



# A Scouter's Guide to The Canadian Path

[Canadianpath.ca](http://Canadianpath.ca)



It starts with Scouts.



# CONTENTS

Introduction .....	1
Scouting—A Way Of Life .....	1
A Brief Introduction To The Sections .....	2
Welcome To The Canadian Path.....	7
The Scout Method .....	8
The Four Elements Of The Canadian Path .....	12
A Balanced Program.....	20
Personal Progression .....	26
Being A Scouter .....	35
Diversity And Inclusivity.....	43
Outdoor Adventure Skills.....	48
Stem Within The Canadian Path .....	51
Spirituality In The Canadian Path.....	55
Ceremonies In The Canadian Path.....	59
Vocational Scouting And Sea Scouting .....	62

# ABOUT THIS MANUAL

The Canadian Path team is excited to provide a draft version of the Scouter Manual for Scouters to use as a resource while implementing The Canadian Path. This is also an opportunity for Scouters to provide feedback on this important resource. This open call for feedback should help the team develop the best possible version of the Scouter Manual to support the successful adoption of The Canadian Path. We encourage you to track your thoughts and provide them to us via the survey on the 'Get Involved' page of [Canadianpath.ca](http://Canadianpath.ca) – where you'll also find links to provide feedback on other resources.

Here are a couple other important notes regarding the draft Scouter Manual:

- The Scouter Manual will be released in two parts:
  - the first half will be released in September 2015 and contains the content that applies to all Sections
  - the second half will be released in October 2015 and contains the Section-specific information
- There will no longer be a manual for each Section's Scouters; this manual will serve as the key resource for all Section Scouters.
- The Scouter Manual will be released in English only this fall, but will be available bilingually when the final version is released in the early summer.
- The Canadian Path team will be collecting feedback until January 8, 2016, at which point we will collect all of the feedback received and work to incorporate it into the manual

Once the period for feedback has closed, the draft Scouter Manual will remain on [Canadianpath.ca](http://Canadianpath.ca) for download. Once a new version becomes available, it will replace the draft version. You can expect that the final version of the Scouter Manual will contain more images, illustrations and links to other useful resources.

We appreciate your input and patience as we strive to provide you with the resource you need to facilitate a great, safe Canadian Path adventure for your youth.

Yours in Scouting,

The Canadian Path Team

# INTRODUCTION

## SCOUTING—A WAY OF LIFE

WELCOME TO SCOUTING. You have come to Scouts Canada because you are interested in Scouting and the development of Canadian young people. Your interest is an important base, and now you need to combine it with some knowledge and understanding of our organization, its goals and our Scouting youth.

The young people in your care, with their diverse needs and ambitions, will look to you for guidance. You may not always notice it, but you will be a catalyst for change that may well affect the future of your Scouts in ways you can't imagine.

As a Scouter working with young people, you need to be aware that their wants and needs will change. Keep abreast of what is likely to influence their development. This knowledge will play a key role in how your Scouts receive you and what type of influence you will ultimately have. You can make a positive difference in the lives of the young people with whom you work.

### About This Book

You may be an old hand or very new to the Scouter side of Scouting. In either case, you will find this book offers many practical suggestions for your work with Scouting youth.

If you are an experienced Scouter, this manual and its Canadian Path content will supplement and update your approach to Scouting. This may mean sweeping changes for some Scouters and Sections, and minor changes for others, depending on their current approach.

Your ultimate goal is to see your Scouts do their best and develop the skills they need to become well-rounded citizens, better prepared for success in the world. Help each and every youth to develop a path to success.

### Scouting in Canada

Scouts Canada is part of the World Organization of the Scout Movement. It is a national organization incorporated by an Act of the Canadian Parliament in June 1914. Its affairs are governed by a volunteer Board of Governors that has among its powers, duties and responsibilities, the formation and promotion of Councils, Areas and Scout Groups. Scouts Canada has employees who contribute to the support and growth of the organization, and it maintains Scout offices to administer Scouting. The national office is located in Ottawa at 1345 Baseline Road, Ottawa, ON, K2C 0A7. Its telephone number is: 1-888-855-3336; fax: (613) 224-3571. General email inquiries can be directed to: [helpcentre@scouts.ca](mailto:helpcentre@scouts.ca).

Scouts Canada employs a dedicated team of professional Support Scouters who help Groups with their program, safety and administrative needs. The Council Operations teams are located in regional Support Centres around the country, while the Field Support Team primarily works from home offices. This allows Area Service Managers to be close to the Groups they support.

# A BRIEF INTRODUCTION TO THE SECTIONS

SCOUTS CANADA offers five challenging programs for boys, girls and young adults aged 5–26.

## Beaver Scouts (Ages 5–7)

Fun and friendship are the cornerstones of the Beaver Scouts program. Beaver Scouts opens the door for youth to discover the world. It is filled with a little bit of everything – outdoor activities, games, music and drama. Along the way, Beaver Scouts meet new friends, learn cooperation and teamwork, and develop self-confidence. A Beaver Section is called a “Colony”.

**Beaver Scouts**  
Age: 5–7

- Section Name: Beaver Colony
- Team Name: Lodge
- Team Leader: White Tails
- 1st Years: Brown Tails
- 2nd Years: Blue Tails
- 3rd Years: White Tails
- Section Leadership team: White Tail Council
- Volunteer title: Scouter



## Scouts (Ages 11–14)

Scouts is about having fun while gaining valuable leadership skills and self-confidence. Scouts enjoy outdoor Adventures like mountain biking, rock climbing and lots of camping while working together with other young people to accomplish thrilling challenges and contribute to their communities. A Scout Section is called a “Troop”.

**Scouts**  
Age: 11–14

- Section Name: Troop
- Team Name: Patrols
- Team Leader: Patrol Leaders
- Section Leadership team: Troop Leadership Team
- Youth Leadership: Troop Leader
- Volunteer title: Scouter



## Cub Scouts (Ages 8–10)

Challenging hikes, weekend camps, and an introduction to water activities like canoeing or kayaking are just a few of the fun outdoor Adventures that Cub Scouts enjoy. With the Cub motto (“Do Your Best”) front and centre, Cub Scouts are encouraged to try new and challenging activities, including STEM projects and cultural experiences. A Cub Section is called a “Pack”.

**Cub Scouts**  
Age: 8–10

- Section Name: Cub Pack
- Team Name: Lairs
- 1st Years: Runners
- 2nd Years: Trackers
- 3rd Years: Howlers
- Section Leadership team: Howler Council
- Volunteer title: Scouter



## Venturer Scouts (Ages 15–17)

The Venturer Scout program offers exciting, real life, hands-on experiences for youth. Venturer Scouts learn to nurture an active, healthy lifestyle; acquire the knowledge and skills for career development; and participate in thrilling outdoor Adventures. Weekend events, extended hikes, Leave No Trace camping, spiritual reflection, community service and more round out the Venturer Scout experience. A Venturer Section is called a “Company”.

**Venturer Scouts**  
Age: 15–17

- Section Name: Company
- Team Name: Expedition Teams
- Team Leader: Expedition Leader
- Section Leadership team: Company Leadership Team
- Volunteer title: Scouter



## Rover Scouts (Ages 18–26)

Rover Scout programs provide opportunities to practise new skills like mountain climbing or whitewater rafting. Rover Scouts learn to become leaders by helping in their communities (including other Scouting Sections). A Rover Section is called a “Crew”.



## How Scouting Began: A Brief History

Robert Stephenson Smyth Baden-Powell was born in London, England, on February 22, 1857. We still celebrate his birthday during a special week in February known as Scout-Guide Week.

As a youth attending Charterhouse School in London, Baden-Powell had lots of energy, but he was not much of a scholar. He preferred music, acting and sketching. He could use his left hand as well as his right hand and in later years astounded Scout audiences by sketching two pictures simultaneously with a pencil in each hand.

When his school moved to Godalming, Surrey, Baden-Powell loved the nearby wooded area known as “The Copsse”. He developed many outdoors skills that he later brought to Scouting.

Commissioned in the British Army at the age of 19, Baden-Powell served for many years in India, South Africa and Afghanistan. While the history of British colonialism cannot be viewed positively (nor, indeed, Baden-Powell’s direct involvement), Baden-Powell’s experiences in the British Army are arguably what made Scouting possible. It was during his service in Africa that Baden-Powell experienced many things that have become Scouting traditions. He acquired a long

necklace of wooden beads that had belonged to the Zulu Chief Dinizulu. Replicas of these beads are still presented at advanced training for Scouters. The idea of the left handshake also came to Baden-Powell when he learned that Ashanti warriors extended their left hand as a symbolic gesture of trust. The left handshake required that the shield, the Ashanti warrior’s means of defence, had to be put aside.

Also during this time in South Africa, Baden-Powell wrote a training manual called *Aids to Scouting*. It was used to teach soldiers basic survival skills, camping and other backwoods lessons that led to self-sufficiency in the field.

When the Second Boer War broke out in 1899, Colonel Baden-Powell was ordered to defend Mafeking (known today as Mahikeng), a town in South Africa, with two battalions of mounted rifles (about 800 men). The town was besieged for 217 days until relief came. The conflict led to hundreds of fatalities. Boys as young as nine years old organized in small groups and helped out by running messages and serving as orderlies. They impressed Baden-Powell with their courage. Baden-Powell organized clever tricks that were used to fool the Boers, who were as many as ten times in number. As a result of defending Mafeking, Baden-Powell was regarded by many in Britain as a national hero.

After the Boer War, Baden-Powell commanded the South Africa Constabulary and organized them in small units under noncommissioned officers. The uniform he designed (shirt, shorts, scarf and broad brimmed hat) influenced the Scout uniform. Baden-Powell adopted the green and yellow colours of this uniform as Scout colours.

On his return from Africa in 1903, Baden-Powell found that his military training manual, *Aids to Scouting*, had become a bestseller, and was being used by young people, teachers and youth organizations. Baden-Powell was involved in the Boys’ Brigade at that time and was asked to apply his “Scouting” skills to youth development.

In 1907, Baden-Powell ran an experimental camp to test out some of his ideas with 20 boys from all segments of society. It was held on Brownsea Island, off the south coast of England. He was so pleased with the camp that in 1908 he published *Scouting for Boys*. Hundreds of youth in all parts of the country read the book and set out to put Baden-Powell’s suggestions into practice. By 1909, the movement had grown and a rally at Crystal Palace was attended by 11,000 Scouts.

Scouting spread to many countries and Baden-Powell designed programs for both younger and older boys. Girls, too, wanted to become Scouts, and with the help of his sister, Baden-Powell introduced similar programs for them, launching the Girl Guide Movement.

In 1929, King George V made Baden-Powell a baron. Lord Baden-Powell of Gilwell was his new title. William de Bois Maclaren donated Gilwell Hall, in Epping Forest, Essex, England, to the Scouting movement for a camp. B.P. envisioned it as a training place for Scouters. It is still running as a camp and training facility to this day!

Baden-Powell continued to promote Scouting all over the world, encouraging each country to interpret the Movement in its own way. Today, Scouting is the largest youth organization in the world, with approximately 40 million members in over 200 countries and territories. He also continued to write on Scouting subjects, illustrating articles and books with his own sketches.

At the age of 80, Baden-Powell returned to his beloved South Africa, with Lady Baden-Powell. He died four years later, in Kenya, on January 8<sup>th</sup>, 1941.

## Partner and Group Committee

A Scouts Canada partner may be a religious institution, service club, business, community group, police department or some other organization. A partner agrees to provide Scouting programs to its young people, other young people who live in the community or both.

Scouts Canada provides the program and program support, including service teams, Scouter training/development, uniforms, resources, books and camping facilities. The partner may provide meeting facilities, financial support and other forms of assistance. Scouts Canada, in consultation with the partner, ensures that a Group Committee is appointed to administer the Scouting program for the Group.

Some partners are content to provide a hall and assist with establishing a Group Committee, then they step back from active involvement. Others take an active interest in the operation of their Groups, regarding them as components of their youth education programs. If your partner takes an active interest, you can expect a wide range of support. They may also expect you to conform with their youth education policies.

The Group Committee is responsible to both Scouts Canada and the partner for the operation of Section programs. It supports your Section with:

- Administrative services such as registration, screening and enrolment of new Scouters, auditing financial records of the Sections, annual reports to the Council and the partner;
- Ensuring that the Sections are providing quality programs that meet the Scouts' expectations;
- Fundraising;
- Financial support for Scouter training/development;
- Purchase of Group equipment;
- Financial assistance to Sections when necessary;
- Acquisition of a distinctive Group neckerchief;
- Planning Group events such as a family banquet;
- Promoting activities to link Section programs and to encourage advancement;
- Supervising and helping Section programs if required;
- Succession planning for all volunteer positions;
- Recognizing volunteers both formally and internally.

In return, Sections support the Group Committee by:

- Having a representative on the Group Committee;
- Reporting on Section events;
- Giving notice of planned outings;
- Providing Scouts, Scouters and parents for fundraising activities;
- Helping to plan and participate in Group events;
- Keeping accurate administrative and financial records, and submitting them to the Group Committee for audit;
- Cooperating with the other Sections in joint activities;
- Sharing scarce resources fairly between Sections;
- Abiding by partner and Group policies.

If your Group Committee gives your Section less support than you would like, consider the possible reasons. Like you, Group Committee members are Volunteers with limited time. Unlike you, they are seldom directly involved with the Scouts and don't often get the immediate job satisfaction that comes from making a successful activity happen. Be clear about the support you require.

Good communication with the Group Committee is one of the duties of Section Scouters. Make committee members aware of Section activities so they can give you the help you need to make your job easier. Put your Group Committee members to work. Unless you make specific requests of them, they may assume you have everything in hand. Group Committees can often take care of many of a Section's time-consuming details to allow the Scouters more "quality time" with their Scouts.

Support to Section Scouters: that's the essential role of the Group Committee. Several resources are available to help them do their jobs effectively. By-law, Policies, and Procedures (B.P.& P.) contains lists of duties of a partner and a Group Committee. Scouts Canada has also produced Camping/Outdoor Activity Procedures in B.P. & P. to assist Scouters and Group Committee members to plan and prepare for camping/outdoor activities. This resource contains:

- Scouts Canada's policies and procedures for camping or outdoor activities;
- Necessary forms and applications;
- Accepted practises;
- Other helpful information (e.g. insurance, emergency plans, and incident reporting).

## Join us on our next great journey —The Canadian Path

Scouts Canada is embarking on a new journey and is looking for your help in bringing great Scouting Adventures to more Canadian youth. Join us on The Canadian Path as we launch the next great chapter in Canadian Scouting.

The Canadian Path is Scouts Canada's revitalized program. It represents an opportunity to provide Canadian Scouting youth with a program that is modern but respectful of Scouting's strongest traditions. Many other members of the World Organization of the Scout Movement are updating their programs to better serve their youth.

Working together as one Scouts Canada, we will not only revitalize our Scouting programs, we will revitalize Scouting in Canada.

"The 32nd World Scout Conference adopted the principle of a World Programme Policy, based on the idea that the youth programme is not something to be defined once and for all, but that it should be adapted to the needs and aspirations of the young people of each generation and in each country."

*(Renewed Approach to Programme, World Organization of the Scout Movement)*



# WELCOME TO THE CANADIAN PATH

The Canadian Path program is the way Scouting is done in Canada. Developed by Scouts Canada, this well-rounded program offers youth aged 5 to 26 an opportunity to experience new things, to have more Adventures and to develop into confident and capable individuals better prepared for success in the world. From Beaver Scouts to Rover Scouts, The Canadian Path brings Scouting back to its roots by using the Scout Method as its basis; this method was first introduced by Lord Baden-Powell, founder of the Scouting Movement.

The Canadian Path is comprised of several components:

- 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

## 1. A NON-FORMAL APPROACH TO LEARNING

A non-formal learning approach allows youth to develop a wide range of knowledge and skills by engaging in Adventures individually, in small groups and within larger groups. Youth learn during their participation in an Adventure. They also learn with and from each other, and by engaging in both new and familiar experiences. With non-formal learning, the point is for the youth to try a new skill or activity, and to eventually progress to more challenging activities.

The youth learn by doing. This is not limited to learning practical or manual skills. It also applies to responsibility, leadership skills, inter-personal skills and planning.

## 2. 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 which 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 The Canadian Path and includes seven components:

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

## 3. THE FOUR ELEMENTS

There are Four Elements that make up The Canadian Path:

- **Youth-led:** the program is directed by its youth members—not the Scouters. The responsibility for leadership in Scouts falls more and more on the Scouts themselves.
- **Plan-Do-Review:** the three-step cycle that all activities in the Scout program follow.
- **Adventure:** an exciting first-time experience that develops youth by providing unique opportunities to explore one's self and the world.
- **SPICES:** the six dimensions of personal development for The Canadian Path program: Social, Physical, Intellectual, Character, Emotional and Spiritual. These are the attributes we aim to foster in our youth through Scouting.

## 4. A BALANCED PROGRAM

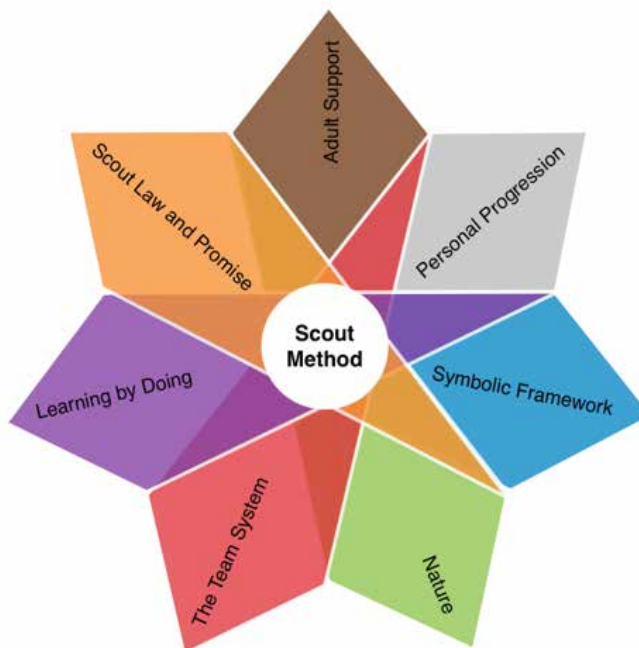
The Canadian Path delivers a balanced program to all youth members. During their journey in Scouting, youth members participate in each of the six Program Areas: Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression and Beliefs & Values.

## 5. A PERSONAL JOURNEY OF GROWTH

The Scouts program is about personal progression; each member develops on his or her own path, independently or as a team.

# THE SCOUT METHOD

Scouts Canada uses non-formal educational methods to engage youth in the process of their own development, giving them program activities, guidance and tools to help them become self-reliant, confident, caring, responsible and committed to the world around them. The Scout Method is an approach unique to Scouting throughout the world and includes each of the following seven essentials:



## Scout Law and Promise

### SCOUT LAW AND PROMISE

- Duty to God\*
- Duty to Others
- Duty to Self

PARTICIPATION IN The Canadian Path begins with commitment to the Scouts Canada Law and Promise. Beaver Scouts and Cub Scouts have their own adaptations of the Law and Promise, while Scouts, Venturer Scouts, Rover Scouts and Scouters all use the same versions.

The Scout Law is a code for living, both individually and within the Group. In promising to live the Scout Law, Scouts and Scouters pledge to do their best to live The Canadian Path values both within the program and well as in the

broader community.

These three duties, expected of every Scout, form a foundation of service within the Scouting Movement. To do a good turn every day, to offer service at home, in your community and in the world is The Canadian Path way. From Beaver Scouts through to Rover Scouts, young people learn service as a fundamental attitude for life.

- *Duty to God: A commitment to living the spirit of the Scout Law in recognition that we are part of a reality beyond self and beyond the present moment.*

*Scouts Canada welcomes into membership all those whose faith traditions, spiritual expressions and/or personal value systems align with the Scout Law, who wish to explore, through the Adventures of Scouting, their part in a larger reality and who are committed to respecting the spiritual choices of others.*

\* Within Scouts Canada, we recognize the diversity of faith traditions within the Canadian context as well as the number of people for whom the spiritual path lies outside of any particular organized faith group or tradition. This could include but is not limited to: a relationship with God, Allah, Jehovah, Heavenly Father, etc., the eightfold path of Buddhism, the dharma of Hinduism, a Higher Power, and a connection with nature and the earth and/or with the whole world community.

- *Duty to Others: The responsibility to one's local, national and global community members to promote peace, understanding and cooperation, through participation in the development of society, respect for the dignity of one's fellow-beings, and protection of the integrity of the natural world.*
- *Duty to Self: The responsibility for the development of oneself to one's full potential physically, intellectually, spiritually and socially.*

## Scouts Canada Law and Promise

<p><b>Beaver Scout Promise</b></p> <p><i>I promise to love God and help take care of the world.</i></p>	<p><b>Beaver Scout Law</b></p> <p><i>A Beaver has fun, works hard and helps family and friends</i></p>
<p><b>Cub Scout Promise</b></p> <p><i>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.</i></p>	<p><b>Cub Scout Law</b></p> <p><i>The Cub respects the Old Wolf; The Cub respects himself/herself.</i></p>
<p><b>The Scout Promise</b></p> <p><i>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.</i></p>	<p><b>The Scout Law</b></p> <p><i>A Scout is helpful and trustworthy, kind and cheerful, considerate and clean, wise in the use of all resources.</i></p>

## Learning by Doing

The Canadian Path uses a non-formal educational approach of exploration, experience, play and discovery. The Scout Method is about trying and trying again—sometimes with success, sometimes with failure, but always with learning that comes out of the process.

Each youth starts at his or her own place in learning and progresses to new challenges at his or her own pace. Through learning by doing, youth discover their own abilities and strengths, and try things they never thought possible within a safe and supportive environment created by the Scouters. The learning by doing method also builds leadership, planning and interpersonal skills as youth work together in their teams in the Adventures they undertake. The Plan-Do-Review process is key to learning by doing so that youth get the most out of every Adventure.

## The Team System

Lodges, Lairs, Patrols, Expedition Teams—these are all names for an essential component of The Canadian Path and the Scout Method—the **Team System**. Each Section is divided into small groups of 6–8 members who work together as a team with one or two members acting as team leaders. A Beaver Colony is divided into teams called Lodges, a Cub Pack is divided into Lairs, and so on.

The key to the Team System is the recognition that everyone has something to offer the team. Everyone must be included and no one left behind as the team takes on its chosen Adventures. Everyone has a say in what the group chooses to do. By working together in a mutually supportive spirit, the team can accomplish more than any one member could accomplish alone. Responsibilities and leadership are shared among the group, with the support and mentorship of the Scouters who create a safe and respectful atmosphere in which the team can work.

## A Symbolic Framework

Each Section has a unique symbolic framework to provide structure and inspiration to its program. The symbolic framework sparks the imagination and sense of Adventure of youth to expand the possibilities of the program.

Scouting is the foundational symbolic framework adopted by Lord Baden-Powell when he wrote “Scouting for Boys” (1908). In his book, he invited youth to see themselves as explorers out in the world, forging their own path, using their powers of observation, engaging Adventure and building qualities in resourcefulness, healthy living and leadership in the great outdoors.

All of The Canadian Path is built on distinctive frameworks for each Section:

- Beaver Scouts—*Friends of the Forest*
- Cub Scouts—*The Jungle Book*
- Scouts—*Canadian Trails*
- Venturer Scouts—*Climb Higher*
- Rover Scouts—*Paddle Your Own Canoe*.

These Section frameworks correspond to the specific needs of each age group. The symbolic frameworks are unique to each Section in order to offer new challenges, new ideas and new possibilities to continue to spark the interest of The Canadian Path youth.

## Nature

Lord Baden-Powell believed strongly in the immense possibilities that nature offered to the development of a young person. The outdoors provides a never-ending host of opportunities for Adventure. The Canadian Path is structured to use the outdoors as the main place of learning. Where at all possible, The Canadian Path program should take place outside. This is true for all Sections. Through being outdoors, youth learn to appreciate the world around them and to respect the environment in which we live.

## Personal Progression

In Lord Baden-Powell’s non-formal educational approach, each youth is encouraged to participate in a wide range of Adventures in order to progress personally on The Canadian Path. The motivation comes from within the youth rather than from an imposed set of standards to be achieved.

Each youth entering The Canadian Path comes with a unique set of skills and abilities. While youth work together in the Adventures they undertake, they also choose specific personal achievement activities based on their own skills and interests, and work toward badges of their choosing.

**There is one Canadian Path but many trails by which to explore that path.** No matter what trail through The Canadian Path youth choose, the SPICES form the core dimensions in which each youth is encouraged to grow. The Plan-Do-Review model used for all aspects of the program encourages the growth of the youth in all the SPICES.

The badges (presented as part of The Canadian Path program) help youth mark their personal progression and encourage them to set new goals.

“The child wants to be doing things; therefore encourage him to do them in the right direction, and let him do them in his own way. Let him make his mistakes; it is by these that he learns.”

—Lord Robert Baden-Powell

## Scouter Support in a Youth-led Program

Scouters facilitate for the Beaver Scouts and Cub Scouts, coach the Scouts, and mentor the Venturer Scouts and Rover Scouts.

As youth progress from Beaver Scouts through to Rover Scouts, they take on progressively more responsibility for planning, doing and reviewing their program in age-appropriate ways. The role of Scouter is one of providing a safe and respectful atmosphere in which the youth can challenge themselves, learn leadership and grow in all aspects of the SPICES.

Scouters encourage all youth to participate and make sure no youth are left behind. Scouters set the example and make sure that each youth is treated with respect within the group. Scouters have the responsibility for the wellbeing of the youth, making sure that youth are in “the right place at the right time with the right people and equipment” for their Adventures.

Scouters are the reference points for the youth, the ones who help youth achieve their goals, build confidence, discover their limits and embrace new Adventures. With good Scouter support, youth can reach goals they never believed possible.

The Canadian Path recognizes that youth grow and develop in their own way, at their own pace, with their own interests and curiosities.

# THE FOUR ELEMENTS OF THE CANADIAN PATH

## YOUTH-LED

A Youth-led program is one of the four key elements of The Canadian Path.

Right from the start, Lord Baden-Powell's vision for Scouting was of a program where the youth took on responsibility for their activities and Adventures. This does not mean, however, that there is no Scouter involvement. Youth-led is not about a free-for-all where anything goes while the Scouters stand back and watch. Quite the contrary—the Scouter has an active role in mentoring, encouraging, guiding and inspiring youth. Scouters are ultimately responsible for creating a safe, respectful framework in which youth take on increasing leadership and responsibility in age-appropriate ways and as suitable for the individual youth.

## Why is Youth-led so important to The Canadian Path?

**Youth-led programming is what makes The Canadian Path work.** Youth decide what they want to do in The Canadian Path program. Resource materials such as Trail Cards, Outdoor Activity Skills, program maps and badges are provided to offer a starting point for youth in the Plan-Do-Review process. These materials offer ideas and inspiration to get youth inspired to plan their Adventures. The next step is for youth to add their own ideas and interests to the mix so that the program truly becomes their own.

**Youth are more involved, engaged and committed to what they are doing when they have input in the Plan-Do-Review process.** Their excitement and enthusiasm will be evident when they have chosen the Adventure and feel that they are necessary for it to work.

**Scouts Canada is committed to building leadership skills in youth, skills that help them through the rest of their lives.** Leadership is learned by taking on increasing responsibility in age-appropriate ways. Leadership is learned by stepping up to new opportunities. Youth need to be active in the Plan-Do-Review process in order to learn to be leaders in their Canadian Path groups, their communities and their country. The aim of The Canadian Path is to set in place the skills, attitudes and knowledge that youth need to become responsible adults and make a meaningful contribution to creating a better world

**Every youth will have leadership opportunities in The Canadian Path.** A Scouter's job is to encourage and support each youth in finding suitable ways that he or she can offer leadership. Every youth needs to have a voice in the planning and Scouters should watch for youth who are not getting a chance to speak. Every youth needs to be participating in leading an activity, according to his or her skills and interests, whether he or she is leading on his or her own or as part of a team. While some youth show natural skills in the leadership department, others need support and encouragement to find their role in leadership. No one is left behind in opportunities to engage leadership

**Leadership comes in many forms.** It is not just the youth who is willing to be up front and centre who is showing leadership. Youth who help other members learn a specific skill, or who write an article for a newspaper, or who create the kit list for an outing are all showing forms of leadership. Scouters need to be attentive to engaging youth in the leadership roles in which they feel comfortable, as well as encouraging them to try leading in a way they may not have tried before.

**Learning to lead and learning to follow are gifts that all good leaders need.** Within the team approach of The Canadian Path, youth need to take turns being the one in the lead, directing the activity, game or Adventure. Leaders need to remember the importance of their support team and delegate jobs. Those who are used to being the leader need to learn what it means to be part of the support team, making sure that they have their tasks done well and on time to support the activity of the group. Leading and following go hand in hand.

**Learning leadership means learning from mistakes as well as successes.** It is okay for an activity to not work out the way expected. It is okay for youth to make mistakes when having an Adventure. That is what happens when you are “learning by doing.” The Scouter’s role is to make sure that no one is harmed during these mistakes. Scouters should allow youth to learn from their mistakes and to reflect on what they will do next time.

## For Youth-led to Work, We Need:

**Youth** who are engaged and who feel their contributions matter, who are ready to try new things, to challenge themselves and to make some mistakes along the way to gaining new skills and abilities. We need youth who want to learn, grow and venture forth into their world by actively engaging in The Canadian Path.

**Scouters** who are wise and respected mentors who create a safe space for the youth to try new Adventures. We need Scouters who will put the experiences of the youth before their own experiences within The Canadian Path, and who make sure that every youth is engaged in the program.

**Parents** who are willing to support and encourage their child in learning by doing, who give their child permission to venture forth to try new activities and Adventures while encouraging appropriate risk-taking within a safe environment.

# What Youth Leadership Looks Like on The Canadian Path

In all Sections of The Canadian Path program, young people are given opportunities to take on the responsibility of leadership.

SECTION	LEADERSHIP ROLES FOR THE INDIVIDUAL YOUTH	LEADERSHIP ROLES WITHIN THE SECTION	LEADERSHIP ROLES WITHIN THE PROGRAM
<b>BEAVER SCOUTS</b>	Youth choose which Personal Achievement badges they wish to make part of their Canadian Path, as well as the Outdoor Adventure Skill stages they wish to pursue.	<p>Blue Tails (second-year Beaver Scouts) offer leadership within their Lodges.</p> <p>White Tails (third-year Beaver Scouts) form a White Tail Council which takes a role in decision making for the Colony.</p> <p>The White Tails work either as individuals or together on their Northern Lights Quest in achieving their Section Award.</p>	<p>Beaver Scouts brainstorm ideas for Adventures related to the Program Areas within their Lodges, which are then further developed by the Scouters and The White Tail Council.</p> <p>Lodges may take on the responsibility for running one of the Adventure activities.</p>
<b>CUB SCOUTS</b>	Youth choose which Personal Achievement badges they wish to make part of their Canadian Path, as well as the Outdoor Adventure Skill stages they wish to pursue.	<p>Trackers (second-year Cub Scouts) offer leadership for certain activities in the Beaver Scout Colony, help Runners (first-year Cubs) learn about being a Cub Scout, and assist the Howlers (third-year Cubs) in running Pack activities.</p> <p>Howlers offer leadership within their Lairs as well as in the Pack. They lead activities and participate in the Howler Council, which has a role in decision making for the Pack.</p>	<p>Cub Scouts choose their Adventures and then work with their Scouters to plan, to prepare, to learn the needed skills and then to carry out the Adventure. As a Pack, they review the Adventure in preparation for new Adventures.</p>
<b>SCOUTS</b>	Scouts participate in choosing the activities and Adventures for the Troop. They choose the level they are ready to undertake in each Adventure, the Personal Achievement badges they wish to make part of their Canadian Path, as well as the Outdoor Adventure Skill stages they wish to pursue.	<p>The Troop Leadership Team works together to make decisions to move the program forward.</p> <p>A Troop Leader and Assistant Troop Leader provide leadership in to the Troop decision making process.</p> <p>Patrol Leaders and Assistant Patrol Leaders provide leadership within the Patrols.</p> <p>As individuals or as Patrols, Scouts may offer leadership in Beaver Scout or Cub Scout Sections.</p>	<p>Patrols are active in choosing, planning, preparing for and engaging their Adventures, as well as doing the Review following the Adventure.</p> <p>Scouters serve to mentor, inspire and encourage the youth. They oversee risk management and participate with the youth in decision making.</p>



SECTION	LEADERSHIP ROLES FOR THE INDIVIDUAL YOUTH	LEADERSHIP ROLES WITHIN THE SECTION	LEADERSHIP ROLES WITHIN THE PROGRAM
<b>VENTURER SCOUTS</b>	<p>Venturer Scouts set their goals for the year and choose Solo Climbs that help them move toward the Summit.</p> <p>Youth choose the Expeditions in which they wish to participate as well as the Outdoor Adventure Skill stages they wish to pursue.</p>	<p>Expedition Teams are formed and each youth is expected to take a turn in providing leadership.</p> <p>A Company Leadership Team oversees the program and planning, arranging for necessary equipment and resources, managing finances, etc.</p> <p>Venturer Scouts may choose to be Scouters in Beaver Scouts, Cub Scouts or Scout Sections.</p>	<p>The program is planned, led and reviewed by Venturer Scouts.</p> <p>Scouters serve to mentor, inspire and encourage the youth. In conjunction with the Company Leadership Team, they oversee risk management and decision making within the Company.</p>
<b>ROVER SCOUTS</b>	<p>Rover Scouts, working with mentors on a one-to-one basis, develop Personal Develop Plans (PDP's) which guide their program.</p> <p>They may choose to incorporate Outdoor Adventure Skills and work toward the Section Award as part of their own Canadian Path.</p>	<p>The Rover Crew comes together to plan and set goals, to choose joint Adventures and to celebrate achievement of members.</p> <p>A Crew Executive oversees the management and administration of the Crew.</p> <p>Rover Scouts may choose to be Scouters in any of the other Sections.</p>	<p>The program is planned, led and reviewed by the Rover Scouts.</p> <p>Mentors for the Personal Development Plans may come from within Scouts Canada or from an outside organization.</p> <p>Scouters encourage, support, inspire and empower the Rover Crew.</p>

## A Youth-led / Scouter-supported Program

On The Canadian Path, the youth are the leaders and the Scouters support and mentor the youth by encouraging leadership in age-appropriate ways. There are leadership roles and opportunities for youth built into the program to support the Youth-led approach. The expectation is that the amount of leadership offered by the youth increases as they move from Section to Section. Beaver Scouts have a role in planning and leading their program, but need a great deal of Scouter support to do so. With each Section, the youth take on more of the responsibilities of leadership. By Rovers, the Scouter support is minimal.

The learning cycle used throughout all The Canadian Path programs is based on Plan-Do-Review. We only truly learn from an Adventure when we have taken time to review what we have done. This applies equally to both youth and their Scouters.

## Plan-Do-Review

### THE CYCLE OF PLAN-DO-REVIEW

In the cycle of learning on The Canadian Path, the youth and Scouters plan, then they do an activity. This is then followed by a review of what was learned. The youth are involved in all three phases of the cycle in an age-appropriate way. Then the cycle of Plan-Do-Review is repeated, taking into account what was learned.

From Beaver Scouts to Rover Scouts, each Section is structured to work in small groups. These small groups are the basis for planning an Adventure. Adventures are chosen with attention to the six Program Areas. In Beaver Scouts, Cub Scouts and Scouts, the symbolic framework map guides the youth to include all six Program Areas in their planning for Adventures. For Venturer Scouts and Rovers Scouts, the six Program Areas are included in program cycles and Personal Development Plans.

In their Lodge, Lair or Patrol youth brainstorm ideas for adventurous experiences they would like to have. These ideas are collected, discussed and decided upon with the help of the senior youth in each Section.

### Long-Term Planning

Long-term planning has, in many cases, been a responsibility for Scouters. In The Canadian Path, long-term planning is accomplished through discussion with youth in a Section as a whole, as well as with the Section Leadership Team (which is made up exclusively of senior youth from the Section). They need to consider how many cycles of Plan-Do-Review they might accomplish in a year. They need to factor in the Program Cycles and traditional events, such as holidays, Area events, camps and so on. In order to create a balanced program, the six Program Areas must be factored in to long-term planning; it is important that each of the six Program Areas is visited as often as possible.

Long-term planning should also take into consideration the Program Quality Standards (PQS) that set the bar for each Section. Using the Program Quality Standards will assist Sections in the planning, evaluation and improvement of their programs.

Each Section's long-term plan should be reviewed at the end of the year.

### Short-Term Planning

Short-term plans provide opportunities to fine tune the long-term plan. Once short-term plans are completed, they can be reviewed in the same way as long-term plans. Needs and opportunities that are identified through the review can be built into the next short-term plan.

YOUTH PLANNING	SCOUTER ROLE IN PLANNING
<p>Youth start making the detailed plans for the Adventure activity. The age of the youth and the length of time needed for the activity will determine how much planning is required. They make a list of what they need, what they need to learn and whatever else is needed in preparation for the activity. The planning includes decisions about what needs to be done, who will do it, the amount of time needed and dates for both preparation activities and the actual Adventure.</p> <p><b>EXAMPLES:</b></p> <p>A Scout planning list for rafting across the pond to the island in the middle would contain items such as:</p> <p>Preparing a gear list;</p> <ul style="list-style-type: none"> <li>• Responsibilities for risk management;</li> <li>• List of the knots that are needed to build the raft and plans for a meeting to learn them;</li> <li>• Developing a menu and purchasing food;</li> <li>• A date for the event and a backup date in case of inclement weather... etc.</li> </ul> <p>A Beaver planning list for a scavenger hunt in the local park would contain items such as:</p> <ul style="list-style-type: none"> <li>• Preparing the scavenger hunt list;</li> <li>• Discussing clothing to wear;</li> <li>• What to bring for a snack and liquids... etc.</li> </ul>	<p>The role of the Scouter in guiding the youth plan is a critical one. Primarily, the Scouter is a mentor, guiding youth members in their development and helping them engage effectively with the program.</p> <p>In youth planning, Scouters review the plan as it is created. Scouters ask questions and offer comments that guide the youth to think about the decisions they make.</p> <p>Scouters can enhance a plan by suggesting activities or asking questions that lead the youth to consider activities that would involve other Program Areas or more of the SPICES. For example: Adding a moment to reflect on the beauty of nature to a hike adds a Spiritual element. Telling the youth directly what to do should be avoided. If the idea comes from the youth, skillfully shaped by Scouter questions, what the youth learns is more effectively retained.</p> <p><b>EXAMPLE:</b></p> <p>Questions for the Scouts planning a rafting Adventure might include;</p> <ul style="list-style-type: none"> <li>• What do you know about building a raft already?</li> <li>• What kind of knots do you need to learn?</li> <li>• What might be the best way to learn these knots?</li> <li>• What kind of materials can we use to build rafts?</li> <li>• Where might we find these materials and how will we get them to the place we are going to build and use our rafts?"</li> </ul> <p>These questions encourage learning and development.</p>
YOUTH "DO"	SCOUTER ROLE IN "DO"
<p>The most exciting part of an Adventure is doing it! Youth and Scouters participate in the activities together, either in small groups or as a whole Section. Each youth should be engaged and challenged in ways appropriate to their abilities.</p> <p>Learning during the activity is both an individual and group experience. What is learned and experienced by one youth may be very different from another's experience. This personal development and progression makes The Canadian Path a unique and personal journey for each youth.</p>	<p>Scouters enjoy the "doing" as much as the youth, as they watch the youth try out their plan, make adjustments and have a lot of fun as they complete their Adventure. Scouters are alert at all times for any issues relating to safety. Sharing the Adventure with the youth sets the stage for the review of the Adventure.</p>

YOUTH REVIEW	SCOUTER ROLE IN REVIEW
<p>During the Adventure activity, the Scouter may hear the youth make observations on how their plan was unfolding. These can be talking points to get the youth engaged in a good discussion, either at the end of the Adventure or at the next meeting. The review component is a team effort; youth reflect on how things went and what they learned through guiding comments and questions from the Scouter.</p> <p>Reviews of activities can be casual chats or very focused discussions. They can be brief or take a longer time. They may occur in a small group or with individuals if needed. Full group review is also acceptable as long as all youth get an opportunity to share. The review process has many benefits for the youth:</p> <ul style="list-style-type: none"> <li>• They learn about their own competencies, as well as areas for growth, in a nonjudgmental setting;</li> <li>• They share experiences;</li> <li>• They can air feelings, problems, questions and concerns;</li> <li>• They learn that their experiences matter;</li> <li>• They are empowered, as self-expression and participation by all is encouraged;</li> <li>• Their new knowledge brings added value to the activity and is more easily applied in future activities. It allows them to celebrate their accomplishments!</li> </ul>	<p>Scouters need to be good listeners! Listening carefully, encouraging the development of ideas and ensuring that everyone has an opportunity to speak is important during a review. Youth need to recognize that their ideas and opinions are essential to the development of their program.</p> <p>Familiarity with the youth and having participated in the Adventure gives Scouters the basis for making suggestions about the location, time needed and intensity of the review. Review activities can be short or long, easy, intense or challenging, as appropriate to the Adventure and to the Section youth.</p> <p>On-the-spot chats on the way home from the hike can be as effective a review as sitting down in the meeting hall. The balance needs to be found between informal, short reviews and formal reviews, which include more in-depth questioning as it relates to personal development. One of the roles of a Scouter is to constantly watch for the moments when informal, on-the-spot review chats can happen, as well as supporting the more formal review process at appropriate times.</p> <p>Sample questions:</p> <p>What did you see, hear or notice?</p> <p>What did you enjoy about this activity?</p> <p>What was a challenge for you in this activity?</p> <p>What do you know now that you did not know before?</p> <p>What did you learn about working as a member of a group?</p>

## More about Review

### SEASONAL PROGRAM REVIEWS

In addition to the review conducted after each Adventure, it is important to take time for a review after several Adventures have happened in order to generalize learnings from several experiences. The youth reflect on the progress they have made as individuals and as a group to identify what they have learned. This is an opportunity to change plans if needed, or identify some skills that would be helpful before undertaking the next Adventures. The questions included in the Program Quality Standards can support this process. The results of seasonal program reviews should be shared with the Group and with parents.

### REVIEW AND PERSONAL ACHIEVEMENT BADGES

Review is integral as youth work on the Personal Achievement badges they have chosen for their own Canadian Path journey. In consultation with a Scouter, youth identify an area of personal interest relating to one of the Personal Achievement badges. They also set the goals to be accomplished. Once the youth has completed the goals, they are reviewed with the Scouter. After the Review, the youth is able to wear the appropriate badge as a celebration of the accomplishment.

## YEAR-END REVIEW— FOR INDIVIDUALS AND THE SECTION

Near the end of the Scouting Year, two year-end reviews should take place: one for individual youth and one for the Section as a whole. At the conclusion of these Year-end Reviews, each youth receives his or her Personal Progression badge.

### INDIVIDUAL YEAR-END REVIEW

An individual youth is given an opportunity to identify and celebrate his or her personal progression. This takes place in the Lodge, Lair or Patrol, or it could take place individually between the youth and a Scouter or older youth.

### SECTION YEAR-END REVIEW

In addition to reviewing personal progression, time is given to reviewing the year as a Section. This is an opportunity to review and recognize both individual and group accomplishments. By taking the time to recognize and celebrate valuable experiences and lessons, youth and parents are able to appreciate the value of Scouting. A key objective of Scouts Canada's strategic plan is to give parents a better understanding of the value of Scouting. Visit [Scouts.ca/parent-engagement](https://www.scouts.ca/parent-engagement) for more information and resources.

## How to Review

In preparing to review, the Scouter and/or the Section Leadership Team must decide:

<i>When?</i>	Will the group be ready to review and not too tired from the experience?
<i>Where?</i>	Is the setting comfortable?
<i>How?</i>	Will the review be a discussion or a game format?
<i>Informal/Formal?</i>	Will the review be casual, or more structured and detailed?
<i>How many?</i>	In small groups or as whole group? Which will be more effective?
<i>What?</i>	What are the most relevant review questions for this experience?

## Informal or Formal?

In an **Informal** review, questions and activities are centered on how the youth feel about the activity, their level of participation, inclusion, enjoyment, etc. Informal reviews are short in length and can be done in creative ways, such as through games, arts and crafts, drawing, graffiti on paper, etc. White Tail Beaver Scouts, Howlers (third-year Cub Scouts), and Patrol Leaders can assist the Scouters with informal reviews.

In a more **Formal** review, questions are intentionally developed to draw out what the youth have learned during the Adventure and to evaluate the skills they developed. More time is set aside for a formal review. An artistic display, drama, music, a game or a discussion can be used as the review method.

In the case of a discussion, the Scouter may need to facilitate it so that the conversation moves forward in a positive way, especially with younger Sections. Review is not an opportunity to complain! Youth may need support to move on from a specific topic or issue.

Encouraging all youth to participate in reviewing can be a challenge. Some youth have lots to say and others have less. There are many strategies that can be used to encourage participation. A "talking stick", an activity souvenir, or a special group item can be used to allow only the one holding the item to talk.

## OUTCOMES OF THE FORMAL REVIEW

By the end of a formal review:

- The youth have a good understanding of their strengths and what they can work on, particularly in personal development.
- The Section Leadership Team and the Scouters have heard what happened during the activity, what the youth felt and learned, and what might be done differently the next time the activity is undertaken.
- Achievements and progress are recognized.

## Adventure

Adventure is about exploring new things, new ideas, learning new skills and creating new paths. It's about unique opportunities to explore one's self and the world. It is part of every activity, enticing youth to take part in what we do best: learning through the outdoors and seeking ways to personally challenge themselves.

## A PERSONAL JOURNEY OF ADVENTURE!

What Adventure means for each youth is personal. Each youth has an individual sense of what makes an Adventure, what will be exciting, interesting and fun.

We want youth to have new experiences—firsts! Lighting a fire and cooking on it, building a shelter or learning knots to build a raft! Just getting out and connecting with nature is a first for many of our youth.

Youth engage in the planning of their Adventures on The Canadian Path. Through team planning they develop the Adventure. After completing the adventurous activity, the youth review it by talking about what they experienced, how they grew, what made it exciting, thrilling or a challenge. Each youth will view the experience differently and learn uniquely from it, even though the Adventure was shared with others.

In Adventure, we mean experiences in all of the six Program Areas:

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

## SPICES: Six Dimensions of Personal Growth

Through The Canadian Path program, youth have the opportunity to develop in all aspects of their lives. In their personal progression through the Adventures of The Canadian Path, youth work on all of the following dimensions of personal growth:

- **Social**—By participating in The Canadian Path, youth begin to understand how they depend on others, and how others depend on them. The Canadian Path allows them to be part of a diverse group and develop cooperation and leadership skills.
- **Physical**—The Canadian Path provides many opportunities for youth to be responsible for the care, development and wellbeing of their bodies.

- **Intellectual**—Through The Canadian Path, youth have opportunities to develop their abilities to think, to plan, to innovate and to use information in an original way.
- **Character**—The Canadian Path guides youth to take responsibility for themselves while still respecting the needs of others, helping them to create a lifelong personal values system.
- **Emotional**—Through The Canadian Path, youth members are given opportunities to recognize and respect their own feelings and to learn to express them in a healthy manner while respecting the feelings of others.
- **Spiritual**—Youth members have experiences that help them recognize that they are part of a larger spiritual reality and learn to respect the spiritual choices of others.

(Note: *The larger spiritual reality could include, but is not limited to: a relationship with God, Allah, Jehovah, Heavenly Father, Supreme Being, the eightfold path of Buddhism, a Higher Power, a connection with nature and the earth and a connection with the global community.*)

The acronym for these six dimensions is **SPICES**. They give shape to our Scouts Canada programming. For young people to reach their full potential, they need to explore each of these six dimensions of development.

Our goal is to have a well-balanced program in which all of these dimensions has attention given to them throughout the year. Each of the six dimensions is needed.

The SPICES dimensions are the same for every Section. However, each Section has a particular journey by which to help youth develop in age-appropriate ways.

## SPICES used for Review

The SPICES, as the core dimensions, are always in mind for Scouters as you mentor youth in the planning and doing. When the time comes for review, the SPICES form the basis for reflection. To guide youth in reflecting on their experiences, Scouters can ask questions related to each of the six SPICE dimensions.

Each Adventure provides opportunities for youth development in more than one of the SPICES. Having had the experience of the Adventure, the Scouter will know which SPICES were involved and ask appropriate questions. While we don't plan around the SPICES, development in the SPICES naturally occurs with each Adventure.

# A BALANCED PROGRAM

Scouting promises to offer youth a balanced program—but what exactly does this mean? A balanced program offers a variety of experiences across the six Program Areas. These six Program Areas are:



SCOUTS CANADA believes that great experiences in these six areas contribute significantly to achieving our mission: to help develop well-rounded youth, better prepared for success in the world. The variety of these six Program Areas has a positive impact on the personal development of youth.

Each Section offers a range of possible Adventures each year. A balanced program means that each Program Area becomes a focus for youth experiences **at least** once each year. For Sections whose Adventures are typically shorter in duration, such as Beaver Scouts, they may have experiences in each of these Program Areas three or more times a year. The goal of The Canadian Path is to balance the number of opportunities across each area, every year.

## Why a Balanced Program?

A balanced program offers youth the experiences in each area every year they are in the Scouting program.

This approach has the following advantages:

- It recognizes that youth have different areas of interest that they can explore each year.
- It recognizes that youth develop during their Scouting years and are able to build on previous experiences.
- It recognizes that youth have the opportunity to join Scouting any year and still have the chance to experience all of the Program Areas; program cycles do not run across multiple years.

## The Six Program Areas of The Canadian Path

As you plan Adventures to explore the six Program Areas, you'll soon discover that most Adventures include more than one Program Area—fantastic! Including aspects of several Program Areas makes the Adventure more challenging and encourages development in all of the SPICES. Remember, The Canadian Path is Youth-led. The youth choose Adventures that excite them in all these areas. The ideas below are meant to give a sense of what kind of Adventures might relate to each Program Area.

### ENVIRONMENT & OUTDOORS

Adventures in this Program Area involve exploring, hiking, camping, paddling and other ways of enjoying the outdoors as youth learn the skills to live in and take care of the natural environment. Youth are encouraged to practise the principles of Leave No Trace on outdoor Adventures, and to provide environmental stewardship through projects like habitat restoration and shoreline clean-ups.

### Adventure Ideas for Environment & Outdoors

- Hike and/or bike in a wilderness area
- Build quinzhees and sleep in them
- Take on an environmental project, such as painting yellow fish by storm sewers to raise awareness of water pollution
- Practise different fire-lighting techniques (flint and steel, bow drill, battery and steel wool, magnifying glass, etc.)
- Learn to identify plants in nature, including wild edibles
- Organize and take part in a Scoutrees project
- Keep a birding journal
- Share a stargazing evening

## Adventure Ideas for Environment & Outdoors (cont'd)

- Build an igloo
- Catch and clean fish
- Build bee hotels
- Organize an Amory Adventure Award expedition

## LEADERSHIP

During Adventures in this Program Area, youth learn about and practise the skills of being good leaders and team members in their Section and in the community. The scope of this Program Area includes:

- Participating in leadership within small groups, larger groups, the Section and the community
- Exploring a variety of styles of leadership
- Acting as a mentor for other youth in the program
- Experiencing shared leadership within small groups
- Understanding what makes a good leader
- Understanding how to empower and support others as leaders
- Recognizing good youth (and adult) leaders in your Section, Group, community, Canada and the world
- Learning to move between being the leader and being a good team member under other leaders

## Adventure Ideas for Leadership

- Plan and run a Beaver Buggy, Kub Kar and/or Scout Truck derby event for your Area
- Lead a linking activity with another Section. (Example: Scouts plan and host a campfire for Beaver Scouts)
- Choose an Adventure in another Program Area and divide up the tasks so everyone gets an opportunity for leadership
- Play Follow the Leader, then discuss: “What is it like to be the one in the lead?”; “What is it like to be a follower?”; “Which is more fun? Why?”; “Which do you prefer?”  
For older Sections, come up with creative versions of Follow the Leader.
- Interview several people you consider to be good leaders in your community. What do you notice about what makes a good leader? How can you try that next time you are in a leadership position?
- Offer to plan and run an event for another group in your community. (Example: run a Christmas skating party for preschoolers and their families)

- Choose an Outdoor Adventure Skill, learn about and practise it and then teach it to another youth in your Section or in another Section
- Plan for and host a “Death by Chocolate” dessert evening to raise money for a chosen charity or a future Adventure

## ACTIVE & HEALTHY LIVING

During Adventures in this Program Area, youth are involved in playing, having fun and being active while they develop good mental and physical habits for happy and healthy living.

The scope of this Program Area includes:

- Learning about health and fitness as part of a healthy lifestyle
- Experiencing a variety of options for lifelong fitness
- Exploring and experiencing healthy eating practices, based on the Canada Food Guide, in all Scouting activities
- Developing an awareness of good mental health and how to support it
- Exploring issues related to physical, emotional and spiritual health such as self-esteem, body image, bullying, empathy, emotional IQ, resiliency, courage, etc.
- Learning about and practising healthy relationships including making wise choices, respect for others and for self, what to do in an abusive or bullying situation and Scouts Canada Child and Youth Safety.
- Respecting and understanding the diversity of people, including body types and appearances and understanding accessibility
- Incorporating healthy activities in all aspects of life
- Making wise and healthy choices for physical, emotional and spiritual wellbeing
- Learning first aid skills and what to do in emergency situations

## Adventure Ideas for Active & Healthy Living

- Invite the Scouts to make healthy dehydrated foods for the Beaver Scouts to taste. Will the Beavers guess what they are eating?
- Try a common activity but with a challenge faced by someone who is differently-abled. (Examples: eat a meal blindfolded or with only one hand, walk a maze blindfolded following the instructions of a companion, borrow a wheelchair and travel the streets around your meeting place to discover what challenges there may be, etc.)



## Adventure Ideas for Active & Healthy Living (cont'd)

- Join together in trying a new activity such as karate, rock climbing or yoga
- Take a Standard or Wilderness First Aid course.
- Invite a local speaker on bullying or mental health issues to engage both youth and parents, then choose an action you could take as a Section to share what you've learned.
- Invite someone who knows about meditation and stress-reduction to teach some basics about breathing, focusing and silence.
- Find a local chef who can work with the Section to create a new recipe for the next camp or backpacking trip.
- Ask each Lodge/Lair/Patrol to work together to create a new camp snack that is both nutritious and fun to eat.
- Invite someone who has faced a great challenge or hardship to tell his/her story.
- Learn about the edible plants and berries in your area.
- Explore using black light powders to model the spread of germs. What practices might you implement at meetings and camps to address this problem?

## CITIZENSHIP

During Adventures in this Program Area, youth are involved in learning about being good citizens in the community, nation and world.

The scope of this Program Area includes:

- Learning about the local community, about Canada and about the world community in which we live;
- Learning about the World Organization of the Scout Movement;
- Offering service to the community, to our country and to the world;
- Learning about being a good citizen through participation as a citizen and gaining knowledge of Canada's history, form of government, legal system, etc.;
- Understanding the interdependence that exists between people and between countries;
- Participating in Adventures such as jamborees that connect us beyond our local Group.

## Adventure Ideas for Citizenship

- Build and run a lemonade stand with proceeds going to a community project

- Visit the fire hall
- Put on a talent show at a local senior's home
- Create an advertising campaign to raise awareness about an important issue. Raise money to help support those who are working on the issue. (Examples: get out to vote for an election, build an acre of rainforest, protect an endangered species, etc.)
- Ask the local municipal council if it will host you at the council chambers.
- Choose a local issue, then prepare and make a presentation to your municipal council about your points of view on the issue.
- Choose a world or national problem and work together to come up ideas and solutions. To whom might you propose your ideas?
- At the time of a local, provincial or federal election, visit with an Elections Officer to learn about voting, then hold your own election for the candidates. Compare your results with the actual results.
- Clean up graffiti and/or litter in your community.
- Design and engineer wheelchair ramps to use in your meeting hall or around the community to increase accessibility.
- Do Guerilla Gardening for a street where lots of seniors live. In spring or fall, arrive with rakes, hoes and large compostable garbage bags. Go from yard to yard to rake lawns and bag leaves.

## CREATIVE EXPRESSION

During Adventures in this Program Area, youth are involved in sharing their own creativity and exploring the creative output of others.

The scope of this Program Area includes:

- Exploring a variety of creative pursuits in visual arts, music, spoken arts, digital arts, drama and more;
- Learning about and trying new hobbies and interests;
- Increasing skills in an area of personal interest;
- Offering leadership to the Group in an area of personal interest and creative expertise;
- Using imagination in problem-solving and in working as a team;
- Recognizing the benefit of a variety of skills and interests in working as a team;
- Exploring digital forms of expression.

## Adventure Ideas for Creative Expression

- Prepare for and hold a talent show, including all Sections, to raise money for a local charity
- Build bridges or towers out of a variety of materials. Which will hold the most weight? Which knots make these constructions the sturdiest?
- Invite a local potter to work with you to make and fire clay pots. How about pit firing the pots?
- Take apart small appliances and toys and use the parts to create something new.
- Build Beaver Buggies, Kub Kars, Scout Trucks, sailboats or soapbox derby cars. On race day, give prizes not only for fastest cars but for best design and most unique design.
- Each Lodge/Lair/Patrol receives a brown bag containing five random items and is challenged to create a skit involving all of those items.
- Hold a karaoke night to raise money for the Scouts Brotherhood Fund or a local charity.
- Create a Scout band to perform at a Baden-Powell gathering. Why not make all your own instruments?
- Develop a Scout Adventure video game.
- Create a video of your next camping/backpacking trip to share with parents.

## BELIEFS & VALUES

During Adventures in this Program Area, youth explore personal values and beliefs as well as the diversity of cultures and faiths that make up our communities, our nation and our world. The scope of this Program Area includes:

- Exploring and reflecting upon the beliefs, values and attitudes that are part of our society;
- Understanding personal beliefs, values and attitudes in relation to others;
- Discovering the diversity of the community and developing respect for that diversity;
- Developing group, team and individual codes of practice in relation to the environment, working together and being a Scout;
- Working with the Internal Compass model that engages Wonder, Gratitude, Service and Reflection as the foundation of Duty to God.

## Adventure Ideas for Beliefs & Values

- Hold a potluck supper with each youth bringing food from his or her cultural tradition.
- Visit a synagogue, temple, church or mosque to learn about the practices of a faith tradition different than your own
- Create a skit/drama that explores a value that is important to you (such as respect, compassion, inclusiveness) and share it on a local television or radio station
- Create an advertising campaign to promote care for a local waterway, and propose it to your local town/municipal/city council.
- Prepare and lead a worship service for Baden-Powell week.
- Visit a wheelchair basketball team. Try out the sport and discover what it means to its participants.
- Learn about, prepare for and hold a holiday celebration.

## WHAT DOES A BALANCED PROGRAM LOOK LIKE FOR EACH SECTION?

### Beaver Scouts

In Beaver Scouts, a balanced program means that the youth visit each area of the Beaver Scout program map three or more times each year, depending on the length of the Adventures that are chosen and planned. The Beaver Scout program map has places associated with each of the six Program Areas. It also has places associated with other important parts of the Beaver Scout program—all in one visual organizer for the Beaver Scouts.

- 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)



## Cub Scouts

In Cub Scouts, the program map has places associated with each of the six Program Areas. To emphasize the different opportunities for Environment Adventures and Outdoors Adventures, these are presented as two different places on the map of the Jungle.

- The Red Flower Camp (Outdoors)
- Bagheera's Hunting Ground (Environment)
- Council Rock (Leadership)
- The Swinging Bridge (Active & Healthy Living)
- Elephant Turf (Citizenship)
- Monkey City (Creative Expression)
- Baloo's Cave (Beliefs & Values)



## Scouts

Scout Troops will explore each of the six trails at least once each year. These include:

- Mackenzie River (Environment & Outdoors)
- Red Coat Trail (Leadership)
- Bruce Trail (Active & Healthy Living)
- Rideau Trail (Citizenship)
- Cabot Trail (Creative Expression)
- West Coast Trail (Beliefs & Values)



## Venturer Scouts

Venturer Scouts include the six Program Areas as they develop their personal plan for each year. In making their personal growth plan, they identify challenges and goals for each of the six areas.

## Rover Scouts

The Rover Scouts program explores the Program Areas through a variety of Crew challenges. These experiences include: expeditions, community service, vocational and skill development, social engagement and environmental stewardship.

## BALANCING THE PROGRAM: SPICES

Balancing Scouting programs is achieved through a variety of experiences and Adventures across the six Program Areas. A balanced program gives the wide range of challenges that youth need to grow in six dimensions: social, physical, intellectual, character, emotional and spiritual.

As Adventures are being planned, Scouters should be aware of what SPICES opportunities are offered by each Adventure. While each may not include opportunities for all of the SPICES, over the course of a few Adventures, all SPICES should be covered.

### Linking with Other Sections as part of a Balanced Program

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

Youth who are about to move up to the next Section should have had several opportunities to link with that Section prior to their progression to that Section.

For some Sections, linking activities are built into their progression within the Section. Below are some examples.

#### Beaver Scouts

The White Tail Council has the task of planning at least 2 activities during the year with one or more of the other Sections.

#### Cub Scouts

Trackers (second year Cubs) are asked to seek opportunities to join with the whole Colony in activities and/or to invite the White Tail Beaver Scouts to join in Cub Scout activities. In addition, some of the Trackers may choose to become a regular part of the Scouter team for the Beaver Colony.

#### Scouts, Venturer Scouts and Rover Scouts

Look for the linking requirements as part of the personal progressions for each of these Sections (Described in the Section Chapters)

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Here are some more ideas for linking between sections:

- Invite Tracker Cubs to introduce the White Tails to the Cub Scout Law, Promise and Motto
- Invite the Cub Scouts to act out or read a story from the Jungle Book. (A great picture book adaptation is "The Jungle Book: A Young Reader's Edition of the Classic Story" by Rudyard Kipling, Illustrated by Don Daily (Courage Books, 1994)
- Have all Sections go caroling together in December
- Venturer Scouts could run a Beaveree for several local Beaver Colonies
- Scouts and Beaver Scouts might go on a day hike and the Scouts cook a meal for the Beavers
- Rover Scouts and Cub Scouts could share a campfire evening.
- Go on an all section scavenger hunt with teams made up of 1 youth from every section
- Invite the Scouts to show the Beaver Scouts how to find North with a compass
- Have an all section talent show for Baden-Powell week
- Check out the Trail Cards for more ideas about how to have fun linking with the other Sections throughout the year.

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# PERSONAL PROGRESSION

## Understanding Personal Progression

The Canadian Path is all about developing well-rounded individuals by encouraging youth to participate in a wide range of activities. Youth do not join Scouting with personal development in mind, but rather to have fun, make friends and discover new things through exciting Adventures. It is natural, however, that in the process of having fun with friends, they will grow as individuals.

SCOUTS CANADA recognizes that youth develop in their own way, at their own pace, with their own interests and curiosities. Each youth has a unique set of skills and abilities. Youth start where they are and, in the company of the other youth and Scouters, challenge themselves to new acquire new skills and knowledge. While youth work together in the activities they undertake, they also choose individual projects based on their own skills and interests.

In traditional models of education, all youth aim to attain the same pre-determined goals. That's not how Scouting works. In Scouting, the focus is on personal progression. While the youth decide on an Adventure they will undertake together, each individual also decides upon a personal goal for that Adventure.

Starting in Beaver Scouts and continuing to build through to Rover Scouts, youth decide what they want to learn and practise. While the Adventure may be the same for the whole group, each youth's goals will be unique.

In Scouting, we want each youth to find success through learning by doing. Sometimes the goal will be accomplished on the first attempt. Sometimes it will take repeated efforts or new ways of approaching the goal. In traditional models of learning, it is accepted that some youth will succeed and some will fail. In Scouting, everyone works together to help each youth attain his or her personal goal.

Personal progression emphasizes individual development based on each youth's unique abilities and interests. As youth commit themselves to their own personal journey in Scouting, they find new opportunities, through the process of Plan-Do-Review, to experience success and build self-confidence.

No matter how youth choose to approach The Canadian Path, the SPICES form the core dimensions in which each youth is encouraged to grow. The Plan-Do-Review model, used for all

aspects of the program, encourages the growth of the youth in all the SPICES (social, physical, intellectual, character, emotional and spiritual).

The badges, presented as part of The Canadian Path program, help youth recognize and celebrate their personal progression and encourage them to set new goals.

While our founder, Baden Powell, encouraged the use of badges for recognition of personal progression, he also gave a warning, "Scouting is not a show where surface results are gained through payment in merit badges, medals, etc." (*Aids to Scoutmastership*).

Genuine personal progression has nothing to do with a race to collect the maximum number of badges. Personal progression happens naturally as youth move through the Plan-Do-Review for their Adventures. Each youth has the opportunity to make the most of his or her own potential rather than being forced to meet some pre-determined definition of success. Scouting is not a competition among youth, but rather is built on teamwork in which all youth have the opportunity to learn and grow in their own way.

When youth recognize their own achievement and have their success recognized by peers and Scouters, their self-confidence is strengthened and they are motivated to take on new goals and Adventures. The role of badges within The Canadian Path is part of this recognition. The youth themselves determine when they have achieved their goals and when they are ready to celebrate with a badge to mark that milestone.

Scouting is not about completing activities and earning badges. Rather, Scouts Canada's mission is to develop well-rounded youth, better prepared for success in the world. Youth develop as self-reliant, supportive, responsible and committed members of their communities through their own journey of personal progression on The Canadian Path.

## Celebrating the Journey— Badges

### PURPOSE OF BADGES

The badges of The Canadian Path are used to celebrate the personal journey of youth in Scouting. In a tangible way, they mark the milestones of the journey and celebrate youth achievements. They are souvenirs of the journey, not the journey itself.

Within The Canadian Path, there are:

- **Personal Progression badges**, which fit with the Section framework and are presented following the year-end review (Beaver Scouts and Cub Scouts) or the personal progression review (Scouts and Venturer Scouts) with the youth.
- **Personal Achievement badges**, which are earned individually by youth who chose to make this part of their Canadian Path journey in Beaver Scouts, Cub Scouts and Scouts.
- **Outdoor Adventure Skill badges**, which are earned in stages and continue with youth from one Section to the next. These mark progress in gaining specific competencies within the Outdoor Adventure Skill areas. Only the highest stage earned in any particular skill area is worn on the uniform.
- **Top Section Awards**, which are earned by completing the personal progression within the Sections, projects of personal significance that have an impact in the community and attaining the specified number of Outdoor Adventure Skills stages.
- **The Canadian Path Linking badges**, which are presented to youth as they move from one Section to the next.
- **Other Awards**, including awards earned both collectively and individually. Some of these have been developed by the World Organization of Scouting Movements (WOSM) and others by Scouts Canada. The Plan-Do-Review process should be used for each of these awards, with youth determining exactly how they will achieve the opportunities presented by each award.

## Things to Remember about Badges within The Canadian Path

Each youth's progression through The Canadian Path will be a unique journey. A youth will choose which badges, if any, he or she wishes to make part of their journey.

Throughout his or her personal progression, each youth will be challenged to develop his or her abilities to the next level. This should be the guiding principle in choosing program Adventures and badge activities.

Badges are presented when the youth have reviewed their learnings with the appropriate person or team, and decide that they have achieved what their objectives.

## Types of Badges

### PERSONAL PROGRESSION BADGES

Each Section, from Beaver Scouts through to Venturer Scouts, has personal progression badges which are presented following a review process. This review should include both a review of personal progression as well as a review of the Section activities for the year. (See Review in the Plan-Do-Review section for ideas about engaging review with youth.) This is not a pass/fail process, but rather an opportunity for each individual youth (as well as the whole Section) to celebrate Adventures, growth and learning. It is all about each youth's personal progression on The Canadian Path, not about reaching a predetermined standard.

### Beaver Scouts

At the end of the year, the Colony reviews its Colony map and remembers together the Adventures shared in each Program Area. Within their Lodges, the Beaver Scouts share their own maps and discuss their personal progression: "What do I know now that I did not know before I was a Brown/Blue/White Tail?" (See ideas for this within the Beaver Scout Section material.) Upon completion of the review, they are presented with their Brown Tail, Blue Tail or White Tail badge, representing the year they have just completed in Beaver Scouts.

## Cub Scouts

At the end of the year, the whole Pack reviews its Adventures in each Program Area, using the Pack Jungle Map as reference. Within their Lairs, they discuss their personal progression: “What do I know now that I did not know before I was a Runner/Tracker/Howler?” (See ideas for this within the Cub Scout Section material.) Upon completion of the review, they will be presented with a badge symbolizing the year they have completed. The Pack Leadership Team may also wish to do a review of the year, focusing on how it offered leadership in the Pack.

## Scouts

At the end of the year, the Troop Leader will lead the whole Troop in a fun review of their Adventures in each Program Area. (See ideas for this within the Scout Section material.) When they have completed the tasks to reach a checkpoint (Pioneer, Voyageur, Pathfinder and Trailblazer), each individual Scout will talk with his or her Patrol Leader or Assistant Patrol Leader about his or her personal progression. Upon completion of the review, they will be presented with a badge symbolizing the checkpoint they have reached.

## Venturer Scouts

Throughout the year, the Venturer Company and its Leadership Team will determine how they wish to engage in review of both the Solo Climbs and the Expeditions. Upon completion of the requirements for each stage of the climb (Trailhead, Tree Line, Snow Line, Summit), a Venturer Scout will be presented with a badge symbolizing the stage that he or she has completed. This may happen at any point during the year.

## Rover Scouts

The review of Personal Progression will take place between the Mentor and Rover Scout, when that particular Personal Development Plan (PDP) is completed. They will determine if, or when and how, this achievement will be celebrated.

## PERSONAL ACHIEVEMENT BADGES

Personal Achievement Badges are designed to allow youth, who choose to include these as part of their Canadian Path journey, to explore Adventures and expand skills and knowledge in areas that are of particular interest to them. It is recognized that activities outside of Scouting add to a youth’s growth in the SPICES and to his or her personal progression. Work on Personal Achievement Badges allows youth to further develop individual interests and skills and to have that development recognized.

### The Personal Achievement Badge Process

**PLAN:** The Plan for the Personal Achievement Badges provides a template for the planning of the badge work. The plan is agreed upon between the youth engaging the badge and the Scouter (or an older youth member of that Section) who is involved in facilitating Personal Achievement Badge work.

**DO:** Gather needed materials and resources. Do the activities for the badge.

**REVIEW:** Use the age-appropriate SPICES questions as well as these questions for review:

- What do you know now that you did not know before working on this badge?
- What did you enjoy about the projects/activities for this badge?
- What was a challenge for you?
- 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 badge?

Share your badge work with other members of your Section as appropriate. Completion of the badge is agreed upon between the youth engaging the badge and the Scouter (or an older youth member of that Section) who is involved in facilitating Personal Achievement Badge work. The badge is presented in a badge ceremony as soon as possible after the completion of the badge.

Beaver Scout, Cub Scout and Scout Sections each offer sixteen Personal Achievement badges. Venturer Scouts and Rover Scouts do not have Personal Achievement badges as part of their programs.

Activities are suggested for each badge, but these are guidelines—not mandatory activities. Youth are welcome to design their own activities for the badge based on its objectives and guidelines. The names of the badges should be interpreted in the broadest sense of the word

Personal Achievement Badges follow the Plan-Do-Review model as outlined below. Badges are awarded when a youth has completed the review with the Scouter and/or an older

youth in the Section. The guiding principles in determining the badge criteria and fulfilment should be:

Personal Achievement Badges follow the Plan-Do-Review model as outlined below. Badges are awarded when a youth has completed the review with the Scouter and/or an older youth in the Section. The guiding principles in determining the badge criteria and fulfilment should be:

- Exploration of new lessons and Adventures that a youth has not engaged elsewhere;
- A youth's passion and interest;
- A youth's personal progression on The Canadian Path (rather than on a predetermined standard of success).

## PLAN-DO-REVIEW:

### The Process for Personal Achievement Badges

All Personal Achievement badges for all Sections use Plan-Do-Review.

#### PLAN

- Choose a badge from the Personal Achievement Badges in your Section that you'd like to explore
- Review the Objective and Guidelines for the badge.
- Look through the suggested activities to choose the activities you'd like to complete or design your own activities based on the objective and guidelines for the badge. Remember, this is about challenging yourself and trying something new.

Discuss the following with a Scouter (or older designated youth) in your Section:

I want to do this badge because \_\_\_\_\_

I would like to learn \_\_\_\_\_

I would like to try \_\_\_\_\_

I want to challenge myself to \_\_\_\_\_

I wonder \_\_\_\_\_

The activities I will do for this badge are:

(name the required number of activities for your Section)

(see *Personal Achievement Badge handbook for Section badges and their suggested activities.*)

To complete this badge I will need: *(fill in ones that apply)*

to contact \_\_\_\_\_

to gather these supplies \_\_\_\_\_

to visit \_\_\_\_\_

to use \_\_\_\_\_

to \_\_\_\_\_



**DO**

Learn the skills and complete the activities you have chosen to do for this personal Adventure.

**REVIEW**

*To complete your badge Adventure, share your ideas on most or all of these statements based on what you have learned in working on this badge.*

I now can \_\_\_\_\_

I have learned that \_\_\_\_\_

I am excited about \_\_\_\_\_

I want to share with the (Patrol/Section) \_\_\_\_\_

As a Scout, I could use what I have learned from this badge in this way: \_\_\_\_\_

Which of the SPICES have you experienced in doing this badge? *(use age-appropriate questions)*

**SOCIAL****PHYSICAL****INTELLECTUAL****CHARACTER****EMOTIONAL****SPIRITUAL**

## Requirements to complete Personal Achievement Badges

- **Beaver Scouts** choose or design **three** requirements to complete.
- **Cub Scouts** choose or design **four** requirements to complete. These four requirements could all be completed within one project or Adventure as long as they are clearly identified as separate objectives to be achieved.
- **Scouts** choose or design **five** requirements to complete. These five requirements could all be completed within one project or Adventure as long as they are clearly identified as separate objectives to be achieved.
- **Venturer Scouts and Rover Scouts** do not have Personal Achievement Badges in their Section programs. The youth may choose to further their stages in Outdoor Adventure Skills.

## Beaver Scout Personal Achievement Badges

- Exploring Beaver
- Earth Beaver
- Leader Beaver
- Beaver Heroes
- Athletic Beaver
- Chef Beaver
- Pet Care Beaver
- Tech Beaver
- Community Beaver
- Canada Beaver
- Beavers of the World
- Musical Beaver
- Scientific Beaver
- Creative Beaver
- Spirit Beaver
- Friendship Beaver

## Cub Scout Personal Achievement Badges

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

## Scout Personal Achievement Badges

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

## Other Awards and Challenges

### RELIGION IN LIFE AWARDS

For Cub Scouts through to Rover Scouts, youth may choose to work on their Religion-in-Life badge with requirements as set out by their faith group. A list of the faith groups and PDF's of the requirements are found at [Scouts.ca](http://Scouts.ca).

### SPIRITUALITY AWARDS

Youth who do not belong to an organized faith group can instead pursue the Spirituality badge. Spirituality makes use of religious ideas, methods, rituals and practices, but it is not itself, a formal practice. Spirituality is a way of life, a form of consciousness, a transparent awareness that is receptive to the

presence of the sacredness in all things. Requirements are available at [Scouts.ca](http://Scouts.ca).

### WORLD SCOUT ENVIRONMENT AWARD

The purpose of the World Scout Environment Award is to demonstrate a Scout's concern for, and active stewardship of, the environment.

The World Scout Environment Award badge shows Antarctica—the only collectively managed continent in the world and one of the most at risk from climate change—at its centre. The other landforms create a “world” image—not showing any one particular continent or country, as Scouts are encouraged to look beyond their own borders and think of the world. The colours of blue, green and white are commonly associated with nature; the purple of World Scouting is blended with these. The sun is reflected in the water.

The World Scout Environment Award is an international award, which means that Scouts in other countries are also working to earn it, even though they may be working on slightly different requirements. All Scouts around the world who have achieved the badge will wear it on the uniform to demonstrate Scouting's concern for, and active stewardship of, the environment.

### MESSENGERS OF PEACE

The Messengers of Peace Badge is another international award. As Scouts, we are all Messengers of Peace, working together to create a better world. We can make a positive change in the world by activity contributing to the wellbeing of our own communities and by recognizing that we are part of a global network of service through Scouting.

This badge can be sought in each Section. Once the badge is presented, youth are encouraged to continue being Messengers of Peace through their contributions of service to their community.

To achieve this badge (which is worn on the uniform, encircling the purple Scout emblem) youth are asked to:

- A. Explore the Messengers of Peace initiative.
- B. Participate in a service project organized with other members of the Section.
- C. Share their service project and hours of service contributed online at [www.scout.org](http://www.scout.org)
- D. Older youth are invited to encourage younger youth in becoming Messengers of Peace and support younger youth in completing service projects.

Find out about service projects completed by Scouts around the world as well as full program guidelines at [www.scout.org](http://www.scout.org).

## Language Strips

Youth and Scouters of all Sections may wear a Language Strip on their uniform if they are sufficiently fluent at an age-appropriate level to carry on a simple Scouting conversation in that language.

## Other Challenges

Some Sections have special awards and challenges that the youth may choose to undertake. Further details of these awards can be found on the Scouts Canada website.

- Venturer Scouts: Amory Adventure Award
- Rover Scouts: Scouts of the World Award
- The Duke of Edinburgh's Award is not exclusive to Scouts Canada, and is offered apart from the Scouts Canada program. The requirements of a Duke of Edinburgh's Award can easily be integrated into the Venturer and Rover Section programs.

## Outdoor Adventure Skills

Young people join Scouts to have Adventures. An Adventure can be an afternoon hike at a local park, reading to seniors in a nursing home, sailing a boat across a lake, building and using a robot, exploring the local community, or planning and executing a multi-day trip across Baffin Island. Regardless of how big or small the Adventures might seem, youth feel a sense of accomplishment and pride for having completed them and have a great time doing them. More important, youth will achieve growth in each of the SPICES by participating in their Adventures.

The Canadian Path includes comprehensive Outdoor Adventure Skills to support the experiences of the youth. While each Outdoor Adventure Skill is divided into nine stages with a badge awarded for each stage, the purpose of the Outdoor Adventure Skills program is not the badge. Rather, the Outdoor Adventure Skills should be seen as tools to support the youth's personal progression and an opportunity for the youth to take on increasing challenge. Completion of a set number of Outdoor Adventure Skills is one of the requirements for the Top Section Award for each Section. Only the badge of the highest stage earned is worn on the uniform.

Scouts Canada has identified these nine core Outdoor Adventure Skills:

- Camping
- Trail
- Scoutcraft
- Emergency Aid
- Paddling
- Winter Skills
- Vertical Skills
- Sailing
- Aquatics

## Top Section Awards

As the capstone for each Section, youth have the opportunity to challenge themselves with the Top Section Award. This award is not a requirement for a youth to move on to the next Section.

There are three components to achieving the Top Section Award, which are common to all Sections:

1. A personal progression review;
2. Completion of a set number of Outdoor Adventure Skills and;
3. A service project.

The three components of the Top Section Award are to be completed in the last six months in the Section and are to be fully completed prior to moving to next Section. Time lines for completion should be created to allow this to happen.

### 1. PERSONAL PROGRESSION REVIEW

The personal progression review is meant to be fun and to engage youth in storytelling about their personal journeys. Youth should come away from this process feeling proud of what they have learned and done on their journey through this Section. This review is led by a Scouter and/or (especially in older Sections) the Section Leadership Team. For the review, use the age-appropriate SPICES questions as well as reference to maps, log books, PDP's, etc. (as appropriate to the Section). The discussion will also include looking at what a youth hopes to learn and explore in the next Section.

## 2. OUTDOOR ADVENTURE SKILLS

As part of the personal progression toward the Top Section Award, youth are expected to achieve a certain number of Outdoor Adventure Skills stages. These stages are cumulative from Section to Section. For example, a Cub Scout who has completed five (5) stages in Beaver Scouts will need to complete five (5) more stages to achieve the ten (10) stages for the Cub Scout Top Section Award. This can be accomplished by achieving multiple stages in a few skills or a few stages in multiple skills. For example, one Cub Scout might complete Stage 3 in Camping, Trail, Paddling and Stage 1 in Aquatics to reach the ten (10) stages needed, while another Cub Scout might complete Stage 6 in Scoutcraft and Stage 4 Vertical Skills to reach the same number of stages.

## 3. THE PROJECT

**Objective:** Complete a challenging project that provides meaningful personal development for youth and makes a positive difference in the local, national or global community. The three key components:

- Individually challenging and meaningful
- Involves the interests and abilities of the youth
- Makes a positive difference in the local, national or global community

This project is the youth's capstone experience in the Section. There are no set time limits or set requirements other than the above criteria. Scouters and/or Section Leadership Team should provide guidance and support for selecting an appropriately challenging project that meets the above criteria.

The project may be completed 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 project plan is approved by the Section Leadership Team and the Scouters.

### What do we mean by "individually challenging"?

The youth learns something new or furthers a skill he or she already has. The project should take the youth just out of his or her comfort zone. The project should repeat something he or she has done before in the Section, at school or in another activity group.

- The youth should feel a bit unsure of whether he or she is capable of accomplishing the project/task. It should be something just beyond what he or she has tried before. It should not be something that can be easily accomplished, but neither should it be so difficult that the youth gives up before he or she starts.
- The project should be something that a year ago the youth was not capable of accomplishing.
- The youth should have a deep sense of accomplishment when the project is finished.
- The youth should be able to say, "I did this!" and come away with the knowledge that he or she is capable of much more than he or she imagined.
- The completion of the project should make the transition to the challenges of the next Section seem less daunting.

### What do we mean by "meaningful"?

This project should mean something to the youth who is participating. It should matter to him or her enough that he or she wants to put extra time and energy into it. It should involve his or her interests, skills and creativity. The project needs to be chosen by the individual youth or the group of youth who have chosen to work together. It is not something that is decided for them by their Scouters or parents/guardians. The youth should feel excited about undertaking this project/quest.

### What do we mean by "makes a difference in the local, national or global community?"

Youth find meaning in life and develop a better sense of self when they give to others, sharing their skills, abilities and interests. This project is meant to take all that youth have learned so far in Scouting and then extend it in some way out into the community.

## CANADIAN PATH LINKING BADGES

In describing the Scouting movement, Lord Baden-Powell said,

*Yet one more item is needed to complete success, and that is the rendering of service to others in the community. Without this, the mere satisfaction of selfish desire does not reach the top notch.*

Youth who have participated in a Section, and are ready to move up to the next Section, will receive a Canadian Path Linking badge to wear on the next Section's uniform. The Canadian Path Linking badge will be presented at the "moving-up" ceremony, typically held in the spring. This linking badge is an acknowledgment and celebration of a youth's personal journey. Prior to the presentation of the badge, youth 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;
- Discuss with youth and/or Scouters from the next Section, or with their own Section's Scouters, what they are looking forward to doing when they are in the next Section.

# BEING A SCOUTER

## Introduction

Welcome to Scouting, a worldwide movement started by the youth who were excited about what Lord Robert Baden-Powell offered in his experimental camp on Brownsea Island in 1907 and wrote about in *Scouting for Boys* in 1908.

YOU ARE now a member of this grassroots movement which is a non-formal learning environment devoted to building a better world; where diversity is welcomed, valued and respected; and where young people are actively engaged in shaping and building their communities.

The vision is big, but for over 100 years Scouting has been making a positive difference in communities around the world.

## The Scouter in You: Inspiring and Mentoring Young People

It is both a privilege and responsibility to be a Scouter. You may have enthusiastically volunteered for this role. You may have joined in order to share an activity with your own child. Or you may have been recruited by other Scouters. However you found your way into the role of Scouter, we invite you to consider what this role means for you and for the youth.

## What is your role as Scouter?

Little can compare to the satisfaction you will feel as you help youth grow in self-confidence, discover their genuine selves, connect with people and community around them, and take action to make a difference in the world. Your role as the Scouter is one of assisting, supporting, facilitating and motivating.

The relationship between Scouter and a young person is often considered a partnership. It's a chance to engage with youth and to put them in control of learning by discovering exactly what they are capable of doing independently, and then supporting them so they can sustain their engagement in learning. As a partner on this journey, you will work closely

with other Volunteers. Traditionally, volunteers working with young people in Scouting have been called "Leaders". This conveys an incorrect message about the role of the volunteers. For this reason, Scouts Canada has abandoned terms such as Scout Leader or Scoutmaster for Volunteers. The Canadian Path has adopted the term "Scouters" for its Volunteers.

It is difficult for many Scouters to allow young people to do things for themselves. As Scouters, we can do things better and in half the time; young people will often make mistakes. But that is what Scouting is all about, creating space to let young people do things, allowing them to explore and to learn for themselves. It is difficult to stand by and watch them make mistakes when we know how they could be avoided, but we have to keep in mind that those mistakes are essential for learning.

Allowing young people to learn from their mistakes depends very much on how serious the consequence of a mistake might be. This is where your judgement is essential. In a process that involves learning by doing, it is important that you know the capabilities of the young people you work with and the level of responsibility appropriate for them to take on. The "just right" Establishing such a challenge and being able to identify the capabilities of the group takes practise and experience. It can be made easier by letting the group work at its own pace in a self-directed and purposeful way. You can assist by reviewing activities and helping young people reflect on their experiences and personal journey through Scouting. The key here is to engage youth in the task and for them to be responsible and in control of their learning.

Remember, you're not alone. You'll partner with other Scouts Canada Volunteers. There is a strong support network from the national level right down to your local Group. People are available to help you train in the skills needed to develop the young people in your charge.

The role of the Scouter carries responsibility and commitment—your commitment to the meetings held weekly, the outdoor activities and the weekends at camp. This is all an important part of your personal journey.

## It's Your Responsibility to

- Accept the Scout Promise and Law.
- Agree to a Code of Conduct.
- Share your knowledge, experience, and skills with a positive and flexible approach.
- Allow the youth to learn by doing in individual and group activities that match their interests and needs.
- Provide regular and ongoing communication with parents and guardians.
- Oversee with honesty, integrity and careful record-keeping the funds youth raise.
- Keep youth safe. Treat them with respect and integrity. Communicate clearly what they can do if they feel unsafe.
- Get trained. Scouts Canada offers training online through the E-Learning platform or in-person.
- Accept the other Scouters and the Group Committee that supports the endeavours. You can't run this by yourself, but with the help of a strong team, you will enjoy this opportunity and deliver the mission of Scouting.
- Instill Scouting Spirit.
- Keep informed of Area, Council and national events so that you can keep the youth informed of opportunities.
- Develop youth into leaders. The youth should for the most part be involved in the decision-making and running of the Section. Scouters should become the resources to aid the delivery of the program.

You can be the main catalyst for a successful Youth-led program that helps develop well-rounded youth, better prepared for success in the world. Enjoy this journey!

- Your main role is to inspire the youth. You are there to help them get excited about the Adventures that are possible.

You can help them catch the vision of being part of a worldwide movement (WOSM World Organization of Scouting Movements).

- As Scouter, you have the opportunity to mentor youth and help them achieve what they never thought they could. There is nothing quite as wonderful as having a youth, who struggled through Cubs and began to shine in Scouts, come up to talk to you 10 years later, full of pride because he or she is now a successful young adult—one who has embarked on a dreamed-of career.
- You are a role model for youth. Whether at the Scouting meeting or at non-Scouting venues and activities, the youth you know through Scouting are watching you.
- You are responsible for the safety, respect and wellbeing of the youth. While the youth lead and make decisions about their own program, you (as Scouter), along with the other Scouters in your Section, are responsible for each youth feeling safe and respected in the program. You create the atmosphere in which every voice is valued and each person is understood to have something to contribute. You develop risk assessment practices that ensure the wellbeing of everyone participating in an Adventure. You set the tone and create the space in which youth can thrive in Scouting. The youth should be included in this process and take increasing ownership of the safety of their program as they progress through the Sections.

When you repeat the Scout Promise and Law, whether for the first time or the hundredth time, remember the important role to which you are committing. It is both an exceptional privilege and a valued responsibility to be a Scouter.

## Safe Scouting: Scouts Canada's safety philosophy

Scouts Canada places great emphasis on creating a fun and safe environment for our members, especially the youth. It's a reflection of the culture of safety that extends throughout the organization. That culture is created, in great part, by the Scouters who deliver our program. Prior to working with a Section, you have completed your Wood Badge 1 training, which includes a significant section on Child and Youth Safety. [The Child Abuse Prevention Policy, Bullying and Harassment Policy](#) and the Code of Conduct (which all adult members of Scouts Canada must sign each year), are found online at Scouts.ca. It is your responsibility as Scouter to keep yourself aware of this policy and any changes that may be made to it.

## Incident Reporting

Reporting incidents that happen at Scouting activities is important. Scouts Canada uses information from incident reports to learn and prevent future injuries. Incident information is forwarded to our insurers as necessary. An incident report should contain as much information on the incident, injury, treatment and (if necessary) follow-up, as possible.

If an incident occurs that you believe someone else would want to know about, then an incident report should be completed. Remember: if in doubt, fill it out!

Scouts Canada requires reporting of the following types of incidents:

1. Abuse - Abuse of any kind including bullying, inappropriate sexual touching, physical abuse, verbal abuse
2. Failure to comply with the Code of Conduct
  - Criminal activity
  - Being under the influence of drugs or alcohol at a Scouting event.
  - Excessive swearing
3. Personal injury – Any personal injury/illness requiring medical attention
4. Equipment or property damage – Any damage over \$500 to either Scouting or personal equipment or property.

The Incident Report Form can be found on [Scouts.ca](https://www.scouts.ca). Instructions for submitting a complete Incident Report are located at the top of the form. Questions about the Incident Report form or process can be directed to [safety@scouts.ca](mailto:safety@scouts.ca).

## By-laws, Policies and Procedures (BP and P)

All of the bylaws, policies and procedures for Scouts Canada as approved by the Board of Governors can be found in the document entitled, *By-laws, Policies and Procedures*. This document can be found online at [Scouts.ca](https://www.scouts.ca). You will often hear it referred to by the initials “BP and P.”

## Remember the Two-Scouter Rule!

In the Code of Conduct, Scouters make the commitment to never be alone with a youth member, except in an emergency. The Two Scouter Rule is the requirement for two registered Scouters to be with youth at all times. Notwithstanding Section ratios, two Scouters must be within the visual field and within earshot of one another when with youth. The Two Scouter Rule is an integral part of the Code of Conduct that applies to all Scouts Canada Volunteers and staff.

### CHILD / SCOUTER RATIOS FOR SCOUTS CANADA

Section specific ratios are in place to ensure youth receive the appropriate supervision for their age group. They are as follows:

- 5 Beaver Scouts to 1 adult.
- Cub Scouts and Scouts are a 6 to 1 ratio.
- While Scouter supervision is not always required for Venturer Scouts, when Scouters are present they must follow the Two Scouter Rule.
- To count toward ratio, Scouters must have completed Wood Badge 1 for their Section

Details for Section Scouter Team requirements can be found under [BP&P Section 4008](#).



## Ratios

For each Section, there are required ratios for Scouter to youth members. It is important that these be maintained for all Scouting activities, whether in the meeting hall or at a camp or visiting another facility. If the ratio cannot be met for a particular meeting or outing, speak with your Group Commissioner to recruit other registered Scouters to assist for that meeting or outing. Only registered Scouters count for the ratio.

## Reporting Suspected Child Abuse

Scouts and Scouters have a collective responsibility to ensure the safety of children and youth involved in Scouting as well as responsibility to protect its members from bullying and all forms of child abuse, whether physical, sexual or emotional and neglect.

All complaints of physical or sexual abuse must be reported immediately to the child protection authorities and the police in your jurisdiction. Additionally, all complaints of risk of physical, sexual or emotional abuse must be reported to the local child protection authorities. Failure to do so may result in suspension from the Scouting program and criminal charges under provincial child protection legislation. If a Scouter is uncertain about circumstances, it is prudent to consult with local authorities.

In addition to informing police, Scouts Canada also asks that you report an instances of abuse to your Council Executive Director and/or the Scouts Canada Help Centre by calling 1-888-855-3336 or emailing [helpcentre@scouts.ca](mailto:helpcentre@scouts.ca). Anyone with reasonable and probable grounds to believe that a child is being mistreated or is receiving inadequate care and supervision is required to report such suspicions to the local child protection authority. If you are uncertain about information, it is prudent to consult with local child protection authorities. Please follow Scouts Canada Policies for reporting abuse: Scouts Canada "Child Abuse Prevention Policy" (BP and P Section 7002)

The steps to take if you suspect an instance of child abuse or neglect are outlined in Scouts Canada online training sessions (mention specific – e.g. Wood Badge 1 – Module 5)

# Volunteer Screening Policy

Scouts Canada's screening policies and Scouter registration practices are designed to clearly demonstrate our commitment to keeping our youth members safe from harm at all times. As a Scouter, your commitment of time, energy and enthusiasm will touch the lives of many of our thousands of youth members across Canada. Because of the important role our Scouters play in providing a safe and enriching environment for youth to develop, Scouts Canada is committed to providing the highest level of support. This means setting clear expectations so that you know what you are getting yourself into.

The policy that came into effect on September 1, 2012, is reflected in the table below.

## New Members:

	SCOUTS CANADA MEMBERS			NON-SCOUTS CANADA MEMBERS		
	Responsible Position under 18 (e.g. SIT, AL, CYC, AYC)	Rover Scout Participant	Scouter & other adults (e.g. BP Guild)	Parent Helper & other Adults — Regular Meeting; Day Activity (occasional)	Parent or Guardian — Overnight	Adult — Overnight
<b>NEW</b>						
Application	Yes	Yes	Yes	No	No	No
Interview	Yes	Yes	Yes	Code of Conduct, expectations	Code of Conduct, expectations	Code of Conduct, expectations
Reference Check	Yes	Yes	Yes	No	No	No
Signed Code of Conduct (annual)	Yes	Yes	Yes	Yes	Yes	Yes
PRC (Clean)	No	Yes	Yes	No	No	Yes
VSS (Clean)	No	Yes	Yes	No	No	Yes
Mandatory Training	Yes	Yes	Yes	No	Child & Youth Safety	Child & Youth Safety
Supervision	Yes — 2 registered adults	No — always 2	No — always 2	Yes — 2 registered adults	Yes — 2 registered adults	Yes — 2 registered adults
Count for Ratio?	Yes — if WB1	Yes — if WB1	Yes — if WB1	No	No	No
Other Restrictions	No	No	No	Role explained to youth	Role explained to youth	Role explained to youth

SIT Scouter in Training AL Activity Leader CYC Council Youth Commissioner

AYC Area Youth Commissioner WB1 Wood Badge 1

The full document (as well as more information about Child and Youth Safety within Scouts Canada) can be found on the Scouts Canada website: [Scouts.ca](http://Scouts.ca)

## Risk Management

With the Youth-led program, Scouters are responsible for risk management and safety of the Adventures. However, it is important to involve the youth (in all Sections) in assessing risk and planning and preparing for risk management. Refer to BP&P Section 10000 (Camping and Outdoor Activities) as well as Section 7000 (Duty of Care) and Section 13000 (Risk Management) for Scouts Canada policies pertaining to risk management for all Scouting activities and Adventures.

Encourage youth to consider the risks involved in an activity and how to minimize the likelihood of an accident. This can be done by asking the right questions to get the youth thinking. For example, when planning a camp menu ask the youth “Are there any allergies in the group you should be aware of?” For a hike, ask “What clothing should you wear for this Adventure?” If the youth do not consider (on their own) what weather they might encounter and how that could affect the clothing they pack, prompt them by asking, “What is the weather forecast? How can we find out?”

### REMEMBER:

Scouters and participants need to ask themselves,

- “Am I In the Right Place?”
- At the Right Time?
- With the Right People?
- And the Right Equipment?
- And the Right Training? ...in order for great Adventures to happen.”

### STEPS IN ASSESSING RISK

1. Look for hazards
2. Decide who might be harmed, and how
3. Evaluate the risks
4. Record your findings
5. Review and revise

## Shared Leadership

The shared leadership model is central to the Scout Method. In The Canadian Path, our youth members lead—supported, encouraged and mentored by Scouters. Within the shared leadership approach in Scouting, youth need to take turns directing the activity, game or Adventure. Leaders of the Adventure need to remember the importance of their support team and delegate jobs. Those who are used to being leaders

need to learn what it means to be part of the support team. They make sure that they have their tasks done well and on time to support the Adventure.

This shared leadership is also to be modelled among Scouters. One Scouter is designated as Section Scouter within each Section, with the responsibilities of reporting to the Group Committee; coordinating with other Sections; and ensuring that planning, completion of Outdoor Activity Forms, and other aspects of Group life are running smoothly. All Scouters are expected to work with the youth in planning Adventures. Scouter responsibilities should be shared among the Scouters and not fall to the Section Scouter alone.

## Time Commitment and Management

Being a Scouter involves more than the Section meeting time each week. There will be other tasks that need to be completed, such as gathering materials, checking out sites, filling in appropriate forms, consulting on ways to support the youth and more, depending upon the age of the youth in the Section. Within the shared leadership model, all Scouters need to be involved in these activities and in supporting the youth in carrying out their commitments in order for an Adventure to happen. Other Scouters and youth will be depending upon you to complete your tasks in a timely manner. Check with your Section Scouter and/or Group Commissioner to clarify what time commitment is expected.

## Encouraging Self-Discipline and Respectful Behaviours

In Scouts Canada, the goal is to have both the youth and the Scouter come out of any encounter with their dignity intact and with a willingness to keep learning and working together. It is the responsibility of the Scouter to create the atmosphere of dignity and respect in which discipline can be learned.

In situations where a youth is considered to have acted inappropriately and a Scouter is called upon to intervene, Scouts Canada expects the following strategies to be used in mentoring a change in behaviour:

**DO**

- Use the Law, Promise and Motto of each Section as a basis for expected behaviour in all Scouting activities.
- Develop a code of conduct with the youth at the beginning of the year to which all youth and Scouters promise to adhere. Scouters and youth can show their commitment to the code of conduct by signing it. Refer to this code as well as the Law, Promise and Motto when you are talking about expected behaviour. Relate specific behaviours to specific articles in your code of conduct and specific parts of the Law, Promise and Motto.
- Set the example of behaviour you wish to see from the youth. Participate enthusiastically. Apologize when you make a mistake. Don't complain. Look for solutions rather than blaming. Be open to hearing others' thoughts and points of view.
- Have clear, consistent expectations, boundaries and responses to behaviour that are consistent among all Scouters. Communicate these expectations and responses to the youth, and provide opportunities for youth to brainstorm and share other appropriate approaches. Take time at the end of meetings to talk about what you learned about situations, how Scouters responded and to plan strategies for the future.
- If it is safe to do so, give youth a chance to sort out the situation before you, a Scouter, intervene.
- Provide opportunities for youth to be alone (within safe parameters). Some quiet time can allow youth to unwind.
- Accept good intentions and build them into action. Even if the youth didn't follow through this time, accept what he or she intended to do. Encourage the youth to try again. Change happens in small steps.
- Listen rather than lecture; ask questions more than you talk. Find out the youth's perspective on the situation rather than jumping to conclusions. Don't argue with the youth's perspective. Ask what solutions the youth can suggest.
- Be clear and simple in your statement of what behaviour is expected. Once you have listened carefully, tell the youth in one or two clear sentences what you want them to do. Ask the youth to repeat your expectations to you in their own words. If there is any confusion, explain your expectations in different words.
- Sit beside or at the youth's level to talk rather than towering over him or her. You are there to mentor and coach rather than to demonstrate power over the youth.
- Give opportunities to learn better behaviour rather than punishing poor behaviour.
- Draw on the ideas of the youth for how to solve a situation or make things right.
- Use appropriate, gentle humour to lighten a situation and open creative possibilities. The humour should be shared by everyone. Be aware that humour can be misunderstood and hurtful.
- Treat all youth equally. Model respect for everyone. Scouters who have a child in the Section should normally ask another Scouter to deal with his or her child during the meeting and activities.
- Talk to parents and community resource people about the best ways to work with youth who have behavioural needs (ADHD, ODD). Provide, if possible, a consistent approach between home, school and Scouting.
- Avoid dealing with behaviour in front of the whole group. Embarrassing the youth won't help toward the ultimate goal. Talk to youth who have acted inappropriately away from the main group, but always in sight of the group or with another Scouter present. This keeps dignity intact and allows for learning rather than defensiveness.
- Know your own "hot" buttons, the kinds of behaviours that will instantly irritate you. Stop yourself from jumping to conclusions and reacting quickly to these behaviours. Remember that sometimes questionable behaviours come from good intentions. Call another Scouter in to the situation.
- Remember that you get back the energy that you give. If you are angry, you'll get anger back. If you approach a situation calmly and clearly, you'll get calmer energy and more creative solutions back from the youth. It is your job as the Scouter to be the calm one and to find solutions.
- If you suspect that a child is being abused or if a child discloses abuse to you, you must report this immediately (as outlined in Scouts Canada Policy).

**REMEMBER**

- **Don't** discipline when angry. Don't use physical force other than to ensure safety (which might be necessary – for example, when breaking up a fight). Walk away. Breathe. Ask another Scouter to take over. Call the parent(s)/guardian(s) if necessary. Discuss with other Scouters.
- **Don't** yell in anger at a youth. Save a loud voice for an absolute emergency, or for a quick shout to get everyone's attention.
- **Don't** lecture or rant.

## ENCOURAGING SELF-DISCIPLINE AND RESPECTFUL BEHAVIOURS (CONT'D)

### REMEMBER (CONT'D)

- **Don't** insist on eye contact. Youth listen even if they don't look you in the eye. Eye contact may make the youth feel too vulnerable to hear what you are saying.
- **Don't** fall into the trap of thinking that a youth is acting badly on purpose or is trying to make things miserable for you. Often youth have a different way of thinking about a situation or may have acted out because they were afraid or felt humiliated. Find out! Don't make assumptions.
- **Don't** lecture and punish the whole group for one youth's behaviour. The group will lose respect for you.
- **Don't** punish. Punishment is not the same as discipline. Punishment builds defensiveness, resentment, withdrawal and/or defiance rather than encouraging youth to learn better behaviours. Discipline is about teaching – and learning.
- **Don't** bring residual emotions from work or home to the Scouting meeting. Have outlets for these emotions in another place in your life.

## Active & Healthy Living as a Scouter

When you sign the Code of Conduct as a Scouter, you make the following commitments to healthy and active living as a model and mentor for our youth members:

- I will not smoke in front of the youth.
- I will follow the drug and alcohol policies of Scouts Canada which state: "Scouts Canada Members (including youth, adults, Volunteers and staff) who hold a Duty of Care towards youth members serve in responsible positions and must conduct themselves in accordance with Scouts Canada's Code of Conduct. Members serving in responsible positions have a clear obligation to care for and ensure the safety of youth members. As such, these Members serve in safety-sensitive positions.
- This means that a Member in a responsible position is (a) prohibited from the use of, and (b) must not be affected by, any drugs or substances that impair his or her performance while he or she is responsible for ensuring the safety of youth members under his or her care."
- I will avoid any unnecessary risk to the safety, health and wellbeing of myself and others.
- I will not swear or use inappropriate language in front of youth.
- As Scouters, we are role models for the youth in Scouting. We are also ambassadors for Scouting even when we are not in uniform. How often has a youth come up and greeted you, "Hi Scouter," at a non-Scouting venue or activity? The Scouting youth (and others in the community) are watching us and our example as Scouters. We model the respectful attitudes that are central to Scouting.

# DIVERSITY

On The Canadian Path, we are aware of each individual's personal progression, as well as his or her background and varying abilities. This policy of diversity within Scouting uniquely positions us to play an important role in modifying community attitudes and behaviour towards individuals of all abilities. It also allows us to embrace the diversity in all members of Scouting, regardless of gender, ethnicity, race, religion, culture, finances, sexual orientation and appearance.

AT THE Colony, Pack, Troop, Company and Crew level, we welcome all youth to the incredible world of Scouting!

As part of your essential training, you have completed the Accessibility Training Course through [myscouts.ca](http://myscouts.ca). You are aware of ways to make Scouts Canada programs accessible to everyone, through providing an environment in which everyone is safe, respected and supported.

What implication does our policy of diversity have for Scouters as you work with a Section?

It means that Scouters have to:

- Be informed;
- Understand and be understanding;
- Collaborate and cooperate;
- Be flexible and accommodating;
- Accept and embrace.

## Be Informed

It's registration night and a parent registers a child with a disability. It is important for you to be aware of the disability and learn more about it. There are many different kinds of disabilities, but the ones that matter the most to you are those that affect a youth's participation in the Section. Youth and parents should be encouraged to disclose any allergies, especially allergies that are potentially deadly.

The Aim of Scouting is to promote the development of individuals, enabling them to grow and take their place in society as active citizens.

There are lots of resources on the internet, but one of your best resources is the youth's parents. You cannot be expected to know about every disability, but you can demonstrate a genuine interest in finding out! Find out how the disability presents in the youth.

Scouts Canada has several fact sheets in the [Volunteer Support Toolkit](#), such as working with:

- [Asperger Syndrome](#)
- [ADD \(Attention Deficit Disorder\)](#)
- [Down Syndrome](#)
- [Hard of Hearing](#)
- [Visually Impaired](#)

Each fact sheet gives a brief description with the associated characteristics and behavioural traits, including cognitive traits and associated challenges. This list – which is growing – is just a sample of the disabilities you may encounter in your Section. These sample sheets let us know how, as Scouters, we can make a difference through simple interventions and program modifications and where to get help when we need it. Remember, your Group Committee, Area Service Manager and the [Scouts Canada Online Support Centre](#) are also all good places to turn to for help.

## Understand and be Understanding

Once you know about a disability or a diversity, you will want to demonstrate understanding and tolerance. If a youth has a hearing disability and didn't stop a game when you asked, then your response needs to show how much you understand. Walking over to the youth and tapping him or her on the shoulder is an appropriate response. Shouting at him to stop is not. Demonstrate respect for the dignity of the youth. The rest of the Section will honour that respect.

Youth with special needs are, too often, targets of bullying. Chapter 4, "Being a Scouter" includes strategies on how to manage such behaviour in your Section.

## Bullying

Bullying and harassment are forms of violence. They are not acceptable and are not tolerated within Scouting.

Bullying and harassment include hurtful, harmful and/or humiliating behaviours. Bullying can take various forms – it can be physical, verbal or relational. It can also be direct or indirect. Bullying can occur in various ways; it can be in person or through other means (like online, also known as "cyberbullying").

There are three roles in bullying – the bully, the target and bystanders. It is important to know that bullying and harassment are about the impact of the behavior on the targeted person: that person's feelings and perceptions, not the intention of the bully or other party involved.

As a Scouter, you may encounter instances of bullying among youth. Best practice is to take steps to prevent bullying before it happens:

- Have clear expectations for youth and Scouters that bullying and harassment are never acceptable. To ensure everyone is aware of these expectations, help youth build them into the Section Code of Conduct at the beginning of the Scouting Year;
- Model appropriate and respectful behavior;
- Encourage youth to tell Scouters if they are targeted by a bully or if they witness another youth being bullied. Bystanders and peers have a large role to play in bullying. By speaking up they can help solve problems and stop bullying.

If you find yourself facing an instance of bullying and you don't know how to handle it, report it to your Group Commissioner. You can also refer to Scouts Canada's Bullying and Harassment Policy.

## Collaborate and Cooperate

Having a youth with special needs may mean you have to engage parents (ideally) or outside guest speakers to help the other members of the Section (both youth and Scouters) understand about the disability. Parents know their children better than anybody, and are usually best positioned to share strategies that they've adopted based on their unique experience. You need to ensure that you collaborate with parents as you work together for the benefit of the youth. This should be done in a way that does not embarrass or alienate the youth with special needs.

A youth having difficulty managing steps safely cannot be accommodated in your regular meeting place; can you do anything about it? Can you build a ramp or have a ramp built? Can you move downstairs? Can you meet in another location (possibly outdoors)? Assign two Scouters to assist on the stairs? Access the meeting location another way? Exhaust all ideas! Work with your Group to try to solve the problem. However, there may be some cases where the youth may need to join another nearby Group that would provide an accessible, safer environment.

## Be Flexible and Accommodating

There is a tremendous difference between rules and guidelines as they apply to Scouts Canada. The Two Scouter Rule is a good example of a rule that we all follow. It is not a guideline. Guidelines work to give you suggestions and parameters, but they allow flexibility. If a new Cub Scout must perform the Grand Howl to be invested, and he/she is in a wheelchair, performing the Grand Howl as expected is not possible. This is where flexibility comes in. You work with the youth to see what parts of the Grand Howl can be done, what parts need to be done differently and what can be left out.

Accommodating a Venturer Scout who has a significant hearing loss may require that you wear a microphone for a voice amplification system. A Beaver Scout with Attention Deficit Disorder may need to spin around while you are talking with the Lodge, as long as it doesn't interfere with the other Beaver Scouts. A support person who comes to assist a Cub Scout with

a developmental disability is welcomed. (Remember to follow the Volunteer Screening Policy!) A Rover who has anxiety is given an opportunity to talk about what is involved in the upcoming Adventure with the other Rovers or the Scouter. A Scout who has Asperger Syndrome may need advance notices when an activity is ending such as "ten minutes left", then "five minutes left." Or the youth who is struggling with gender identity or mental health issues needs to know what accommodations are available. The situation for each youth is unique and requires a unique approach. Disabilities and special circumstances will have a response tailored to each individual.

Other disabilities, such as health disabilities like allergies, diabetes or asthma, can have critical consequences if they are not accommodated. Sensitivities to scents, special diets and phobias may need to be addressed in your Section. They will impact menus and environments as well as medical responses. The needs of the individual youth must be considered.

## Accept and Embrace

Accepting diversity is an essential role for each Scouter. We are all unique, just like our fingerprints. Each of us has a different set of abilities.

We all have different talents and different preferences, and different expressions of individuality. There are visible differences and invisible differences.

Situations change and are different for different age groups. What can be subtle in Beaver Scouts may be more significant in Rovers (gender identity, for example).

As a Scouter, you have an incredible opportunity to act as a model of acceptance and inclusion. The steps you take to support ALL the youth in your Section will have a lasting impact on the individual youth and his or her parents, the Section youth, and the community.

## And by the way, Diversity includes Scouters!

It should go without saying that diversity goes for Scouters, too! We have the same responsibility to provide a safe and respectful Scouting environment for our Scouters, including those from the LGBT community!

## Ask for Help!

It is important that you are proactive! Talk to the youth, youth's parents, your Section Scouters, Group Committee, Area Service Scouter and keep going until you get ideas, suggestions and answers that you need on how to work with and engage youth who have different needs.

## Small Groups Make a Difference!

One of the components of The Scout Method is "small groups". This component is an asset in providing an inclusive and accepting environment. Youth in each Section work in small groups. Through Scouter support at the small group level, Scouters get to know and make good connections with the youth. The youth in each small group get to know and accept each other. Through the structure of the small groups of each Section, youth with disabilities will start to feel like they belong, as part of a Scouting family in a safe, accepting environment.

## Ask First! Don't Assume!

In our efforts to support people with disabilities, we sometimes want to offer more help than is needed. Ask if help is needed and respect the response. Speak directly to the youth when appropriate and be a good listener. The need for independence is a very strong motivator, so showing respect for effort is important.

## Program Expectations and Standards

We need to talk about performance expectations in each Section as they relate to diversity. We already know that each youth has a unique journey through Scouting. Adventures are started by asking youth about their individual interests and what challenges them.

All Scouting programs have performance-based components that we call badges. Let's recall what they are before we go on to discuss how these are impacted by inclusionary practices.

- Personal Achievement Badges
- Outdoor Adventure Skills Badges
- Personal Progression Review Badge
- Canadian Path Linking Badge
- Top Section Award
- Amory Adventure Award
- World Scout Environment Award
- Religion in Life Award



BADGE	INCLUSIVE	RATIONALE
Personal Achievement Badges	Yes	These give opportunities for the youth to select areas of interest, to work with a Scouter to set appropriate goals that challenge them at their level.
Outdoor Adventure Skills Badges	Yes (where possible)	These are highly structured and sequentially developed levels of skills in nine areas. These are standardized and should be completed as indicated. Wherever possible, you should accommodate youth who wish to participate in outdoor activities with your Section. Help all youth work towards Outdoor Adventure Skills to the best of their ability.
End of Year Review Badge	Yes	This badge is awarded after a review of the individual youth's progression. The review is a reflection on the year, not standardized.
Canadian Path Linking Badge	Yes	One of the criteria of this badge suggests providing opportunities to visit other Scouting Sections. The other criteria are personalized to the youth. If linking didn't take place, the youth still receives the badge indicating a journey through one Section and onto the next.
Top Section Award	Yes	<p>There are three components of this badge.</p> <p>The first is a review of the Section journey. This is a personal reflection accomplished with the Section Leadership Team, including a Scouter. This part is inclusionary.</p> <p>The second is the completion of a specified number of Outdoor Adventure Skills. The youth can accomplish lower stages across many OAS badges, or many stages across fewer badges. These are not inclusionary in that they are specific. It's not a "do your best". However, no youth should be denied the Top Section Award because of a disability that prevents completion of a specific number of Outdoor Adventure Skills.</p> <p>The third component is a Community-based Project. This is discussed with the Scouter, who guides the youth to select a project that is personally challenging. This aspect is inclusionary.</p> <p>The approval of the Award is determined by the Section Leadership Team. It is there that the youth's disability is taken into account.</p>
Amory Adventure Award (Venturer Scouts only)	Yes	There are guidelines for length of time and report writing. However, the guidelines don't prohibit youth with disabilities. In selecting and planning an expedition, the Company could accommodate many disabilities.
World Scout Environment Award	Yes	This is based on environmental activities and projects that are appropriately challenging to the ability of the youth.
Religion in Life	Maybe	Although the requirements are set by faith groups, they should be aware of any disabilities.
Language Strips	Yes	To be awarded a language strip, youth and Scouters must be sufficiently able to carry on a Scouting conversation at an age-appropriate level. There are no standards.

## It's About Attitude!

Scouts Canada wants to offer an environment that promotes diversity across Canada. As a Scouter, you are tasked with thinking positively, understanding that Scouting is all about a personal journey and therefore personal growth. We are not all alike, so the journey we have is not the same. There must also be an acknowledgment that there are some things that are beyond our range, but only when every option is exhausted!

Some families may feel that they cannot afford to take part in Scouting. Financial support is available through Scouts Canada's No One Left Behind program. You can begin a NOLB subsidy request by calling the NOLB support number (1-844-300-6652) or by emailing [NOLB@scouts.ca](mailto:NOLB@scouts.ca) to request an application form.

Challenge yourself and the other Scouters in your Section to INCLUDE EVERYONE!

### Social Justice and Diversity Policy

In keeping with our fundamental principles – Duty to God, Duty to Others, Duty to Self – Scouts Canada is committed to social justice including the promotion of gender and member diversity at all levels of the organization, both in its structures and programs and to the elimination of discrimination on the groups of race, gender, ethnicity, financial ability, sexual orientation, religion, disability or age. It is imperative that all programs and services reflect Scouts Canada's commitment to social justice. Scouts Canada will make every effort to make its members and employee work force representative and reflective of the communities in which its services are provided.

- [Bylaws, Policies and Procedures, 1003](#)

# OUTDOOR ADVENTURE SKILLS

Young people join Scouts to have Adventures. These Adventures can be an afternoon hike at a local park, sailing a boat across a lake, exploring their local community, or planning and executing a multiday trip across Baffin Island.

Regardless of how big or small the Adventures might seem, Scouts feel a sense of accomplishment and pride for having completed them and they have a great time doing them. More important, Scouts will develop in each of the SPICES by participating in a variety of Adventures.

AS PART of The Canadian Path, Scouts Canada has developed a comprehensive Outdoor Adventure Skills program. Each Outdoor Adventure Skills pathway is divided into nine stages with a badge awarded for each stage. However, the purpose of the Outdoor Adventure Skills Program is not the badge. Rather, the Outdoor Adventure Skills should be seen as tools to support the Plan-Do-Review cycle.

When planning an outdoor activity, Scouts can consider the competencies they currently have as well as new competencies they will need to acquire to take part in the planned activity. A quick check with the Outdoor Adventure Skills will help them plan.

As part of the planning, Scouts may decide to include specific skills into the activity. They may also prepare for the Adventure by working on the skills in advance. During the outing, Scouts may reference specific Outdoor Adventure Skills and decide to develop other competencies that were not part of their original plan. It's entirely likely that an individual Scouts will explore more than one set of skills at more than one stage during an outing.

When Scouts complete their Adventure, they should review their experience by asking themselves "What knowledge and skills do I have now that I did not have before?" They then can assess their new knowledge and skills against the appropriate Outdoor Adventure Skills competencies. When a list of competencies for a given Outdoor Adventure Skill has been completed, the Scouts are eligible for the badge associated with that stage of the particular Outdoor Adventure Skill.

The Outdoor Adventure Skills are designed as a progression to encourage Scouts to systematically increase their competency in the outdoor adventure pathways that interest them. This program is part of each Section's Top Award.

The Outdoor Adventure Skills program provides plenty of opportunity to incorporate SPICES for supporting Scouts' personal development in addition to the development of outdoor skills.

Outdoor Adventures start long before the actual activity begins. Not only do the Scouts have to plan, but in order to safely and successfully complete any outdoor Adventure, they need to be competent in various outdoor Adventure pathways. Some of these pathway skills are general and are needed for all types of outdoor activity. Others are specialized and may only be used for specific types of Adventures. The development of competencies in specific Outdoor Adventure Skills will allow Scouts to carry out a wide variety of Scouting activities in a safe and competent manner.

Mastering Outdoor Adventure Skills fosters a sense of confidence. The Outdoor Adventure Skills also provide opportunities for senior Scouts to develop leadership skills by mentoring less-experienced Scouts.

## Core Outdoor Adventure Skills

Scouts Canada has identified these nine core Outdoor Adventure Skills:



These nine skill areas have been chosen to provide a framework for an active and adventurous outdoor program offering fun, friendship and challenge. At the same time, Scouts Canada wants to promote healthy and active living by encouraging Scouts to challenge themselves physically and mentally through outdoor experiences.

Information on specific Outdoor Adventure Skills can be found online at [CanadianPath.ca](https://www.CanadianPath.ca)

Scouters should support youth in planning, tracking and reviewing their competencies. This will make sure each Scout achieves the Outdoor Adventure Skills Stage awards they decide to pursue.

## Stages

Each Outdoor Adventure Skill pathway is organized into nine stages. Each stage builds on the previous stage and leads to the next. For example, the Paddling Outdoor Adventure Skills pathway includes the progressive competencies of knowing how to hold a paddle, how to size a paddle and how to correctly execute different strokes.

The stages are not aligned to any Section. While a Beaver Scout would naturally start at Stage 1 and move through the stages during his or her time in Scouting, a new Venturer Scout starting at age 15 with no Scouting experience would also be expected to start at Stage 1 and move up. The assumption is that the Venturer Scout would be able to quickly move to an appropriate stage for his or her ability and experience, while checking that he or she has the necessary foundational knowledge and skills.

In other words, the Outdoor Adventure Skills present a progressive standard for all youth members.

The Outdoor Adventure Skills award for each stage indicates that a Scout has demonstrated a specific level of knowledge and ability in relation to that stage of that Outdoor Adventure Skill pathway. Outdoor Adventure Skills Awards are not certifications. Scouts should not be prevented from participating in an outdoor activity because they are not at the same stage as others. Rather, the determination of whether a Scout should attend an outdoor activity should be based on whether the Scout has the skills required to safely take part.

The number of Outdoor Adventure Skills stages each Scout pursues will probably decrease as he or she progresses through the Sections. The stages are progressively challenging. It is likely that Scouts will choose to favour a few of the OAS pathways to become truly competent in those.

## Assessing Competencies and Requirements

Competencies need to be assessed. This can be done by the Scouter, a mentor, external expert/specialist, or through a peer assessment (where one Scout assesses a less experienced Scout in a given Outdoor Adventure Skills pathway). When using peer assessment for Outdoor Adventure Skills, the Scout assessing must be two stages higher than the Scout being assessed. After the Scout has been peer assessed, the Scouter must be satisfied that the Scout has demonstrated the required competencies.

In keeping with the “learning by doing” aspect of The Scout Method, Outdoor Adventure Skills should be pursued and assessed in a practical manner as an active part of the program.

Outdoor Adventure Skill assessment hinges on the competency statements outlined for each stage which indicate the knowledge, skills and experience that the Scout must display at that stage. These competency statements are specific. They are not about “best effort.” Each Scout at a given stage must be able to demonstrate the skill, knowledge and experience indicated for that stage.

Outdoor Adventure Skill requirements are presented as competency statements: “I know how to . . .”, “I can . . .”, “I have . . .” etc. The competency statements outline the knowledge, skills and experience that the Scout must display. It is expected that the Scouts will be able to actually demonstrate the competency described in the statement.

Competency statements have corresponding skill requirements that will explain the knowledge, skills and experience that a Scout will be expected to display to fulfill the Adventure Skill requirements.

## Safety and Risk Management

Every Outdoor Adventure Skill stage will contain some activities that will involve some risk. For this reason, the Outdoor Adventure Skill stages have safety competencies built into them. Awareness of safety and careful risk management should be a key part of the planning and execution of outdoor activities. All participants have a role to play in making sure that outings are safe. To this end, safety competencies are to be demonstrated by all Scouts regardless of their age, Section and level of experience.

Safety is one of the cornerstones of The Canadian Path.

The basic question that we must answer is: “Are we doing things the Right Way in the Right Place at the Right Time with the Right People and the Right Equipment?”

If we can answer “yes” to each of the points above, we will have “Done our Best” ensure the safety of our youth and volunteer members.

## Presenting Awards

Sections are encouraged to celebrate formally and present Outdoor Adventure Skill badges to recognize achievement in a timely manner. Badges are available at the Scout Shop.

For more information on badge presentation, see Chapter 7: Ceremonies in The Canadian Path.

# STEM WITHIN THE CANADIAN PATH

## STEM Within The Canadian Path

STEM refers to any field of study that relates to Science, Technology, Engineering and Mathematics. You have probably already done some STEM activities in your Group: making a catapult, building different structures, learning about space, exploring different ecosystems, etc. STEM activities are a prominent part of The Canadian Path.

THE GOAL of The Canadian Path STEM program is to:

- Nurture interest in STEM fields
- Foster curiosity and imagination
- Increase youth's self-confidence in STEM fields
- Break the stereotypes that discourage youth from pursuing STEM careers
- Provide Scouters with resources that help them to integrate STEM into the program

The Scout Method is a perfect vehicle to reach these goals. When applied to STEM fields of study, the fundamental Scouting principle of "learning by doing" allows youth to experiment with Science, Technology, Engineering, and Math through hands-on projects. They gain rich experiences, understand how STEM is present in all aspects of life and feel empowered to have fun as they learn.

## Your Role as a Scouter

As a Scouter, you have the opportunity to create a safe and fun environment for youth. The more fun youth have while doing the activities, the more they learn. It is also important to make sure our STEM projects allow youth to feel empowered. We do not want to recreate a science classroom. We are looking for rich experiences in which youth and Scouters learn together. Here is what you can do to facilitate youth learning:



- Present the youth with opportunities for doing fun and exciting STEM projects. You can do this by presenting the project plans that are on the STEM website, introducing other STEM projects that you think your youth might be interested in, including the option of STEM-related field trips in the program, exploring the STEM kits available at your [Scout Shop](#) or Scouting Service Centre, and/or introducing a STEM discussion or project that fits with other activities the youth are doing. For example, if you are planning a day hike, you can suggest youth create a log of plants and animals they expect to see on the way. If you are going on an overnight camp, you can suggest a design and engineering project to do at the camp.
- Guide youth through the process of discovery, design, or engineering. Use helpful questions instead of giving them the answers right away.
- Create an environment in which youth can make choices and try different materials and strategies to solve problems. For example, you can provide a variety of materials for a construction project and ask youth to pick and choose what they think would work best.

Encourage youth to reflect on their learning to understand that what they are doing is in fact science and engineering. When youth are working on a construction project, you can ask them to think how they are actually using science and engineering concepts.

Help youth make real life connections. You can do this by asking youth how they can use what they have learned and then complement the discussion with videos or field trips that show them how the concept or the technology is being used to solve real problems. For example, if they are working on projects related to robotics, you can include videos or field trips on the uses of robotics in medical engineering, manufacturing or space exploration. Or if they decide to work on alternative sources of energy, you can find examples of communities that are using wind or solar energy creatively to reduce their carbon emission.

You can find STEM Trail Cards, program ideas online at [Scouts.ca](#).

## STEM and the Four Elements

As with any other experience on The Canadian Path, the Four Elements apply to STEM. Here are some ideas that can help you start thinking about STEM and the Four Elements of The Canadian Path.

### YOUTH-LED

Youth choose the activities and are involved in planning for them.

They take charge of doing the activity and are allowed to make mistakes and learn from them.

The role of the Scouter in planning is to encourage youth to think outside of the box and provide them with ideas (if needed).

The role of the Scouter in doing the activity is to guide youth by asking questions and making sure they are thinking about what they are doing.

### PLAN-DO-REVIEW

**Planning** a STEM activity involves youth deciding what they want to do and then preparing for it.

In **Doing** the activity, youth face a challenge and need to solve it.

The **Review** process allows youth to reflect on their learning and to understand how they used Science, Engineering, Technology, and Math to reach their goals.

## ADVENTURE

An Adventure can be directly focused on STEM.

Examples include:

- Planning an overnight stay in an observatory.
- Designing and building a machine that runs on renewable energy.

STEM activities can be incorporated in seemingly unrelated Adventures. For example:

- A fish dissection activity after a fishing trip.
- Designing and building a model canoe or a personal floatation device in the process of planning for a canoeing trip.

## SPICES

**(Social, Physical, Intellectual, Character, Emotional and Spiritual development)**

Working in groups allows youth to gain better **social** and leadership skills.

STEM activities often encourage the development of fine motor skills through working with tools, an important part of youths' **physical** development. STEM Adventures can also involve physically challenging wilderness exploration.

The most obvious benefit of a STEM Adventure is youth's **intellectual** development.

Facing a challenge and trying to solve it individually or in a group helps youth strengthen in **character**, develop **emotionally** and discover his or her own capabilities.

Connecting with nature and gaining a deep understanding of the world around them encourages youth to grow **spiritually**.

## STEM and the Program Areas

You have the opportunity to incorporate STEM projects and activities into all the Program Areas, and therefore provide youth with a well-rounded Scouting experience. Through hands-on experiments and in-depth discussions, youth learn how to do STEM activities and projects, become more informed consumers and practise to be the leaders of tomorrow.

The table below gives you some ideas on how to incorporate STEM into the different Program Areas. This is by no means a comprehensive list. It is just a summary of suggestions to get you started. As youth get more experience in planning their programs, they will probably come up with many more exciting ideas!



PROGRAM AREA	ENVIRONMENT & OUTDOORS				ACTIVE & HEALTHY LIVING		
STEM CONCEPTS	Different life forms	The impact of human actions on the environment	The science and engineering of outdoor equipment	Alternative sources of energy	Impact of exercise on how our body functions	Science and chemistry of our food	Science of hygiene
SAMPLE PROJECTS	Nature walks with a focus on different species	Calculating the amount of trash we produce and learning about recycling technologies	Design and build a personal floatation device	Design and build a solar vehicle	Measuring heart rate after different types of exercise and creating an exercise routine	Designing menus for survival situations	Use black light powders to model the spread of germs

PROGRAM AREA	CREATIVE EXPRESSION			CITIZENSHIP
STEM CONCEPTS	Design and engineering projects that are based on youths' interests	Using technology for creative projects	Everyday uses of STEM in solving exciting problems	Community projects that use STEM to solve a problem or address a need
SAMPLE PROJECTS	Break something apart and use the parts to create something new	Use technology to create a video about your recent camping trip	Design and build a tower or a bridge that can hold the heaviest weight using everyday materials	Organize a shoreline rehabilitation to combat erosion and protect a waterway.

PROGRAM AREA	BELIEFS & VALUES		LEADERSHIP	
STEM CONCEPTS	How advances in science and technology impact our individual and social life	Understanding and respecting people with disabilities	Any STEM activity in which youth take a leadership role in planning and implementing the project can be included in the leadership Program Area.	Learning about the work of Canadians who are leading advances in science and technology
SAMPLE PROJECTS	Youth can be involved in making decisions about rules of using technology in meetings and camps	Design and build a device that makes life easier for people with a specific disability	Youth can plan for an overnight stay at an observatory or science centre, or organize a STEM construction challenge night	As part of a STEM project on space exploration, youth can learn about the contributions of Chris Hadfield to this field.

# SPIRITUALITY IN THE CANADIAN PATH

## Duty to God

Scouts Canada welcomes into membership all those whose faith traditions, spiritual expressions and/or personal value systems align with the Scout Law, who wish to explore, through the Adventures of Scouting, their part in a larger reality and who are committed to respecting the spiritual choices of others.

Duty to God is a commitment to living the spirit of the Scout Law in recognition that we are part of a reality beyond self and beyond the present moment.

## What is Spirituality in Scouting?

SPIRITUALITY IS recognizing that you are part of a larger reality, something bigger than yourself. Spirituality is exploring the connection between your own sense of being and a larger spiritual reality. It is investigating the deepest values and meanings by which people choose to live their lives as individuals and within groups. It is exploring the challenging questions of life within the context of that larger reality.

The larger reality could include, but is not limited to:

- A relationship with God, Allah, Jehovah, Heavenly Father, Supreme Being, etc.
- The eightfold path of Buddhism, the dharma of Hinduism
- A Higher Power
- A connection with nature and the earth and/or with the whole world community

## How do we integrate Duty to God and Spirituality in Scouting?

The Beliefs & Values Program Area provides the opportunity to focus on Duty to God. Through planning a balanced program and in reviewing activities across all Program Areas, youth will have opportunities to discuss and develop in their beliefs and

values, their respect for the beliefs and values of others, and their sense that they are part of something greater.

In addition, keep the Internal Compass in mind as you plan your program. The four points on the Internal Compass can be part of all your activities:

- Welcoming Wonder
- Naming Gratitude
- Experiencing Service
- Stopping for Reflection

## USING THE INTERNAL COMPASS

- **Welcoming Wonder:** A Scout wonders at the intricate beauty, diversity and complexity of both nature and humanity.  
*Example:* Out on a walk with a Beaver Scout Lodge, a Scouter invites the Beaver Scouts to pause for a moment and listen very quietly, then to share what they have heard, encouraging them to wonder about what made the sounds they have heard and to delight in the joy of hearing those sounds.
- **Naming Gratitude:** A Scout experiences and names gratitude for the many gifts of nature and of the human community.  
*Example:* A Cub Scouter ends the meeting by inviting each Cub Scout to name one thing for which she or he is thankful.

- **Experiencing Service:** A Scout expresses gratitude and learns more about his or her part in a larger spiritual and human reality through service to others.  
*Example:* A Venturer Scout Company spends time visiting in a nursing home, playing board games and engaging in conversation with the residents.
- **Stopping for Reflection:** A Scout pauses to reflect upon the Law, Promise and Motto as well as his or her role in relation to a larger reality through prayer, worship, thanks, meditation and conversation.  
*Example:* A Scout Troop pauses at the base of a mountain after completing their hike and recites the Promise together. The Scouts stand still for a moment of silence "and then each of the Scouts offers one word to describe how he or she is feeling at that moment. At the next meeting there is further reflection on the experience, and youth raise questions and offer comments about how this experience impacts their understanding of their role in the world. One of the Scouts shares a story from his or her faith tradition about climbing a mountain. Another offers a quotation from Baden-Powell that fits their experience. Another youth offers a prayer to close the discussion "about their mountaintop experience.

## Using the Internal Compass for Review in Plan-Do-Review

At the end of an activity the Internal Compass can be used to help review the experience.

- Welcoming Wonder: I wonder what you enjoyed, noticed, were challenged by, succeed at during this (trip.)
- Naming Gratitude: When you think of this (camp), what are you thankful for? Who are you thankful for?
- Experiencing Service: During this (activity), how did we help each other? How did we help the earth?
- Stopping for Reflection: A time to ask questions that focus on specific lessons of this activity, such as "What did you learn about packing?" or "Is there any food you wish you'd brought/not brought?"

## Ideas for Reflective Moments

- Each Scout is invited to name one thing for which he or she is thankful.
- Pick one item from the Section Law and ask how that has been part of the week or the Adventure. "How has each of you has helped family and friends this week?" Or, "Were we wise in the use of our resources on this Adventure?"
- Everyone takes three slow deep breaths. While doing so, each Scout thinks about what was most significant/interesting/fun in the Adventure
- Ask, "What do you wish for the earth today?" Once a few wishes have been named, then slowly, in place or walking around meeting space, take 10 steps. With each step, imagine stepping that wish into the earth.
- Turn to each of the four directions. Stop at each direction and ask, "What does this direction remind you about what has happened today?" Or ask a different question with each direction: North: "What good deed did you do today?" East: "What good deed did someone do for you today" South: "What is a goal you want to accomplish this week?" West: "What are you thankful for today?"

# Scouts' Own— A Basic Framework

(Beaver Scouts' Own, Cub Scouts' Own)

## THE SCOUTS' OWN

The Scouts' Own is a short service that allows us to reflect upon who we are as Scouts, and the core beliefs and values that shape who we are and what we do. It may be used as part of a campfire, a sleepover or camping trip, to end a meeting, or in any program to provide a pause for reflection.

The same framework can be adapted for use in all Sections. For a Beaver Scouts' Own or Cub Scouts' Own, use age-appropriate language, stories and songs. Keep the Scouts' Own time short. Scouters will need to provide guidance and support to Beaver Scouts and Cub Scouts.

It is important we remember to include the Promise and Law, but after that please adapt the framework as you wish. In good Scouting fashion, involve a team of youth in leading the Scouts' Own, if possible.

## Welcome

To end this evening, we are going to share a Scout's Own.

I invite you to get ready to think about who we are as Scouts.

We have had a fun evening. Now it is time to think about what Scouting means to us.

## Opening Prayer/Reflection

*Choose an opening prayer or words of reflection connected with your theme/story/reading.*

## Scout Promise and Motto

Please stand and make the Scout salute and join me in saying the Scout Promise. (*Say Promise.*)

And what is our Motto? (*Say Motto.*)

## Scout Law

Please listen as I say the Scout Law, and think about how you live this every day. (*Say Law.*)

## Song

*Choose a song that fits the theme and the reflective spirit of the Scouts' Own. It might be one to sing together or one to which everyone listens. Make a few comments about why you have chosen this song.*

(CON'T ON NEXT PAGE)

## Reading or Story or Quotation

*Share what you have chosen and what it means to you.*

If you wish, invite a discussion or response to what you have shared.

## One or more Songs, Poems, Sayings

*Additional songs, poems, readings, or sayings may be added.*

## What are you thankful for this evening?

We're going to go around the group and I'm going to invite each person say one thing for which he or she is thankful at this moment. Please remember to give a respectful answer as part of this Scouts' Own.

*(Go around the group and give each person a turn.)*

## Closing Words

*Choose a closing prayer, words of blessing, quotation or poem to send the Scouts on their way.*

# CEREMONIES IN THE CANADIAN PATH

In Scouting, ceremonies play an important part in our programs. Ceremonies help us to celebrate achievements, and they add significance and meaning to our Adventures. They connect us with the worldwide Scouting Movement. Scouting ceremonies incorporate the Four Elements of The Canadian Path.

Ceremonies provide opportunities:

- To reflect the symbolic framework of each particular Scouting Section.
- To present the purposes of Scouting in a dramatic, memorable and lasting manner.
- To provide youth with a sense of belonging as they learn and participate in the ceremonies.
- To focus attention on the accomplishments of youth and their personal progression as well as the accomplishments of the entire Section.
- To establish a regular pattern of marking progression and recognizing achievements.
- To clearly mark beginnings, closings and transitions within meetings, within Sections and between Sections.
- To create anticipation of upcoming Adventures.

## When Planning a Ceremony

Remember to keep ceremonies simple so there won't be too much for the youth or Scouters to memorize. Many Sections and Groups have evolved their own particular way of doing things, but it is important to make sure that any ceremony does not become complex, overlong or intimidating for those involved.

Have the Section Leadership Team plan the ceremony using the Plan-Do-Review process and include as many youth as possible in carrying out the ceremony.

Ceremonies take planning and effort. The Section Leadership Team needs to take time to map out what will happen, check that all necessary items such as badges, neckers, etc. are on hand and rehearse.

Hold ceremonies outdoors, if at all possible, to add to the significance of the occasion.

Well done ceremonies help youth celebrate their achievements and feel a sense of pride in belonging to the Scouting Movement!

## Running a Ceremony

The specific requirements and ideas for the ceremonies of each Section can be found in the chapter for that Section. They are presented in the following format:

- **Introduction:** Each ceremony will first be introduced and the purpose clearly explained so that youth and Scouters 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 other parts of Canada to fit in and immediately recognize what is going on.
- **Procedure:** The general way the ceremony should be carried out will be described. The outlined procedure should be consistent in every Group across the country.
- **Creative Examples:** Some suggestions are provided in the Section material, and more suggestions will be found online. Youth and Scouters are free to run their ceremonies creatively as long as the basic procedure is followed.

## Basic Ceremonial Formations

Each Section has a basic formation for all ceremonies.

- **Beaver Scouts:** Riverbanks, two lines on either side of an imaginary river
- **Cub Scouts:** the Pack Circle
- **Scouts, Venturer Scouts and Rover Scouts:** the horseshoe formation

## The Basic Ceremonies

The ceremonies that are part of the Scout program, and are found in some form in all Sections, are:

- Opening of Meeting Ceremony
- Closing of Meeting Ceremony
- Badge Presentation Ceremony
- Investiture Ceremony
- Formal Campfire
- Moving-up Ceremony
- Top Section Award Ceremony

In addition, some Sections will have ceremonies specific to that Section.

## Opening Ceremony

The opening ceremony is used at the beginning of weekly meetings. It can also be used to signal the beginning of any gathering of the Section, such as at a camp or hike. Beaver Scouts and Cub Scouts have elaborate opening ceremonies. Scouts, Venturer Scouts and Rover Scouts have simple ceremonies. It is important to have some form of opening ceremony for all Sections. It supports the transition into the Scouting meeting and/or activities from whatever the youth were previously doing.

When all Sections have gathered together for an event, it is helpful to have each Section present its opening in turn, beginning with the Beaver Scouts and moving through to Rover Scouts.

## Closing Ceremony

The closing ceremony is used at the end of each weekly meeting. It can also be used to signal the conclusion of any camp or activity. Beaver Scouts and Cub Scouts have elaborate closing ceremonies. Scouts, Venturer Scouts and Rover Scouts have simple closing ceremonies. It is important to have some form of closing for all Sections to mark the closing of the meeting or activity. It is an opportune time to remind youth of what they have planned for the next week and to share any information that will be helpful to youth and parents/guardians.

When all Sections have gathered together, it is best to conclude the gathering with each Section presenting its closing in turn.

## Badge Presentation Ceremony

The badges of The Canadian Path are used to celebrate the personal journey of youth in Scouting. They mark the milestones of the journey and celebrate youth achievements. Taking time to present badges reminds us to stop and celebrate each youth's accomplishments.

Badges are presented to youth who have completed the Plan-Do-Review process for that badge and who are ready to receive the badge to mark their achievement. Badge presentations typically take place during the Closing Ceremony, once youth and Scouters have gathered in their ceremonial formation and just prior to the closing of the meeting. Youth may be invited to offer a few sentences about what they did to achieve the badge. This is not the time for a long presentation, but just a few words to celebrate the accomplishment and to inspire other youth. Badges are presented by the Section Youth Leadership Team, Troop Leader, Company Leader or a Scouter. Invite parents to attend to the significance of the ceremony.

## Investiture Ceremony

The Investiture ceremony is a very important part of the Scouting tradition. In this ceremony, returning youth and Scouters reaffirm their Scouting promise and their commitment to Baden-Powell's vision, while the new youth and Scouters have the excitement of making their promise for the very first time. It is an opportune time to share, in an age-appropriate way, Baden-Powell's original vision of Scouting and to show how that vision continues to be lived out in Scouts Canada programs. New youth and volunteer-ready Scouters are welcomed into the program and presented with their neckers, woggles and identifying Group, Area and Council crests. Beaver Scouts receive the appropriate colour of tail. Cub Scouts receive their Runner, Tracker or Howler "whiskers" (woggle). Invite parents to attend to the significance of the ceremony.

## Formal Campfire

A formal campfire is both a magical and a very solemn occasion, experienced in all Sections of Scouting. It follows a traditional pattern of songs, skits, cheers and stories. A non-formal campfire includes many of these same elements, but in a more relaxed format. The focus should be on the ceremony and the wonder of the occasion.

Ideas for songs, skits and cheers are available at [wiki.scouts.ca/en/Campfire](http://wiki.scouts.ca/en/Campfire).

## Moving-up Ceremony

This essential ceremony celebrates the youth journey into the next Section on The Canadian Path. The ceremony is typically held in the spring. Parents should be invited to attend, and gifts of special significance can be presented, such as a compass to the Beaver Scouts who are moving up to Cub Scouts. If possible, hold the ceremony with all Sections of your Group present so that the Beaver Scouts move up to Cubs Scouts, the Cub Scouts to Scouts, Scouts to Venturer Scouts and Venturer Scouts to Rover Scouts. This reminds the youth and Scouters that they are part of a movement much bigger than their own Sections. If you have no youth from a particular Section in your Group, consider inviting some from a neighbouring Group in your Area or Council.

## Top Section Award Presentation Ceremony

As the culmination of their experiences in each Section, youth have the opportunity to challenge themselves to complete the Top Section Award. The presentation of these awards should hold special significance and celebrate the hard work and achievement of the youth. Invite parents to attend to add to the significance of the ceremony.



# VOCATIONAL SCOUTING AND SEA SCOUTING

## Vocational Scouting and The Canadian Path

Within Scouts Canada, there has been a tradition of Scouting Groups and Sections (especially older Sections) forming around particular vocations. For example, you will find “MedVents”, who are focused on developing first aid and emergency response skills with an eye to future medical training, or you might meet “Police Rovers” who are developing skills with a focus on law enforcement as a vocation.

THE EXPECTATION is that all Sections with a vocational focus will engage the whole Canadian Path. This provides new opportunities for these vocational Sections, as it does for every Section within Scouts Canada.

### Vocational Scouts will:

- Use the **Four Elements** (Adventure, Youth-led, Plan-Do-Review and SPICES) as the basis for their programming.
  - Engage all **six Program Areas** in planning for their program.
    - Follow the **Personal Progression** for their Section, earning the Personal Progression badges. For example, MedVents will complete six challenges, one in each of the Program Areas, to move from Trailhead to Tree Line, another six to move to Snow Line and another six to move to the Summit. These challenges may have a medical or first aid focus, but the Venturer Scout is also welcome to expand these challenges beyond the Company’s vocational field.
- Choose **Outdoor Adventure Skills** that fit with their particular vocational focus while knowing they have the option to challenge themselves in all Outdoor Adventure Skills areas. For example, MedVents may focus on achieving Stage 9 in Emergency Aid, while also engaging Scoutcraft, Trail and Aquatics to round out their skills, especially for wilderness situations. Individual youth within the Section choose other Outdoor Adventure Skills to fit with their own interests and desire for personal challenge.
- Work toward the **Top Section Award**, possibly choosing a project for the award that connects with the vocational focus.

- Be able to make choices about what their own personal progression through The Canadian Path will be, focusing on the particular vocational bent.

## Sea Scouting

Within Scouting in Canada, there has been a tradition of Sea Scouting Groups who have focused their Scouting experience around skills and activities related to being on the water.

The expectation is that all Sea Scout Sections will engage the whole Canadian Path. The Canadian Path allows for these Groups to continue their particular love and focus on the water, while also providing new opportunities within Scouts Canada.

### Sea Scouts will

- Use the **Four Elements** (Adventure, Youth-led, Plan-Do-Review and SPICES) as the basis for their programming.
- Engage all **six Program Areas** in planning for their program.
- Follow the **Personal Progression** for their Section, earning the Personal Progression badges. For example, Sea Scouts will progress through challenges that take them from Pioneer to Voyageur to Pathfinder to Trailblazer, following the journey outlined in the Scouting program.
- Choose to undertake Adventures that have a boating focus, but each Scout is also welcome to expand these challenges beyond the particular Sea Scouting focus, if they wish.
- Choose **Outdoor Adventure Skills** that fit with their particular vocational focus while knowing that they have the option to challenge themselves in all Outdoor Adventure Skills areas.
- Work toward the **Top Section Award**, possibly choosing a project for the Award that connects with Sea Scouting.