

2017 TERM FOUR – “EARTH”

A message from the National Kea Leader

Welcome to the Kea Section’s National programme for Term 4, 2017. I hope you find it useful.

We hope you’re having a great year and are ready for term 4! Welcome to all the new Keas and Leaders who are joining this term.

The theme for the term is “Earth” the fourth of our “Elements” themes for 2017. The programme this term also includes the Kea Birthday, JOTA/JOTI and reaffirming our Promise.

You will need Parent Help for some sessions, so organise that Parent Roster now – a ratio of 1 Adult per 6 Keas would ensure safe and enjoyable activities. Don’t forget to do your appropriate Activity Intention Forms and RAMS in plenty of time if you’re going offsite.

We would love to receive some photos of you and your Keas in Action – no posing or standing around photos - we want action shots! Feel free to post them onto the Kea Section Facebook page or email them to keas@scouts.org.nz for us to post.

This programme has been developed for the Kea Section with the School Year and ages in mind as listed below – please ensure your program is aimed at this age group:

Section	Time Spent	School Year	Approx. Age	Start/ Transition	End Age
Keas	2 years	Year 1	5.5 years	Start term 4	
		Year 2			
		Year 3	7.5 years	Transition term 3	8 years

Keas Award Scheme:

We have included references to the Award scheme in the programme; please record all the Keas who participated in these activities so that they can work towards achieving the Bronze, Silver and Gold Kea Badge before being promoted to Cubs. You should now be making the most of the OSM website to track how your Keas are progressing with the Award Scheme. A simple way would be to record on your programme sheet who attended the session and later on transfer the information to their records on OSM and also the Wall Chart so Keas can see their progress.

We value your comments and feedback so we can continually improve the quality of the programmes, so please let us know how you got on, what you liked and what didn’t work for you and any suggestions or ideas that you may have.

We are also looking for Leaders to help with writing the programme so if you’d be willing to share some of your ideas, please get in touch.

If you haven’t yet applied to join the Kea section Facebook page for Leaders do so. It is designed to exchange ideas and ask questions.

Have you completed your training? If not contact your Group Leader or Zone Kea Leader to see how you can achieve your Gilwell Woggle. By doing this, you will find support from other Leaders and receive the knowledge required to run awesome programmes for your Keas.

We hope you have a fantastic term with lots of fun.

Yours in Scouting

Caroline Perry

Miriam Noble

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Thanks to Nicci Glanville for helping to put this programme together!

Safer Scouting – It’s What We Do

SCOUTS New Zealand (SCOUTS) is committed to a comprehensive ‘Safe From Harm’ approach to health and safety.

A **comprehensive** approach to health and safety is a fundamental part of building a safe learning environment for young people and volunteers. It is important that all volunteers know about and understand their responsibilities.

This includes the health and safety of everyone performing work or undertaking activities at SCOUTS and the health and safety of others whose activities are influenced or directed by SCOUTS.

Everyone involved with SCOUTS has a responsibility to practice **‘Safer Scouting’**.

Have fun but be safe

As part of Safer Scouting, activities used in weekly programmes will be graded based on their Health and safety Risk:

Low Impact – Minimal Risk	Medium Impact – Low Risk	Major – Medium Risk	Life changing - High Risk
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Please ensure that you have completed the Activity Intention form and Risk Assessment Management (RAMS) forms where required and follow due process.

To assist your planning and delivery, we have identified potential risks and ways to mitigate or manage them for the medium and high risk see below:

Week:	Activity	Risk	Mitigation
2	Making Bird Feeders	Use of power and DIY tools	<ul style="list-style-type: none"> • Parents/carers advised of activity • Full supervision of the young people • Clear guidance regarding use • Safety equipment used correctly: Goggles, Gloves

2017 TERM 4 - Suggested Programme

"Earth"

Week	Date	Activity	Description	Special Requirements
1	16 th October	Kea 38 th Birthday Kea Conservation	Celebrate Kea Birthday Fundraise for the Kea Conservation Trust Conservation Week	
2	23 rd October	Kea communication	JOTA/JOTI Send a letter overseas Techno Kea badge	
3	30 th October	What's Just Beneath The Surface	This week it's all about being pre-historic. Make your very own Dinosaur, go on a fossil hunt. Let your imagination run wild and have loads of fun.	
4	6 th November	New Growth	Kea Investiture: Invest the new Keas and all members recommit to the Promise Endangered animals and how our water works	Prepare for investiture, invite family and friend of new Keas, Order certificates, badges, scarves and Woggles
5	13 th November	Down to Earth	Garden Centre / Nursery / Farm / Worm Farm visit Learning how thing Grow	Consent form, activity intention and RAMS
6	20 th November	Stuck in the Mud	Following how farming has changed over the years, what happens on a farm and grow your own cress	Invite a speaker
7	27 th November	Only leave footprints	Meet at an outdoor venue suitable for a bush walk or trek and go on a short hike to discover nature	Plan a hike. Consent forms and Activity Intention/ RAMS forms.
8	04 th December	Making it/gift it	Make a gift for someone for Christmas. Play Christmas games and sing songs.	
9	11 th December	Christmas Party	End of year party! Don't forget to let everybody know your start date for next year and wish everybody a happy and safe holiday.	

KEAS NATIONAL PROGRAMMES

Term Theme: "EARTH"			
Overview : Welcome to Term 4 2017. This week you probably have a number of new Keas so there are some 'getting to know you' games and activities. Plus an intro to our theme for the term – Earth, and it's Conservation Week			
Week:	Session theme:	Resources	Timing/ Leader:
1	Keas on the ground		
Coming in activity <i>Bronze Kea badge</i> <i>Community 1a (book)</i> <i>Children in hospital (OSM) (alternative activity)</i> <i>Conservation Kea 1</i>	Fundraise for the Kea Conservation Trust with a gold coin trail around the letters KEA. Invite members of the community and scout group to drop in and contribute. Or perhaps relocate today's Kea Meeting to the local shopping centre or a community activity. New Zealand Birds activity Icing a Cupcake to represent a Kea in celebration of the Keas 38 th Birthday Greeting New Kea Families: You may have new Keas arriving with a parent this week to take advantage of their free 4 weeks, many will be 5 ½ to 6 years. Allocate them to a Posse and introduce them to their Posse Leader or a buddy who should be responsible for looking after and mentoring them. Introduce Parent Help to new parents and encourage new Kea and their parent to take part in coming in activity. Remember all new parents are prospective Leaders and committee members and it is best practice to have an expectation that parents stay for at least the first two weeks, but preferably the first four weeks. Invite them to stand in the circle so they feel welcome.	During the holidays put flyers around the community advertising the fundraiser. Letter home to Kea parents at the end of term 3. See below	10 mins
Opening <i>Kea badge</i> <i>Bronze Kea badge</i>	Opening ceremony Welcome to visitors and Parent Help. Introduce Keas to the song, yell and the new Kea promise – I Share, I Care, I Discover, I Grow. Introduce theme for this term and give an idea of what you will be doing over the term.		5 mins
Key Activity <i>Personal development 1a (book)</i> <i>Physical games (OSM)</i>	Game Beast, Bird, Fish Steal the shiny objects from the vehicle	See resource sheet below	10 mins
Story <i>Bronze Kea</i> <i>Conservation Kea 2</i>	Keas learn about the mountain parrot. The Kea by Jim Lockyer Harry Hobnail and the Punga People by Barry Crump The Kea by Natasha Fijn (great photos)	Make use of your local library, DOC or visit the website www.keaconservation.co.nz	15 mins

KEAS NATIONAL PROGRAMMES

<p>Make & Do <i>Personal development 2c (book)</i> <i>Kea Craft (OSM)</i></p>	<p>Make a Kea out of felt, cardboard or coloured paper</p> <p>Flapping Bird Craft</p> <p>Make another item from DOC's Conservation Week ideas</p>	<p>See resource sheet below or http://tlc.howstuffworks.com/family/bird-crafts.htm http://www.doc.govt.nz/get-involved/conservation-activities/fun-things-to-make/</p>	<p>20 mins</p>
<p>Song <i>Personal development 3a (book)</i> <i>Singing (OSM)</i></p>	<p>Keas Slapping Song</p>	<p>See resource sheet below</p>	<p>5 mins</p>
<p>Closing <i>Bronze Kea Badge Personal development – 3C (book)</i> <i>Share a prayer (OSM)</i></p>	<p>Closing Ceremony</p> <p>Hand out notices for start of the term. Tell Keas about any local JOTA and JOTI activities happening this weekend that they can join in with. Ask them to remember their home phone number for next week (Techno badge) and to write a letter on a computer and print it out to send to a Joey or Beaver overseas. Bring to Keas next week for decorating and sending.</p> <p>Thank parent helpers. Say a prayer or reflection. Kea Promise. Finish with the Kea Yell.</p> <p>Ask new Keas and their parents to stay behind so you can give out their 'Homework (Complete first 2 pages)' (Kea badge Book) and for the parents 'How to get the most out of Scouting'. Complete and bring back next week.</p>	<p>Kea badge books Parent leaflets</p>	<p>5 mins</p>

KEA CUPCAKES



You will need:

- Cup Cakes
- White Chocolate Drops
- Desiccated Coconut
- Green Food Colouring
- Aeroplanes
- Brown Chocolate Drops
- Icing

Don't forget to check for food allergies.

Mix the coconut with the green food colouring to make your green 'feathers'. Keas ice their cupcakes, then decorate with feathers, eyes (use white and brown choc drops) and an aeroplane for the beak.

GAME: **Beast, Bird, Fish**

Keas form a large circle. The Leader sits in the centre with a beanbag or ball and calls out either "Beast", "Bird" or "Fish" and at the same time tosses the beanbag or ball to a new player and starts counting to five. The player must name correctly an animal from the category called out before the count of five. Otherwise, the player must change places with the Leader and becomes IT.

GAME: **Steal the Shiny Objects from the vehicle**

(similar to Rob the nest)

Divide the Keas into 4 teams or use posses. Position each team the same distance from a hoop in the centre of the playing area. This hoop is the 'vehicle.' Number off the Keas in each team. Each team has a home space, 'nest', marked by a hoop or a chalked circle. Place 9 beanbags in the centre hoop. Call a number and the Kea with that number must steal a beanbag from the centre hoop and return with it to their home hoop. If another number is called out before they reach home then they must drop their beanbag and another Kea can pick it up. When the beanbags have been taken from the centre hoop then Keas can steal from other home hoops. Call numbers out slowly for a start and then more quickly. Keep the game going for a minute or two – depending on how tired the Keas are getting. At the end of the game count the number of beanbags or shiny objects that the Keas have stolen. The team with the most is the winner.

Rules: only one shiny object to be carried at a time; no guarding of your nest.

SONG: **Keas Slapping Song**

Tune: Down By the Station
 (Keas in a circle – feet out in front)
 Keas slapping one wing, one wing, one wing
 (slapping one hand on floor)
 Keas slapping one wing this fine day
 (Repeat above inserting two wings – two hands on the floor
 three wings – two hands and one foot
 four wings – two hands and two feet)
 (quietly) Keas getting sleepy now
 (two hands on side of cheek)
 (Louder and faster – slapping four hands)
 Keas waking up now, up now, up now
 Keas waking up now this fine day

GAME: **Shake hands with a friend**

This game is a quick way to introduce Keas to each other in a safe and unthreatening manner. The leader counts off the Keas by ones, twos, or threes. Everyone then walks around the room shaking hands with each other. A Kea, whose number is one, shakes the other Kea's hand once. If the number is two, the Kea shakes a hand twice. If the number is three, the Kea shakes three times.

One Kea will have to stop shaking while the other Kea continues because each Kea shakes a different number of times. Keas with identical numbers form a group looking for other Keas with the same number.

ACTIVITY: **Flapping bird craft**

See <http://lifestyle.howstuffworks.com/crafts/animal-crafts/bird-crafts2.htm>

Resources you'll need:

- Foam core board
- Pencil
- Craft knife
- Markers
- Ruler
- Nylon fishing line
- Blunt scissors
- 12-inch dowel

- Small bead

How to make a flapping bird craft:

- 1:** Draw a bird body and two wings on the foam core board. Cut out the pieces with a craft knife.
- 2:** Colour the foam pieces with markers to make a Kea or another bird.
- 3:** Poke two holes in the side of the bird body. Poke two holes at the end of each wing, the same width apart as the two holes on the bird body. Poke two more holes about 1/3 of the way down each wing.
- 4:** To connect the wings to the body, thread a piece of fishing line through one end hole of one wing. Continue threading the fishing line through one hole on the bird body and on through to an end hole on the other wing.
- 5:** Bring the ends of the fishing line together and tie a knot. Repeat for the other end hole on the wings.
- 6:** Thread a piece of fishing line through each wing hole, and knot the end. Tie the other ends of each fishing line to the dowel. To hang the bird, tie a line from one end of the dowel to the other.
- 7:** To make the pull string, poke a small hole at the bottom of the bird body. Cut a 10-inch piece of fishing line. Thread it through the bottom hole. Thread a small bead on the end of the line. Tie a knot under the bead to secure it. Pull the line to flap the wings.

Week:	Activity	Risk	Mitigation
1	Kea Cupcakes	<ul style="list-style-type: none"> • Food colouring, food ingredients/allergies • Cutting up the decorations – cuts 	<ul style="list-style-type: none"> • Supervision of the young people • Check for food allergies • Prepare what you can for the cakes, so the young people only need to put it all together/decorate
	GAME: Steal the Shiny Objects from the vehicle	<ul style="list-style-type: none"> • Running/tripping • Too competitive or boisterous, pushing/shoving etc. 	<ul style="list-style-type: none"> • Check for any obstacles or possible cause for trips and minimise • Clear explanation of how to play and expectations • Supervision of the young people
	Flapping Bird Craft	Use of craft knives	<ul style="list-style-type: none"> • Adult supervision and guidance using the knife/knives

Term Theme: "EARTH"			
Overview: Last weekend was JOTA/JOTI so this week we're learning a bit more about that, and how we can communicate with others.			
Week:	Session theme:	Resources	Timing/ Leader:
2	Kea communication		
Coming in activity <i>Techno Kea 5</i> <i>Community 3e</i> <i>(book)</i> <i>International Scouting (OSM)</i>	Keas decorate their printed letters to Joeys/Beavers ready for posting overseas.	Pens/craft materials to decorate	10 mins
Opening <i>Kea badge</i> <i>Bronze Kea badge</i>	Opening ceremony Welcome to visitors and Parent Help. Kea Song, Yell, Motto and Promise.		5 mins
Key activity <i>Techno Kea 4</i>	Techno Kea Ideally split Keas into two groups and swap over. Talk to Keas about JOTA and JOTI. What is it? Who can take part? Did any Keas take part in a local activity last weekend? Keas demonstrate how to use a phone, their home number, and how to contact emergency services.	See http://jotajoti.info/ for more info and activities	20 mins
Key Activity <i>Techno Kea 6</i> <i>Personal development 3c</i> <i>(book)</i> <i>Kea Craft (OSM)</i>	Make and Do Make a communication line (phone) with tin cans or paper cups and string.	See below Plastic cups/ tin cans Scissors/drill String/fishing line	20 mins
Game <i>Personal development 2d</i> <i>(book)</i> <i>Run a game or activity (OSM)</i>	Keas choice – get older Keas to help Leaders run the game		10 mins
Closing <i>Bronze Kea Badge</i> <i>Personal development – 3C</i> <i>(book)</i> <i>Share a prayer (OSM)</i>	Closing Ceremony Hand out notices. Thank parent helpers. Say a prayer or reflection. Kea Promise. Finish with the Kea Yell.	Kea badge books Parent leaflets	5 mins
Resources			

Making a Communication Device or Phone:

Do you wish you could have your very own phone? All you have to do is follow these steps to learn how to make your own *tin can and string* (or *cup and string*) telephone. This craft also makes for a good science project, to learn about how sound travels.



Get a piece of string and two empty cans (preferably soup cans). If you don't have cans or you don't want to work with them, you can also use cups (preferably plastic), such as the ones shown here. Plastic is a little easier to work with than metal. Styrofoam cups do not work well. In a pinch, you can use disposable paper cups, but plastic and metal take more wear-and-tear



 Punch a hole.

Punch a hole at the bottom of each can just small enough for the string to fit through. You might need your parents or teacher to help with this. You can make the hole with a drill, or some other sharp, pointed tool. If you are using plastic cups, you can probably just poke a hole with a push pin or any other sharp point.

Make the holes only large enough to put the string through and no larger.



Pass the string through the hole of one can or cup.

It might help to push the string through with the end of a paper clip or thread it through with a bit of wire. Tie a knot. **Tie a knot in the string.** Pull the string tight so the knot rests in the bottom of the can. You can tie the string around a little piece of a toothpick if you can't get it to stay with just a knot. **Place the untied end of the string through the bottom of the other can or cup.** Tie a knot, as before, and pull the string tight.

Get a Partner and try it out:

Place the open end of one can over your ear and have your partner speak into the open end of the other can. Make the string as tight as you can. If you've made it correctly, you should hear your friend speak, even if it is a long piece of string. Then, talk while your friend listens.

Helpful Tips:

- Using fishing wire as string helps sound travel a lot better.
- You can hear your partner better if the string is tighter.
- Can you make "phone calls" around corners? Try it and see.
- Check your sound by speaking and having your friend speak both into and outside of the phone. Does it sound different speaking through the phone?

Week:	Activity	Risk	Mitigation
2	Making a Communication Device or Phone:	<ul style="list-style-type: none"> • Cuts from sharp tins • Cuts from use of scissors/knives • Puncture wound/cut from piercing the can's/cups 	<ul style="list-style-type: none"> • Supervision of the young people • Adult supervision and guidance using the knives/scissors • Have a dedicated area/surface for cutting and piercing the tins and correct equipment

Term Theme: "EARTH"			
Overview: This week we will explore fossils and dinosaurs hiding beneath the earth.			
Week:	Session theme:	Resources	Timing / Leader:
3	What's Just Beneath The Surface		
Coming in activity <i>Community 1e (book)</i> <i>Make a gift (OSM)</i>	Make a Plaster of Paris hand and foot print. Could be a great Christmas present.	Follow website link for list http://www.dltk-holidays.com/month/plasterhandprints.htm	10 mins
Opening <i>Kea badge</i> <i>Bronze Kea badge</i>	Opening ceremony Welcome to visitors and Parent Help. Kea Song, Yell, Motto and Promise.		5 mins
Game <i>Bronze Kea</i> <i>Personal development 1a (book)</i> <i>Physical games (OSM)</i>	Game Don't wake the Dinosaur	See resource sheet below	10 mins
Key Activity Personal Development / Life Skills	Make and Do Complete Coming in Activity OR Grow – a – Saurus OR Make a Brontosaurus	See resource sheet below http://www.dltk-kids.com/animals/mlittlefoot.html	25 mins
Game <i>Bronze Kea</i> <i>Personal development 1a (book)</i> <i>Physical games (OSM)</i>	Fossil Hunt – make up a Treasure Hunt using either clues or a map of the area surrounding the Hall. Place paper or plastic Fossils for Keas to find, or make your own/use the ones you made last term.	See resource sheet below	15 mins
Closing <i>Bronze Kea Badge</i> <i>Personal development – 3C (book)</i> <i>Share a prayer (OSM)</i>	Closing Ceremony Hand out notices. Thank parent helpers. Say a prayer or reflection. Kea Promise. Finish with the Kea Yell.	Kea badge books Parent leaflets	5 mins
Resources			

GAME: Don't wake the Dinosaur

1. Choose one of the Keas to be the Dinosaur and get them to lie on the ground 'asleep' looking after their Dinosaur 'Eggs'. (Could be small balls or bean bags).
2. The rest of the Keas need to creep up and try and steal the Dinosaur 'Eggs'. If the Dinosaur catches them they must go back to the start.
3. The first Kea to steal an 'Egg' becomes the dinosaur.

MAKE AND DO: Grow-a-Saurus

1. Give each Kea an old stocking or a knee high stocking.
2. Each Kea needs to pour a spoonful of Grass seed in the bottom of the stocking and then fill it with potting mix.
3. Help the Keas tie off the top and turn it upside down. The Keas can then decorate the face of the Dinosaur with eyes, lips, spikes, tail.
4. Water the Dinosaur and send home with Keas so they can watch their baby dinosaur grow hair.

Fossils

What you'll need:

- 1 cup of used coffee grounds
- 1/2 cup of cold coffee
- 1 cup of flour
- 1/2 cup of salt
- Wax paper
- Mixing bowl
- Some small objects to make impressions in the dough (i.e. shells, plastic dinosaurs)
- Empty can or a butter knife
- Toothpicks (optional)
- String to hang your fossil, optional



How to make it:

- Stir together the coffee grounds, cold coffee, flour, and salt until well mixed.
- Knead the dough together and then flatten it out onto the waxed paper.
- Use the can to cut out circles of the dough or use the dull knife to cut slabs large enough to fit your "fossil" objects.
- Press your objects firmly into the dough. When you take the object out, you have your "fossil". If you want to hang the fossil, poke holes into the edge to hold the string.
- Let the fossil dry overnight and then hang it if you wish.

Tips:

May have to bake them for a short period to get the "dough" to harden - will not turn "rock hard". They are fun to make and the children enjoy them.

KEAS NATIONAL PROGRAMMES

Week:	Activity	Risk	Mitigation
3	MAKE AND DO: Grow-a-Saurus	<ul style="list-style-type: none"> Inhaling potting mix fumes allergies 	<ul style="list-style-type: none"> Supervision of young people Leaders handle the potting mix Clear explanation of activity Knowledge of allergies of young people/volunteers
	Make a Plaster of Paris hand/foot	<ul style="list-style-type: none"> Allergy to plaster Spills of plaster/water causing slips Plaster of Paris in the eyes 	<ul style="list-style-type: none"> Knowledge of allergies of young people/volunteers Dedicated area for making plaster of Paris with adult supervision Clothes/towels at hand to clear up any spillages and wipe up
	Fossils	<ul style="list-style-type: none"> Food allergies Bruising/cuts from use of knives 	<ul style="list-style-type: none"> Knowledge of allergies of young People/volunteers Clear explanation of activity and how to do it
	Fossil hunt	<ul style="list-style-type: none"> Getting lost Slips/trips/falls Getting distracted and move out of the intended area Risky objects around that could cause injury; broken glass, needles and unsanitary objects. 	<ul style="list-style-type: none"> Pre-walk round of points/area to be used to assess risk Complete RAMS, Activity Intention forms and consent forms Clear guidance/discussion around safety and supervision around this activity

KEAS NATIONAL PROGRAMMES

Term Theme: "Earth"			
Overview : This week invest your new Keas and everybody else also reaffirms their promise to Scouting (Leaders and Keas). We'll also learn about conserving the earth and its inhabitants.			
Week: 4	Session theme: New Growth	Resources	Timing/ Leader:

Coming In Activity <i>Conservation Kea 6</i>	Create a poster which shows ways we can care for the earth – recycle, compost, save water etc	Paper, glue, scissors and magazine pictures etc to cut out	10 mins
Opening Ceremony <i>Bronze Kea</i> <i>New promise</i>	Opening ceremony Welcome to visitors and Parent Help. Kea song and yell. Hold your investiture ceremony for new Keas and the rest of your Club to also reaffirm their promise. You could reaffirm your promise as part of your normal meeting, or go offsite and find a place of interest, e.g. go to a local community venue where the public can see you, go to the highest point in your area, join with your entire group to make your promise, or something else. Take photos and post to the Kea Facebook page or send to keas@scouts.org.nz so that we can put online.	Certificate, Investiture Badges, Scarves, Woggles	15 mins
Key activity <i>Techno Kea 1</i>	Investigate how something works. Give each posse a simple machine (e.g. a torch) to dismantle and see how the bits that make it up, make it work	Torches or other simple devices	15 mins

Key Activity <i>Conservation Kea 4</i> <i>Techno Kea 3</i>	Endangered animals Split Keas into posses. Give each posse an endangered animal to find out about and show to the other Keas e.g. where does it live, how does it move, what sound does it make, why is it endangered. Other activity ideas: https://www.plt.org/educator-tips/21-endangered-species-art-project-ideas AND/OR How does water get to the tap? Talk about where water comes from and how it gets into our taps. Also how we can save water. See: http://www.smartwater.org.nz/uploads/files/educate/section_3.pdf . The lessons are a bit old for Keas, however there's a good mix and match game with pumps/taps on (resource 3B) and some of the info included is useful.	Use information from animal protection organisations.	25 mins
Closing <i>Bronze Kea Badge</i> <i>Personal development – 3C (book)</i> <i>Share a prayer (OSM)</i>	Closing Ceremony Hand out notices. Thank parent helpers. Say a prayer or reflection. Kea Promise. Finish with the Kea Yell.	Kea badge book Parent leaflets	5 mins
Resources			
Notes			

Investiture Ceremony

Have ready folded and named – scarf, woggle, certificate and badge.

Form a Circle.

Introduce and welcome guests, parents etc

Remind Keas to stand quietly and still as this is an important occasion

Explain importance of ceremony

Ask Keas to be invested to come forward

Comment on how much they like Keas, ask if they are ready to make the Kea promise and become a Kea

Ask all Keas to make Scout Sign

Say Kea Promise - (repeat after Leader)

"I share, I care, I discover, I grow"

Group Leader (or representative) to put on group scarf and woggle and explain significance

Present certificate and Investiture Badge- right hand

Shake Hands- left hand

Welcome to worldwide family of Scouting

Scout sign and handshake

The Scout Handshake:

Scouts shake hands with their left hand; our founder Lord Robert Baden Powell started this. When he

was in Africa many years ago he noticed that tribal chiefs put down their shield to shake hands, which is a sign that you trust the person you are meeting as they carry their spear in the right hand.

The Scout Sign:

This is only made at an investiture ceremony to honour and show respect for the promise that is being made, when the new Kea, Cub or Scout is making their promise. The person being invested makes the sign as well as all those invested in the room.

It is the same as the Scout salute but the hand is held at shoulder height while the promise is being made and then the hand is returned to the side.

Term theme: “Earth”			
Overview : Visit a local garden centre/nursery/farm/worm farm and learn the basics of how things grow			
Week: 5	Session theme: Down to Earth	Resources	Timing/
Coming In Activity	Meet at your chosen venue-check roll and divide Keas into small groups supervised by a Leader/parent. Kea Record Book and consent forms		5 mins
Opening Ceremony <i>Bronze Kea</i>	Opening ceremony Welcome to visitors and Parent Help. Kea Song, Yell, Motto and Promise.		5 mins
Key Activity <i>Outdoors 3a (book)</i> <i>Nature exploration (OSM)</i>	Visit a local garden centre or nursery and learn about how plants grow OR Visit a farm and learn more about what they farm they (dairy, wheat etc) and how the animals or plants grow OR Invite a visitor in to talk to Keas about how things grow	Parent helpers – 1:4 ratio to supervise children. Ensure you have RAMS, activity intention and parental consent forms.	45 mins
Closing <i>Bronze Kea Badge</i> <i>Personal development – 3C (book)</i> <i>Share a prayer (OSM)</i>	Closing Ceremony Hand out any notices. Thank parent helpers. Say a prayer or reflection. Kea Promise. Finish with the Kea Yell.	Kea badge books Parent leaflets	5 mins

Week:	Activity	Risk	Mitigation
5	Visit to a different venue	<ul style="list-style-type: none"> • Getting lost • Tripping/falling • Bitten by an animal 	<ul style="list-style-type: none"> • Supervision of young people • Clear explanation of expectations of behaviour • Instructions for getting to/from venues • Pre visit by Leader to familiarise self with the venue and potential hazards

Term Theme: "Earth"			
Overview : This week plant some seeds to use at the end of term, and learn more about how we use the earth for farming.			
Week:	Session theme:	Resources	Timing/ Leader:
6	Stuck in the Mud		
Coming in activity <i>Conservation Kea – 3</i>	Decorate and name egg shell or egg carton or yoghurt pot	Pens Washed out egg shell If someone has an egg allergy use yoghurt pots	5 mins
Opening <i>Kea badge</i> <i>Bronze Kea badge</i>	Opening ceremony Welcome to visitors and Parent Help. Kea Song, Yell and Promise.		5 mins
Physical	Game: stuck in the mud or pulling carrots	See resource sheet below	10 mins
Key activity <i>Conservation Kea 5</i> <i>(if take seeds home and grow them)</i>	Talk about farming through the ages and how it has changed – spades to tractors OR Learn about garden to table and what you can plant and grow yourself at home – see seed planting calendar below and hand out seeds for Keas to plant at home OR Learn about a year in the life of a farm OR Invite a visitor to talk about farming	http://www.gardenotable.org.nz/ http://www.godairy.co.nz/life-on-the-farm/a-year-on-the-farm	15 mins
Key activity <i>Conservation Kea 3</i>	Plant cress seeds on cotton wool in either egg cartons or washed out egg shells. Cress to be harvested last week of term to eat at Christmas party.	Washed out egg shells or cartons Cotton wool Cress seeds Pens http://www.planet-science.com/categories/under-11s/our-world/2011/07/grow-a-cress-head!.aspx	15 mins
Make and do <i>Techno Kea</i>	Technology poster – farming through the ages, OR a year on the farm	Ready cut pictures Spades, horses, tractors etc	10 mins
Closing <i>Bronze Kea Badge</i> <i>Personal development – 3C</i> <i>(book)</i> <i>Share a prayer</i> <i>(OSM)</i>	Closing Ceremony Hand out notices. Thank parent helpers. Say a prayer or reflection. Kea Promise. Finish with the Kea Yell.	Kea badge books Parent leaflets	5 mins

Game Stuck in the Mud

- Choose one player to be in.
- All the other players scatter around.
- The player who is in must run around and tag as many people as he can.
- When tagged, a player must freeze and stand with his legs and arms apart.
- The only way to be freed is for a non-tagged player to crawl through the tagged players legs.
- Players are safe while crawling under legs and cannot be tagged when in that position.
- The game ends when all players have been tagged and are 'stuck in the mud'.

Pulling Carrots

- One/two kea (depending on size of group) are chosen to be farmers
- All other kea lie belly down in a circle and link arms – they are the carrots
- Farmer/s begin to pull the carrots from the earth – only by ankles, no trouser pulling
- Once carrot has been pulled free they join the farmer until all carrots are pulled from the earth

Seed planting calendar

http://www.tuigarden.co.nz/sites/default/files/document/Tui_Planting_Calendar_Third_Ed_0.pdf

Week:	Activity	Risk	Mitigation
6	Decorate an egg	<ul style="list-style-type: none"> • Allergies to eggs • Paint in eyes or mouth 	<ul style="list-style-type: none"> • Supervision of young people • Clear explanation of activity • Knowledge of allergies of young people/volunteers • Use an egg carton to decorate instead

Term Theme: “Earth”			
Overview : This week is all about getting outdoors and walking through nature.			
Week: 7	Session theme: Only leave footprints	Resources	Timing/ Leader:
Coming in activity:	Meet at the designated venue Check roll and parent consent forms as Keas arrive. Set boundaries and have an adult supervise a game while everyone arrives.		5 mins
Opening <i>Bronze Kea</i>	Opening ceremony Welcome to visitors and Parent Help. Kea Song, Yell and Promise.		5 mins
Key activity <i>Outdoors 3a, c, d, e and/or f (book)</i> <i>Nature exploration, nature observation, safety outdoors, environmental care, and/or native trees (OSM)</i>	Go on a bush walk or hike. Use it as an opportunity to identify native trees, plants and birds. Talk about how we can protect the environment when we're in the outdoors and 'leave only footprints'. Scavenger Hunt. Ask groups to collect items from nature, they must not be living things e.g. live insects or flowers, leaves.	Don't forget 1:4 ratio adults to Keas. RAMS, activity intention, parental consent forms	50 mins
Closing <i>Bronze Kea Badge Personal development – 3C (book)</i> <i>Share a prayer (OSM)</i>	Closing Ceremony Hand out notices. Thank parent helpers. Say a prayer or reflection. Kea Promise. Finish with the Kea Yell.	Kea badge books Parent leaflets	5 mins
Resources			
Notes			

Week:	Activity	Risk	Mitigation
7	Bush walk /Hike/ Scavenger hunt	<ul style="list-style-type: none"> Trips/falls Getting lost Being stung or bitten Getting distracted and move out of the intended area 	<ul style="list-style-type: none"> Wearing appropriate footwear and clothing Supervision of young people Clear explanation of activity Advise young people to look and only touch if guided by an adult Knowledge of allergies and abilities of young people/volunteers Have any medication required at hand and a first aid kit <p style="margin-left: 20px;">Complete a RAMS form and Activity Intention form</p> <ul style="list-style-type: none"> Pre-walk round of points/area to be used to assess risk •Risky objects around that could cause injury; broken glass, needles and unsanitary objects.



Term Theme: "Earth"			
Overview : This week we're making a gift for someone else and having some Christmas-themed games and songs.			
Week:	Session theme:	Resources	Timing/ Leader:
8	Make it/Give it		
Coming in activity <i>Personal development 2c (book)</i> <i>Kea craft (OSM)</i>	Marshmallow or paper snowflakes	Paper, scissors, marshmallows See resource sheet below	10 mins
Opening <i>Kea Badge</i> <i>Bronze Kea Badge</i>	Opening ceremony Welcome to visitors and Parent Help. Kea Song, Yell and Promise.		5 mins
Physical Activity <i>Personal development 1a (book)</i> <i>Physical games (OSM)</i>	Santa Relay OR Dress the tree OR another game from the list below	See resource sheet below	10 mins
Make and Do <i>Community 1e (book)</i> <i>Make a gift (OSM)</i>	Make a Christmas craft for a gift by recycling/upcycling materials - Choose from any on the resource pages or from any others on the internet or in craft books	https://handsonaswegrow.com/24-snowman-crafts-kids/	25 mins
Singing <i>Personal development 3a (book)</i> <i>Singing (OSM)</i>	The Elf Song OR Ask what Christmas Songs Keas know and sing them	See resource sheet below	5 mins
Playacting/story telling	St Nicholas Christmas Story	Resource Page	10 mins
Closing <i>Bronze Kea Badge</i> <i>Personal development – 3C (book)</i> <i>Share a prayer (OSM)</i>	Hand out notices. Thank parent helpers. Say a prayer or reflection. Kea Promise. Finish with the Kea Yell.	Kea badge books Parent leaflets	5 mins
Resources			
Notes			

The Elf Song

(This is a chant, just like "Joe and the Button Factory")

Hello, I am an elf,

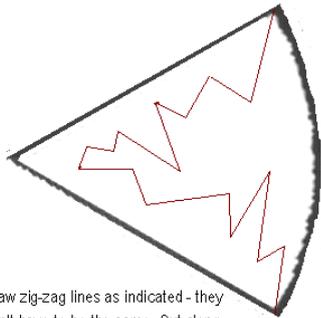
And I work in a toy factory.

I have a wife, three kids and a sleigh,

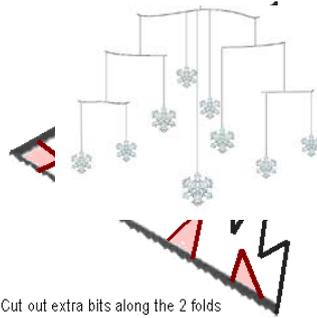
The other day Santa came up to me,

And he said, "Hey elf, are ya busy?"

And I said, "No."



Draw zig-zag lines as indicated - they don't have to be the same. Cut along these lines and discard the centre bit.



Cut out extra bits along the 2 folds (If you want to) and discard these too.

Paper Snowflakes

1. take a square
2. fold in half
3. fold A to C
4. fold D to B
5. cut
6. cut artfully
7. open

Dec. 9 in the How to Draw a Radish Page-a-Day Calendar 2003
©2002 by Joy Sikorski

Marshmallow Snowflake

Materials:

- Toothpicks
- Marshmallows

Directions

1. Put a toothpick in the centre of a marshmallow.
2. Put a second marshmallow on the opposite end.

Keep adding toothpicks and marshmallows. Build your own snowflake in any pattern you want.

Snowflakes

You will need:

- Circles of paper about 15cm diameter
- Scissors
- Sellotape

What to do:

Start with a circle of paper about 15cm diameter
Fold in half, then quarters, then eighths.

You can also decorate them with silver or coloured glitter.

He said, "Then build a toy with your right hand."

Go through this chant several times, changing only the part about building a toy. Say, "with your left hand," "with your right foot," "with your left Foot," "with your head," "with your tongue," and any other parts of the body appropriate. To "build a toy" simply make a hammering, stomping, or bashing motion with that part of your body.

Santa Relay

Equipment: sacks, wrapped small cardboard boxes, Santa hats

Played in posse groups or teams. Each team has a sack and each child has a turn at putting on the hat, riding an imaginary sleigh to the other end of the hall to put one box in the sack, then **they return** to the group, say HO, HO, HO loudly and hand over the sack and the hat to the next child. Continue until everyone has a turn, then they all sit down and say HO, HO, HO

Dress the Tree

Equipment: Large Tree painted on a sheet of card for each team. Colouring pens, paper, scissors, glue

Give each team 10 minutes to see how many different decorations they can make for their tree by cutting out shapes of paper, colouring them and gluing them on the tree.

Guess what's in the box

Equipment: shoebox and lid wrapped separately in Christmas paper, and tied together with string. Mysterious object but something that is well known to children. E.g. wooden spoon

Put the object in the box and tie with the string.

Each child has a turn shaking the box and trying to guess what is inside. You can give clues e.g. something that is found in the kitchen.

Change objects when the object is guessed or everyone gives up.

From Santa's Sack

Fill a big bag with all sorts of dress-up clothes, including wigs and funny hats. The Keas form a large circle around "Santa's sack". Put on some music and have them start passing a balloon around the circle. When the music stops, the Kea with the balloon runs to the sack, grabs something quickly and puts it on before returning to **their** place. Continue until the sack is empty, then hold a fashion show and judge the most colourful fashion, the funniest fashion, etc.

Christmas Tree

The group sits in a ring with a Leader in the centre.

The Leader labels the children with one of the following (making sure there is a minimum of 2 of each) Star, Bauble, Tinsel, Angel, Snowflake.

The host now calls out one object. For example - Snowflake. All the snowflakes must now jump up and exchange positions with other snowflakes, the game continues in this way with the host calling out different objects and the children exchanging places with objects of the same kind.

If 'Christmas Tree' is called out, all of the children must jump up and exchange places with other objects.

Saint Nicholas Christmas Story

The real Santa lived a long time ago in a place called Asia Minor. It is now the country of Turkey. His name was Nicholas.

Nicholas' parents died when he was just a teenager. His parents left him a lot of money, which made him a rich young man. He went to live with his uncle who was a priest.

Nicholas heard about a man who had lost all his money. He had three daughters who were old enough to get married. But in those days' young women had to have money in order to get married. This money was a "dowry" and it was used to help the new family get started. If you didn't have dowry money, you didn't get married.

This family was so poor they had nothing left to eat. The daughters were going to be sold as slaves because they couldn't live at home any longer. They were very sad. They wouldn't be able to have families of their own. And they would have to be slaves—no longer able to decide where they would live or what they would do.

The night before the oldest daughter was to be sold, she washed her stockings and put them in front of the fire to dry. Then all of them went to sleep—the father and the three daughters.

In the morning the daughter saw something lumpy in her stocking. She reached in and found a small, heavy bag. Inside was gold! Enough to provide food for the family and money for her dowry. Oh, how happy they were!

The next morning, another bag with gold was found. Imagine! Two of the daughters would now be saved. Such joy!

And the next night, the father planned to stay awake to find out who was helping his daughters. He dozed off, but heard a small "clink" as another bag landed in the room. Quickly he jumped up and ran out the door. Who did he catch ducking around the corner?

Nicholas, the young man who lived with his uncle. "Nicholas, it is you! Thank you for helping us—I hardly know what to say!" Nicholas said, "Please, do not thank me—thank God that your prayers have been answered. Do not tell others about me."

Nicholas continued helping people. He always tried to help secretly. He didn't want any attention or thanks. Years passed and he was chosen to be a bishop. Bishops look after their people as shepherds look after their sheep. And that is what Nicholas did. When there wasn't any food, he found wheat; so no one went hungry. He always helped people in trouble. All his life Nicholas showed people how to love God and care for each other.

The people loved Nicholas. After he died, they told stories of the good and kind things Nicholas had done. Sailors took these stories about Nicholas everywhere they went. Some of the stories were about his special care for children—helping and protecting them when danger threatened. And so more and more people learned about good, kind Nicholas. They wanted to be like him. He is an example of how we should live. And that is why he became a saint.

This is the story of the real Santa Claus, St. Nicholas. To this day people say that St. Nicholas, or Santa, is the special friend of children.

Legend of the Christmas Spider Story

One December, a mother was busily cleaning the house for Christmas. She swept every corner of every room completely clean, for she wanted everything bright and shiny in time for Christmas Day.

The spiders fled upstairs to the attic to escape the broom, for they knew she was far too busy to follow

them up there.

On Christmas Eve, as soon as the house became quiet, the spiders slowly crept down for a peek. They scuttled into the living room and oh what a sight they saw!

A beautiful Christmas Tree! In their excitement they scurried up the trunk and out along each branch. They were filled with happiness as they climbed among its glittering beauty.

Alas, by the time they had finished climbing, the tree was completely covered with dusty grey spiders' webs.

Midnight came, and Santa Claus came with the gifts for the children. When he saw the tree, he smiled to see how happy the spiders were, but he knew how heartbroken the mother would be if she saw the tree covered with dusty webs. So he turned the grey spiders' webs to silver and gold.

The Christmas Tree sparkled and shimmered and was even more beautiful than before.

That is why we have tinsel on Christmas Trees, and every tree should have a Christmas spider in its branches.

Gifts



Week:	Activity	Risk	Mitigation
8	<ul style="list-style-type: none"> Making gift Dress the tree 	<ul style="list-style-type: none"> Cuts, ingestion of glue and other things 	<ul style="list-style-type: none"> Supervision of young people Clear explanation of activity and how to use resources
	Games/Races	<ul style="list-style-type: none"> Slips/Falls bruising 	<ul style="list-style-type: none"> Ensure area is clear of any potential hazards Give clear instructions on how to play the game and expectations of behaviour

Term Theme: “Earth”			
Overview : End the year on a high note with an end of year party!			
Week: 9	Session theme: Christmas Party	Resources	Timing/ Leader:
Coming in activity <i>Personal development 2c (book)</i> <i>Kea craft (OSM)</i>	Decorate the hall Leave some decorations for the Keas to put up as they arrive	Range of Christmas/ other themed decorations depending on your activity	5 mins
Opening <i>Bronze Kea</i>	Opening ceremony Welcome to visitors and Parent Help. Kea Song, Yell, and Promise.		5 mins
Key Activity <i>Community 1d (book)</i> <i>Combined group activity (OSM)</i>	Have a water slide OR Hold a pool party OR Have a BBQ OR Hold a joint activity with the rest of your group, with each section planning a game or activity for everyone to do OR Have a themed party and dress up Toast marshmallows Harvest the cress you planted in week 6 for salads and sandwiches	Ensure adequate adult supervision. If going offsite remember 1: 4 ratio, RAMS, activity intention and parental consent.	50 mins
Closing <i>Bronze Kea Badge Personal development – 3C (book)</i> <i>Share a prayer (OSM)</i>	Closing Ceremony Hand out notices. Thank parent helpers. Say goodbye to those Keas who are flying up to Cubs and hold a flying up ceremony. Say a prayer or reflection. Kea Promise. Finish with the Kea Yell.		10 mins
Resources			
Notes			

Week:	Activity	Risk	Mitigation
9	Key Activity	<ul style="list-style-type: none"> Depending on activity, carry own own RAMS 	<ul style="list-style-type: none"> Plan in advance Consent forms and guidance to parents Complete Activity Intention Forms, RAMS and follow require procedures