



Beaver Scout Meeting Schedule

Theme: Feelings, Personal Space and My Body Safety Meeting

See detail planning sheets.

Time	Activity	Additional Information	Run by
20 mins	Gathering Activity	What Bugs Me!	
5 mins	Opening Ceremony	See Beaver Scout Leader Handbook	
10 mins	Game	Body Language	
5 mins	Theme Activity (Discussion)	What are feelings? Happy, Sad, Angry, Scared.	
10 mins	Game	My Space.	
10 mins	Theme Activity (Discussion)	This is My Body.	
5 mins	Songs	My Body and If You're Happy and You Know It	
10 mins	Theme Activity	Stay Safe Handout Review	
5 mins	Closing Ceremony	See Beaver Scout Leader Handbook	

Distribute Stay Safe Handout to each Beaver Scout before leaving.

Please review at future meetings - additional 10 minutes at least 2-4 more meetings.

SUGGESTION: If not discussing as a whole group, it may be beneficial to discuss among tail levels rather than lodges. This will help keep discussion and examples relevant to the age group.

Meeting Notes: _____

Equipment:

- Large and small paper plates
- Pipe cleaners
- Butterfly clips
- Crayons/paint and brushes/markers
- Rope/skipping rope for each Beaver – chalk if outside
- Stay Safe Handouts

Gathering Activity – What Bugs Me!

Equipment: 2 paper plates - a small one for the head and a larger one for the body (or 2 paper circles), 1 paper plate, cut in half for the wings (or paper cut in the appropriate shape), 2 pipe cleaners for antennae, 1 clip or string to attach the wings to the body so that they can open and close, glue, crayons or paint and brushes.

Preparation: cut the paper plate for the wings in half (if working with very young children).

OBJECTIVE:

The children make their own ladybugs and, in a humorous way, they are encouraged to express what bugs them. The children listen to one another and gain the confidence of belonging to the group, establishing group rules of behavior and respecting the needs of others.

MAIN ACTIVITY:

I have the right to express my feelings and to take charge of myself. I feel comfortable listening to what other children have to say too. I have the right to solve problems with my friends.

1. Everyone sits in a circle and the leader asks the children to think of things or situations in the group, outside of the group, or in the family which bug them, which they do not like.
2. The leader guides and helps each child to express something which they do not like, which bothers them.

3. The leader explains that the children will make their own ladybugs to represent something which bugs them.
4. The leader shows the children pictures of ladybugs and has them describe the bug noticing details like shape, colour, spots, antennae, etc.
5. The children receive the material they need to make their bugs.
6. Each child colours his/her bug with paints or crayons.
7. The leader circulates and writes on the inside of each child's bug, "It bugs me when", and writes in what the child wants to say. This sentence should be visible only by opening the bug's wings.
8. Everyone sits in a circle and shows their bug. If they wish to, each child can tell the group what bugs them.

REVIEW:

REINFORCEMENT

The leader explains to the children that it might be a good thing to tell other children and adults what bugs them so that their voices can be heard. The leader asks the children if they want to display their bugs on the wall so that other people can know what children have to say.

OUR GROUP'S BIG BUG

The leader and the children make a large ladybug. On the inside is written, "It bugs us when" and the leader writes down all of the things the children have mentioned on their bugs. The leader tells the children that they have the right to be treated with respect, and not to have happen to them the things that bug them.

The leader asks the children what they can do as a group, within the group, to help each other, to cooperate, to bring harmony, and helps them describe how to act with each other to avoid bugging one another.

The leader helps them to see that by following their own 'rules' they are in effect taking charge of themselves.

Game – Body Language

This is a good energy burning game, especially if the feelings are called out quickly.

Equipment: Space for running

1. Ask Beaver Scouts to think of different feelings they can have. (Prompt if necessary - happy, sad, etc.) Choose four emotions - Happy, Sad, Angry, Scared. Assign each emotion to a different wall.
2. Tell Beaver Scouts where the emotions are on the different walls, and demonstrate an exaggerated body language movement for each.
Happy – Beaver Scouts skip and smile to the “Happy” wall
Sad – Beaver Scouts cross their arms, pout and walk to the “Sad” wall
Angry – Beaver Scouts stomp their feet loudly while moving to the “Angry” wall
Scared – Beaver Scouts walk on their tiptoes to the “Scared” wall
3. Beaver Scouts stand in the middle of the room. In no particular order, the leader calls out one of the four emotions. The Beaver Scouts perform the actions and run to the correct wall.

Theme Activity – Trusted Adults and Emotional Feelings (Discussion)

PLAN:

Options: Discuss as a whole colony; discuss with tail colours; or, discuss within lodges.

Leaders review with the Beaver Scouts who could be a trusted adult; then go over the emotions and encourage them to suggest ways to deal with their emotions.

DO:

Define what Trust means: a belief in the honesty, truthfulness, and justice of a person.

Ask the Beaver Scouts who they think could be a trusted adult (parents, family, teachers, leaders, police, etc.).

REVIEW:

Go through each emotion and ask them what they do when they are feeling that way. Encourage the Beaver Scouts to make suggestions for each emotion, and include how a trusted adult could help. Suggested responses could be:

Happy – Smile. Do something nice for someone else. Sing. Dance.

Sad - Talk to a trusted adult about your feelings. Think about something happy.

Angry - Talk about your feelings to a trusted adult. Get some exercise. Stress that violence (biting, hitting, kicking, etc.) is not a good way to deal with angry feelings.

Scared - Talk to a trusted adult. If the person you are trying to talk to doesn't listen, keep telling other trusted adults until someone helps you.

Stress to Beaver Scouts that talking about their feelings to a trusted adult is always good option!

Game – My Space

PLAN:

To introduce the concept of personal space and boundaries. Understanding personal boundary concepts will help children identify who is okay to hug and kiss, and leads to a discussion about what is an appropriate/inappropriate touch.

DO:

Equipment: rope or skipping rope; if playing outside, chalk

Part 1

Introduce the term Personal Space. Personal space is an invisible bubble around everyone - that space is theirs!

Ask Beaver Scouts to stand up and stretch their arms out beside them. Have them turn slowly in a circle. If their bubble touches anyone else's have them spread out! This area around them is their own personal space.

Part 2

Give each Beaver Scout a jump rope or skipping rope (or, if playing outside, a piece of chalk). Talk about how sometimes our bubble is bigger or smaller depending on who we are with. Start each Beaver Scout standing with their rope making a relatively small circle around their feet. Tell them this circle is their bubble when they are with mom and dad. Ask them to adjust their bubble to be bigger for when they are with other people (teacher, Beaver Leader, their best friend's mom, and stranger). They may need help with this part.

REVIEW:

Ideally, the bubble for a stranger is quite large. Explain to the youth that when we do not know people, our bubble is much bigger, and so is theirs. We respect other people's bubbles and they should respect ours. Of course, sometimes they have to be close to other people such as when standing in line, at Beaver Scout meetings, or in school. Can they name some other situations when it would be okay to be close to other people?

Theme Activity – This is My Body (Discussion)

PLAN:

Learning the difference between appropriate and inappropriate touch will help Beaver Scouts respect the needs of others and in turn, protect themselves against unwanted touching. Teaching them to shout NO!, Run and Tell a trusted adult will provide them with a safety tool when they are uncomfortable.

DO:

Options: Discuss as a whole colony; discuss with tail colours; or, discuss within lodges.

- Help Beaver Scouts understand the difference between good touches and bad touches by explaining where it is okay to be touched. Identify safe body parts and when it is appropriate for those parts to be touched (hand, arm, shoulder, head).

- One way to help them remember, is to explain that any body part that a girl's bathing suit would cover is off limits unless a trusted adult is helping with a bath or toileting.
- Poking, **unwanted** tickling and clinging onto others is an invasion of personal space and not appropriate to do to friends or family.
- Let the Beaver Scouts know that it is okay to say "NO" to any form of touch and they need to listen when someone else tells them to stop touching him or her.
- Introduce the phrase, NO!, Run and Tell a trusted adult to use anytime a Beaver Scout feels uncomfortable. Get the Beaver Scouts to shout, "NO!, Run and Tell several times.
- Advise children to ask permission before entering someone's personal space such as sitting on an adult's lap or holding the hand of a classmate.
- Talk to the Beaver Scouts about who is okay to give hugs, kisses and cuddles to by naming specific family members and friends. Ask the Beaver Scouts to shout out some names of people it would be appropriate to get a hug from, and who it wouldn't.

REVIEW:

Sing songs.

Songs

This is My Body

Tune: Where is Thumbkin?

This is my body.

This is my body.

It's the only one I've got.

It's the only one I've got.

I'm going to take good care of it.

I'm going to take good care of it.

Yes I am. Yes I am.

If You're Happy and You Know It

If you're happy & you know it (clap your hands)
If you're happy & you know it (clap your hands)
If you're happy & you know it,
And you really want to show it,
If you're happy & you know it (clap your hands).

If you're Silly and you know it, shake your head
If you're Angry and you know it, stamp your feet
If you're Sad and you know it, say boo hoo (rub eyes)
If you're Hungry and you know it, rub your tummy
If you're Sleepy and you know it, close your eyes
If you're Excited and you know it, yell hooray (raise arms overhead)
If you're Scared and you know it, hide your eyes.

Theme Activity – Stay Safe Handout

Before the meeting, print out enough copies of the **Beaver Scout STAY SAFE Handout** to give to each youth.

<http://www.scouts.ca/sites/default/files/sc-beavers-stay-safe.pdf>

Give each Beaver Scout The **Beaver Scouts STAY SAFE Handout**. Read out each of the Stay Safe titles, and inform the youth that this is to be given to their parents. Point out that the Kids Help Phone number can be used if they are upset or want to talk.

Closing Ceremony

Assemble using River Banks and Building a Dam.

“Good night and busy building tomorrow”.

Resources

<http://www.childfun.com/index.php/activity-themes/people-house-home/229-feelings-activity-theme.html?start=4>

<http://yellodyno.com/html/songs/mybody.html>

https://www.kidsintheknow.ca/app/en/boundaries_sheet_p8

<http://www.scholastic.com/teachers/article/ages-stages-boundaries>

<http://suite101.com/article/teaching-children-appropriate-touch-a89318>

Youtube videos with kids feelings songs:

<http://www.youtube.com/watch?v=lOiULzSwCQE>

Good Feelings song with Guitar Chords:

<http://anitamckone.wordpress.com/songs-of-nonviolence/lets-sing-a-feelings-song-for-kids/>

Kids Help Phone:

<http://kidshelpphone.ca/Kids/Home.aspx>