter who works consistently with a Lair gets to know the youth, their skills and abilities; and can therefore support them more effectively.

A Scouter who is also a parent of a Cub Scout should work with a different Lair than the youth's Lair. This prevents awkward situations and conflicts of interest. Exceptions for parents of youth with disabilities may be considered.

Lair Scouters

Scouters should be designated to work with the same Lair each week in order to get to know the Cub Scouts in that Lair. The role of the Lair Scouter is to be a mentor to the youth, to encourage their ideas, to encourage each of the Cub Scouts in their personal progression and to support the Trackers and Howlers in their leadership roles. It would be especially important that the Scouter notice youth who rarely offer ideas or volunteer for leadership and help them participate. Youth from older Sections who have been screened to volunteer as Scouters would serve well in this role as well.

Remember: if all Lairs meet in various spots within the main gathering space of the pack, one Scouter can work with each Lair while still maintaining the Two Scouter Rule. If the Lairs meet in locations that are not in eyeshot and earshot of each other, two Scouters must work together with each Lair.

Pack Leadership Team Scouter

Again, the role is one of mentorship and encouraging the Cub Scouts to participate, share their ideas and to take on age-appropriate leadership roles. The Contact Section Scouter may also serve on the Team.

Contact Section Scouter: In many Packs, Akela does this job, but any Scouter can!

Note: In some Packs, depending on size, there will naturally be overlap in these roles.

A Cub Scout's Own

A Cub Scout's Own is a reflective time that may be part of the Closing Ceremony at a meeting, a hike, a camp or another activity. It is also helpful in the transition from Cub Scouts to home.

Scouters should honour and acknowledge the diversity of faith practices that exist within the Group and Section, as well as diversity across Scouts Canada.

Suggestions for a Cub Scout's Own

The challenge for the Cub Scouts will be keeping their thoughts in their heads, but with practice, they will improve. This reflective time could be accomplished by any of the following:

- To name one thing for which they are thankful
- Refer to the Internal Compass: Welcoming Wonder, Naming Gratitude, Experiencing Service, Stopping for Reflection. Have the Cub Scouts turn to face each of the directions as a Scouter names something from the meeting/activity that relates to that direction
- One of the Cub Scouts or Scouters can offer one or two "Do your Best...." questions. Did you do your best getting along with the other Cub Scouts? Working as a team? Showing respect for each other?
- A moment of silence for a reason shared with the youth
- A prayer learned and repeated together as a Cub Pack
- A moment to reflect on something each Cub Scout was proud of doing

By-laws, Policies & Procedures: By the Book!

HOW MANY SCOUTERS ARE NEEDED IN A PACK?

The ratio of Scouters to Cub Scouts is 1:6, but there must always be at least two Scouters working with youth, both in the meeting area and on activities outside of the meeting area. Parent Helpers are not counted in this ratio.

Scouters between the ages of 14-18 with Wood Badge I are counted in the ratio, as long as there are two Scouters over the age of 18. Scouters need to be completely screened according to the Scouts Canada Child and Youth Safety Policy in order to be counted in this ratio; further, Scouters will only count toward the ratio if they have appropriate training for their Section.

Policies of Scouts Canada (such as the ratio of youth to Scouters) are found in *By-laws, Policies and Procedures* which is found at Scouts.ca. (Information about ratios is in section 4008.2.)

DID YOU KNOW?

By-laws, Policies and Procedures is only available online so that as changes are made, they can be updated immediately. No print copies are available. It's important to know where to find the current information relating to Cub Scout activities!

RUNNERS, TRACKERS AND HOWLERS: YOUTH LEADERSHIP WITHIN THE CUB SCOUT PACK

Each Cub Scout has a role within the Cub Scout Pack.

Runners

Runners learn the “way of the Pack” by:

- Helping their Lair choose their Pack journeys
- Using the Plan-Do-Review cycle for adventures
- Leading their Lair or Pack in “gathering activities” (activities easily joined as Cub Scouts arrive at a meeting)
- Sharing special skills and knowledge with their Lair
- Exploring interests through the Personal Achievement Badges

Trackers

Trackers continue making choices on the Pack adventures and their own Personal Achievement Badges. They:

- Act as mentors to the Runners and help them learn skills and the way of the Pack
- Assist in the running of the Cub Pack or Lair activities, such as games
- Assist the Beaver Scout Colony by helping with their adventures, planning and conducting several activities, or sharing a mutual adventure throughout the year
- Connect with the White Tail Beaver Scouts in preparation for them moving up to Cub Scouts.

Note: Trackers who attend Beaver Scout meetings on a regular basis are considered part of the Colony Leadership Team and help represent the Beaver Scouts in the planning meetings. They are given special names as “Friends of the Forest”.

Howlers

Howlers are “the voice of the Pack”. They:

- Mentor the Cub Scouts who are in their Lairs
- Guide the Lair in recommending the adventures for the Pack
- Work with other Howlers and Scouters to decide the order and select adventures
- Offer guidance and assistance to the Runners and Trackers during the adventures

- Take a leadership role with adventures
- Support the Pack in administrative tasks, such as gathering materials, collecting dues, helping with attendance, etc.
- May take responsibility for equipment use and storage at camps, hikes, etc.

Pack Leadership Team

Howlers from each Lair come together regularly as part of the Pack Leadership Team. This team is made up of

- All Howlers
- Two Scouters

The Pack Leadership Team:

- Meets to mentor new Howlers on their roles at the start of the Scouting year
- Meets to decide the Pack adventures
- Reviews and approves the awarding of the Cub Scout Top Section Award
- Creates a Pack Code of Conduct with input from each Lair

Note: Planning Meetings and Review meetings of the Pack Leadership Team will typically happen at separate meetings, but they can occur together if one adventure leads right into the next.

Pack Leadership Team Meeting Format

Brief (15 minutes at the most)

Held either in a corner of the meeting space or outside to facilitate discussion

It is important to remember that each group of youth is different, and some Howlers may be more willing than others to participate and plan, particularly when the role is new for them. Developing leadership skills is a process. Allow and encourage the youth every opportunity to provide input to the program, and give them as many leadership opportunities as possible, but do not force them to make the decisions if they aren't ready. It is a skill that will be developed through the Pack Leadership Team.

HOW THE PACK LEADERSHIP TEAM DECIDES AN ADVENTURE

The Howlers determine a method for gathering ideas from their Lair at a Pack Leadership Team Meeting. There are many ways to gather ideas. You (as the Lair Scouter) can suggest the Howlers write ideas on a chart, or you can give them Post-It notes to gather their ideas.

The Scouters help the Howlers review the Program Areas that have already been visited and which ones need visiting. Get out the Jungle Map to ensure that adventures are chosen from each location/Program Area over the course of the year.

Howlers return to their Lairs and follow the chosen strategy to collect ideas from the Runners and Trackers for adventures. In the Lair, the top two or three ideas are chosen and voted on so that the Howlers can bring those back to the Pack Leadership Team.

The Howlers return to the Pack Leadership Team with the Lairs' top suggestions for adventures. Each Howler presents his or her Lair's ideas and any general comments from the Lair about the adventure suggestions. The Howlers work together, supported by the Scouters of the Pack Leadership Team, as they develop their decision-making skills and select adventures. As a Scouter, you can guide the Howlers' decisions with great questions to help them.

When the Howlers are meeting with the Pack Leadership Team, what do the others do? This is a great time to have the Trackers teach the Runners a new game or hold another activity

Planning for the first adventure is scheduled for the next meeting of the Pack. Scouters should hold a meeting prior to the next Pack meeting to determine how you will guide the youth in their plan for the adventure.

Contact Section Scouter: Akela

One of the Pack Scouters serves as the Contact Section Scouter with the responsibilities of reporting to parents, the Group Committee and coordinating with other Sections. This Scouter is usually given the name "Akela", but any Scouter can fill the role.

The Meeting of the Pack begins with Meeting in Lairs!

The Lairs get together regularly (during meetings and at camp) to plan their current adventures, review past adventures and to discuss their goals for future adventures.

At the beginning of each Cub Scout meeting, Cub Scouts gather in their Lairs. The Lairs are spread out in the meeting area.

Scouters join the Lairs as they prepare for the meeting. Chat with the Cub Scouts. Ask them about good turns they had done for others during the week. Discuss any Personal Achievement Badges that the Cub Scouts are working on.

During this time, Howlers may arrange for the collection of weekly dues.

Youth Leadership from Other Sections

A Scout or Venturer Scout who works with the Cub Scout Pack is part of the Pack Leadership Team (but does not count for ratio). His/her Scouter name may be chosen from The Jungle Book. Another Scouter in the Pack could be assigned to mentor the Scout or Venturer if needed.

Exploring the Jungle

LET THE ADVENTURES BEGIN!

With your support and mentoring, the Pack has chosen the next adventure. It was determined after input from the Cub Scouts in their Lairs and through the Pack Leadership Team, under the direction of the Howlers. But it doesn't have to include the entire Pack! There are times when there may be two or more adventures happening, maybe with a few Lairs working together on an adventure while the other Lairs have a different adventure. That's okay, as long as they are all supported by Scouters.

Whether a big adventure or a short activity, it should connect to one of Scouts Canada's six Program Areas.



Here are some types of adventures that may happen in the various spots of the Jungle Map.

Council Rock (Leadership)

- Earning your new whiskers
- Planning a fall camp
- Leading an adventure review
- Planning a games night



The Red Flower Camp (Outdoors)

- Hiking
- Pioneering
- Orienteering
- Geocaching



Baloo's Cave (Beliefs & Values)

- Planning a Cub Scout's Own
- Planning a campfire
- Visiting a multicultural fair
- Learning about other cultures



Bagheera's Hunting Grounds (Environment)

- Going on a nature scavenger hunt
- Visiting an animal shelter or wildlife area
- Planning a Leave No Trace hike
- Cleaning up a community area
- Planning a skit night
- Sharing your hobbies
- Performing with a musical instrument
- Planning a hike through the community
- Creating a project to help your family
- Entertaining senior citizens



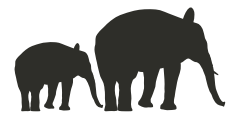
Monkey City (Creative Expression)

- Planning a skit night
- Sharing your hobbies
- Performing with a musical instrument
- Planning a hike through the community
- Creating a project to help your family
- Entertaining senior citizens



Elephant Turf (Citizenship)

- Planning a hike through the community
- Creating a project to help your family
- Entertaining senior citizens



The Swinging Bridge (Active & Healthy Living)

- Paddling
- Planning a healthy camp menu
- Cycling



The Village (Linking with other Scouting Sections)



- Planning an activity for the Beaver Scout Colony
- Having a camp with the Beaver Scout Colony
- Going on a hike with the Scout Troop

Trail Cards

There may be occasions when Cub Scouts need some suggestions about what kinds of adventures they might like to have. Scouters can help guide the Cub Scouts. As well, as additional resource for Cub Scouts who may need ideas, there are suggestion cards, called Trail Cards. Trail Cards give ideas for adventures for every Program Area.

Each Trail Card has ideas that can be used in meetings or at a camp.

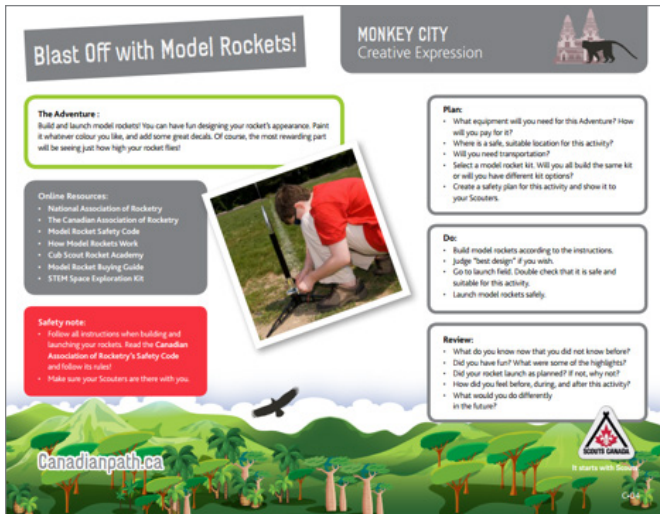


WHERE THE ADVENTURES BEGIN - COUNCIL ROCK

At the beginning of each year, the Cub Scouts all begin their journey at Council Rock on the Jungle Map. It is here that the Cub Scouts complete the activities to earn their woggles (whiskers, if they haven't received them at the end of the previous Scouting year). Once this has been accomplished, the Howlers begin collecting ideas for adventures.

Progress through the Cub Scout Journey

Each year provides new challenges for the Cub Scout. The following chart shows how the Cub Scout Program does that in a progressive way.



YEAR PROGRESSION	JUNGLE ADVENTURES	ADDITIONAL CHALLENGES	REVIEW PROCESS	NEXT STEP
Runner Age 8	One or more adventures for each area of the Jungle Map with the Lair or Pack	<ul style="list-style-type: none"> learn Cub Scout Promise, Law and Motto Outdoor Adventure Skills option of Personal Achievement Badges do at least one linking activity 	<p>Review each adventure with Lair and/or Pack.</p> <p>Year-end Review with Pack, with specific attention to the SPICES.</p>	Tracker
Tracker Age 9	One or more adventures for each area of the Jungle Map with the Lair or Pack	<ul style="list-style-type: none"> take part in leadership of Lair plan and participate in linking activities, especially those with Beaver Colony Outdoor Adventure Skills option of Personal Achievement Badges 	<p>Review each adventure with Lair and/or Pack.</p> <p>Year-end Review with Pack, with specific attention to the SPICES.</p>	Howler
Howler Age 10	One or more adventures for each area of the Jungle Map with the Lair or Pack	<ul style="list-style-type: none"> participate in leadership of Pack in Howlers' Council Outdoor Adventure Skills option of Personal Achievement Badges participate in linking activities with other Sections, especially with Scouts 	<p>Review each adventure with Lair and/or Pack.</p> <p>Review with Howlers' Council and Scouters.</p> <p>Year-end Review with Pack, with specific attention to the SPICES.</p>	Seonee Award and then to Scouts

CELEBRATING THE CUB SCOUT JOURNEY

To celebrate the Cub Scouts' accomplishments on their personal journey, they receive badges. Badges mark the journey; they are not the reason for the journey! There are several times when progress on the individual journey is celebrated.

- Investiture
- Completing a Personal Achievement Badge
- Completing a stage of an Outdoor Adventure Skill
- Completing the Year-end Review
- Completing the Seonee Award.
- Moving up to the Scout Section

Investiture Recognition

At Council Rock (on the Jungle Map) there are several activities relating to the Promise and Law, the Grand Howl, and the history of Scouting appropriate for each of the three ages/levels of Cub Scouts. These are completed in order for each Cub Scout to be recognized with the appropriate woggle for Runner, Tracker or Howler. A Howler woggle is presented to the third-year Cub Scout by a Scouter. The Howlers present the Trackers with their woggles, while the Trackers present the Runners with their woggles. As this is an important event in the life of the Cub Scout, there is a ceremony to celebrate! The Investiture Ceremony is held.

Here are the things that must be completed to be recognized with the appropriate woggle:

RUNNER	TRACKER	HOWLER
Learn the Cub Scout Handshake and Salute	Teach the Cub Scout Handshake and Salute to a Runner	Tell a little about Baden-Powell to the Runners
Perform a Grand Howl	Demonstrate a Grand Howl to the Runners	Lead a Grand Howl
Repeat the Cub Scout Motto, Law and Promise	Teach the Runners the Cub Scout Motto, Law and Promise	Teach the Runners what the Cub Scout Motto, Law and Promise means
Participate in a Cub Scouts' Own	Sharing a reflective piece in a Cub Scouts' Own, such as a poem or prayer	Organize and lead a Cub Scouts' Own
Do a good turn for somebody and discuss your good turn with the Lair	Do a good turn for somebody and discuss your good turn with the Lair	Do a good turn for somebody and discuss your good turn with the Lair

Personal Achievement Badges

Personal Achievement Badges provide opportunities for youth to pursue their own personal interests on an individual basis. They are structured to recognize existing knowledge or interest in an area and to challenge the Cub Scout to pursue further experiences. The process follows the Plan-Do-Review model. Badges acknowledge the Cub Scout's achievements in the pursuit of those interests. The Personal Achievement Badges are listed in a separate document along with the process of doing them.

The selection of Personal Achievement Badges is intended to provide a wide variety so that each Cub Scout can tailor the badge to suit his/her specific interest. To complete the badge, there are four requirements that must be completed. There are six varied suggestions provided for each badge, so that Cub Scouts may select from these, but Scouters need to encourage youth to select their own goals for the badges. Of the four requirements, any number can come from the Cub Scout. As well, the same badge may be presented more than once each year, as long as the Cub Scout selects a more progressive level or a different focus.

There are sixteen Personal Achievement Badges. When having adventures in an area, the Cub Scouts may be motivated to follow through on their personal interests connected with the area. They may also work on achieving any Personal Achievement Badge, regardless of the Program Area they are currently exploring. Scouter, you may help make a connection for a Cub Scout and a specific Personal Achievement Badge that may be of interest.

Personal Achievement Badges are completed solely at the discretion of the youth. They are meant to support and encourage the personal interests that contribute to the personal journey of each youth. While you (as a Scouter) can encourage Cub Scouts, don't pressure them.

OUTDOOR ADVENTURE SKILLS



Outdoor Adventure Skills are important skills associated with Scouting. Nine areas of skills (see sidebar) are part of every Scouting Section, from Beaver Scouts to Rover Scouts. Each of the nine skills is defined in nine progressive stages.

Outdoor Adventure Skills are learned in the completion of adventures. For example, youth on a winter camp can achieve several objectives in several Outdoor Adventure Skills, such as Winter Skills, Emergency Aid, Camping and Scoutcraft. Cub Scouts will recognize their personal development in these skills.

The Outdoor Adventure Skills accomplished by the youth depends on both individual and Cub Pack factors

Year-end Review

At the end of each year, the Lair Scouters will work with the youth in the Lair to review the adventures they have had. Although review takes place informally throughout the year, the Year-end Review gives the youth the opportunity to look at their cumulative growth. The Lair Scouters engage with the Lair: in the meeting hall, on a hike, at a camp or a campfire. Using Jungle Map as a reference may help guide the discussion. Using the SPICES review questions as a guide, the Scouter will ask:

- What is the most interesting thing you learned this year? Why?
- What did you find the most challenging? Why?
- What did you learn about yourself in all your adventures?
- How would you describe yourself at the beginning of this year and at the end?
- What do you know now that you did not know before?

The Pack Leadership Team may also do a Year-end Review, focusing on how they offered leadership to the Pack. Review questions may address what the Howlers learned as members of the Howlers' Council and leading their Lairs. Scouters participate in this review by answering the questions as well.

Cub Scout Top Section Award

The Seeonee Award is the Top Section Award for a Cub Scout. It marks the culmination and completion of a successful Cub Scout journey. At the end of Cub Scouts, youth will have an opportunity to reflect on their personal journey and Outdoor Adventure Skills attained. They will develop a project that serves the community.

During the second half of their Howler year, Cub Scouts may begin to work on their Seeonee Award. This Award is achievable even if the youth has only been in Cubs for one year.

There are four important components of The Seeonee Award.

- Cub Scouts have made personal progress through their adventure activities
- Cub Scouts have progressed through 10 Outdoor Adventure Skills stages
- Cub Scouts complete a project that makes a positive difference in their local, national or global community
- Cub Scouts have completed volunteer service hours to give back to their communities

1. PERSONAL PROGRESS

Howler Cub Scouts review their personal journey and progression through the Cub Scout program by reviewing their Cub adventures with a Scouter. During this review, the Howlers discuss the areas visited on the Jungle Map, the adventures they completed while there, and any Personal Achievement Badges that were attained. The Scouter may guide the Howler Cub Scout in the Review with prompting SPICES questions that assist the Scouter in learning how the Cub Scout has grown.

2. OUTDOOR ADVENTURE SKILLS

In addition to personal progression, Cub Scouts are expected to achieve 10 Outdoor Adventure Skills stages. This can be accomplished by achieving multiple stages in a few skills or a few stages in multiple skills.

3. FINAL PROJECT

During the second half of their Howler year, Cub Scouts plan and complete an individual or small group project that makes a positive difference in the local, national or global community. The Cub Scout proposes a project to a Scouter who then guides the Cub Scout to develop a project that is challenging as well as relevant and meaningful. The Scouter uses best judgment in determining if the project meets the criteria. The project should provide an opportunity for the Cub Scout to continue his or her personal journey and extend learning. The Cub Scout should feel commitment to the project because of its importance to the Cub Scout. Through completion of the project, the Cub Scout develops more confidence in his or her ability to take on a challenge and to achieve. There are no set time limits or requirements for the project other than those agreed upon between the Cub Scout and the Scouter. The duration of the project is determined by the Cub Scout. It should be completed before moving up to Scouts.

If Cub Scouts want to collaborate on a project, that's fine. The Scouter needs to ensure that each Cub Scout is contributing to the best of his or her ability.

The final project follows the Plan-Do-Review cycle. The Cub Scout plans and proposes the project and action plan. The project plan is followed. The Cub Scout reviews the project with the Scouter, who guides the Cub through SPICES questions as well as project-related questions.

The project is to be shared with the other Cub Scouts, either at the Lair or Pack level. The sharing should be short and engaging for the audience. The intent is to inspire other Cub Scouts.

The Seeonee Award is to be approved by the Pack Leadership Team.

4. CUB SCOUTS ARE REQUIRED TO COMPLETE A SET NUMBER OF VOLUNTEER SERVICE HOURS.

These hours do not have to be completed within Scouting and do not have to be completed as part of one activity or event. Although volunteer service activities completed as part of the Section's program do count towards this requirement, youth should be encouraged to find their own opportunities to give back to the community in a way that has special meaning to them.

Moving Up to Scouts

Youth who are journeying from one Section to the next are presented with a Canadian Path "Footprint" linking badge appropriate for the completed Scouting Section. Cub Scouts who were Beaver Scouts would have Beaver Paw Canadian Path Badges to wear on their Cub Scout uniform. Cub Scouts who have participated in a Cub Pack, and are ready to move up to Scouts, will receive a Wolf Paw Canadian Path Badge to wear on their Scout uniform. The Canadian Path badge may be presented at an important occasion which involves other Sections. This is the "linking badge." It is an acknowledgement and celebration of a youth's personal journey.

Prior to the presentation of the badge, Cub Scouts will have opportunities to:

- Meet with youth from the next Section and hear about what they do in that Section
- Take part in linking activities with other Sections, including Beaver Scouts and Scouts
- Discuss with youth and/or Scouters from Scouts, or with their Pack Scouters, what they are looking forward to doing when they move to Scouts.

Celebrating the Cub Scout Journey through Ceremonies

Ceremonies are among the important traditions of a Cub Scout program. As structures, they give a format to mark the significant accomplishment and events in the life of the Cub Scout and the Pack. Each ceremony has basic components that are essential to the consistency of the Cub Scout ceremony from one Pack to another. Packs may individualize the ceremonies, as long as the basic components are retained.

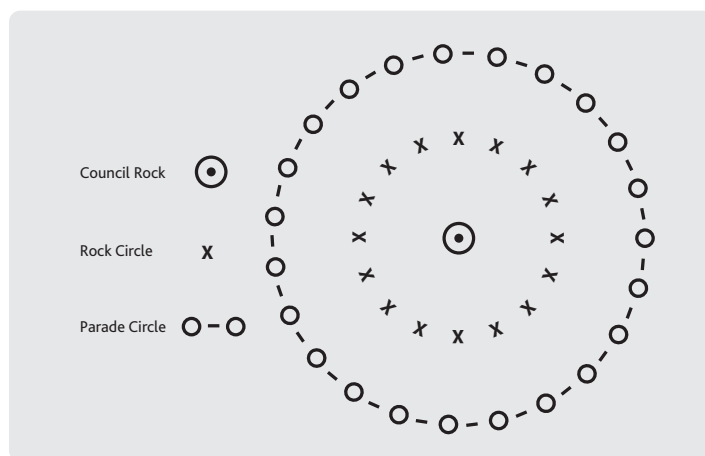
Through the ceremonies, particularly the Grand Howl, the Jungle theme is reinforced on a regular basis.

Jungle variations on other ceremonies tend to evoke the mysterious language of *The Jungle Book*, require planning and take much longer to run. They are wonderful opportunities for Cub Scouts to engage in drama, while reconnecting with *The Jungle Book*.

Some ceremonies allow for more input from the Cub Scouts, but some, such as the Grand Howl, are standard across Canada.

BASIC FORMATION FOR ALL CEREMONIES

The basic formation for all ceremonies is the circle. There are two different types of circle formations: the Rock Circle and the Parade Circle. The Rock Circle is formed by the Cub Scouts standing shoulder to shoulder. A Parade Circle is formed from the Rock Circle by taking three steps back from a shoulder-to-shoulder position.



Opening the Meeting

Before a meeting begins, Cub Scouts are usually involved in a gathering activity or game. The Scouter opening the meeting for the night (often Akela) will use the Cub Scout Signal to get the Cub Scouts to stop, make the Cub Signal too and then listen. This requires patience from Scouters as they teach the Cub Scouts to respond in an appropriate amount of time. The use of a whistle or shouting is discouraged.

A Scouter makes the Cub Scout Sign and waits for the Cub Scouts to be attentive. Then the Scouter may guide the Cub Scouts to their Lairs. One option might be "To your Lairs! Get ready for the meeting of the Pack!"

Cub Scouts go to their Lairs, where the Lair Scouter discusses preparations for the meeting. The Howlers help the Scouters and the members of their Lairs. Some Packs may wish to have uniform inspections. Dues may be collected and attendance taken at this time.

Using the Flag of Canada in the Opening

If the Canadian flag is fixed on a staff or the wall, the Scouter can say: "Pack, face the flag. Salute!" Pause briefly then say "Steady. Face the totem (or "Face In" if no totem is used).

If the Pack raises the flag, prepare it before the meeting begins. After the Grand Howl, the Scouter asks the Pack to "Face the flag" and asks a Cub Scout to "prepare to break the flag." The Cub Scout moves to the flag pole and places right hand on loose halyard, saying "Halyards all clear." The Scouter tells the Cub Scout to "proceed." The Cub Scout pulls halyard to break flag and steps back two paces. The Scouter asks the Pack to Salute and they return to face into the circle. The flag raiser returns to the circle as well.

LOWERING THE FLAG AT THE CLOSING

Scouter says "Pack, alert! Face the flag. (Cub Scout) prepare to lower the flag." The Cub Scout moves to flag pole and unties halyards, saying "Halyards all clear." Scouter says: "Proceed." Cub Scout lowers flag, drapes it over his shoulder, unhooks it from halyards, and reties halyards to pole. Pack does not salute. After the flag is lowered, the Scouter asks the Pack to "Face the totem." (Cub Scout gives flag to another leader and returns to circle.)

The Grand Howl

The Grand Howl is the core of the opening and closing of all meetings of the Cub Scout Section. It symbolizes Akela calling a meeting of the Wolf Pack at Council Rock, a significant event in *The Jungle Book*. It is also a ceremony that should be performed consistently in every Pack. One Cub Scout may be selected in advance to lead the Grand Howl. The Grand Howl is used at the Opening and the Closing of each meeting/camp. The elements of the Grand Howl should not be changed.

Steps in the Opening, including the Grand Howl:

A Scouter initiates the opening by getting the attention of all the Cub Scouts by shouting, "Pack", which is a signal for all Cub Scouts to freeze. The Scouter then shouts, "Pack! Pack! Pack!" Cub Scouts run in from their Lairs yelling a long "Paaack!" They form a tight "Rock Circle" around the Scouter.

If needed, ask the Pack to back up three steps to form a "Parade Circle" to give more room.

The Howler leading the Grand Howl barks, "Pack Alert!" (calling for the Pack to stand at attention). If a totem is used, the Howler brings in the totem, places it on Scouter's right, and returns to the circle.

The Scouter faces the Cub Scout and, by a nod of the head, tells the Howler to start the Grand Howl.

The Howler swings hands over head and brings them down to the floor while dropping to squat position, with knees apart. Hands touch the floor in front, between the knees, with only the first two fingers of each hand touching the floor, with the rest of the fingers closed. This represents forepaws.

All other Cub Scouts drop to the floor in a squat at the same time as the Howler, without raising their hands over their heads. All Cub Scouts look upwards, as though ready to howl like wolves.

All Cub Scouts say, in short barks, "A - Ke - La, We'll - Do - Our - BEST!" When they say "Best", all Cub Scouts jump up to stand at alert, with first and second fingers of each hand at each side of their head, like wolf ears.

The Howler says "DYYYB, DYYYB, DYYYB, DYYYB" drawn out a little like a wolf howl. ("DYB" sounds like "DIB" and stands for "Do Your Best".)

The other Cub Scouts drop their left hands, and make Cub Salute with their right. They answer the Howler with. "We'll DOB, DOB, DOB, DOB" in short, sharp barks. (DOB means "Do Our Best".) After "Dob", the Cub Scouts drop their right hands.

The Grand Howl begins with the Scouter's nod and ends with the Cub Scouts dropping their right hand. This part of the Cub Scout ceremony is the same across Canada.

Opening Ceremony Options

While the Grand Howl should not be changed, there are many variations of openings, depending on traditions of the Pack. There are some variations that are used regularly in Canada. The first is that some Packs use the Flag of Canada as part of their opening, after the Grand Howl is done. This gives opportunity for more Cub Scouts to be involved in the opening.

Another option that several Cub Scout Packs use is repeat the Promise, Law and Motto as part of the opening. This helps the Cub Scouts remember each.

If there are any investitures, this is the time when many Packs do it.

Singing "O Canada" is a practice in some Packs, as well.

Closing Ceremony

The Closing Ceremony is very similar to the Opening Ceremony, but adds in celebration and recognition of Cub Scouts accomplishments.

Toward the end of the meeting, whether outside or in, Cub Scouts often need to gather in their Lairs to prepare to leave. Give Lairs some time to review their night's adventures with their Lair Scouter and gather their things together.

The same steps are followed as in the Opening Ceremony. There are some additional options, however. These include presenting badges to Cub Scouts, giving reminders or notes, and acknowledging the flag if one was used.

The Grand Howl is performed after badges are presented and, notes are passed out. Some Packs say the Cub Scout Prayer after the Grand Howl.

A long-standing Pack tradition has the Scouter closing the meeting by saying "Good Night, Good Hunting, Go Straight Home".

Badge Presentation Ceremony

Cub Scouts who achieve personal progress in Outdoor Adventure Skills or Personal Achievement Badges need to be recognized by the Pack. Badges may be presented at any time during meetings. They can also be presented at camps and campfires. The intent is to celebrate the accomplishment by making the badge presentation special.

One option is to present badges at the closing ceremonies. The Scouter may ask the Cub Scout to come into the parade circle before the closing Grand Howl. The Cub Scout has already reviewed with a Scouter what was done to complete the badge, but if there is something worthy of comment, the Cub Scout or Scouter can do so.

Make the presentation of a badge a special moment in the Cub Scout's experience. Some Packs have little traditions like placing the badge in the mouth of the Wolf Totem during closing. Encourage your Cub Scouts to create their own traditions for your Pack.

Investitures

All Cub Scouts will be invested with their new "whiskers" every year, once they have completed the requirements. For the Runners, this is a very special occasion. They will receive their Group neckers and their Group, Area and Council crests for their uniform. Runners can be invested at any time: when they swim up from Beavers in the spring, in the fall or throughout the year if they join partway through. Investitures can happen at the meeting hall, outdoors or at a camp. Parents are often invited, particularly for Runner Investitures. Each Pack may have traditions that enrich this important experience.

Runner Investiture Ceremony

The Pack has a traditional opening. After the Grand Howl is done, the Investiture begins.

A Scouter, usually Akela, asks the Howlers to bring the Runners to the centre of the circle. Each Howler introduces the Runners of the Lair.

Akela asks the Runners, "Do you know the Promise, Law, Motto and Grand Howl of the Wolf Cub Pack?"

The Runners answer, "Yes Akela, I do."

Akela then asks, "Are you ready to make the Wolf Cub Promise?"

The Runners answer again with, "Yes, Akela, I am."

Then Akela says to the Pack, "Pack, Alert. Please make the Cub Scout Sign."

A Scouter in the centre of the circle holds the Flag of Canada out horizontally, gathered, and the Runners hold the flag with their left hands, while making the Cub Scout Sign with their right.

Pack: I promise to do my best,

To love and serve God

To do my duty to the Queen

To keep the law of the Wolf Cub Pack,

And to do a good turn for somebody every day.

After the Promise is completed, the Cub Scouts drop their hands but remain at alert. Howlers return to the circle. Other Scouters pass the neckers and woggles to the Howlers to hold for the Trackers in their Lair. The next step involves the Trackers playing a role. Akela calls the Trackers to come forward and stand behind the new Runners. Then Akela asks the Pack to repeat the Cub Scout Law.

Pack: The Cub respects the Old Wolf;

The Cub respects him/herself.

Akela asks the Trackers to place the necker and whiskers on your new Runners. The Howlers pass the neckers and Runner woggles to each Tracker. The Trackers place neckers and woggles on Runners, then return to the circle.

Akela offers a welcome to the Pack as a Cub Scout.

Beginning with Akela, Scouters give the invested Runners a left handshake. The invested Runners then shake hands with the members of the Pack by going around the inside of the Pack Circle. They rejoin their Lair. Perform a Grand Howl to finish the Ceremony.

Advancement to Scouts

"Moving Up" to Scouts is the last celebration of the Cub Scout's journey in Cub Scouts. Many Groups have all of their Sections have their advancement ceremonies happen at the same time. At the least, the Cub Pack and Scout Troop meet for this celebration. There are also many variations in how this is done, but the essence of the Ceremony is that Pack and Troop use their traditional opening circle and horseshoe, the Pack Scouter says goodbye and good luck to the Howlers, and the Troop Scouter welcomes them to the Troop. What follows is a suggestion.

The Pack forms a circle at one end of the field or hall while the Troop forms a horseshoe a short distance away, with the open end of the horseshoe facing the Pack.

A Scouter, often Akela, stands in the centre of the circle and the other Pack Scouters stand on the far outside of the circle, away from the Scout Troop. The Troop Scouter stands in the opening of the horseshoe with the other Troop Scouters in a line alongside the horseshoe. Akela calls the Howlers into the circle by name.

Akela offers a few words to the Howlers. There are many ways to wish the Howler good luck. Here is a sample that uses the Jungle theme:

“There comes a time when Cub Scouts must leave the jungle. They have run with the Pack, played with the Pack and learned many skills with the Pack. They have shared those skills with other members of the Pack and (though we will miss them) it is time for them to continue the Scouting adventure in with the Troop.”

Akela may then say something personal about each Howler. Some Packs choose to present a departing gift to the Cub Scout. The Howlers may exchange high fives or handshakes with the rest of the Pack. The Howlers move outside of the circle and move around it giving a high fives to each of the Cub Scouts in the circle and the other Scouters. The Cub Scouts return to the inside of the circle.

Akela then leads the Cub Scouts out of the circle to the Horseshoe. Akela may say to the Troop Leader, “The Pack has said goodbye to these Cub Scouts and they are ready to blaze their trail with the Troop.” The Troop Scouter then welcomes the new Scouts.

Welcoming New Runners

The Beaver Scouts will perform their Swim-Up Ceremony. Two Cub Scouts who have worked with the Beaver Colony bring the White Tails forward. As the Pack Circle opens, the new Cub Scouts come into the circle.

Akela welcomes the new Cub Scouts as Runners in the Pack. Akela asks the new Runners to make the Beaver sign, then to straighten out the two fingers and make the Cub Scout sign, explaining that the Cub Scout sign represents the ears of the wolf. Akela returns the Cub Scout Sign.

Akela gets the Howlers of the various Lairs to bring their new Runners to their Lair place in the circle.

The Pack Leadership Team may have discussed which Lair each new Runner would be in before the advancement. Trackers (who are now new Howlers) will be familiar with the Beaver Scouts from their time in the Colony and through other linking activities. If the youth is new, or the Pack Leadership Team is not ready to place the new Runners in a Lair, temporary Lairs are assigned for the meeting. This gives the Pack Leadership Team a chance to ask the new Runners about friendships or special needs. The intent is to have new Cub Scouts comfortable with their place in the Pack.

Akela asks the Cub Scout Pack to welcome the new Runners with the Grand Howl. The Grand Howl is performed by everyone (the new Runners will have been introduced to the Grand Howl in a linking visit by the Trackers). If there are youth who are joining the Pack without knowing about the Grand Howl, the Scouters may decide to leave the new Runners in the centre of the circle while the rest of the Pack performs the Grand Howl.

What does a Cub Scout meeting look like?

Cub Scout meetings take a variety of forms. Some may take place around a campfire at a camp, on a hike through the woods or in a regular meeting location. The structure of the meeting is determined by the adventure. The following basic outline of a Cub Scout meeting may be used as a guideline for basic meetings, which occur in a regular meeting hall.

SAMPLE OUTLINE OF A CUB SCOUT MEETING IN A HALL

A Cub Scout meeting typically runs for 90 minutes, although some are shorter and some are longer. Each Cub Scout Meeting will usually include the following:

- A gathering activity
- Opening and Closing Ceremonies
- Active and quiet activities
- Activities in the Lair as well as Pack activities
- Youth Leadership
- The Jungle map
- A Spiritual Time (such as the Cub Scout Prayer or a Cub Scouts' Own)

Here is an excerpt from a planning template that can help you and your Cub Scouts plan your meetings; you can find the full version at CanadianPath.ca: (this will link when files are uploaded)

FALL

Adventures we would like to have this cycle:

Use Plan-Do-Review to help drive the discussions:

Plan

- How can we make sure everyone participates?
- What material do we need?
- What tasks are required? How should they be divided?
- What skills are required?
- Has everyone agreed on all the details?

Do

- Learn any new skills required.
- Take part in your adventure

Events

Investiture

Halloween

Fall camp

Remembrance day

Apple day / Popcorn

Which areas on the map do you plan to visit this cycle?

BACHEERA'S HUNTING GROUNDS
Environment

RED FLOWER CAMP
Environment & Outdoors

ELEPHANTS TURF
Citizenship

COUNCIL ROCK
Leadership

MONKEY CITY
Creative Expression

BALOO'S CAVE
Beliefs and Values

SWINGING BRIDGE
Active & Healthy Living

THE VILLAGE
Linking

It starts with Scouts.

SEPTEMBER

Scouting programs are conducted in accordance with Scouts' Canada's safety policies and practices (e.g. First Scouter Rule, appropriate skills and knowledge, outdoor activity management process)

	Theme	Game	Plan	Do	Review	
1						 TLT
2						 TLT
3						 TLT
4						 TLT

Events for this Month:

Circle the tree if your meeting is more than 20 mins outdoors.
 Circle if the Troop Leadership team is meeting.

It starts with Scouts.

Canadianpath.ca

SCOUTS—WELCOME TO THE CANADIAN TRAIL



Scouting on The Canadian Path

Scouts is the third Section of The Canadian Path, designed for youth ages 11 to 14. Scouts has a rich tradition—it was the first Section developed by Lord Baden-Powell over 100 years ago.

SCOUTING IS still about helping clever youth with pluck succeed in life by learning and practising valuable skills.

Youth of Scouts age come together in small groups called **Patrols**. Patrols are usually made up of about six youth. Patrols join together to form a **Scout Troop**.

The Canadian Path

The Canadian Path is the way Scouting is done in Canada.

It involves:

- A non-formal approach to learning
- The seven components of the Scout Method
- The Four Elements (Youth-led, Plan-Do-Review, Adventure and SPICES)
- A Balanced Program in six Program Areas: Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression and Beliefs & Values
- A personal journey of growth

So what does this look like in the Scouts program?

A NON-FORMAL APPROACH TO LEARNING

Scouts develop a wide range of skills by engaging in adventures individually, in their Patrols and in the Troop. Scouting adventures are enjoyable, hands-on experiences that allow Scouts to explore their world in ways they haven't before.

THE SEVEN COMPONENTS OF THE SCOUT METHOD

The Canadian Path is rooted in the Scout Method—the basis of all of the adventures Scouts experience. It is a non-formal educational process that makes each youth the principal agent of his or her development as a responsible person. The Scout Method is an approach unique to Scouting.

THE SCOUT METHOD

- Scout Law and Promise
- Learning by Doing
- The Team System
- A Symbolic Framework
- Nature
- Personal Progression
- Volunteer Support

THE FOUR ELEMENTS

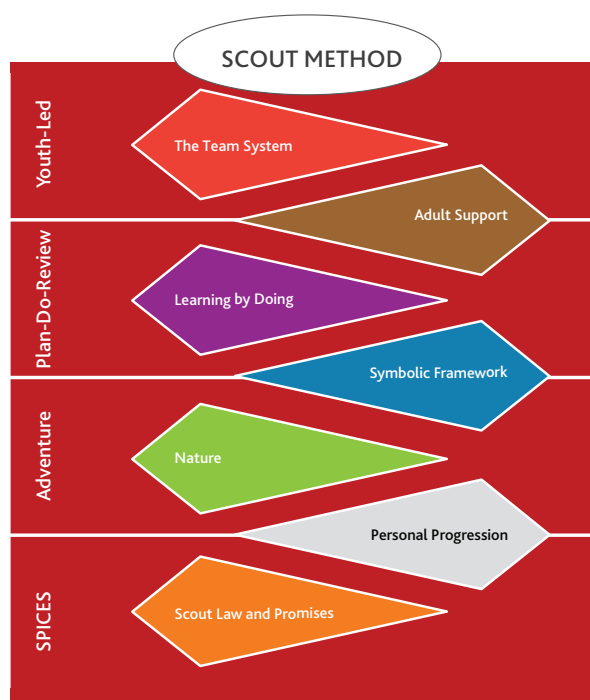
There are four elements to The Canadian Path.

Youth-led: The program is directed by its members, not the Scouters. The responsibility for leadership in Scouts falls more and more on the Scouts themselves.

Plan-Do-Review: A three step process informs all activities in the Scout program.

Adventure: Scouts explore new things, share new ideas, learn new skills and create new paths.

SPICES: Social, Physical, Intellectual, Character, Emotional and Spiritual are the six dimensions of personal development for the Canadian Path program.



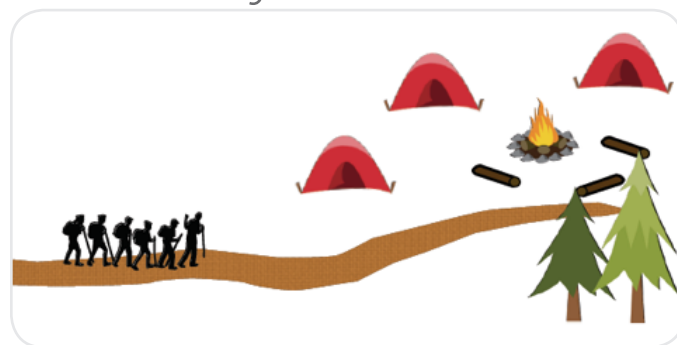
A BALANCED PROGRAM

The Canadian Path is designed to deliver a balanced program. Scouts participate in experiences from each of the six Program Areas: Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression and Beliefs & Values.

A PERSONAL JOURNEY OF GROWTH

The Scouts program is about Personal Progression—each member develops in his/her own way and on his/her own path, even as he/she works with others as a team.

BLAZE YOUR TRAIL: The Scout Symbolic Framework



Scouts want adventure! They want to experience new and exciting things such as snowshoeing, canoeing, camping and hiking. The symbolic framework of the Scout program uses the diversity found in our great country as a basis for a variety of adventures. Scouts are inspired to discover more about the world and themselves by reflecting on the historical trails that are found throughout Canada.

Scouts are supported in this great Canadian journey by Scouters, who act as mentors for the youth. Scouters encourage and engage Scouts in the “game of Scouting” through the Four Elements and the Scout Method. Toward the end of the Scouting journey, youth can undertake the Chief Scout’s Award to demonstrate their personal progression and development in Outdoor Adventure Skills and make a contribution to the global community.

Scout Basics

THE SCOUT PROMISE

On my honour
 I promise that I will do my best
 To do my duty to God and the Queen,
 To help other people at all times,
 And to carry out the spirit of the Scout Law.

THE SCOUT LAW

A Scout is helpful and trustworthy,
 kind and cheerful,
 considerate and clean,
 wise in the use of all resources.

THE SCOUT MOTTO

Be prepared.

SCOUT PROMISE, LAW AND MOTTO

Scouts Canada asks every Scouter and Scout to subscribe to and live by the Scout Promise and Law. These are written in clear language and outline expectations for members of the Scouting movement. The motto is a phrase that helps guide the youth in their adventures.

BASIC SCOUTING TRADITIONS

There are three basic traditions in Scouting: the Scout Salute, the Scout Sign and the Scout Handshake.

The Scout Salute

Hold together the three middle fingers of the right hand and touch together the thumb and little finger. With palm facing the front, bring up the hand smartly to the head until the forefinger touches the forehead. Bring down the hand to the side. The Scout Salute is made only when in full uniform. It's a sign of respect, courtesy and friendliness.

The Scout Sign

The right hand position is the same as for the salute: three fingers up, thumb and little finger touching, and palm out. Begin as with the salute, but hold the hand straight up beside the head. The three upright fingers represent the three parts of the Scout Promise: doing your best; doing your duty to God, Queen, and other people; and carrying out the spirit of the Scout Law. The thumb and little finger meet to represent Scouting's ties in friendship. The Scout Sign is used:

- at all investiture ceremonies
- while reciting the Scout Promise or Law

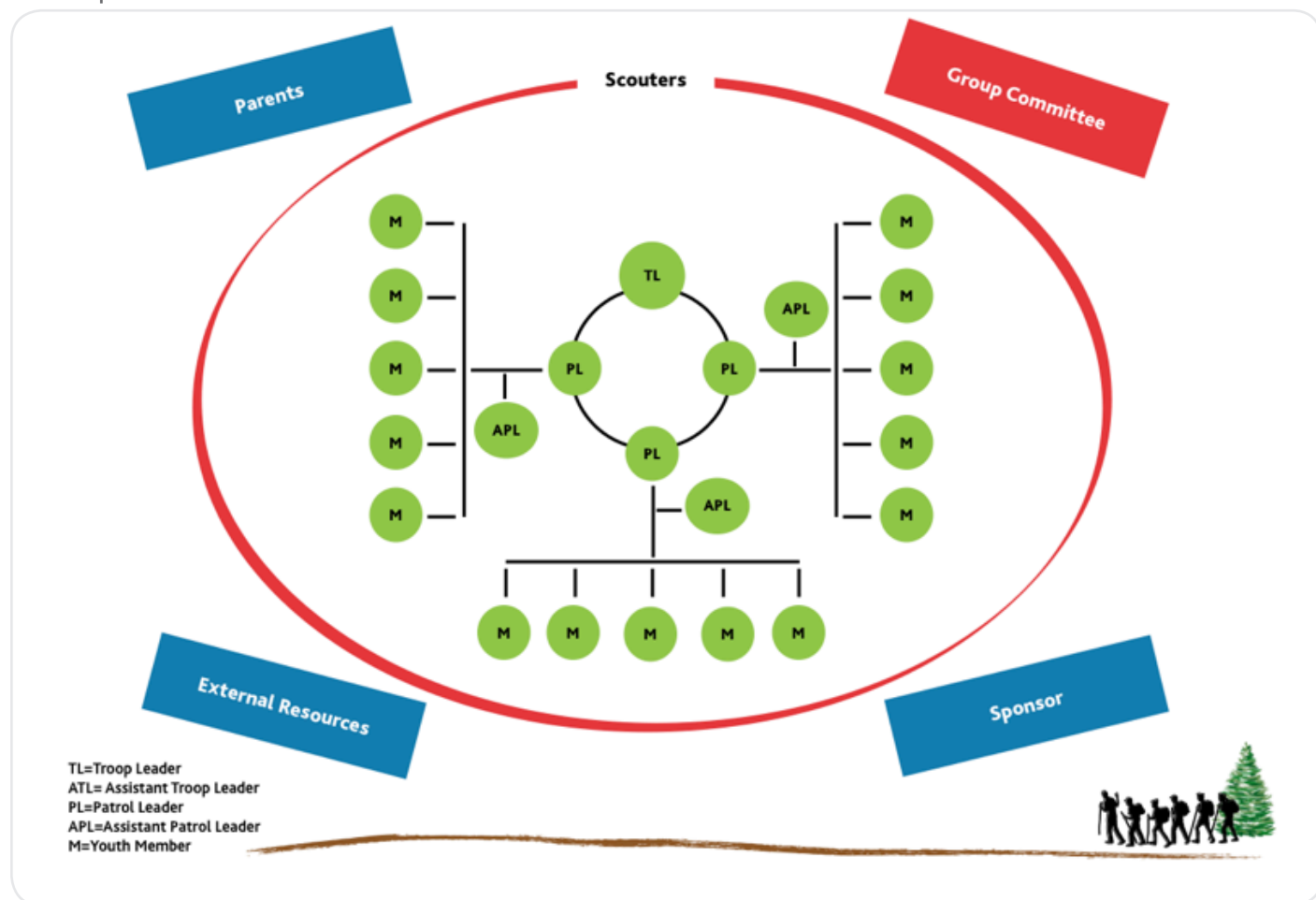
to get Scouts' attention. In this case, someone will raise his or her hand to the Scout sign and wait for all other Scouts to do the same. When Scouts raise their hands to the Scout Sign, they should be quiet and await instruction. This method is more respectful than whistling or yelling (and easier on the vocal chords, too!).

- in place of the Scout Salute when out of uniform

The Scout Handshake

Scouts shake with the left hand as a sign of fellowship and trust. Scouts shake with the left hand as a symbol of peace.

Troop Structure



PATROLS

The basic unit of Scouts is the Patrol. A Patrol is a group of approximately six Scouts. Patrols are formed at the beginning of the year.

Many Scouts have friends who they have moved up from Cub Scouts with, or who have simply joined the Troop, possibly after a Bring-a-Friend night. They may have never been a Scout before. It's important to recognize these relationships and ensure that (where possible, and where there are no other issues) friends can be in the same Patrol. The Patrol becomes that place where working together, learning by doing and taking on responsibilities to support one another happens.

Start by asking Scouts to get together with one or two other Scouts with whom they'd like to be in a Patrol. These small groups can then move into larger groups of six or seven youth. This is a good working size for a Patrol. When this has been done, the Scouts who have indicated they would like to serve as Patrol Leader should be prepared to speak about why they should be selected. The Scouts then vote on who will be their Patrol Leader and Assistant Patrol Leader. These decisions are then shared with the Troop Leader and Scouters.

At this point, Patrols should start to think of Patrol names, and perhaps even a yell. Don't be too surprised that the names are not animal names or things that have traditionally been selected. Scouts can be very imaginative, and their Patrol names might be comical. This is not to be discouraged!

Once Patrols have been identified and the Troop Leadership Team is complete, the planning phase of the year can get started. The Troop Leadership Team meeting should set a date for to begin coordinating the Troop's adventures.

Setting up Patrols

There is no magic formula for setting up Patrols, but here are some guidelines:

- Patrols could be selected by fourth-year Scouts with feedback from Scouters, or all returning Scouts could be involved in discussing parameters for setting up the Patrols.
- Scouts are encouraged to create mixed-age Patrols so that older, more experienced Scouts can assist newer Scouts.
- Do the girls want to be in the same Patrol or are they comfortable being in different Patrols?
- It's often useful to take friendships into account; on the other hand, you don't want to create cliques.
- Scouts should have a say about whether they're with siblings or not.

Scouters should be present for Patrol selection, but their most important role should be to help the Scouts make sure everyone is included and good working groups are formed. For example, a physically or developmentally-challenged Scout is given appropriate support.

Patrol Leadership

A Patrol is led by a Patrol Leader, who is assisted by an Assistant Patrol Leader. Both the Patrol Leader and the Assistant Patrol Leader are Scouts. The Patrols elect their respective Patrol Leaders and Assistant Patrol Leaders.

DUTY PATROL

One of the Patrols in a Troop may be selected to be "on duty" each meeting, to help with flag break during the opening, tidying up after the meeting, and other duties as required. The Duty Patrol is selected by the Troop Leadership Team. It's probably a good idea to have the responsibilities of the Duty Patrol rotated among the Patrols on a regular basis.

The Scout Troop

A collection of Scout Patrols and Scouters make up a Troop. Troop size can vary greatly from community to community, from two Scouters supporting three or four Scouts, to as many as 40 Scouts supported by six or seven Scouters.

Sea Scouts is a Section of Scouting with a particular emphasis on water-based activities, such as sailing, rowing and paddling. This program emphasis will require Scouters with expertise in these areas, but otherwise a Sea Scout Troop functions much like any other.

THE TROOP

Troop Leader

The Troop Leader should be an experienced and accomplished Scout, but not necessarily the oldest Scout. Ideally, a Troop Leader will have already spent time on the Troop Leadership Team and served as a Patrol Leader and/or Assistant Patrol Leader; a Troop should work to prepare its Scouts for the role of Troop Leader.

Troop Leadership Team

The Troop Leadership Team is a forum for youth to make decisions regarding their program.

The Troop Leadership Team is one of the key program components for successful youth development. Used effectively, the Troop Leadership Team builds youth leadership through the cycle of introducing, mastering, mentoring and reviewing youth leadership within the Troop.

CORE MEMBERS OF THE TROOP LEADERSHIP TEAM

- Troop Leader (who chairs the meeting)
- Patrol Leaders
- Fourth-Year Scouts
- Troop Scouters

The purpose of the Troop Leadership Team is to:

- Draft, review and promote a Troop Code of Conduct in consultation with the entire Troop
- Make program decisions for the Troop
- Make major equipment purchase decisions
- Review previous adventures as part of the Plan-Do-Review cycle
- Act as a quality check to ensure the program is meeting the needs and desires of the youth
- Work out minor discipline issues

Scouters should not outnumber the youth at Troop Leadership Team meetings. The Troop Leadership Team should meet at least monthly, and may meet informally as necessary (for instance, at a camp, or before or after a meeting). It is important that the Troop Leadership Team has the flexibility to meet to address issues as they arise.

ROLES AND RESPONSIBILITIES

Patrol Leaders

Patrol Leaders may be elected by their Patrols to serve and lead other Scouts in the Patrol. The role of Patrol Leader may be rotated after a period of time.

PATROL LEADERS' RESPONSIBILITIES

- Planning and leading Patrol meetings and activities
- Keeping Patrol members informed
- Assigning each Patrol member a specific duty
- Representing the Patrol at all Troop Leadership Team meetings
- Preparing the Patrol to participate in all Troop activities
- Working with other Patrol Leaders to make the Troop run well
- Knowing the abilities of each Patrol member

Or Scouts may volunteer for Patrol Leader; they could be interviewed by the Troop Leader, who might ask what they would love to get out of the experience and what opportunities it would provide. The Troop Leader selects from the volunteers.

Assistant Patrol Leaders

The Assistant Patrol Leader is a youth elected by the Patrol who assists the Patrol Leader as needed, and takes the Patrol Leader's place when absent. This role could also be filled by a volunteer selected through an interview process, as with the Patrol Leader.

Troop Leader

The Troop Leader will serve for a predetermined term, and the responsibility of Troop Leader may rotate among final-year Scouts over the year. (To be clear, the Troop Leader is a Scout—not a Scouter.) This rotation may be set out at the beginning of the year, or decided at the beginning of each leadership term. If the selected Troop Leader is also a Patrol Leader, the Assistant Patrol Leader will take over the leadership of the Patrol for the leadership term.

A TROOP LEADER'S RESPONSIBILITIES

- Leading Troop meetings, events and activities
- Calling the Scouts to ceremonies
- Leading ceremonies
- Chairing the Troop Leadership Team meetings
- Assigning duties and responsibilities
- Assisting the Scouters with youth leader training
- Living by the Scout Promise and Law

For the new Scouting Year, have Scouts prepare to take on leadership roles within the Troop. This can start with announcing that those interested in being elected by the Troop as the Troop Leader, or as a Patrol Leader, should come prepared to the next meeting to outline why they would be a good fit for the role.

The next week, have the Scouts interested in serving as the Troop Leader make their presentation to the whole Troop. The youth can then vote (by secret ballot) for their Troop Leader.

The Troop Scouter should outline what is expected of the Scout who will serve in this role. He or she will become a member of the Troop Leadership Team, which includes the Scouters.

The Troop Leader should be a Scout who has the time for the role, as he or she will be expected to communicate regularly with the Patrols Leaders and chair the Troop Leadership Team.

This Scout must be someone who is mature and comfortable working with others.

Contact Troop Scouter

Scouters are Volunteers who mentor and guide the Scouts on their journey. They are typically referred to as Scouter (first name). One of the Scouters fills the role of Contact Troop Scouter.

CONTACT TROOP SCOUTER RESPONSIBILITIES

- Risk management: Ensure that the health and safety of all members is maintained continually. This is a primary concern.
- Support the Troop Leadership Team.
- Oversee the delivery of weekly meetings and several overnight adventure experiences each year.
- Mentor youth and Scouters to ensure all members experience personal growth while with the Troop.
- Participate in and implement decisions made in Troop Leadership Team meetings.
- Develop close working relationships with other members of the leadership team and share the responsibilities of operating the Troop with the youth and other Scouters.
- Assist the Troop Leader in carrying out the weekly program.
- Support and participate in special meetings, including day trips, as well as short- and long-term

Adventures

- Know and use resource materials available.
- Maintain good relationships with parents/guardians, and encourage activities that involve parents/guardians.
- Encourage recruitment of members, and help the Group Committee recruit other Scouters.
- Maintain good relationships with Scouters in other Sections and attend Group Committee and local
- Council meetings as required.
- Complete training, including special interest and outdoor activity skills instruction within one year.
- Meet specific requirements of the sponsoring body, where applicable.

Troop Scouter

Troop Scouters support the Contact Troop Scouter as needed. A Troop Scouter will take the Contact Troop Scouter's place when he or she is absent. The main role is to assist youth leaders and to assist in successfully delivering program components. Troop Scouters must be at least 15 years old.

HOW TO SELECT THE TROOP LEADERSHIP TEAM

There are several ways to select the Troop Leadership Team, and Troops need to choose which method works best. Here are some suggestions:

Select a Troop Leader by:

- election by entire Troop
- election by Patrol Leaders
- election by Troop Leadership Team

SOME GUIDELINES FOR A TROOP TO CONSIDER WHEN SELECTING YOUTH LEADERS

- This is not a popularity contest; sometimes the best leaders aren't the most popular people.
- Remember, Scouts is a good, safe place to learn!
- Consider running an activity that provides opportunities for Scouts to experience and/or demonstrate leadership. This should help Scouts to recognize leadership potential in one another.
- Consider who would be best suited for the role.
- Consider who might benefit from a leadership role.
- Consider how the Troop or Patrol might benefit by having a given Scout lead.

The Scout Journey

The Canadian Trails Map provides a variety of trails to use as the basis for creating adventurous journeys. The trails are based on actual Canadian trails and geographic regions of historic and cultural significance. Scouts will explore the trails as a symbolic framework supporting their personal progression (though, of course, they may be inspired to actually visit and explore some of the trails as well!)

The selected trails correspond with the six program areas, (Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression, and Beliefs & Values) and ensure that the personal progression of Scouts is measurable and balanced.

THE MACKENZIE RIVER

The Mackenzie River represents the Program Area of **Environment & Outdoors**. This river runs from Great Slave Lake in the Northwest Territories to the Beaufort Sea in the Arctic Ocean.

The life that can be found along the river is vulnerable to the effects of climate change. For example, polar bears depend on a long season of reliable ice on the ocean to hunt for food. Their home on mainland tundra at the delta of the Mackenzie River in the summer can only be a temporary one.

Program activities for the Mackenzie River include shoreline, park and roadside clean-ups; and developing outdoor skills, such as methods for lighting campfires and being able to identify wild edible foods.

RED COAT TRAIL

The Red Coat Trail represents the Program Area of **Leadership**.

In 1874, the Northwest Mounted Police set out on the March West from Fort Dufferin, Manitoba for Fort Whoop-up in Alberta with the aim of bringing law and order to the Prairies. Sam Steele, the famous Northwest Mounted Police commissioner, can be regarded as the embodiment of strong leadership. He was one of the officers on the March West, and later managed customs at the Chilkoot Pass during the Klondike Gold Rush.

The Red Coat Trail invites planning and leading adventures for other members of the Troop, for Cub Scouts or Beaver Scouts.

BRUCE TRAIL

The Bruce Trail represents the Program Area of **Active and Healthy Living**.

The Bruce Trail runs across the Niagara Escarpment. The trail provides people with the opportunity to explore a variety of ecosystems over a 900 kilometre path across Southwestern Ontario, from Tobermory on the shores of Lake Huron, to Queenston near Niagara Falls. The trail and its surrounding wilderness offer opportunities for dozens of activities in all seasons: hiking, mountain biking, climbing, snowshoeing, skiing, sailing, kayaking and canoeing—just to name a few! In short, the Bruce Trail is the perfect symbol of the healthy activities that Scouts love!

RIDEAU TRAIL

The Rideau Trail represents the Program Area of **Citizenship**.

The trail parallels the Rideau Canal, which connects Ottawa and Kingston. In the War of 1812, the Rideau Canal was part of a safe travel route between Montreal and Kingston, helping to secure trade and communication during a turbulent period in our history. Adventures for the Rideau Trail focus on Citizenship and may include getting to know the public servants and services in the local community through visits and guest speakers. A Troop may visit a library or a fire hall, or invite a local politician to talk about the community's redevelopment plans for a local park. Scouts can also roll up their sleeves to contribute to their community in a variety of ways, such as painting park benches or performing trail maintenance at a conservation area.

CABOT TRAIL

This Trail represents the Program Area of **Creative Expression**.

The Cabot Trail represents this Program Area because the east coast of Canada was a new frontier for European explorers over 500 years ago. Furthermore, Cape Breton Island is a place that has a rich history of gifted artists and creative thinkers.

Adventures for the Cabot Trail emphasize creativity, and can include the performing arts, writing and visual arts.

WEST COAST TRAIL

The West Coast Trail represents the Program Area of **Beliefs & Values**.

This trail was chosen because of the strong cultural traditions of the west coast aboriginal peoples and the tenacious environmental activism of many Vancouver Islanders. Just as the east coast once represented a new frontier for Europeans, the setting sun and the Pacific Ocean are symbols of distant horizons and vast potential.

This trail is made up of adventures that can foster social awareness, such as exploring one's faith, encountering other faiths, and wrestling with political issues that are relevant to Scouts. Activities may include visiting a church, planning a Scouts Own, or inviting a guest speaker to a meeting.



Planning a Program Cycle

Each season a Troop should try to complete adventures in each of the six Canadian Trails. Depending on the length of the adventures, the Troop may have more than one adventure for each Program Area. It is also possible that Patrols might wish to pursue different trails (adventures) from the rest of the Troop. They should be encouraged to do so, and helped to plan whatever experiences they have decided to undertake.

Each of the four Scouting years is named in keeping with the trail blazing framework.

Youth joining Scouts for the first time are identified based on their age, not by the number of years they've been Scouts.

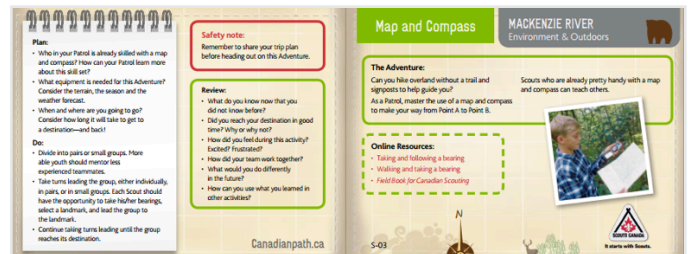
Patrols should consist of Scouts of mixed ages. This makes it possible for younger, less experienced Scouts to learn from those youth who have been Scouts longer, and provides a greater range of leadership opportunities for all of the Scouts.

CHECKPOINTS ALONG THE TRAIL

- Pioneer is a first-year Scout
- Voyageur is a second-year Scout
- Pathfinder is a third-year Scout
- Trailblazer is a fourth-year Scout

Resources to Support Adventure Planning—Trail Cards

Trail Cards present adventure ideas. These support materials augment the planning done by the Patrol or Troop. They are developed focusing on the Plan-Do-Review method and can assist the youth in planning an adventure. Trail Cards are designed so that adventures are fulfilled using the Patrol unit.



Trail Cards are resources designed to help Scouts in the planning, execution and review of a variety of adventures (should they have difficulty coming up with suggestions of their own). These ideas can be done as Patrols or as a whole Troop.

Youth-led

Through the Troop Leadership Team, all youth in the Troop can offer input into the selection of adventures. The Patrol Leader and their Assistant Patrol Leader gather suggestions at the Patrol level and brings these suggestions to the Troop Leadership Team, who will help the entire Troop make the final decision on which adventure will be chosen. This strategy gives Scouts a great deal of say in their program; they will decide upon the adventures that they find the most interesting, challenging and fun. The selection will vary from Troop to Troop, and possibly from Patrol to Patrol.

Plan-Do-Review

THE “PLAN”

Once an adventure has been chosen, the planning begins!

The Troop Leadership team invites Patrols to discuss what is needed for the adventure, what skills must be learned (and by whom), and how planning must be done. In some Troops, this can be done as a Troop (discussion depending on the size or experience of the Troop). In other Troops, planning will take place in Patrols.

The Scouters act as mentors, offering to help when asked or by asking questions when it appears the Scouts need some guidance. "Learning by doing" is extremely important at this stage in the planning, so Scouters have to take a back seat!

CHIEF SCOUT’S AWARD

This is the capstone project for a Scout. Completion work for this award is undertaken during the year before the Scout moves to Venturer Scouts. The requirement for the Chief Scout’s Award is a review of a youth’s Personal Progression through Scouts.

*Adventures at the Scout level should take several weeks of planning and preparation prior to undertaking the adventure, which is followed by a review. Adventures are normally undertaken with the Scouts’ Patrol or Troop, though the Troop Leadership Team can give permission for individually completed adventures.

**Linking can take place with any other Section. If possible, those working on Pathfinder and Trail-Blazer should have opportunities to link with Venturer Scouts or Rover Scouts.

THE “PLAN” CHALLENGE

Each Scout brings a range of experiences and knowledge to the planning. Their learning as they progress through the four years of the Scout program is cumulative.

By definition, a Scouting adventure is something new and exciting. Part of the planning process that supports personal progression is having each youth identify what is the new and exciting aspect of the adventure that is being developed. For example, for Pioneer Scouts many of the aspects of the adventure may fulfill the adventure criteria. Scouts in their Trailblazing year will have to add something to the adventure to make it new and exciting for them. This also applies to Voyageur and Pathfinder, of course.

Personal Progression— A Scout’s Journey

As youth go through the Scouting program, they are undertaking a personal journey.

The focus of the Scouting program is on personal progression—on Scouts bringing their diverse experiences to the Scouting adventures and growing through new experiences. By working both with peers and independently, youth are helped to develop adventures that provide opportunities for individual growth.

Suppose a Scout has been very involved in planning an adventure but isn't able to attend on the day of the event; does he/she get "credit" for having "done" the adventure? In this situation, the Scouters might well consider this an adventure "earned". However, it might be useful for the youth to discuss the question and resolve it themselves. One way of handling this scenario could be for the Patrol to meet and come up with a recommendation that gets passed on to the Troop Leadership Team.

What about a Scout who has done little or nothing to help with preparing the adventure and shows up? Here, the Scouters might consider this an adventure "not earned". Again, the youth should probably discuss the situation and decide what to do about it. They might well decide this situation could be handled in the same way as in the preceding example.

ADVENTURE CHALLENGES

In the planning of an adventure, Scouts need to set a personal goal. This goal needs to be discussed with the Patrol and a commitment made to achieve the goal. As each Scout is unique, the goals may also be unique. Determining and sharing the goal is an important part of the planning process.

Each Scout can be creative in setting his/her personal goal or challenge on each adventure. If, for example, a Voyageur Scout has hiked with the Patrol or Troop, or individually, the challenge for the Voyageur may be to learn how to pack a lighter pack, show others in the Patrol how to pack, or to walk and chat with the slowest Scout instead of leading the way.

The point for each Scout is to set a wide variety of goals—to learn to recognize their personal social, physical, intellectual, character, emotional and spiritual growth.

The "Do"

The Scouts engage in the adventure they have planned, along with their Scouters.

The "Review"

A significant part of the learning that takes place through Scouting adventures is accomplished by having the youth reflect on what they learned. This review can take place toward the end of the adventure or at the next meeting, and can take place with an individual, the Patrol or the entire Troop.

Visit Canadianpath.ca for more information on *Review*.

Celebrating A Scout's Personal Journey

There are five categories of badges that mark a Scout's personal journey.

A SCOUT'S PERSONAL JOURNEY

- Outdoor Adventure Skills
- Personal Progression Badges
- Personal Achievement Badges
- Canadian Path Linking Badges
- Top Section Award: The Chief Scout's Award

OUTDOOR ADVENTURE SKILLS

As Scouts develop their plans for adventures, they will also develop a list of skills that they will need to complete an adventure successfully. After learning those skills and accomplishing the adventure, the review will give them an opportunity to talk about the skills they have gained.

As part of The Canadian Path, Scouts Canada has developed a comprehensive Outdoor Adventure Skills Program. Through a review of an adventure, Scouts will realize they have completed some Outdoor Adventure Skills.

OUTDOOR ADVENTURE SKILLS

- Camping
- Aquatics
- Vertical Skills
- Paddling
- Hiking
- Pioneering
- Winter Skills
- Sailing
- Emergency Aid

Outdoor Adventure Skills begin with Beaver Scouts and continue through to Rover Scouts. Each of the Nine Outdoor Adventure Skills is divided into nine stages. Outdoor Adventure Skills should be seen as tools to support the Plan-Do-Review cycle. Completion of each stage is recognized with a badge that is worn on the uniform sleeve.

PERSONAL PROGRESSION BADGES

At the completion of the tasks associated with each of the trail checkpoints (Pioneer, Voyager, Pathfinder, Trailblazer) a Scout receives the appropriate Personal Progression badge.

PERSONAL ACHIEVEMENT BADGES

Personal Achievement Badges recognize the successful completion of personal interest-based goals that Scouts set for themselves. Once a set of five achievement goals is determined, the Scout works with a Scouter to develop and finalize the plan. The Plan-Do-Review cycle is followed. Success is recognized with the appropriate badge. The Scout must set five goals or personal requirements, any number of which can be of his or her own choosing. Sample goals for each Personal Achievement Badge are provided as part of the badge description.

The purposes of the Personal Achievement Badges include:

- Encouraging youth to try new things
- Encouraging youth to pursue their own interests
- Providing recognition
- Encouraging personal development
- Giving the youth responsibility for his or her own growth by giving him or her the responsibility to develop his or her own requirements

SCOUT PERSONAL ACHIEVEMENT BADGES

- Earth
- Air
- Water
- Space
- Summer Fitness
- Winter Fitness
- Year-round Fitness
- Home
- Community
- Canada
- World
- Technology
- Arts
- Engineering
- Hobby
- Science

STEM activities can provide opportunities for Scouts to investigate Science, Technology, Engineering and Mathematics.

CANADIAN PATH LINKING BADGES

Youth who have participated in the Scout program will receive a Canadian Path Scout badge to wear on their Venturer Scout uniform. The Canadian Path Scout badge is presented at the advancement ceremony in the spring. This linking badge is an acknowledgement and celebration of the completion of a stage on the youth's personal journey.

Prior to advancement and the presentation of the badge, Trailblazer Scouts will have the opportunity to:

- Meet with some Venturer Scouts and hear about what Venturer Scouts do, and meet with Cub Scouts to tell the younger Section what to expect in Scouts.
- Take part in linking activities with other Sections (Beavers, Cubs, Venturers, and/or Rovers). For instance, a Scout may:
 - Assist with a Kub Kar Rally
 - Invite senior Cub Scouts to attend a Scout camp or activity
 - Attend a Venturer camp or activity, such as a Venturee

With their Patrols and/or Troops, review their experience in Scouts, reflecting upon their growth in terms of the SPICES and their development in Outdoor Adventure Skills. Further, Scouts can say what they're looking forward to in Venturer Scouts. This review can take place as part of a meeting, but it is recommended that it be incorporated into a camp (perhaps at a campfire) near the end of the Scouting Year.

TOP SECTION AWARD: THE CHIEF SCOUT'S AWARD

The Chief Scout's Award is the Top Section Award of a youth's personal journey through Scouts. It is the highest award that can be achieved at the Scout level. The Scout has displayed exceptional personal development through adventures in all Program Areas and progression in Outdoor Adventure Skills.

There are four requirement components to the Chief Scout's Award:

Personal Progression

The recipient must demonstrate that he or she has developed in his or her personal progression. Specifically, the Scout must demonstrate that he or she has:

- Reviewed his or her personal progression.
- Led his or her Patrol on an adventure (this does not mean that the Scout has to serve in a specific Patrol or Troop Leadership role). The Scout has worked with other Scouts and used the Plan-Do-Review approach for the adventure, which can be from any of the six Program Areas.

Outdoor Adventure Skills

Scouts will have completed (cumulatively from Beavers, Cubs and Scouts) 18 stages of Outdoor Adventure Skills. The youth may choose to make progress across several Outdoor Adventure Skills or focus on making great progress in a few Outdoor Adventure Skills. This enables youth to go broad or go deep, and lets the Troop Leadership Teams determine which Outdoor Adventure Skills they want to undertake.

Chief Scout Project

This is the "capstone" project of Scouts, typically completed in the last year of the program. With the approval of the Troop Leadership Team, the Scout will complete a challenging project that matters to the youth and that will benefit a community (local, national or international) using the following Plan-Do-Review framework.

The Chief Scout Project may be completed in conjunction with or support of a project for another organization, such as school or the Duke of Edinburgh's Award.

Instructions to the youth could be something like:

- Peer planning and risk review
- A. Choose a project that matters to you and that you believe will be significant to a community. This community could be:
 - Local (your town, school, church, hospital, etc.)
 - National (Canada)
 - International (outside Canada)

Problems that a Scout may in part address with a capstone Chief Scout's Award project include (but are not limited to): education, poverty, racism, pollution, housing, ecology, etc.

A Scout might construct and/or repair benches and/or picnic tables for a local park, organize a drive and assemble care packages for armed forces members serving overseas, or acquire new and/or used school supplies to be sent to a foreign school in need. A Scout can come up with an original idea for a service project, solicit ideas from his or her Troop (including Scouters), or research suitable projects online. American Eagle Scout projects are easy to find, and can provide very good ideas that Canadian Scouts can use for their own Chief Scout's Award capstone projects. Compilations of Chief Scout's Award projects might not exist online, but Canadian Scout projects are often proudly shared on social media.

- B. Conduct research as necessary, and create a project plan that includes a schedule, a budget, and an inventory of required supplies and possible sources for said supplies.
- C. Present your plan to your Troop Leadership Team for its approval. Your Scouter will need to approve the risk management components of project.
- Prepare for and carry out the project
 - Review

Present the results of your project to your Troop Leadership Team, Patrol, Troop or other suitable group. This is a significant review that's more than just about reviewing the project and its process; the review should be introspective. A Scout should be encouraged to reflect upon how the experience of conceiving and executing the capstone project was a personal journey. As with other activities and projects, there is no single recommended approach to the Scout's review of his or her capstone project. Scouts should be encouraged to be creative in how they review their projects. The nature of the project itself may have some influence on how it is reviewed.

Volunteer Hours

Scouts are required to complete a set number of volunteer service hours. These hours do not have to be completed within Scouting and do not have to be completed as part of one activity or event. Although volunteer service activities completed as part of the Section's program do count towards this requirement, youth should be encouraged to find their own opportunities to give back to the community in a way that has special meaning to them.

Ceremonies

SCOUT CEREMONIES

Ceremonies have been used for centuries to mark significant events or occasions, or to recognize rites of passage. Scouting ceremonies are fundamental to the operation of a Scout Troop. We use ceremonies to open and close meetings, to invest new Scouts, to present badges and to recognize achievements such as Scouts earning the Chief Scout's Award.

CEREMONIES IN THE SCOUT PROGRAM

- Opening of the Meeting Ceremony
- Closing of the Meeting Ceremony
- Investiture Ceremony
- Chief Scout's Award Ceremony
- Advancement Ceremony

Ceremonies can be formal or informal, but should always be carried out respectfully. Troops are encouraged to personalize their ceremonies, but are reminded that certain ceremonies have specific requirements that ought to be included.

The ceremonies described below are only suggestions. Should the Scouts decide they wish to use these ceremonies as is, they may wish to create small reference cards to refer to during the ceremony. It's also a good idea to practise a ceremony with the Scouts to make sure they run smoothly.

Scouts should also understand the rationale behind a specific ceremony.

Ceremonies should be kept simple, sincere, and short in order to keep the youth's attention and to ensure that the importance of the occasion is recognized.

If Scouts should wish to create their own ceremonies, it may be useful for them to look closely at the ceremonies here to understand the structure of a ceremony and to incorporate essential elements into their own.

THE USE OF THE FLAG IN SCOUT CEREMONIES—FLAG ETIQUETTE

The Flag of Canada is often used in Scout ceremonies, particularly the opening and closing of meetings and camps.

When you fly two flags, they must be on separate staffs of the same height. The Flag of Canada is on the left when viewed from the front. When you fly three or more flags, the Flag of Canada has the central position.

MEETING OPENING

Purpose and Preparation

The [opening horseshoe ceremony](#) presents a definitive beginning to a meeting or camp, and provides the youth with a feeling of belonging and a sense of being at home wherever they are. The Duty Patrol should have the flags (Troop and Canadian) prepared and ready before the start of the meeting. Troops may also include the World Scout or Scouts Canada flags, but should ensure that proper flag etiquette is observed at all times with regards to placement of flags in relation to the Flag of Canada. The Troop Leader should commence this ceremony, or assign this duty to a Duty Patrol Leader.

Suggested Procedure

The Troop is called into a horseshoe formation by the Troop Leader or Duty Patrol Leader (depending on the Troop's own way of doing things) with the "Troop, fall in" command, or silently with the appropriate hand signal. The exact nature of the command will depend upon the Troop, and will be determined by the Troop Leadership Team. On hearing the "Troop" command, Scouts should stop what they are doing, listen for the instruction and then move quickly into formation. Scouters should place themselves in the proper positions.

The Duty Patrol provides the Colour Party (sometimes called the "Colour Guard"; usually two Scouts).

The Troop Leader or Duty Patrol Leader makes the "Troop, Alert" command and Troop comes to attention.

The Colour Party takes one step back, away from the horseshoe, then walks smartly on the outside of the horseshoe to the Flag of Canada. The Scout who is breaking the flag unties and then reports the halyards with a "Halyards all clear".

The Troop Leader then makes the "Break the flag" command.

Once the flag is completely unfurled and halyards retied, the Troop Leader makes the "Troop, Salute" command. When the Troop Leader drops the salute, the Scouts follow.

The Colour Party then returns to its place in the horseshoe.

At this time, the singing of "O Canada" can be included, as can the repetition of the Scout Promise and Law, and/or an opening prayer.

The Troop can then be told to "Stand at ease" and any announcements can be made. If the announcements or instructions are expected to be long, Scouts can sit.

Before the next event, the Troop should again stand if seated, be called to "Alert" and then the Troop Leader gives the "Troop, Break off" command.

All Scouts should now take one step back out of the horseshoe before leaving.

MEETING CLOSING

Purpose and Preparation

The closing horseshoe provides for a definitive closing to the meeting or camp. Unlike the opening ceremony, the closing horseshoe provides a reflective time and sends the Scouts home relaxed and ready to live out the Promise and Law on a daily basis. This time provides the Scouts with the opportunity to show respect to Canada through the lowering of the flag.

Procedure

The process follows much the same process as the opening, with a few small differences. The Troop is called into a horseshoe formation with the "Troop, fall in" command, or silently with the appropriate, Troop-designated hand signal.

On hearing the "Troop" command, Scouts should stop what they are doing, listen for the instruction and then move quickly into formation. Scouters should place themselves in the proper positions. The Duty Patrol again provides the Colour Party. The Troop Leader or Duty Patrol Leader makes the "Troop, Alert" command and the Troop comes to attention. The Colour Party takes one step back, then walks smartly to the Flag of Canada. The Scout who is lowering the flag unties and then reports the halyards with a "Halyards all clear".

After the reporting of the halyards, the Troop Scouter gives the "Lower the flag" command. The Colour Party lowers the flag, being careful to keep the flag from touching the ground. The flag is removed from the halyards and is folded and presented to the Troop Leader or Duty Patrol Leader. Upon presenting the folded flag, the Colour Party salutes the Troop Leader or Duty Patrol Leader, who returns the salute. The Colour Party then returns to its place in the horseshoe by walking around the outside of the horseshoe.

At this time, a short Scouter's Five (a short, Scouter-led reflection) could be given, followed by a closing prayer or recitation of the Scout Promise and Law. In Troops with multiple faiths, a moment of silent reflection may be appropriate. Scout Silence can be used at the close of any meeting or activity along with or in place of a prayer.

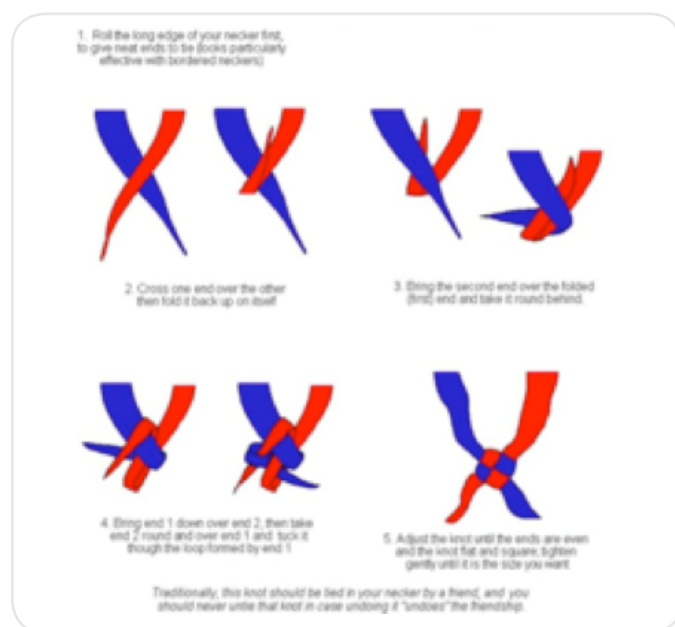
The Troop Leader then gives the “Troop dismissed” command. Scouts take one step back from the horseshoe before leaving. The Duty Patrol then ensures flag stands and other flags are properly put away.

The Closing Ceremony presents a great opportunity to recognize Scouts and Scouters on accomplishments (both inside and outside of Scouting such as hockey and school). Recognizing the work of an individual or Patrol during the meeting is also encouraged, as is mentioning where improvements could be made. Troops that run competitions between Patrols can use the Closing Ceremony to give a rousing “Three Cheers” for the winning Patrol.

INVESTITURE OF NEW SCOUTS

Purpose and Preparation

The Investiture Ceremony officially makes a youth or Volunteer member of a Scout Troop and, by extension, into the worldwide Scouting movement. An investiture should occur within a relatively short period of time (less than a month) from when the youth begins attending meetings and has demonstrated the knowledge of the Scout Promise and the Scout Law. In order to make a Scout feel welcome in a Troop, he or she should be permitted to wear the Group neckerchief and Group, Area and Council badges before being invested. A Scout woggle can be used to signify a Scout’s investiture; this is a subtler difference in an uninvested Scout’s uniform, and should minimize any sense of difference or exclusion. Prior to investiture, a Scout can wear the Group neckerchief tied with a friendship knot, tied by a fellow member of the Troop.



The Investiture Ceremony is, perhaps, the most important ceremony in a Scout’s experience. The Scout makes the Promise to the investing member of the Troop Leadership Team who, in turn, pledges to help the new Scout to do his or her best. Any member of the Troop Leadership Team may invest another Scout. Investiture can take place at the regular meeting place, outside or at a camp.

The Investiture Ceremony is an important occasion in the life of a Scout. For that reason, parents or other people of importance to the Scout may be invited to witness the investiture. If the Troop has a sponsor, a representative of the sponsoring organization can be invited. The Scout being invested should be consulted in this regard. If the investiture is to be held at a camp, it is important that parents be able to attend.

Procedure

While Troops are free to individualize the Investiture Ceremony, all ceremonies must include the making of the Scout Promise. Some Troops also include the repeating of the Scout Law after the Promise. If more than one Scout is to be invested, each should make the Promise separately as a sign of personal commitment.

Scouts should be in horseshoe formation and called to Alert. The Troop Leader stands at the open end of the horseshoe. Scouters may be two steps behind the Troop Leader at the open end of the horseshoe. One Scout stands off to one side with the Troop flag ready to bring it in. It might be desirable that the Scout holding the flag be either the new Scout’s Assistant Patrol Leader or a sibling or friend of the new Scout in order to make it more personal.

The Troop Leader says: “Colour Party, present the colours.”

At this time, the Troop salutes and the flag bearer enters with the flag and stands one pace to the left of the Troop Scouter. Once the flag is in place, Scouts return to Alert by dropping their hands at the same time as the Troop Scouter.

The Patrol Leader now brings the new Scout into the horseshoe and stands one pace in front of the Troop Scouter:

Patrol Leader: “I present (Recruit’s full name) who wishes to be invested as a Scout.”

Troop Leader: “Thank you, Patrol Leader.” The Patrol Leader now takes one step back.

Troop Leader: “(Recruit’s given name), do you know the Scout Promise and Law?” **Recruit:** “I do”

Troop Leader: “Can I trust you, on your honour, to do your best to live up to the Scout Promise?”

Recruit: “You can.”

Troop Leader: “Troop, Scout Sign!” (Only invested Scouts make the sign. The recruits, having been briefed beforehand by their Patrol Leaders, stand fast.)

At this command, every invested member of the Troop, except the colour bearer, makes the Scout Sign. The colour bearer turns right and, keeping the flag gathered, lowers the Troop colours between the recruit and the Troop Leader. The Troop Leader and recruit grasp the colours with their left hands and make the Scout Sign with their right. In advance of the ceremony, the Troop Leader should check with the new Scouts and ask if they would like to make the Scout Promise on their own or to repeat it after the Troop Leader.

Troop Leader: "(Recruit's name), say after me..." or "(Recruit's name), make the Scout Promise." (The recruit repeats line by line after the Troop Leader, though the making of the Promise may be adapted by the Troop Leadership Team for more or less able Scouts.)

On my honour

I promise that I will do my best

To do my duty to God and the Queen,

To help other people at all times,

And to carry out the spirit of the Scout Law.

As soon as the recruit has completed the Promise, the Scout and Troop Leader release the colours. The flag bearer raises the flag and returns to the former position. At the same time, the Troop returns to the alert.

The Troop Leader shakes hands with the recruit using the Scout left handshake and says: "Scout (full name), you are now a Scout in the worldwide Scout movement. I trust you, as a Scout, to keep this Promise."

The Troop Leader presents the Group woggle (if it has one) or the Scout woggle, placing it on the necker of the newly invested Scout and saying something like: "With this woggle, I make you a member of the (*number and name*) Group." You might, at this time, give a short explanation on the meaning of the (Group) woggle and the colours of your Group neckerchief (if there is any). The Patrol Leader now steps forward and pins on the Patrol emblem saying something like this: "(*New Scout's given name*), with this emblem I welcome you into the (*Patrol name*) Patrol." They shake hands using the Scout left handshake, and the Patrol Leader falls in beside the new Scout on the right.

Troop Leader: "Scout (full name), about turn!" (The Patrol Leader turns about at the same time.)

"Salute the Troop. Troop, to our new Brother (or Sister) Scout, salute!"

The Patrol Leader then escorts the new Scout back to the Patrol. In some Troops, the tradition at this point is for each member of the Patrol to give the new Scout a left handshake of welcome. If there are any other Scouts to be invested, the Patrol Leader should bring the next recruit forward at this time and the ceremony is repeated.

Once all Scouts are invested, the Troop Leader says: "Troop, alert! Colour Party dismiss." (The Colour Party turns left and marches off. The Troop salutes.)

When the colours are gone, someone appointed previously leads the Troop in the Troop yell, or three cheers for the new Scout.

Options to consider

- At the end of the ceremony, while returning to other meeting or camp activities can certainly take place, it might be desirable to have a celebration such as a campfire with songs and skits, or a time of fellowship with a special cake and drinks.
- If one of the Scouters is a parent of the new Scout, have that Scouter present the woggle. If that Scouter was also a Scout, a nice touch is to have the woggle presented be one that the parent wore as a youth.
- Have yellow candles (representing Cubs) burning on a table or alter during the ceremony. After the new Scout has been invested and presented with the woggle and badges, have the Scout light a green candle (representing Scouts) from the yellow one before blowing the yellow candle out. Youth new to Scouting could use a white candle. This is physical way of showing the transition from one Section to the next and that the new Scout is "growing up" and becoming more independent.

Locations for an investiture can include: the regular meeting hall (not necessarily the best choice), church sanctuary (if appropriate), local Scout Camp, park, or Scout museum. Investitures held outdoors present challenges (e.g. weather, campfire smoke), but often these ceremonies are more memorable.

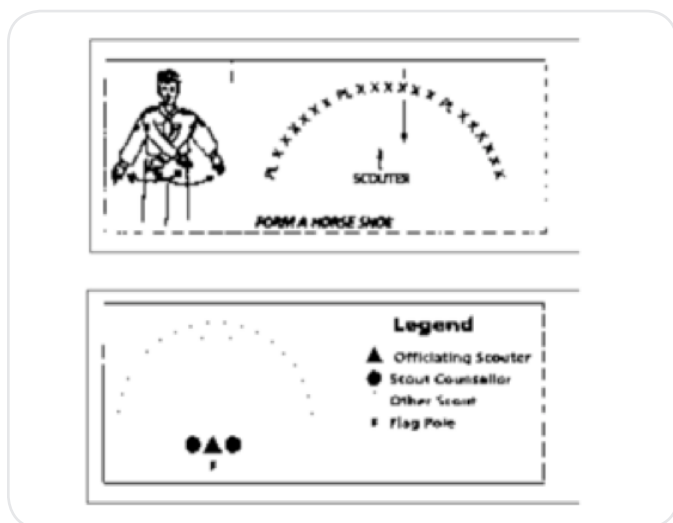
CHIEF SCOUT'S AWARD CEREMONY

Recognizing the attainment of the Chief Scout's Award is done in a public ceremony, in keeping with the significance of the accomplishment. There are different traditions across the country. In some areas, a government representative, such as the Lieutenant Governor of the province, may host the presentation ceremony. Whatever the tradition in your area, the Certificate from the Chief Scout of Canada is read out and presented to the youth, while parents and Scouters watch. The badge is awarded upon completion of the requirements, often at a Troop meeting. The badge is transferred to the Venturer Scout uniform when the Scout moves up.

ADVANCEMENT CEREMONY

The Advancement Ceremony will occur at the end of the Scouting Year (typically in the late spring). It is a graduation ceremony for Scouts going up to Venturer Scouts. The Advancement Ceremony is the formal recognition of a Scout's accomplishments in the Scouts Section, but it is a relatively small part of linking, which is an ongoing process throughout a youth's time in Scouts.

To begin a ceremony, the Troop Leader calls the Troop into the horseshoe formation.



There are several ways to call the Troop to the horseshoe, but the most common (and respectful) is for the Troop or Patrol Leader to raise the Scout Sign, and wait for all the other Scouts to do the same. When a Scout has raised the Scout Sign, he or she should be silent and await instruction. For each Scout

participating in the Advancement Ceremony, Canadian Path Scout badges are provided. These badges will be worn on the Scout's Venturer Scout uniform, along with any previously awarded Canadian Path linking badges.

A Troop may also have its own rewards as part of the Advancement Ceremony, such as Venturer Scout handbooks for Scouts moving up, or another form of recognition unique to the Group. It is important that the Advancement Ceremony treat all Scouts moving up from the Troop equally. A table may be required to lay out paraphernalia for the ceremony.

The Troop Leadership Team will design its own Advancement Ceremony. For this occasion, the Troop Leadership Team may decide that it is best to have Scouters play a larger role than usual, as it is likely that members of the Troop Leadership Team will be moving up. The Troop Leadership Team should be able to consult resources with suggestions for this ceremony, developed by Scouts Canada. The Troop Leadership Team should also be aware of its Group's traditions and its sponsor's expectations.

Easing Transitions between Sections and Developing Leadership

Linking activities are helpful in easing transitions from one Section to the next and developing leadership skills in those youth who visit other Sections. Linking refers to an activity or event in which two different Sections are "linked" together in an activity. The process used for linking Pack and Troop Leaders applies equally to linking Troop and Company Leaders. At the beginning of the Scouting Year, Scouters from the Pack, Troop and Company should meet to determine the best times for having older Cub Scouts visit the Troop and older Scouts visit the Company. Alternatively, the older Cub Scouts may participate in Troop outings and events while the older Scouts may do the same with the Company.

Either second- or third-year Scouts should visit Cub Scouts because of their experience, and the fact that they'll still be in Scouts when the Cubs move up to Scouts.

The more opportunity to build familiarity with the Troop program in Cub Scouts, and the Company program in Scouts, the better the chances that youth will feel at ease in moving into their new Section.

Cub Scouts to Scouts

The Troop Scouter should talk to older Cub Scouts and their parents to ease potential concerns about the transition. The Scouter might bring along a Patrol or the Troop Leadership Team to demonstrate a Scout activity or lead a game for the Pack. The Troop Scouter and Scouts could also work with Cub Scouts who are working on their Outdoor Adventure Skills or another project. At a Troop meeting, the older Cub Scouts will see Scout activities firsthand and have a chance to try some of them.

Encourage Troop members to take older Cub Scouts on an outing that isn't too challenging, but which give them a chance to sample outdoor skills at the Scout level. It may or may not be desirable for a Pack Scouter to go along, depending on the youth and outing in question. The Troop Leadership Team can discuss this with the Pack Scouters in advance.

Some Trail Card activities for both Cub Scouts and Scouts will suggest or require linking with the older or younger Section.

Howlers, the third-year Cub Scouts, should regularly take part in Scout meetings and activities in the spring. That way, the new Scouts start in their new Sections at the beginning of a new program year in the fall with a great deal of comfort established in the previous spring and, for many, over summer activities as well.

Scouts to Venturers

As with the transition to Troop, youth may be uncertain about new Scouters, a new program, and new, bigger youth. Therefore, it is a good idea to have a Company Scouter meet with the older Scouts face to face. Regular linking activities should be coordinated between the Troop and the Company. For example, second-year Venturers could lead an activity such as Dutch oven cooking at a regular Troop meeting, then join in a game. Emphasis on linking with Scouts in the Venturer Scout program will ensure that both the Troop and the Company have an interest in regular and strategic linking activities.

Scouters—It's All about Situational Leadership

Being a Scouter with Scouts presents some unique but interesting challenges. It's critical to create lots of opportunities for the youth to figure out what they want to do and how to

go about it. They also may need help reviewing an adventure. So how does a Scouter handle such a challenge?

In the beginning, a group of youth inexperienced at making decisions may need quite a bit of coaching. You may handle the situation with questions to help the Scouts figure out what they want to do, and how they want to do it; you may suggest different ways of going about the experience in order for the youth to see the parameters within which they need to make decisions. This might be considered a process of collaborative decision-making.

The youth may need to develop technical skills. You may begin by demonstrating the skill, pointing out separate elements of what's required, yet making it clear there could be other ways of achieving the same objective. Then you become more of a cheerleader as the Scouts try the skill themselves.

You might know that some of the older, more experienced Scouts already have the skill. Instead of doing the demonstrating yourself, you might call upon those who already possess the skill to help others learn what's involved.

The point is that there is no single way to interact with Scouts in your role as Scouter. How you choose to be of help to the youth depends on what they already know, whether some in the group have enough experience to take charge or not, and whether or not things are flowing reasonably smoothly.

If new Scouts don't know how to plan, then you help out in a supportive, often indirect way, or you find one of the other youth who can provide input into the problem-solving.

All the while, you're watching for Scouts who are not engaged or included in what's going on. You want to be sure everybody is participating at some level that's appropriate for their knowledge and skill level.

To start with, in-depth review is likely something Scouts aren't familiar with. You, as Scouter, will probably have to take the lead by asking questions that focus on what the Scouts have learned.

You can't let Scouts flounder, but you don't want to solve their problems for them too soon. If you can be patient and watchful, the Scouts might just find a way to overcome their own obstacles.

CLIMB HIGHER - VENTURER SCOUTS

Venturer Scouts on The Canadian Path

The Venturer Scout program provides an exciting and enriching experience at one of the most important periods of development in a young person's life. Venturer Scouts (ages 15–17) have an opportunity to enrich their Company and themselves by setting and achieving goals, measuring progress, developing in each of the SPICES and realizing their potential as members of Canadian society.



On the Canadian Path, Venturer Scouts focus on the importance of developing character. Less emphasis is placed on Company structure and authority, and more on building a team that takes advantage of the entire skill set of the group. Venturer Scouts may muster into larger groups that provide greater social-development opportunities and allow Venturer Scouts to work together to ensure everyone reaches his or her personal summit. However, the main focus for the Venturer Scout is on personal development—a Solo Climb.

The Canadian Path

The Canadian Path is the way Venturer Scouting is done in Canada.

It involves:

- A non-formal approach to learning.
- The seven components of the Scout Method.
- The Four Elements (Youth-led, Plan-Do-Review, Adventure and SPICES).
- Six Program Areas: Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression and Beliefs & Values.
- A personal journey of growth.

So what does this look like in the Venturer Scouting Program?

- **A NON-FORMAL APPROACH TO LEARNING**
Venturer Scouts develop a wide range of skills by engaging in adventures individually, in Expedition Teams and in the Company. Scouting adventures are enjoyable, hands-on experiences that allow Venturer Scouts to explore their world in ways they haven't before.

• THE SEVEN COMPONENTS OF THE SCOUT METHOD

The Canadian Path is rooted in the Scout Method—the basis of all of the adventures Venturer Scouts experience. It is a non-formal educational process that makes each youth the principal agent of his or her development as a self-reliant, responsible and committed person. The Scout Method is an approach unique to Scouting and includes seven components:

THE SCOUT METHOD

Scout Law and Promise

Learning by Doing

The Team System

A Symbolic Framework

Nature

Personal Progression

Volunteer Support

• THE FOUR ELEMENTS

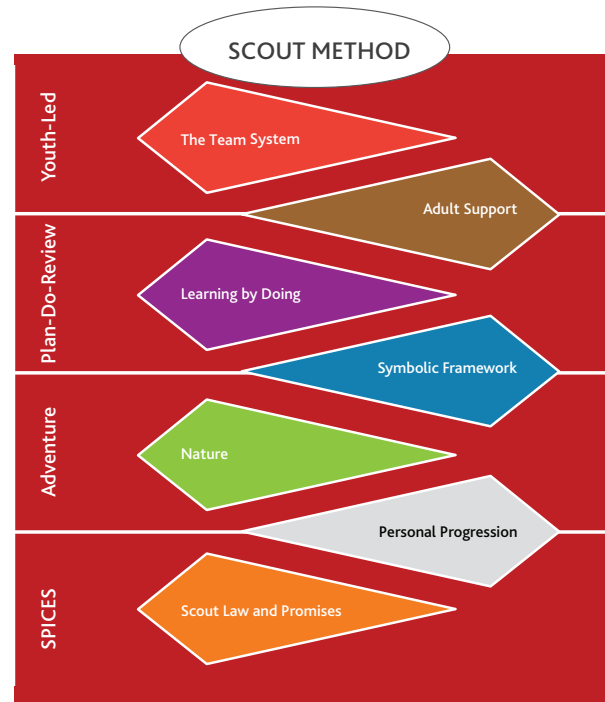
There are four elements to The Canadian Path:

Youth-led: the program is directed by its members, not the Scouters. The responsibility for leadership in Venturer Scouts depends on the Venturer Scouts themselves.

Plan-Do-Review: the three-step cycle that informs all activities in the Venturer Scout program.

Adventure: exploring new things, new ideas, learning new skills and creating new paths.

SPICES: the six dimensions of personal development for the Canadian Path program.



• A BALANCED PROGRAM

The Canadian Path is designed to deliver a balanced program. Venturer Scouts participate in adventures from each of the six Program Areas: Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression and Beliefs & Values.

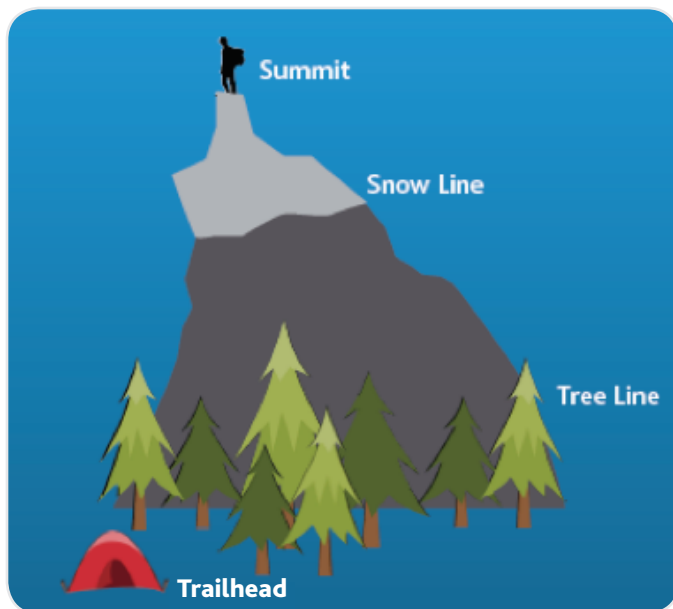
PROGRAM AREAS

- Environment & Outdoors
- Leadership
- Active & Healthy Living
- Citizenship
- Creative Expression
- Beliefs & Values

• A PERSONAL JOURNEY OF GROWTH

The Venturer Scouts program is about *Personal Progression*—each member develops in his/her own way and on his/her own path, even as he/she works with others as a team.

REACH FOR THE SUMMIT: The Venturer Scouts Symbolic Framework



The Symbolic Framework provides a structure for activities. The Venturer Scout Symbolic Framework challenges Venturer Scouts to climb higher in everything they do—to work to be better and to take on more adventurous challenges. Each Venturer Scout, through his or her program experience, journeys from the base of his or her mountain towards the summit. The symbolic journey of scaling the mountain is really about working towards personal development in each of the six SPICES.

Each Venturer is a member of a community of adventurers who work together, go on adventures together and help one another to reach the summits of Solo Climbs. The Venturer Company exists to support cooperation and collaboration among Venturer Scouts.

VENTURER EXPERIENCES

- Solo Climbs
- Basecamps
- Expeditions

Solo Climb

From the moment someone joins Venturer Scouts, he or she sets off towards the summit of a personal mountain. A Venturer scales the mountain as he or she achieves meaningful personal development through the Program Areas.

While each Venturer undertakes his or her own Solo Climb, parts of one Venturer's mountain may resemble those of another's in the Company. Venturer Scouts are expected to work together to help each other successfully reach their personal summit.

As Venturer Scouts attain certain levels of personal achievement along their Solo Climb, they reach checkpoints: **the Tree Line, the Snow Line and the Summit.**

Base Camps

At the start of each Program Cycle, the Venturer Scouts will get together at a Base Camp. This provides them an opportunity to review the Expeditions that have happened since the last Base Camp and to plan a new set of Expeditions. Base Camps are key to the Venturer program planning process. They provide an opportunity to bring together all the Venturer Scouts in the Company to discuss their needs and goals and to take a reprieve from their Expeditions to review and reflect.

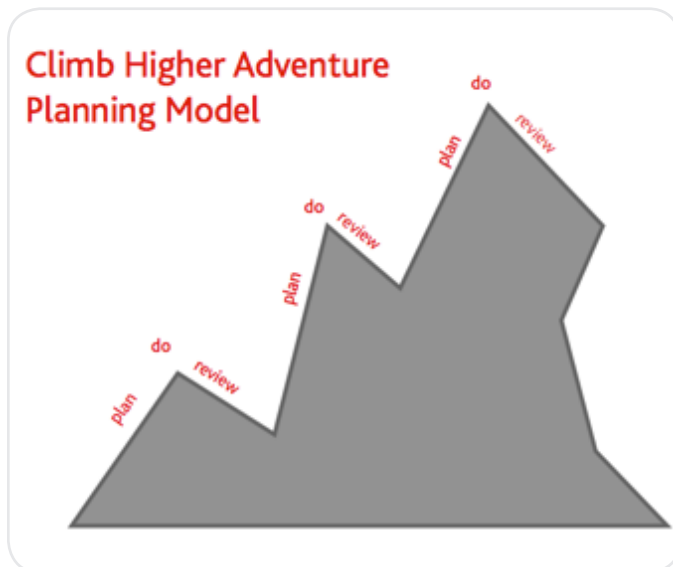
CHECKPOINTS

- Tree Line
- Snow Line

Expeditions

Expeditions are the activities and adventures that Venturer Scouts in a Company takes on and participates in. Expeditions are often focused on the Program Area challenges set by Venturer Scouts as part of their Solo Climbs, but they can also serve other purposes, including recreation. The important thing to remember is that expeditions are planned by a team of Venturer Scouts (an **Expedition Team**) with support, mentorship and, in some cases, hands-on help from the Company Scouters.

Expedition planning follows the **Plan-Do-Review** process. Most expeditions are planned and undertaken during a single planning cycle; however, expeditions that are larger and more involved may extend beyond one Program Cycle and may require smaller expeditions in order to prepare for the larger experience.



The Venturer Scout Experience

A Venturer Scout experience can be broken into three separate aspects of an overall journey:

The Solo Climb

Individual Venturer Scouts identify challenges they want to experience and goals they want to accomplish that will help them along their life path toward an independent and successful adulthood.

Expedition Teams

Expedition Teams are ad hoc and temporary small groups of Venturer Scouts. They are established to allow small groups of Venturer Scouts within a larger group (called a Company) to undertake adventures the members of the Expedition Team have chosen. Each Expedition Team can be supported by a single Company Scouter (bearing in mind the Two Scouter Rule—a Scouter working with an Expedition Team should be in earshot and eyeshot of another Scouter).

Company

The Venturer Company which should have, if possible, a minimum membership of twelve Venturer Scouts serves as a place of belonging. As a "permanent" structure, the Company is the entity to which individual Venturer Scouts belong.

The Company allows Venturer Scouts of different stages of achievement to collaborate with other youth interested in similar challenges. As well, the Company offers an organizational structure to connect with other Venturer Companies and larger programming opportunities outside of a particular Venturer Company.

Venturer Companies should have 12–24 (or more) Venturer Scouts. Groups smaller than 12 should consider forming a composite Company with other local Venturer Scouts. Composite Venturer Companies may be managed and supported at the Area level rather than at a Group level.

Venturer Company Leadership Team

A Venturer Company has a **Company Leadership Team** (composed of Venturer Scouts and at least two Scouters) which serves the membership of the Company. It is set up to provide a formal structure for the larger group. So, for example, the Venturer Scouts might decide that they need a formal executive structure (electing people to chair Company meetings, to manage finances, to keep records, to schedule events, etc.) which will allow the Company to function. Or they may choose to create a less formal organizational structure. In either case, a Venturer Company needs some form of structure in order for events to happen.

Program Areas

The interests of Venturer Scouts lay the foundation for the challenges they undertake in pursuing their Solo Climb. The six Program Areas for the Venturer Scouts are the same as those for the other Scouts Canada Sections:

- **Environment & Outdoors:** This area concentrates on developing awareness and understanding of a Venturer Scout's local ecosystem and of the planet. Venturer Scouts are encouraged to work independently or in Expeditions Teams on projects that will have a positive impact on the natural world. This achievement area is also about getting outdoors to enjoy the splendour of nature.
- **Leadership:** Leadership is the ability to identify your role in a group and fulfill it (whatever it may be). For Venturer Scouts, it is about learning how to enable themselves and others around them to achieve a common goal.
- **Active & Healthy Living:** Getting the most out of life is what healthy and active living is all about. It's about taking charge of one's personal health and wellbeing and learning the facts about nutrition, physical activity and hydration in order to make sensible choices that support good health. This Program Area encourages Venturer Scouts to learn to live in a healthy and active way through individual and group activities.
- **Citizenship:** This Program Area focuses on developing empathy and giving back to one's community. Venturer Scouts acquire a greater awareness of their place in society, of their responsibilities in their community, and their potential to impact the world. For Venturer Scouts, this involves developing skills needed for life beyond high school, understanding how to prepare themselves for the rest of their lives as independent and engaged citizens making meaningful contributions to the world around them. This also includes service—giving back to the community (the Scouting, local, or world community) with the unique skills they are developing.
- **Creative Expression:** This Program Area focuses on the development and improvement of a skill or collection of skills of the Venturer's choosing. This could be something new that a Venturer Scout would like to try, or it may mean working to improve creative capabilities he or she already has.

- **Beliefs & Values:** This Program Area centres on developing a greater understanding of one's morals. A Venturer's moral code may be founded upon his or her religious faith or on another personal belief system. In the Plan-Do-Review cycle, Beliefs & Values will mostly come into play in the planning and reviewing.

Through their personal journey (Solo Climb), individual Venturer Scouts set themselves challenges—experiences they hope to explore in the Program Areas. These challenges collectively become the basis for a Company program and are supported through a Company Program Planning Cycle (overseen by the Venturer Company Leadership Team). They provide a source of ideas for other Venturer Scouts (in particular, youth new to the Company) to draw on as they consider challenges they might undertake.

Programs such as Sea Venturer Scouts and Vocational Venturer Scouts (e.g. MedVents) have the same program elements as a traditional Venturer program. It is simply in how these elements are implemented that the programs differ.

A Venturer Scout's Personal Journey

THE SOLO CLIMB

The Venturer Scout personal journey is all about setting challenges for himself or herself and overcoming them using a Plan-Do-Review process.

It is through these challenges that Venturer Scouts make their way from Tree Line to Snow Line, eventually reaching the Summit.

Progression through the Personal Journey does not have minimum or maximum time requirements. Venturer Scouts should progress at their own pace. Scouters and other Venturer Scouts can provide advice on increasing or reducing the difficulty of a specific challenge; however, the decision about what challenges to pursue ultimately belongs to an individual Venturer Scout.

While there are different milestones identified below, youth can conclude their personal journey at any point in their personal progression. The most important piece is that their progress is reviewed by themselves, other Venturer Scouts and Scouters.

THE CHECKPOINTS

Base Camp

Base Camp meetings are opportunities for members of a Company to see the big picture; they are important for Venturer Scouts to discuss possible Expeditions and to determine the leadership roles at both the Company and Expedition Team levels. This process should not be rushed; it will probably happen over two meetings, so that Venturer Scouts will have time to reflect upon the Expeditions that have been proposed.

At the beginning of the year, the structure of the Company and the nature of the Venturer program will be presented by experienced Venturer Scouts (likely a past member of the Leadership Team) as an orientation for new Venturer Scouts and as a refresher for returning Venturer Scouts. The roles of the Leadership Team can be explained, and members of the Company are able to consider whether to submit their names for positions. The Leadership Team should be elected by the Company at the following meeting—submitting their name for a position on the Leadership Team should be a challenge identified by a number of Venturer Scouts for themselves.

The orientation at the first meeting can explain the six Program Areas and the program's expectation that a Venturer Scout sets challenges for each area. This should help to inform the Expeditions proposed.

Venturers set six personal goals at the beginning of a program cycle, each in support of a Program Area. These should be increasingly challenging as the Venturer nears his or her Summit.

Venturer Scouts in the Company can propose Expeditions to determine whether there is interest for such adventures. Not all Expeditions proposed at Base Camp will work out, but the Company should be able to narrow down its options and focus on some ideas. Experienced Venturer Scouts will understand how the Program Areas can influence possible Expeditions. They may propose successful Expeditions from previous years be repeated to correlate with challenge-setting over the six Program Areas.

Between the first two Base Camp meetings, the members of the Company will attempt to identify six challenges for themselves, one for each Program Area. These challenges will often fit in with one or two proposed Expeditions, but some will also have to be pursued by the Venturer on his or her own time. At least two copies of these written challenges will be brought to the next Base Camp meeting (see the Solo Climb Planning Sheet below).

At the second Base Camp meeting, Venturer Scouts will have a better sense of what Expeditions they want to be a part of. The Expeditions Teams will be decided upon.

The Company could now divide itself into smaller groups of about five. Ideally, a Scouter is present with each group. It does not matter whether the members of these smaller groups are from different Expeditions or not; however, there should be a good mix of Venturer Scouts at different stages in their Solo Climbs. The Venturer Scouts share the challenges they have set for themselves across the six Program Areas. This is an opportunity for less experienced Venturer Scouts to ask questions of those who have completed Personal Achievement challenges in the past.

More important, these small groups provide an opportunity for Venturers to question whether each set of challenges is SMART—Specific, Measurable, Attainable, Realistic and Timely. New Venturer Scouts will likely find this process baffling; Scouters and more experienced Venturer Scouts will be able to demystify what realistic challenges consist of.

The Personal Achievement challenges also have to be considered as a group. One very significant challenge should be manageable for most Venturer Scouts; more will only be possible for very few. The Venturer Scouts in each small group mentor each other, helping each review his or her challenges. In light of the feedback of the group, some changes may need to be made to the challenges a Venturer Scout has set him or herself. After amending the challenges (if necessary) a copy

of the written challenges is submitted to the Scouters and Leadership Team for review. This allows for further amendments, as necessary, and helps the Leadership Team and the Scouters coordinate the Company activity in ways that make each Venturer Scout's Personal Achievement challenges possible. The written challenges also help the Leadership Team and the Scouters keep track of the Venturer Scouts' progress in their Solo Climbs.

Trailhead

The Trailhead is the base of the mountain and the beginning of the youth's path in Venturer Scouts. A youth who has come from Scouts, or who has recently joined Scouting, starts work towards the Trailhead right away. A Venturer Scout reaches the Trailhead of his or her Solo Climb when he or she has completed the following:

- Knows and understands the principles of Scouting, including the Venturer Promise, Law and Motto
- Learns how a Venturer Company works and joins an expedition to do something interesting.
- Sets six challenges, one in each of the Program Areas.
 - These challenges need to be realistic and manageable. That may mean the first challenges are relatively easy to accomplish: "I want to succeed at my first canoe day trip..." or "I want to try my first rock wall climb," or perhaps "My younger brother is a Cub Scout; I'd like to help out on the Pack's camping trip." As Venturer Scouts become more experienced, their challenges are expected to become progressively more difficult.
 - It's probably enough for new Venturer Scouts to set one or two initial challenges. After they have planned and undertaken these first challenges, they will be able to set themselves more diverse and difficult ones.
 - Company Scouters and experienced Venturer Scouts should help new Venturer Scouts with the goal-setting so that the experience is not overwhelming.
 - Goals in many Program Areas may be of a "take part" nature, strongly supported by the planning work and leadership of others in the Company.
 - It is important to note that the Venturer Scout only sets his or her six challenges at this stage; they are to be completed later in the Venturer's Solo Climb.
- Work on reaching the Trailhead should be done with the support of the other Venturer Scouts and under the guidance of the Company Scouters. The Trailhead Insignia is presented to the Venturer when he or she has completed the above.

Tree Line

The Tree Line marks the progress Venturer Scouts have made as they journey along their Solo Climbs. A Venturer reaches the Tree Line at the completion of the following:

- Complete six challenges, at least one in each of the Program Areas. These should either be the challenges set at the Trailhead, or comparable replacements developed as the Venturer Scout climbs towards the Tree Line.
- Either lead an Expedition or co-lead an Expedition with another Venturer Scout.
- Review the work done to reach the Tree Line and what was learned along the way, with a specific focus on development in the SPICES.
- Set six new challenges, at least one in each of the Program Areas.
- Work on reaching the Tree Line should be done with the support of the other Venturer Scouts and under the guidance of the Company Scouters. The Tree Line Insignia is presented to the Venturer Scout when he or she has completed the above.

Snow Line

The Snow Line climb represents the middle milestone of a youth's journey through Venturer Scouts. At this stage, the majority of the Solo Climb is complete. Once a Venturer Scout has reached his or her Tree Line, he or she will begin working towards the Snow Line. The Snow Line is all about overcoming the challenges a Venturer Scout has set and embarking on a new set of challenges. A Venturer Scout reaches the Snow Line upon completing of the following:

- Complete six challenges—one in each of the Program Areas. These should either be the challenges set at the Tree Line, or comparable challenges developed as the Venturer Scout climbs towards the Snow Line.
- Lead at least one expedition with another Venturer Scout. Review the work done to reach the Snow Line, and what was learned along the way, with a specific focus on development in the SPICES.

- Set at least six new big challenges, at least one in each of the Program Areas. These challenges should carry into your life beyond Scouting and help you to continue to develop as an individual.
- Complete at least one linking activity with a Scout Troop in your Area.
- Work on reaching the Snow Line should be done with the support of the other Venturer Scouts and under the guidance of the Company Scouters. The Snow Line Insignia is presented to the Venturer Scout when he or she has completed the above.

Summit

Reaching the Summit draws to a close the Venturer chapter of The Canadian Path. This may be the culminating adventure of the Venturer Scout journey, but it marks the entrance into the final stage of the Venturer Scout program, as the Venturer Scout prepares for Rovers. The Summit represents the completion of the challenges set by an individual for what he or she wanted to achieve in Venturer Scouts. The Summit is also where a Venturer Scout completes his or her final review of his or her climb through the Section before embarking on whatever new adventures lay ahead.

- Complete the six big challenges. These should either be the challenges set at the Snow Line, or comparable adaptations made as the Venturer climbs.
- Help at least three other Venturer Scouts complete one of the challenges they've set for themselves.
- Lead or co-lead at least two expeditions. At least one expedition must be led independently.
- Review the most recent part of your journey in Venturer Scouts and in Scouting, the work done to reach the Summit and what you learned along the way, with a specific focus on development in the SPICES.
- Work on reaching the Summit should be done with the support of the other Venturer Scouts and under the guidance of the Company Scouters. The Summit Insignia is presented to the Venturer when he or she completed the above.

Example

One of the very first challenges a Venturer will face will be, appropriately, setting challenges. In the beginning, Venturer Scouts need to set one or two solo challenges (based on Program Areas). There may be further challenges that tie in to an expedition (or two) taking place within the Company; one (or more) of the expeditions may be led by a Venturer as a challenge itself—that is, leading the expedition is the challenge, regardless of the activity. Some challenges will take place in a Venturer's own time, or as part of another activity or interest. Each challenge, once set, should be more fully pursued using the Plan-Do-Review process. A complete set of six challenges may look like this:

- **Leadership:** Be the Expedition Team leader for a diving expedition.
- **Environment & Outdoors:** After earning (or while earning) my Open Water certification, dive a local wreck. If I haven't earned my diving certification, snorkel the wreck. If possible, make this outing part of the diving expedition.
- **Active & Healthy Living:** Cycle to school daily instead of taking the bus.
- **Beliefs & Values:** Read *Into the Wild*, by Jon Krakauer and think about how that helps me look at my life in a new way.
- **Creative Expression:** Earn (or pursue) PADI Open Water certification with the Venturer Company's diving expedition. Create a photo slideshow to document the experience.
- **Citizenship:** Run for grade representative for Student Council at school.

Venturer Scout Solo Climb Plan	
Name: _____	Date: _____
What Program Area(s) interest me?	<ul style="list-style-type: none"> • Environment & Outdoors • Leadership • Active & Healthy Living • Citizenship • Creative Expression • Beliefs & Values
What is one challenge I want to set for myself? What do I need to learn?	S.M.A.R.T Goals Is this challenge <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Realistic • Timely
What equipment and resources will I need?	
Who can help me?	

Other Parts of a Solo Climb	Completion Date	Resources Required	Balanced Plan?
What Outdoor Adventure Skills do I want to develop or improve upon?			<input type="checkbox"/> Social <input type="checkbox"/> Physical <input type="checkbox"/> Intellectual <input type="checkbox"/> Character <input type="checkbox"/> Emotional <input type="checkbox"/> Spiritual
What Expeditions do I want to participate in? With whom?			<input type="checkbox"/> Social <input type="checkbox"/> Physical <input type="checkbox"/> Intellectual <input type="checkbox"/> Character <input type="checkbox"/> Emotional <input type="checkbox"/> Spiritual
What Expedition do I want to lead?			<input type="checkbox"/> Social <input type="checkbox"/> Physical <input type="checkbox"/> Intellectual <input type="checkbox"/> Character <input type="checkbox"/> Emotional <input type="checkbox"/> Spiritual
Who can I help complete their challenges? In what ways can I help them?			<input type="checkbox"/> Social <input type="checkbox"/> Physical <input type="checkbox"/> Intellectual <input type="checkbox"/> Character <input type="checkbox"/> Emotional <input type="checkbox"/> Spiritual
Signatures			
Venturer Scout _____ Scouter _____			

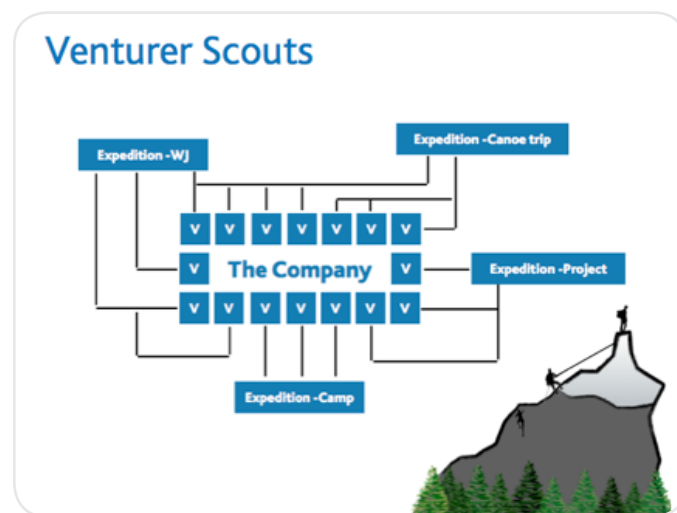
Note that a number of distinct challenges stem from the same activity, but none of the goals is dependent upon the success any of the others. This ensures that the challenges should be reasonably attainable.

To set bigger challenges on one's Summit Climb, imagine these same examples pursued at a greater degree of difficulty:

- **Leadership:** Be the Expedition Team Leader for the diving expedition (same as above, as leading an expedition always represents a big challenge).
- **Environment & Outdoors:** Dive three local wrecks.
- **Active & Healthy Living:** Cycle to school daily instead of taking the bus. Make the ride home a 40-minute extended route.
- **Beliefs & Values:** Read *Walden*, by Henry David Thoreau, and plan and execute a personal challenge based on something Thoreau described or initiate an expedition with one or two other Venturer Scouts based on something in the book.
- **Creative Expression:** Apply what I've learned from my shop woodworking class at school to build a wannigan for the Company.
- **Citizenship:** Run for Student Council president.

A Venturer Scout's Review of Personal Journey

THE VENTURER COMPANY



Venturer Scout Companies are organized at either the Group or the Area level and should be made up of at least 12 Venturer Scouts.

COMPANY SIZE:

Minimum Standards: Groups of 12 or more in Venturer Scout Section.

Why? We know that larger groups work better to offer more opportunities and a wider variety of options to pursue expeditions. The goal is to have more Venturers participating in any given activity, knowing that there are always youth not able to attend due to other commitments, such as jobs and homework.

The Company can be managed by a group of Venturers, elected by their peers and sharing responsibilities for the Company's overall administration. Their exact roles, responsibilities and methods would be determined by the Company's membership.

During the planning of activities, the Venturer Scout Company creates smaller Expedition Teams responsible for planning, organizing and delivering the program for the whole Company.

Expedition Teams

An Expedition Team is a small group of Venturer Scouts. The Venturers in the Expedition Team come together to plan an activity. Examples of when Expedition Teams are used include, but are not limited to:

- Personalized interests that do not extend to the entire Company.
- Small teams to plan/organize events as part of the regular Company activities (Jamborees, Council events, etc.).

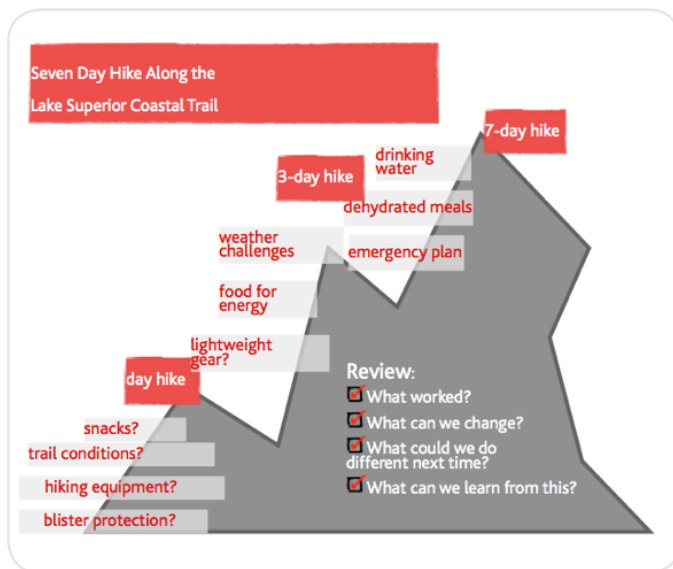
Expedition Teams are not fixed, but should be assembled and disbanded as activities and projects are fulfilled.

The Expedition Team model aligns with the Team (Patrol) System of the Scout Method.

Planning an Expedition

There are many ways an expedition can be put together. Depending on the complexity of the experience, an expedition might take a single day, or it might take several. It could involve a pair of Venturer Scouts, or a much larger group could decide to participate. The planning process is the same.

The Venturer Scouts need to take into account what resources they need, what skills they should possess, what safety issues they should consider, who will be responsible for what, who they can turn to for help, emergencies they should be prepared for, and so on.



With inexperienced Venturer Scouts, the Scouter needs to keep an eye on the planning to make sure they've fully considered everything they need to take into account.

The Company Journey

Where each Venturer Scout's Solo Climb spans the entire length of their time in Venturer Scouts, the Company Journey refers to the activities and adventures of the entire Venturer Company over a year.

The annual Company Journey is broken into a number of program cycles. Each program cycle includes a Plan, a Do and a Review phase. Through that process, each Venturer's ideas, objectives and the challenges he or she has set are incorporated into the Company's activities.

PLAN

Venturer Scouts get together at a Base Camp meeting and generate ideas considering: the challenges they have set themselves as part of their respective Solo Climbs, any special interests or Outdoor Adventure Skills they would like to work towards, new adventures they would like to take on and new things they would like to try, and ideas left over from previous program cycles. (Note: Base Camp is led by the Company Leader.)

As a Company, the Venturer Scouts then work from that list to identify which activities they would like to take on during that program cycle. Some activities may get selected because they are popular with a number of Venturer Scouts. Others may be chosen because they are of particular interest to a smaller group who are willing to take on more of the planning and organization themselves.

As expeditions are agreed upon by the members of the Company, Venturer Scouts join Expedition Teams.

Teams plan and execute each of the expeditions. Each Expedition Team should consist of at least three Venturer Scouts, one of whom serves as the Expedition Team Leader. Representation from the Company Scouter team provides support and assistance in planning and executing the expedition. Remember, two Scouters should be involved in every expedition.

When an Expedition Team is formed and an Expedition Leader has been selected, planning is the next step.

DO

The activity happens. Everyone has a great time.

Though only planned by those Venturer Scouts on the Expedition Team, expeditions are usually open to all the Venturer Scouts in the Company. Sometimes longer expeditions that involve considerable skill or planning in advance may limit participation to those who contributed to the planning. These will usually involve practice trips before the main expedition. An Amory-oriented expedition could be an example of a more involved and selective expedition.

REVIEW

The Expedition Team should discuss the activity. How did it go? Was there anything unexpected? Did anything get missed in the planning? Did everyone have fun?

At the next Base Camp, the Company as a whole should review the activity. Was it successful? What were some funny stories? Is it something the Company should do again?

It's important to note that the review phase isn't about dwelling on failures, laying blame or pointing out problems. It's more about reflecting on the experience and sharing that reflection with others in the Company.

The review process should follow a progression. Questions shouldn't dwell only on surface level fact-finding inquiries. Conversely, the review process should not be exclusively abstract. Balance is key. Work from the "What?" to the "So What?" and the "Now What?"

Scouters—It's All about Situational Leadership

A Volunteer in the Venturer Scout Section is called a Company Scouter.

The Company Scouter actively supports and advises the members of the Company as they follow the Plan-Do-Review cycle, try new things, and plan activities. The Company Scouter's responsibility, first and foremost, is to provide a safe and supportive environment in which the Venturer Scouts are set up for success in planning, doing and reviewing their own program.

The Company Scouter guides the Venturer Scouts as they each ascend on their Solo Climb. The Company Scouter supports the constant development of each Venturer Scout in each of the SPICES, and challenges the Venturer Scout to step up to challenges, try new things, and continuously work to become better.

The Company Scouter guides the Venturer Company as a participant in the Company Leadership Team. The Company Scouter's role relies heavily on an understanding of and implementation of situational guidance. The Scouters must constantly be observing and assessing the needs, the competencies and the commitment of the Venturer Scouts, and adapting their coaching style accordingly.

Sometimes, a Scouter needs to be directly involved in decisions and activities; other times, the Scouter needs to be a coach, and occasionally the Scouter will stand back quietly and ensure everything comes together.

Being a Scouter, then, with Venturer Scouts presents some interesting challenges. It's critical to create lots of opportunities for the Venturer Scouts to figure out what they want to do and how to go about it. They will need a lot of support in learning to set appropriate challenges for themselves. They may also need help learning to review the challenges they set for themselves.

So how does a Scouter handle this situation?

In the beginning, new Venturer Scouts are relatively inexperienced at making decisions. They may need quite a bit of coaching. You may handle the situation with questions to help the Venturer Scouts figure out what they want to do, and how they want to do it; you may suggest different ways of going about an experience in order for the youth to see the

parameters within which they need to make decisions. This might be considered a process of collaborative or joint decision-making.

The Venturer Scouts may need to develop technical skills. You may begin by demonstrating the skill, pointing out separate elements of what's required, yet making it clear there could be other ways of achieving the same objective. Then you become more of a cheerleader as the Venturer Scouts experiment with the skill themselves.

You might know that some of the older, more experienced Venturer Scouts already have a skill. Instead of doing the demonstrating yourself, you might call upon those who already possess the skill to help others learn what's involved.

The point is this; there is no single way to interact with Venturer Scouts in your role as Scouter. How you choose to be of help to the youth depends on what they already know and whether some in the group have enough experience to take charge.

If new Venturer Scouts don't know how to plan, then you help out, or you find a youth who can provide useful input.

All the while, you're watching for individuals who are not engaged or included in what's going on. You want to be sure everybody is participating in way that's appropriate for their knowledge and skill level.

In-depth Review is likely something new Venturer Scouts aren't familiar with. You, as Scouter, may have to take the lead by asking questions that focus on what the youth have learned.

You can't let Venturer Scouts flounder, but on the other hand you don't want to solve their problems for them too quickly. If you can be patient and watchful, the Venturers might just find a way to overcome their own obstacles.

Linking

The Venturer Scout program offers excellent opportunities for linking with each of the other four Sections.

Venturer Scout Companies should participate in linking activities with both Scout Troops and Rover Scout Crews.

Venturer Scout Companies are also expected to be active within their Group and/or Area by attending and interacting with youth at some Beaver Scout, Cub Scout and Scout events.

Further, Venturer Scouts have an opportunity to serve alongside Scouters to deliver program to Beaver Scout Colonies, Cub Scout Packs and Scout Troops.

Celebrating a Venturer Scout's Personal Journey

There are five categories of badges that mark accomplishment in a Venturer Scout's personal journey.

- Personal Journey Insignia
 - To mark the milestones on the personal journey from the base of the mountain to the Summit
- Outdoor Adventure Skills Awards
 - 9 stages in 9 categories
 - Program spans all 5 Sections
- Amory Adventure Award
- Top Section Award: Queen's Venturer Scout Award
- Duke of Edinburgh's Award Program.

OUTDOOR ADVENTURE SKILLS

- Camping
- Aquatics
- Vertical Skills
- Paddling
- Hiking
- Pioneering
- Winter Skills
- Sailing
- Emergency Aid

Personal Journey Insignia

At the completion of the tasks associated with each of the Solo Climb checkpoints (Tree Line, Snow Line, Summit) a Venturer Scout receives the appropriate Personal Journey Insignia.

Outdoor Adventure Skills

As part of The Canadian Path, Scouts Canada has developed a comprehensive Outdoor Adventure Skills program. Through a review of an expedition, Venturer Scouts will realize they have completed a number of Outdoor Adventure Skills. Outdoor Adventure Skills begin with Beaver Scouts and continue through to Rover Scouts. Each of the nine Outdoor Adventure Skills is divided into nine stages.

As Venturer Scouts develop their plans for expeditions, they will also develop a list of skills that they will need to complete an expedition successfully. After learning those skills and accomplishing an expedition, the review will give them an opportunity to talk about the skills they have gained.

Outdoor Adventure Skills should be seen as tools to support the Plan-Do-Review process. Completion of each stage is recognized with a badge that is worn on the uniform sleeve.

Amory Adventure Award

The Amory Adventure Award is given annually to the Company that displays the most initiative in conceiving, planning and executing an outdoor adventure activity. You can find more information on the Amory Adventure Award here: [Scouts.ca/ca/amory-adventure-award](https://scouts.ca/ca/amory-adventure-award)

Top Section Award— Queen’s Venturer Scout Award

The Queen’s Venturer Scout Award is the top award of a youth’s personal journey through Venturer Scouts.

There are four requirement components to the Queen’s Venturer Scout Award:

1. Personal Progression

The recipient must demonstrate that he or she has developed in his or her personal progression on his or her Solo Climb. Specifically, the Venturer Scout must achieve his or her Summit Insignia.

2. Outdoor Adventure Skills

Venturer Scouts will have completed 24 stages of Outdoor Adventure Skills. This lets Venturer Scouts to go broad or deep, taking part in diverse expeditions or increasingly difficult expeditions that focus on a specific Outdoor Adventure Skill set.

3. Service Hours

Venturer Scouts are required to complete a set number of volunteer service hours. These hours do not have to be completed within Scouting and do not have to be completed as part of one activity or event. Although volunteer service activities completed as part of the Section’s program do count towards this requirement, youth should be encouraged to find their own opportunities to give back to the community in a way that has special meaning to them.

4. Queen’s Venturer Scout Project

This is the “capstone” project of Venturer Scouts, typically completed in the last year of the program. With the approval of the Company Leadership Team, the Venturer Scout will complete a challenging project that matters to the youth and that will benefit a community (local, national or international) using the Plan-Do-Review framework.

The Queen’s Venturer Project may be completed in conjunction with or support of a project for another organization, such as school or the Duke of Edinburgh’s Award.

Instructions to the youth could be something like:

PEER PLANNING AND RISK REVIEW

- Choose a project that matters to you and that you believe will be significant to a community. This “community” could be: Local (your town, school, church, hospital, etc.) National (Canada), International (outside Canada).
- Problems that a Venturer Scout may in part address with a capstone project include (but are not limited to): education, poverty, racism, pollution, housing, ecology.
- A Venturer Scout might construct and/or repair benches and/or picnic tables for a local park, organize a drive and assemble care packages for armed forces members serving overseas, or acquire new and/or used school supplies to be sent to a foreign school in need. A Venturer Scout can come up with an original idea for a service project, solicit ideas from his or her Company (including Scouters), or research suitable projects online. American Eagle Scout projects are easy to find, and can provide very good ideas for Queen’s Venturer Scout Award projects.

- Conduct research as necessary, and create a project plan that includes a schedule, budget, and an inventory of required supplies and possible sources for said supplies.
- Present your plan to your Company Leadership Team for suggestions and approval. Your Scouter will need to approve the risk management components of project.

DO

- Prepare for and carry out the project.

REVIEW

- Present the results of your project to your Company. This is a significant review that's more than just about reviewing the project and its process; the review should be introspective. A Venturer Scout should be encouraged to reflect upon how the experience of conceiving and executing the capstone project was a personal journey. The Venturer Scout's reflective review can be composed in terms of the SPICES.
- As with other expeditions, there is no single recommended approach to the Venturer Scout's review of his or her capstone project. Venturer Scouts should be encouraged to be creative in how they review their projects. The nature of the project itself may have some influence on how it is reviewed.

The Duke of Edinburgh's Award

From www.dukeofed.org:

The Duke of Edinburgh's Award program is a non-competitive programme in which participants set and achieve personal goals for community service, skills, fitness and adventure. It is a great way to explore new interests and try new challenges you might not have done otherwise, and even stretch your 'comfort zone'. The Award is open to all young Canadians who are between 14 and 24 years of age. The Awards has three levels:

BRONZE (for ages 14 years and up)

SILVER (for ages 15 years and up)

GOLD (for ages 16 years and up)

Participants can expect to spend at least six months completing the Bronze level, and a year or more on Silver or Gold, depending on whether the participant registers as a direct entry or continues from one level to the next. You must complete your Award before your 25th birthday.

THE DUKE OF EDINBURGH'S AWARD AND THE CANADIAN PATH

Many of the goals of the Duke of Edinburgh and The Canadian Path are the same. Those Scouting youth or Sections who wish to earn the Duke of Edinburgh's Award can easily focus their activities to meet the Duke of Edinburgh's Award requirements. Achievements and activities for the Duke of Edinburgh's Award will count toward achievement on The Canadian Path, including Outdoor Adventure Skills and the Queen's Venturer Scout Award.

Ceremonies

Ceremonies have been used for centuries to mark significant events or occasions, or to recognize rites of passage. Venturer Scouting ceremonies are important to the operation of a Venturer Company. We use ceremonies to open and close meetings, to invest new Venturer Scouts, to present awards, and to recognize achievements such as Venturer Scouts earning the Queen's Venturer Scout Award or a Duke of Edinburgh's Award.

CEREMONIES IN THE VENTURER SCOUT PROGRAM

- Arrival Ceremony for new Venturers
- Opening /Closing of a Bas Camp
- Investiture Ceremony
- Top Section Award Ceremony
- Advancement Ceremony

Ceremonies can be formal or informal, but should always be carried out respectfully. Venturer Scouts should understand the rationale behind any ceremony they choose to conduct.

Ceremonies should be kept short and simple in order to keep everyone's attention and to ensure that the importance of the occasion is recognized.

Venturer Companies will likely wish to develop and personalize their own ceremonies. It may be useful for them to look closely at the ceremonies developed for Scouts to understand the structure of a ceremony and to incorporate essential elements into their own.

Ceremonies could include:

- Arrival ceremony (for Scouts moving into Venturer Scouts).
- Investiture ceremony (when a Venturer Scout accepts the Promise, Law and Motto).
- Advancement ceremony (Venturer Scouts moving on to Rovers).
- This Ceremony occurs at the end of the Scouting Year (typically in the late spring). It is a graduation ceremony for Venturer Scouts moving up to Rover Scouts. The Advancement Ceremony is the formal recognition of a Venturer Scout's accomplishments in the Venturer Scouts Section.
- Opening (for regular meetings, camps and events).
- Closing (for regular meetings, camps and events).
- Milestone Recognition Presentation (the personal journey awards from the base of the mountain to the summit).

PADDLE YOUR OWN CANOE—WELCOME TO ROVERING

Rover Scouting on The Canadian Path

Rover Scouting is for young adults who are 18–26 years-old. This is the most senior Section of the five Scouts Canada Sections. Rover Scouting helps with the transition from adolescence to adulthood and supports young adults with their integration into adult society. The challenges for young adults of this age are many, including figuring out what they want to do with their lives, doing well in school, getting a job and being successful at it, navigating relationships, transitioning into adult life and responsibilities, and seeking to make an impact in society and in their communities. Rover Scouts provides young adults with a program and a support system to help them achieve their personal goals within groups of like-minded individuals.



Aims of Rover Scouting

- To provide young adults with opportunities to enhance and encourage their personal development through dimensions of personal growth: social, physical, intellectual, character, emotional and spiritual.
- To give young adults the opportunity to discover the challenges of today's world, and develop the motivation and the skills to face them—not only within their community and their country, but also at an international level.
- To help young adults acquire experience and skills in leadership that will improve their job opportunities and satisfaction in life.
- To help young adults develop their own paths in life and actively plan their futures.

The Canadian Path

The Canadian Path is the way Scouting is done in Canada.

- A non-formal approach to learning.
- Seven components of the Scout Method.
- The Four Elements (Youth-led, Plan-Review-Do, Adventure and SPICES).
- A balanced program in six Program Areas.
- A personal journey of growth.

So how does this work in the Rover Scout Program?

1. NON-FORMAL APPROACH TO LEARNING

Non-formal learning in Rover Scouts is the development of skills as the young adults participate in adventures as a Crew; and plan, complete and review their Personal Development Plans with a mentor. Rover Scout goals involve learning by doing, learning from mistakes and trying new things within the safety and support offered by the Crew and the personal mentor.

2. SEVEN COMPONENTS OF THE SCOUT METHOD FOR ROVER SCOUTS.

The Scout Method

At the heart of any Scouting program (and what makes Scouting Scouting) is the implementation of the Scout Method. All seven components of The Scout Method are present in the Rover Scout program:

i. The Scout Promise and Law

The Scout Promise and Law form the basis for the Scouting Movement and the non-formal education that is the core of Scouting. The Rover Scout Promise, Law and Motto form the code that a Rover Scout lives by.

ii. Learning by Doing

Rover Scouts are well on their way to becoming strong, competent leaders. They continue to grow by pushing themselves to try new things. Rover Scouts are able to push their own limits in adventurous but well-planned ways within the safe and supportive environment created by the Rover Crew.

iii. Small Groups—the Crew

In the final Section of Scouting, a Rover's personal goals are driven by the individual with the support of mentors and Scouters. In addition, the Crew may divide itself up into teams for specific activities and projects.

iv. A Symbolic Framework—Paddle Your Own Canoe

A Symbolic Framework is all about story. Through metaphors and symbols, the Rover Scout Symbolic Framework sets a context for Rover Scouts that inspires them to work through the challenges they have set for themselves.

v. Nature

The outdoors is where adventure happens. Nature presents a world of uncertainty, risk and uncharted territory. It is through exploring nature and taking on challenges in the outdoors that Rover Scouts learn about the world around them and about themselves.

vi. Personal Progression tracked through completion of Personal Development Plans

When a Rover wraps up his or her time in Rover Scouts, he or she will be well on the way to independent adulthood. The Rover Scout personal progression employs a system that relies on setting challenges, trying new things and going on unforgettable adventures. The adventure is the exciting part; personal development is what happens along the way.

vii. Volunteer Support from Crew Scouters and Mentors

When we say 'volunteer support,' we really mean 'driven by the youth with the support of the Scouters.' The program belongs to the Rover Scouts; they need to own it, drive it and experience it every step of the way themselves. By this stage, Rover Scouts rely on themselves and on their peers, but they also need to look for support, input and advice from experienced volunteers. Scouters have an important advisory and mentoring role to play with Rover Scouts.

3. THE FOUR ELEMENTS (YOUTH-LED, PLAN-DO-REVIEW, ADVENTURE AND SPICES)

The following four Scouting elements are essential to the Rover Scout Crew:

- **Adventure:** Rover Scouts are in charge of deciding the adventures with which they want to challenge themselves as well as the goals for their Personal Development Plans. In all cases, it is about trying things for the first time in a safe and supportive environment. It is taking old ideas in new directions.
- **Youth-led:** Rover Scouts decide upon their own Personal Development Plans as well as the Scouting adventures they will do as a crew. They take full leadership in the preparation for and planning of all activities.
- **Plan-Review-Do:** the three-step process that guides all activities in the Rover Scout program. All three steps are necessary to maximize the learning and benefits that come from the effort and energy offered by the individual Rover Scouts or the Crew.

- **SPICES: Social, Physical, Intellectual, Character, Emotional and Spiritual** are the six dimensions of personal development that Rover Scouts explore and develop through their Personal Development Plans, as well as through any adventures they undertake with the Crew. The development in one or more of these dimensions is revealed and strengthened through the Review process.

4. A BALANCED PROGRAM IN SIX PROGRAM AREAS

The adventures in the Canadian Path are developed within six Program Areas

- Environment & Outdoors
- Leadership
- Active & Healthy Living
- Citizenship
- Creative Expression
- Beliefs & Values

Rover Scouts keep these Program Areas in mind to spark ideas as they plan their program. Engagement of all Program Areas provides a balanced program, inclusive of and challenging to all Rover Scouts.

5. A PERSONAL JOURNEY OF GROWTH

The learning and development of each Rover Scout is unique. Through the Personal Development Plan and working with a mentor, the Rover Scout is able to pursue goals which he or she has particularly chosen to challenge his or her own growth and development.

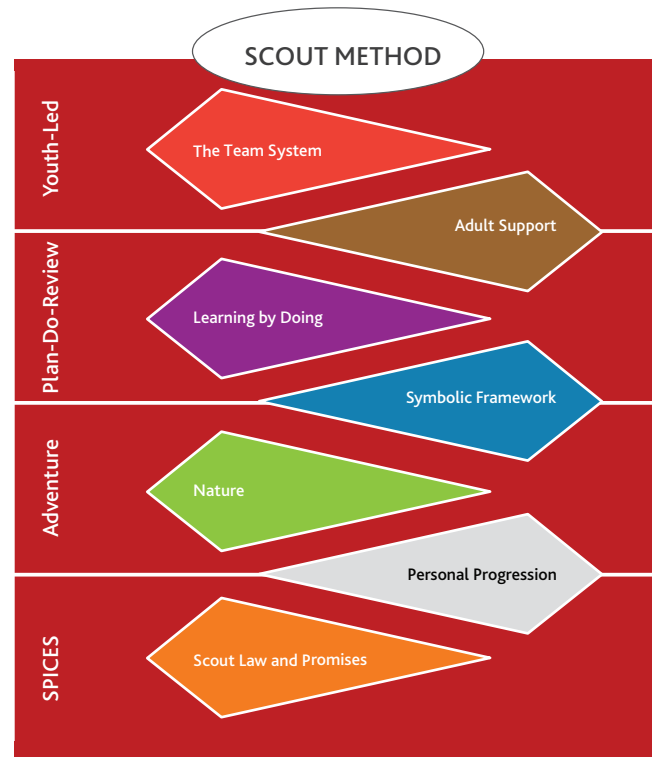
PADDLE YOUR OWN CANOE: The Rover Scout Symbolic Framework

Emerging with a freshly developed appetite for adventure and blossoming leadership skills, Rover Scouts move from the Venturer Scout Section to their next step on The Canadian Path.

As young adults Rover Scouts are well on their way towards development in each of the six dimensions of personal growth: Social, Physical, Intellectual, Character, Emotional and Spiritual (SPICES). Having developed leadership skills, Rover Scouts step up to the plate in planning and executing the valuable adventures that will help them succeed in their adulthood.

The Rover Scout program provides members with opportunities for ongoing self-discovery through adventure. By trying new things and sampling different kinds of adventures and activities in each of the Program Areas, Rover Scouts explore how they can fit in as members of their community.

Rover Scouts focus on the core principles of setting and achieving personal goals through the Plan-Do-Review process, learning by doing, utilizing the Scout Method, experiencing outdoor adventures and accepting challenges as they continue on in life.



SYMBOLIC FRAMEWORK— PADDLE YOUR OWN CANOE

“We had voyaged along rivers and streams, sometimes in the smooth, sometimes through the rapids, but always amid the ever-changing glories of forest scenery. It was a new experience to come out of our stream on to the wider expanse of the lake and, after starting out in the sunshine, to find ourselves presently under a darkening sky involved in a rising gale and a choppy sea.”

—Baden-Powell

In Baden-Powell's book *Rovering to Success*, he describes a journey he faced in a canoe while paddling the wilds of Canada during an oncoming storm:

This quotation very much captures the reality of a new Rover Scout. Leaving the familiar rivers and streams of their high schools (and often home towns), new Rover Scouts enter the wider world with many options from which to choose. Some choose to pursue work; others choose schooling. Some stay at home; others decide to move out. Even if a decision seems to be pretty clear at the outset to a Rover Scout, changes occur quickly, and plans must remain adaptable. They often find themselves in the midst of a “storm” of events and choices. They are expected to be able to find their way through all the challenges of the real world, to choose their own route, and to “paddle [their] own canoe”. The Rover program is there to support this journey; much like a good canoe paddle supports travel through treacherous waters.

The Rover Scout program is the last one in the whole progression of Sections, all working towards the same Mission: *“To help develop well-rounded youth, better prepared for success in the world.”* The symbolic framework of “Paddle your own canoe” reminds Rover Scouts of the challenges they face in young adulthood, and the abilities they have to help them through the journey of these early adult years.

The use of a canoe as a symbol also reflects Scouting's commitment to the outdoors. Canoeing is an activity most Scouts have participated in at some point through their Scouting journey. The image of the shared experience of canoeing speaks of the need for Rover Scouts to work together in order to navigate the sometimes challenging waters of their lives.

This is the symbolic framework that is supported by the World Organization of the Scout Movement (WOSM). Rover Scouts travelling abroad will be able to connect their Rovering experience with other Rover Scouts they will meet along the way.

THE ROVER SCOUT PROMISE:

On my honour

I promise that I will do my best

To do my duty to God and the Queen

To help other people at all times,

And to carry out the spirit of the Scout Law

THE ROVER SCOUT LAW:

A Scout is helpful and trustworthy,

kind and cheerful,

considerate and clean,

wise in the use of all resources.

THE ROVER SCOUT MOTTO:

“Go beyond”

While Rover Scouts share the Law and Promise with Scouts and Venturer Scouts, the Rover Scout motto captures the essence of what the Rover Scout program seeks to accomplish with young adults. The motto serves as a guiding principle to the Scouters and participants in the Section.

Rover Scout Basics & Traditions

CREWS

Rover Scouts are locally organized as Crews. Crews share interests, goals and adventures together. Sometimes smaller groups within the Rover Scout Crew mutually support each other to achieve specific goals. Rover Crews may attract people within common geography (attend the same school or live in the same area) and/or similar special interests (such as specific outdoor activities). Some Rover Crews may be dedicated to a vocational interest.

CREW SIZE:

Minimum Standards: To have groups of 10 or more Rover Scouts in a Crew.

Why? We know that larger groups work better to offer more opportunities. The goal is to have more Rovers participating in any given activity, knowing that there are always those who are unable to attend due to jobs, study, etc. Each Area needs to have the discussion about the Rover Crews in its area with the following options in mind to optimize the number of youth in a Crew.

Options:

- Create a new Rover Crew to achieve 10 plus members.
- Continue as a Rover Crew with 10 plus members.
- Recruit friends at Group level to get to 10 plus members.
- Several local Crews join to get to 10 plus members & create Area Crew.

Approval of how a Crew will proceed is given by the Area Commissioner.

The Area Commissioner appoints a Venturer/Rover Service Scouter to work with Area Companies and Crews and make sure that these Sections are properly sourced.

Crew Structure and Planning

CREW LEADERSHIP TEAM

The Rover Crew is managed by the Crew Leadership Team (the Crew may choose to call it an Executive), which is elected* annually by the Rover Scouts, and is responsible for the administration and coordination of the Crew. The positions of the Crew Leadership Team are to be determined by the Crew to match the Crew's goals. One Crew may choose to have a President, Vice President, Secretary, Treasurer and Quartermaster. Another Crew may choose to have a President as well as several Vice Presidents responsible for different portfolios according to the Crew's needs. In all cases, it is important that all Rover Scouts are involved in the decision-making and given opportunities to take leadership roles in the Crew.

Some of the responsibilities of the Crew Leadership Team (Executive):

- The safe and efficient running of Crew Activities
- Managing the finances of the Crew
- Filing appropriate paperwork prior to activities
- Appointment and approval of mentors
- Guiding the Crew in developing plans according to the program cycles.

* The Crew may decide to elect people to specific roles, share the roles, rotate the roles among members of the Crew, etc.

Program Planning in the Crew

One of the important aspects of the Scouting program is the Plan-Do-Review process, which is similar to professional processes used in various industries; the ability to plan ahead, execute a plan, and review what happened is not only a useful skill, but is an ideal way to measure progress.

Depending upon the Crew, different timelines for the Plan-Do-Review process may be appropriate. For a Crew that is mostly postsecondary students, it may be appropriate for program cycles to match school terms. For Crews that are mostly people in steady jobs, seasonal program cycles may work better than terms. Program planning should include a review of the previous cycle, as well as planning for the activities in the upcoming cycle. In conjunction with these medium-term planning cycles, long-term annual planning and goal setting is recommended.

Generally, a program cycle will begin with the Crew coming together to set its goals for the season, and to create a high-level year plan. This completes the Plan component of the annual Plan-Do-Review cycle and would follow a review of the last year's goals. After the Crew has set its goals, individual Rovers then begin to create their own Personal Development Plans together with their mentors, which is also a Plan-Do-Review process.

There are a variety of ways planning can be done—just how will depend upon the Crew. Input can be gathered from the Crew with a small key group creating a plan to propose to the group, or the whole Crew could be involved in discussions and decisions for the Crew's direction. The size and makeup of the Crew will determine which of these methods is best for the Crew; it may change over time as the Crew changes.

Teams: Small Groups within the Rover Scout Crew

Experience with working in teams allows for development of well-adjusted individuals who contribute to society. Within the Crew, smaller groups can be created to fit the needs of specific activities and interests. These do not need to be fixed in size or membership. The Crew selects and adapts a model of small groups to best fit its operational needs.

Young adults like to have the freedom to organize themselves based on the tasks at hand. As such, the small group system in Rover Scouts revolves around the creation of teams. A team can be a formal team for larger projects such as planning and executing a service project, undertaking an international development project, or more informal for something as simple as embarking on a weekend camp or putting together an evening at the local climbing wall. In all cases, the teams are made up of a group of Rover Scouts who are committed to completing the project. The team is typically coordinated by a Team Leader (or Leaders), and follows the Plan-Do-Review approach.

Crew Scouters

Scouters, who are fully screened and Active with Scouts Canada, are chosen by the Rover Scouts to work with the Crew. The Scouters serve two primary functions:

- As a check and balance to ensure prudent Crew self-governance and ensure proper practices that abide by Scouts Canada's *By-laws, Policies and Procedures* (BP&P).
- As a mentor to the Crew Leadership Team and individual Rover Scouts.

Crew Scouters must be at least 25 years of age and meet all volunteer readiness and screening requirements as per current Scouts Canada policy.

The Scouter is also responsible for upholding the principles and mission of Scouting, and ensuring that the policies of Scouts Canada are being followed.

If the proposed Scouter has been a Crew Scouter in the past year, the new expectations must be explained to him or her by his or her Group Commissioner during an interview, which should also serve to assess his or her qualifications and readiness for the role.

The Scouter's role is not to suggest, run or administer programming, but rather to inspire, challenge and coach at the appropriate moments. They need to be encouraging, professional, supportive, a team player, mature, very skilled in situational leadership, able to draw on life experience and committed to empowering young adults.

Some of the roles of the Crew Scouter may include:

- Helping individuals identify personal challenges and set up their Personal Development Plans
- Opening fields of discovery, action and responsibility for the young adults
- Helping individuals become involved in personal, team and community activities
- Encouraging Rover Scouts to progress and overcome limits
- Helping individuals evaluate progress and identify personal potential
- Helping liaise with the Rover Scout Mentors
- Are appointed annually by the Crew Leadership Team

Personal Progression through a Personal Development Plan (PDP)

The core of Scouting is to aid in the personal development of young Canadians. Rover Scouts is the final stage of Scouting's overall program. It is the culmination of the four previous Sections. The Rover Scouts program represents the pinnacle in a young adult's development. During this life stage, Rover Scouts are exploring what it means to be an adult, entering Canada's workforce or attending postsecondary education. The Rover Scout program aims to help young Canadians be prepared for and supported in this stage of their lives. Rover Scouts practise comprehensive goal-setting, receive peer mentoring and participate in projects that have an impact, all within a supportive team environment. The program develops capable, confident and well-rounded individuals, better prepared for success.

The Role of Goal-Setting

The fleur-de-lis, the symbol of World Scouting, originally symbolized the north point on a compass. It represented the value Scouting placed on one's ability to set a course and progress toward some destination or goal. For young adults, the skill of learning to navigate the challenges of one's life is just as relevant as it was 100 years ago when Scouting started. It's been proven that documenting your goals can be a significantly positive contributor to successfully actualizing them. The modern Rover program achieves this in the form of a Personal Development Plan (PDP).

What is a Personal "Development Plan (PDP)?"

A Personal Development Plan is a method for Rover Scouts to capture their long-term and short-term goals. The PDP is a general framework to guide the Rover Scout in developing his or her goals and objectives with the support of a mentor. It can be adapted to suit each Rover Scout and mentor.

During the course of a Rover Scouts time in the program, he or she will complete several PDP's with either the same mentor or different mentors. At least three PDP's (three to six months in duration) are completed prior to the Portage (a Rover's departure from Scouting as a youth member) and/or the beginning of work for the Canadian Rover Scout Award.

Starting a Personal Development Plan (PDP) Cycle

Every Rover Scout develops a PDP with his or her mentor. The PDP form supports the discussion and is used a place to record the highlights of the discussion as well as the goals. The Rover Scout and mentor discuss what a Rover Scout has in terms of responsibilities, obligations and demands (at home, at work, at school, in other activities) as well as interests and aspirations. They explore obstacles as well as dreams and aspirations. Out of these discussions, goals are set for the coming months. Once the Rover Scout and mentor are satisfied with the goals, both sign the document as a mutual symbol of commitment to the goals within the PDP.

How many goals should I have in my PDP? The PDP format allows for four goals. A Rover Scout and mentor can choose to add more goals, but it is probably best to stick with four (or fewer) goals so that the PDP is achievable and can be completed in a timely manner.

Here is an example of a PDP:

Characteristics of the PDP Process

Here are some ideas to keep in mind as you create your PDP:

A. Holistic approach using the SPICES

The PDP takes a holistic approach to the Rover's development—all aspects of a Rover Scout's life are addressed, including school, Scouts, work, family, relationships, other activities and interests, etc. This is a good opportunity to use the SPICES (Social, Physical, Intellectual, Character, Emotional and Spiritual) as the dimensions of personal growth. How is the Rover Scout developing in all of these dimensions?

In establishing each goal, decide which of the six personal dimensions it most includes. In looking at all the goals for a particular PDP, have you included all of the dimensions? Is there balance among the dimensions of personal growth that suits your life right now?

B. Striking the Right Balance

Striking the right balance between personal interests, family, school, work and Scouting is the challenge that Rover Scouts face at this point in their lives. The mentor invites discussions of the balance between all aspects of a Rover Scout's life and encourages the restoring of balance to reduce stress and anxiety.

C. Goal-setting:

It is important to have written goals to refer back to and to use to mark progress. That is the purpose of the PDP. In addition, each of the goals should be SMART goals:

S—specific

M—measurable

A—achievable

R—realistic

T—timely

D. Annual Cycle of Plan-Do-Review:

The Personal Development Plan follows a Plan-Do-Review process, just like the Crew's program planning. After the initial planning and creation of the PDP, Rovers Scouts will meet with their mentor several times throughout the year to check in on how the Rover Scout is doing in completing the goals.

The recommendation is for a minimum of three dedicated meetings a year. More frequent meetings are certainly welcome, but fewer will reduce the timeliness and efficacy of the mentoring. Many university- or college-based Crews may opt to match the PDP cycle with the school calendar.

Year Start—PLAN

In the beginning of the year, the Rover Scout and mentor set objectives together and create a plan to achieve them, using the SMART criteria.

Mid-year—DO

Mid-year, the Rover Scout and mentor check on progress and adjust plans as necessary.

In between PDP meetings, it is very important that the Rover Scout and mentor be engaged in ongoing conversation. While either the Rover Scout or mentor may choose to initiate contact and meetings, the mentor should take initiative in contacting the Rover

Scout if they have not met for a while. In this way, the mentor can help identify learning moments as they arise and coach the Rover Scout through real-life obstacles.

Year End—REVIEW

At the end of the year, the Rover Scout and mentor evaluate whether the goals have been achieved and what things the Rover Scout has learned in the process. Upon the completion of the PDP, it is important to celebrate the achievements in some way before beginning the next PDP cycle. See the “Rover Scout Ceremonies” section for more information.

E. Rover Scout-driven

The PDP process is very Rover Scout-driven. The Rover Scout must take ownership of his or her own development and take the initiative to seek out opportunities for development, discuss obstacles and review his or her own progress. It instills a healthy sense of personal responsibility for one’s own development.

F. Duke of Edinburgh’s Award

Work on the requirements for the Duke of Edinburgh’s Award can be easily integrated into both the PDP plans for individual Rover Scouts as well as the plans of the Rover Crew. Some Rover Scouts may find that achievement of one of the levels of the Duke of Edinburgh’s Award is helpful to focus their goal-setting. It is a helpful and recognized addition to resumes. More information about the Duke of Edinburgh’s Award can be found in Chapter Vocational Scouting or on www.dukeofed.org

Mentors

Mentors provide support, encouragement and guidance for a Rover Scout as he or she develops, carries out and reviews his or her Personal Development Plans (PDP’s).

WHO CAN BE A MENTOR?

A Rover Scout’s mentor could be a Scouter, a more experienced Rover Scout or even an individual outside of Scouting. In certain cases, two Rover Scouts may even choose to support each other in their personal development as peer mentors.

WHAT DOES A MENTOR DO?

Mentors fulfil the following roles:

Motivator: Expresses belief and confidence in your abilities, and encourages you to try new things.

Resource: Teaches and advises you on how to make professional contacts, and introduces you to new people, places or ideas.

Supporter: Encourages open and honest dialogue, and listens to and responds to your needs.

Coach: Helps you develop, and work to achieve, realistic and meaningful goals.



A mentor will help a Rover Scout:

- Better understand himself or herself.
- Build self-confidence.
- Learn how to set and achieve challenging goals through the use of the Personal Development Plan (PDP) process.
- Create action plans to achieve those goals.
- Identify challenges with the goals and discuss how to overcome them.
- Widen the Rover Scout’s perspective on self and the world.
- Improve critical thinking skills by asking the Rover Scout the right questions.
- Help the Rover Scout develop a healthy outlook on life.
- Encourage the development of good time management and prioritization skills.

A mentor also holds a Rover Scout accountable to his or her committed goals. A mentor never gives a Rover Scout answers or tells a Rover Scout what to do. A Rover Scout must figure out his or her own path through reflection and critical thinking. A mentor helps the Rover Scout arrive at his or her own decisions by asking the right questions at the right time.

MENTOR-ROVER SCOUT PAIRING

Matching Rover Scouts with mentors is an important task. A poor match could lead to a disengaged Rover Scout and an incomplete Personal Development Plan, with the Rover Scout losing interest, and possibly departing from the program. The Crew Leadership Team assists Rover Scouts in selecting a mentor within the first six months of the Rover joining the Crew. A new mentor can be appointed for each new Personal Development Plan cycle or the same mentor may work with a Rover Scout for more than one PDP, as suitable to the situation. The Crew Leadership Team gives final approval to all mentor-Rover Scout pairings.

CONSIDERATIONS IN THE SELECTION OF A MENTOR INCLUDE:

- Professional aspirations
- Personality type
- General hobbies and interests
- Mentor and mentee's general regard for each other
- Availability, flexibility and time constraints

There may not be a perfect match of mentor for the Rover Scout, but taking into account as many of these factors as possible will help achieve a match that has the potential to work well and lead to a successful and completed PDP cycle.

Rover Scout Journey: “Paddle Your Own Canoe”

Rover Scouts is a self-directed program with the support of Scouters and mentors.

	PERSONAL	CREW ADVENTURES	REVIEW PROCESS BEFORE CLIMB HIGHER	NEXT STEP
Preparation for Launch	<p>Completion of Volunteer Screening and Rover Scout Wood Badge 1</p> <p>Introduction to Personal Development Plan process</p> <p>Introduction to basics of Rover Scouting and Law, Promise and Motto for those new to Scouting</p> <p>Choosing of a mentor</p>	<p>Choice of participating in Crew adventures as time and interest allow once completely Active within Scouts Canada system</p> <p>Outdoor adventure Skills (individually or with others in Crew) linking with other Sections</p>	<p>Meet with an experienced Rover Scout, Scouter or Crew Leadership Team (Executive) to discuss what you have learned and noticed so far in Rover Scouts and the choice of a mentor to begin first PDP cycle.</p> <p>Prepare for Launch ceremony.</p>	First PDP cycle
PDP Cycles	<p>Develop PDP and meet a minimum of three times with mentor to discuss plan and progress. A PDP should take approximately 8–12 months to complete.</p>	<p>Choice of participating in Crew adventures as time and interest allow</p> <p>Outdoor Adventure Skills (individually or with others in Crew) linking with other Sections</p>	<p>Final review of PDP with mentor, followed by a celebration of completion of PDP as decided upon by Crew.</p>	Complete as many PDP cycles as you wish up to age 26
Final Year (This can happen any time from 18 to 26, as determined by Rover)	<p>Develop final PDP with a view to completing participation in Rover Scouts. Work on Scouts of the World (or equivalent) is included in plan (if Rover Scout wishes).</p>	<p>Choice of participating in Crew adventures as time and interest allow</p> <p>Outdoor Adventure Skills (individually or with others in Crew) linking with other Sections</p>	<p>Final review of PDP with mentor, followed by a celebration of completion of PDP as decided upon by Crew.</p> <p>Prepare for Portage Ceremony.</p>	<p>Canadian Rover Scout Award</p> <p>(The project for this award may be worked on concurrently with PDP cycle)</p> <p>Followed by Portage and Scouter role in another Section, if desired.</p>

TOP SECTION AWARD— THE CANADIAN ROVER SCOUT AWARD

The Canadian Rover Scout Award is the pinnacle award for both the Rover Scout Section as well as for the five Scouts Canada Sections.

Requirements of the Canadian Rover Scout Award:

- Complete the personal progression PDP: at least three cycles of 8–12 months in length. The Rover Scout and his/her mentor agree that the Rover Scout has made sustained effort towards personal development and has demonstrated that he or she has learned from the process.
- Project approved by mentor/Crew or complete the Scouts of the World Award
- Complete a total 32 stages (cumulative) of the Outdoor Adventure Skills.
- Rover Scouts are required to complete a set number of volunteer service hours. These hours do not have to be completed within Scouting and do not have to be completed as part of one activity or event. Although volunteer service activities completed as part of the Section's program do count towards this requirement, Rover Scouts should be encouraged to find their own opportunities to give back to the community in a way that has special meaning to them.

SCOUTS OF THE WORLD AWARD

The Scouts of the World program is a program created by the World Organization of the Scout Movement (WOSM) to engage Scouting members in the fields of the environment, development and peace, and generate positive change in our communities and internationally.

Rovers will first undertake the **discovery phase**, where they will select a topic and gain an intricate understanding of the causes and effects of the chosen issue. At the end of the discovery phase, they will have the chance to create an **Action Plan**. They might decide to conduct an awareness campaign for an issue, or take on a community development project. They might even be interested in completing an international development project in another country.

This project can be completed individually, or as a member of a team. Should a Rover Scout have had the opportunity to take part in a "*Scouts of the World*" (SOTW) project as a Venturer Scout, he/she has the opportunity as a Rover Scout to use that experience to take on an even more challenging project or role.

Requirements

- Participate in a discovery:
 - Learn about development projects and search out opportunities to make a difference
 - Select and explore a particular theme or issue that is of interest to the Rover Scout or team. Must fit into one of: peace, development, or environment
- Create an action plan to make an impact along that theme Complete volunteer service project (about 80 hours, as a guideline)
This may be done alone or as a group, possibly including Venturer Scouts or even younger Sections. There is also the possibility of inviting colleagues at work or classmates at school to join the project.
- Share the results of the project
This could take the form of a formal report, a presentation, a video or a photo essay. The project should be shared with younger Sections.

Ceremonies

INVESTITURE: THE LAUNCH

Orientation

Before Investiture, the new Rover Scout should be linked with an existing Rover Scout within the Crew, who discusses and explain the principles of Scouting. The new Rover Scout is invited to consider the following questions:

- What does being a Rover Scout mean to me?
- What is Scouting all about?
- What is my place within Scouting, and what can Scouting add to my life right now?

After this time of discussion and reflection, the new Rover Scout is ready to join the Crew as an invested Rover Scout. In a sense, the Rover is ready to launch his or her canoe into the rivers and lakes to which he or she has been oriented—to begin paddling his or her own canoe. The Crew arranges for the Investiture to occur as soon as the new Rover Scout is ready to make the Promise—ideally, within the first three months of the member’s first activity with the Crew.

Rover Scouts need to be fully screened and Volunteer-ready as volunteer members of Scouts Canada before participating in Rover Scout activities. This means completing the Wood Badge I, as well as police records checks, interview and other screening requirements.

INVESTITURE CEREMONY

The Investiture Ceremony has two parts: a time of personal reflection for the new Rover Scout and the ceremony itself. Several Rover Scouts and Scouters may be invested as part of the same ceremony if they are fully screened and prepared.

1. A Time of Reflection

Before launching any canoe, last minute checks are always necessary. A trip will never be successful if the right equipment is not in working order, or the paddler is not prepared for the journey that is ahead. On the day of his or her Investiture, the potential new Rover Scout is invited to spend some time reflecting on the journey that lays ahead. He or she also reflects on the Promise, Law and Motto

of Rover Scouting—the very things that will be accepted in investiture. The majority of these ideas have already been discussed and reflected upon during the orientation; therefore, the length of this time of self-reflection would be less than an hour in length, though it should be long enough to be a significant part of the ceremony.

2. The Investiture Ceremony

After the personal reflection is complete, the Rover Scout is officially welcomed into the Rover Crew through the Investiture Ceremony. The Investiture Ceremony should reflect the modern and inclusive nature of Scouting. It is up to each Crew to decide upon the type of ceremony and location for the ceremony.

The basics for every Rover Scout Investiture Ceremony include:

- The saying of the Rover Scout Law, Promise and Motto.
- A Rover Scout’s commitment to self-development and personal improvement.
- The awarding of the Rover Scout’s new woggle and necker (if they don’t have a necker from participation in Venturer Scout Sections in this Group).
- Words of welcome to the Rover Scout Crew.

PDP COMPLETION CELEBRATION

A Rover Scout may choose some way of celebrating with the Crew the completion of a Personal Development Plan (PDP) prior to beginning the next PDP. It might also be a yearly event for the whole Crew. The Rover Crew may determine whether this is an informal or formal recognition ceremony.

DEPARTURE—THE PORTAGE

The Departure Ceremony has three parts: a review with the mentor, a time of personal reflection for the departing Rover Scout and the ceremony itself. While several Rover Scouts may be recognized within one ceremony, a Crew may decide that this ceremony is best held individually for each departing member.

In canoeing, portaging is the act of transitioning from one stage to another. The Portage marks the end of the canoe journey for a Rover Scout, and the beginning of a new journey in the world. The Portage itself is the act of effecting that transition, a transition that Rover Scouts have ultimately been preparing for throughout the program.

On any canoe journey, the canoeist must plan the portage to ensure that he or she reaches the intended body of water on the other side, and does not become lost as he or she navigates the unfamiliar terrain. Likewise, for the young adult, the transition out of the Rover Scout Section presents the Rover Scout with a few challenges, but even more opportunities. This departure phase aims to help prepare the Rover Scout for these challenges, in order that he or she might take advantage of a world of opportunities.

The Rover Scout program takes place over the transitional years of early adulthood, which vary from person to person. As such, departure from the Rover Scout program may occur at any point of the Rover's choosing in the final years of the program, ideally after accomplishing this phase of the personal progression and having an opportunity to lead and mentor peers through the same. However, note that the Portage must be completed by the time a Rover Scout turns 27.

1. Review with Mentor

The Portage is meant to be a phase marked with a ceremony at its completion. During the departure phase, which is expected to generally last approximately 36 months, the Rover Scout meets with his or her mentor and/or Scouters and/or Crew Leadership Team to consider questions that are very similar to the ones posed upon joining Rover Scouts:

- What have I gained from my time in Rover Scouts in particular, and Scouting in general?
- What have I accomplished in my life up to this point?
- Where do I see myself headed in the next year? Next five years? Next decade? How can I get there from here?
- What will my next role be in the community? Will I continue in Scouting? If so, how can I get involved?

2. A Time of Reflection

To mirror the way in which the member was greeted into Scouting, an aspect of quiet self-reflection is recommended, in which the Rover Scout should reflect on how he or she has paddled his or her own canoe over the last number of years, the significance of the PDP's

completed and the role that Scouting has had in his or her life. Again, this might take the form of a hike, a quiet sitting under the stars or some other way of making this a significant time of personal reflection.

3. The Departure Ceremony

Naturally, each Crew should develop this ceremony in a manner that is meaningful for those undertaking it.

To symbolize the end of the journey within Rover Scouts, the ceremony should include:

- An acknowledgement that this Rover Scout is leaving Rover Scouts as a participant,
- The celebration of the learning and achievements that the Rover Scout has gained through participation in Rover Scouts,
- The presentation of a gift or symbol to mark the departure.

WHAT'S NEXT?

Scouters and mentors are cautioned that not all Rover Scouts necessarily make good Crew Scouters at the end of their time as a participant. Most Rover Scouts may have difficulty switching from one role to another, as may the Crew in recognizing the newly graduated Rover Scout as a Scouter. Departing Rover Scouts should be encouraged to get involved as a Scouter in a younger Section, if that interests them. However, departing Rovers who do have the attitude and qualifications to be successful Crew Scouters, and are appointed as Crew Scouters by their Crew, must be mentored by a more senior Scouter to ensure that they will transition effectively into the new responsibilities and expectations. It may be best if they become Scouters for a different Rover Crew. Special care must be taken to ensure that Rover Scouts transitioning into a Scouter role do not take away from the independence and leadership opportunities of the other Rover Scouts in the program, but move into the role of advising and supporting.