



The Wolf Cub Leader's Handbook



## THE WOLF CUB LEADER'S HANDBOOK





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## SCOUTING'S MISSION STATEMENT



### Scouting's Mission Statement

As a member of the World Scouting Movement, Scouts Canada adopts the following statement as its Mission:

The mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.

This handbook has been prepared by Scouts Canada as a source of general information for their adults leaders, and provides guidelines only. Readers should consult with legal counsel prior to taking action based upon this publication to ensure that these guidelines and those actions comply with Law in their local jurisdiction.

With respect to other organizations, Scouts Canada hereby disclaims any responsibility for any actions taken or not taken as a result of the information contained in this publication.

## INTRODUCTION

#### Pear Pack Scouter.

Welcome to Wolf Cubs. The Wolf Cub Leader's Handbook is designed as a reference manual to help you run an effective Cub program. It serves both new and experienced Cub leaders, and covers just about everything you need to know.

As the list of Cub program support materials expands, The *Wolf Cub Leader's Handbook* will remain your constant companion – an invaluable reference and guide to the exciting world of Cubbing.

#### Good Hunting!

**Akela's Tip!** You will notice that there are many references to a Scouts Canada document called *Bylaw, Policies and Procedures* (sometimes referred to as *B.P.&P.*). *B.P.&P.* contains all of the key policies and procedures for Scouts Canada. As these change from time to time, we refer you to *B.P.&P.* in order to keep this handbook as relevant as possible.

You can find B.P.&P. on Scouts Canada's web site, www.scouts.ca.

Scouts Canada would like to thank the Interamerican Region for their permission to use much of the artwork displayed in this resource.

In some cases, this artwork may represent different customs than in Canadian Scouting. Wherever there may seem to be a conflict, any descriptions or instructions in this handbook supercede those pictures.

We ask that you enjoy the pictures for their colourful addition to the Cub Leader Handbook.





## TABLE OF CONTENTS

## (dà

## SECTION 1: GETTING STARTED

Chapter 1: All About Scouting	
Scouting's Principles	1-1
Promise, Law, Motto	
Scouting's Mission	
Program Goals	
Cub Program Goals	
Program Practices	
Basic Terminology	1-5
Fun and Adventure	
Uniform	1-8
Chapter 2: Puty of Care	
Code of Conduct For Adults	2-1
Position Statement	2-2
Encouraging Positive Behaviour (Discipline)	2-2
Physical Contact	2-3
Relationships	2-3
Language	2-4
Discrimination	2-4
Harassment	2-4
Privacy	2-4
Alcohol Use	2-4
Smoking	2-5
General Conduct	2-5
General Duty	2-5
Responsibility to Parents	2-6
Responsibility to Youth	
Responsibility to Yourself	2-6
Child Abuse	
Handling Allegations	
Guidelines	2-8
Additional Resources	2-8













Chapter 3: Understanding and Involving CubsDiscipline in the Pack3-3Special Needs3-5Learning Disabilities3-5Other Disabilities3-6Making Adaptations3-6Appropriate Behaviour Around Children3-7Resources3-7	
Chapter 4: Planning, Pelivery and Program StandardsProgramming Steps4-1Programming Steps Chart4-3Program Standards4-3Planning Benefits4-5Getting Started: The Details4-5Planning Schedule4-6Long-Range Plan4-7Medium-Range Plan4-10Short-Range Plan4-13Schedule Outline4-14Evaluating Your Program4-19Six Sample Programs4-22Resources4-29People, Places and Books4-29Meeting Schedule Templates4-31	3
Chapter 5: CeremoniesFlag Etiquette5-2Opening and Closing Ceremonies5-3Grand Howl5-3Opening Ceremony5-5Closing Ceremony5-6Swimming-Up Ceremony5-6Welcoming New Cubs5-8Investitures5-8Link Badge5-9Going Up to Scouts5-10Leave Taking5-10Activity Area Work Presentations5-12Other Awards5-12	

Wolf Head Totem ......5-12

## égà;

Chapter 6: Theme Programs	
Involving the Cubs	6-1
Grouping Ideas into Themes	
Relating to the Seven Elements	
Check Your Calendar	
Long-Range Themes	
Sample Theme	
Jungle Themes	
The Wolf Cub Law	
Using the Jungle Theme	6-10
Jungle Stories	
Jungle Songs and Chants	
Jungle Ceremonies	
With a Bit of Imagination	6-18
Resources	6-20
Introduction	7-4 7-6 7-8 7-14 7-16
Chapter 8: Activity Area Programs, Part II	
Introduction	
Health and Fitness Activity Area	
Red Star	
Home and Community Activity Area	
Blue Star	
Canada and the World Activity Area	
Purple Star	
Specialty Badges	8-24













## SECTION 2: BUILDING MORE PROGRAMS WITH PROGRAM ELEMENTS

Chapter 9: Games	
Tips for Running Games	9-1
Competitive vs. Cooperative	
Types of Games	
Game Sources	
Other Elements	9-7
Chapter 10: Crafts	
	10.0
Organizing a Craft	
Various Craft Projects	
Craft Sources	10-8
Chapter 11: Music	
Getting Started	
Song Sources	
Leading and Learning	11-2
Songs to Get You Started	11-3
Strike Up the Band	11-7
Grand Finale	11-10
Chapter 12: Storytelling	
When to Tell Stories	12-2
How to Prepare	
Telling the Tale	
To Read or Tell	
Props	
Story Sources	
Using Storytelling in the Program	
Program Ideas to Try	
Stories with Games	
Two Stories	12-7

Chapter 13: Playacting	
How to Get Started	13-1
Types of Playacting	13-2
Enjoying Playacting as an Audience	13-7
Involving the Shy Cub	
Pack Resources	13-8
Chapter 14: Spiritual Fellowship	
Love and Serve God	14-1
Meeting Specific Needs	14-2
Church Parades	14-3
Many Faiths and Many Ways	
Inter-Faith Celebrations	
Religion-in-Life Program	14-5
Prayer and Grace	14-5
Program Ideas	14-7
Cub Elements	14-8
Other Ideas	14-9
Scouts' Own	14-9
Chapter 15: Outdoors	
Building the Outdoors into the Program	15-2
Games	
Outdoors and the Cub Program Elements	
Campfire Programs	
Preparing and Conducting Outings	
Code of Conduct	
Planning Guidelines for Outings	
Hikes	15-14
Swimming/Watercraft Activities	15-15
Planning and Preparing for Camping/Outdoor Activities	15-16
Setting Up Camp	15-23
Camp Organization	15-26
Camp Responsibilities	15-27
Spiritual Fellowship in Camp	15-28
Be Prepared	15-28















Chapter 16: Program Resources  What Is a Resource?
SECTION 3: KEEPING THE PROGRAM GOING
Chapter 17: Pack Organization and AdministrationYour Pack17-1Sixes and Other Small Groups17-2Role of Sixers and Seconds17-4The Pack in the Group, Area and Worldwide Organization17-5Administering the Pack17-7Your Hall17-9Communications17-10Fund-raising17-12Honours and Awards17-12Risk Management17-13
Chapter 18: Leadership and the Team
Cub Leader/ Assistant Cub Leader Job Description18-1Scouter-in-Training, Activity Leaders, Sixer, Second18-3Kim, Keeo18-5Shared Leadership18-7Rotation Schedule18-8Sixers' Council18-10Recruiting New Leaders18-10Investing Leaders18-11Leader Evaluation18-11Leader Recognition18-12
Chapter 19: Linking With Colony and Troop



Chapter 20: The Support System	
Partner and Group Committee	20-1
Parents	20-3
Parent Talent Survey Form	20-5
Group Commissioner	
Service/Support Scouter	20-6
Training and Development	
Other Development Opportunities	20-7
Other Resources	
Chapter 21: A Brief History of Scouti	
BP. and History	21-1
History of Canadian Scouting	21-2

## Appendix "A"

Child Abuse: A Guide For Scouters

## Appendix "B" Code of Conduct

Notes			















Notes	



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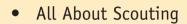












- Duty of Care
- Understanding and Involving Cubs
- Planning, Delivery and Program Standards
- Ceremonies
- Theme Programs
- Activity Area Programs, Part I
- Activity Area Programs, Part II





















## Chapter 1 - All About Scouting



## Scouting is based on three broad principles,

Scouting is based on three broad principles, which represent its fundamental beliefs.

#### **Puty to God**

This is defined as: "Adherence to spiritual principles, loyalty to the religion that expresses them and acceptance of the duties resulting therefrom."

#### **Duty to Others**

This is defined as: "Loyalty to one's country in harmony with the promotion of local, national and international peace, understanding and cooperation," and "Participation in the development of society, with recognition and respect for the dignity of one's fellow-being and for the integrity of the natural world."

**Puty to Self** 

This is defined as: "Responsibility for the development of oneself." This is in harmony with the educational purpose of the Scout Movement whose aim is to assist young people in the full development of their potential.

Scouting's core philosophy and values are expressed by the Principles. These form a "code of ethics" for how Scouting expects all members to conduct themselves while participating in activities.

## Cub Promise, Law and Motto

The Cub Promise, Law, and Motto express the Principles in Cub terms.



#### The Cub Promise

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.

#### The Cub Law

The Cub respects the Old Wolf; The Cub respects himself/herself.

#### The Cub Motto

#### Do Your Best

The Promise, Law and Motto are explained in *The Cub Book*. A key phrase of the program is expressed in the Motto "Do Your Best." Cubs are active. We can guarantee that there will be times when they do not live up to their promise. Although we can't make them keep the promise, we can encourage them to do their best and, if they don't quite succeed, to learn from the experience and try again. For this very reason, "Do Your Best" is the Cub Motto.



### Scouting's Mission

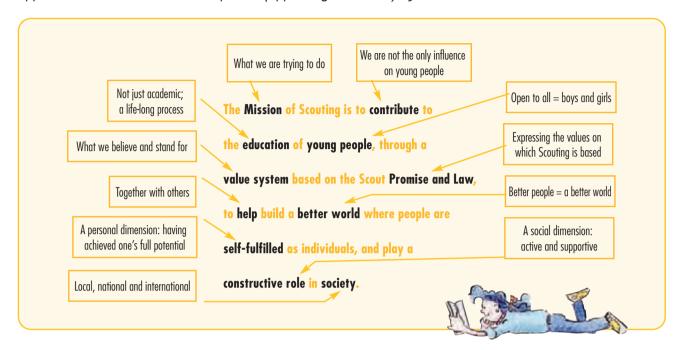
Scouting's Principles are put into action and focus through our Mission Statement, which follows:

"The Mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals, and play a constructive role in society."

#### This is achieved by:

- Involving them throughout their formative years in a non-formal educational process.
- Using a specific method that makes each individual the principal agent in his or her development as a self-reliant, supportive, responsible and committed person.
- Assisting them to establish a value system based upon spiritual, social and personal principles, as expressed in the Promise and Law.

The following text provides a short explanation of some of the key words used in the first paragraph of the Mission Statement. These explanations constitute the framework for Scouting's specific educational approach, described in the three points (appearing as bullets) of the Mission Statement.



## Program Goals

Program goals are the long-term benefits Scouting hopes youth will receive from participating in a section program. The goals reflect the developmental needs of a child in a particular age range. The Cub program, for example, represents a stage of personal development in the life of an 8 to 10-year-old child. In combination with the other sections, Scouting actively contributes to the ongoing development of young people, as reflected in the Mission.

Program goals also serve as a program evaluation tool. After planning and conducting a section program, leaders should refer back to the related program goals to see if the needs of the child were actually met through the activities.

## **Program Standards**

Scouts Canada has developed Program Standards to assist leaders planning, conducting and evaluating the programs. These standards have been set at a reasonable level to ensure that Cubs across the country consistently receive the fun, challenging, outdoor program for which they joined Scouting. The standards can be found in Chapter 4.

#### **Cub Program Goals**

The Cub program sets forth goals for meeting the Mission and Principles at a level appropriate to the age range of Cubs. Together, the programs for all the sections combine to develop the whole person, and an indepth appreciation and commitment to the Mission and Principles of Scouting. To meet the Mission and Principles of Scouts Canada in the Cub program, the following goals guide activities that encourage Cubs to:

- Express and respond to God's love in their daily lives
- Do their best
- Keep fit
- Satisfy their curiosity and need for adventure and new experiences
- Be creative and develop a sense of accomplishment
- Make choices
- Develop a sense of fair play, trust, and caring
- Work together in small groups, and experience being a leader
- Participate in outdoor activities
- Learn about the natural world and their part in it.



#### **Program Practices**

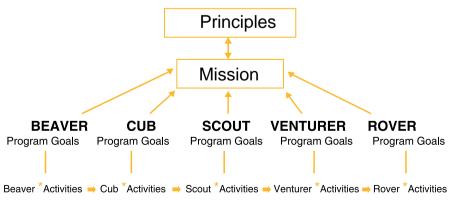
As you will see, Scouting's Practices govern the structure of the Cub program. Learning by doing is a critical part of the program.

Scouting's Practices are defined as a system of progressive self-education including:

- A Promise and Law;
- Learning by doing;
- Membership in small groups;
- Progressive and stimulating programs;
- Commitment to the values of doing one's best, contributing to the community, respecting and caring for others, contributing as a family member;
- Use of outdoor activities as a key learning resource.

The use of Scouting's practices in program development is discussed more fully in the chapter dealing with program planning.

#### **Scouts Canada's Program Policy Structure**



- Activities guided by Practices
- Denotes progressive learning path to next older youth program





## **Basic Terminology**

As a new Cub leader, you will join a team of Scouters to share the fun, responsibilities and satisfaction of running a Cub pack. They will likely give you a jungle name representing a character in Rudyard Kipling's *The Jungle Book* – the source of Cubbing's background atmosphere.

Before you get underway, here is a brief explanation of some terms you will frequently encounter as you move down Cubbing's jungle trail:



#### Akela

The leader of the wolf pack in *The Jungle Book*; it is the name given to your pack's leader – the Scouter responsible for its overall performance.



#### Bagheera

The cunning, swift and fair black panther in The Jungle Book.



#### Baloo

The big bear, Mowgli's teacher in Rudyard Kipling's The Jungle Book.

#### Charter

A formal agreement between Scouting and a partner that grants the partner permission to use Scouting's programs. It is renewable annually and can include more than one section.

#### Chil

Taken from The Jungle Book, Chil is a big bird, the Kite.

#### The Cub Book

The handbook written for Cubs. Each Cub should have a copy of this excellent book. Leaders should also have one for program planning reference.

#### Grand Howl

The ceremony most commonly used in Cubs to begin and end a meeting. The Grand Howl represents wolves gathered around the council rock to howl a welcome to Akela, the old wolf.

#### Group

Encompasses all sections, the group committee and partner covered by its charter.



#### Group Committee

The administrative body acting on behalf of the partner who holds the charter for your group.

#### Group Commissioner

The volunteer responsible for the operation of the group.

#### Hathi

In The Jungle Book, Hathi the elephant befriends Mowgli.

#### Kaa

Kaa is the rock python in The Jungle Book.



#### Keeo

An older Cub assigned to a Beaver colony as a link between colony and pack. Keeo serves as a member of the colony's leadership team.

#### Kim

An older Scout assigned to the Cub pack as a link between troop and pack. Kim serves as a member of the pack's leadership team.

#### Leadership Team

The group of leaders who deliver the program to your Cubs. It can include adult Scouters, Kim, Venturers, Scouters-in-Training and activity leaders.

#### Mang

Mang is a bat in The Jungle Book.

#### Mowali

The young boy adopted by the wolf pack in *The Jungle Book*.



#### The Old Wolf

Another name given to Akela.

#### Pack

Cubs and leaders organized as one unit under a group charter (e.g. a Cub pack or the 4th ABC Cub Pack).

#### Raksha

The mother wolf in The Jungle Book who adopts and raises Mowgli.



#### Rikki

Short for Rikki-Tikki-tavi, the mongoose, from The Jungle Book.



#### Sona

In The Jungle Book, Sona is a bear.



#### Section

One of seven divisions of Scouting programs – Beavers (5-7), Cubs (8-10), Scouts (11-14), Venturers (14-18) and Rovers (18-26). Each section has a separate, but inter-related, program. Two other programs, SCOUTS about (ages 5 – 10) and Extreme Adventure (ages 14 – 17) are offered through Scouts Canada.

#### Second

A sixer's second, or assistant.

#### Shared Leadership

The style of leadership that shares the responsibilities for developing, delivering, and administering Cubbing's programs.

#### Six

A subdivision of the pack made up of five or six Cubs.

#### Sixer

The Cub appointed by leaders, or elected by Cubs, to represent a six.

#### Sixers' Council

A meeting of sixers, seconds and the Cub leadership team to discuss pack programs and activity ideas.

#### Totem

A figure of a wolf's head on a stand, usually made from plywood or scrap materials.

### Fun and Adventure

If you ask Cubs what they want from Cubbing, they'll probably answer, "Fun!" If you ask what they mean by the word "fun," they might mention playing games, making things, going on camping trips, hikes and other outdoor adventures.

They probably won't say that they want to grow as responsible members of society, or learn to do their best, or develop a sense of fair play. Cubs don't think very much about these things, but they need them as much as they need fun. Cubbing will help youth learn these qualities in a fun way.

Leaders like to have fun, too. It's fun putting physical fitness and playacting into your program by combining them in an activity where Cubs pretend to be Mowgli running through a jungle obstacle course in search of the "red flower." It's fun to help a six make up a new game for the pack, even when you are really helping them learn about leadership and the need for rules.

The trick is to find a way to teach Scouting Principles and present Cub program goals in a fun way. This book is designed to help you build fun and adventure into your pack program.





## Uniform

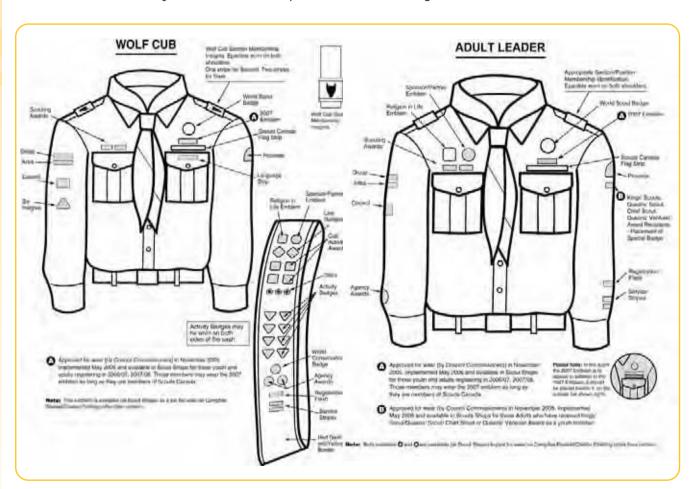


Mowgli Says: Work with your Cubs to have a flexible approach to where and how often the uniform is worn.

Scouts Canada has uniforms for each of its different core program sections. Although the uniform used to play a more prominent role in Scouting, research has shown that many young people don't like it, and that it can be a significant barrier to youth considering Scouting as an extra-curricular activity. Youth members and leaders still agree the uniform has a place in Scouting, but youth members must play an active role in deciding the proper times and places to wear it.

It's appropriate to wear the uniform for official ceremonies, parades, investitures, Scout-Guide Week events, etc. The uniform isn't essential for all regular meetings, and isn't appropriate for most camping and outdoor activities.

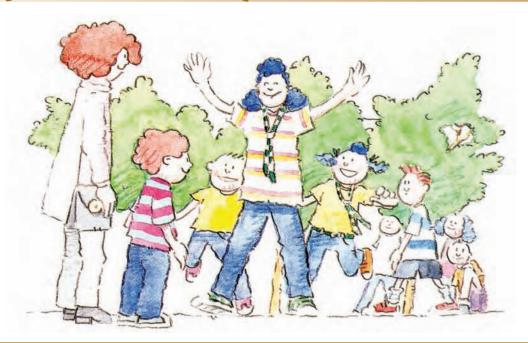
Scouts Canada has introduced affordable, attractive and functional active wear appropriate for outdoor activities. Check with your local Scout Shop or our online catalogue for more information.





## Chapter 2 - Duty of Care





### **Pear Leader:**

Scouts Canada's Duty of Care has been provided as a chapter in the Cub Leader Handbook. However, occasional updates may be neccessary to the text of Duty of Care. Please take a moment from time to time to check Scouts Canada's *By-Law*, *Policies and Procedures* (this can be found on our web site www.scouts.ca) for updates.

### CODE OF CONDUCT FOR ADULTS

The mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.

This Code of Conduct is expected of all adults who volunteer within Scouts Canada, recognizing that at all times they are expected to act responsibly and exercise a "Duty of Care" to the youth members.

#### Adults in Scouting:

- respect the rights & dignity of themselves and others;
- demonstrate a high degree of individual responsibility, recognizing that at all times their words and actions are an example to other members of the Movement;
- act at all times in accordance with Scouting principles, thereby setting a suitable example for all;
- do not use the Movement to promote their own beliefs, behaviors or practices where these are not compatible with Scouting principles;
- act with consideration and good judgment in all interpersonal relationships, both inside and outside Scouting;



- respect everyone's right to personal privacy at all times;
- take special care when sleeping, changing clothes, and bathing are associated with any Scouting activity;
- avoid unaccompanied and unobserved activities with youth members wherever possible remember, "in earshot and in vision";
- avoid potentially compromising situations by ensuring, where reasonably possible, that at least two adults are in attendance while supervising and/or accompanying youth members; and
- realize that bullying, physical, verbal or cultural abuse, sexual harassment, neglect or any other type of abuse, is unacceptable conduct by any member of the Movement.

### Position Statement



The primary responsibility of adults in the Scout Movement is the welfare and development of youth members. The single most important function of the Volunteer Recruitment and Development (VRAD) process of Scouts Canada is to ensure that only suitable adults are recruited.

Our section programs and our ethic requires us to provide an environment in which children and young people feel valued and secure; and can grow as individuals while developing a sense of self worth, personal integrity and increasing competence through the acquisition of skills and achievements. Any adult behaviour which is not supportive of this developmental process is inappropriate and requires appropriate intervention/action.

We have a duty of care to keep youth members safe and protect them from physical and emotional harm. In adventurous activities, this duty is exercised through sensible risk management. In our general program activities, this duty is exercised through a respectful, caring, empathetic and friendly relationship with young people. In the recruitment and selection of adult leaders, their personal standards, character and ability to develop this relationship is much more important than any technical skills or experience.

## 1. Encouraging Positive Behaviour (Discipline):

Occasionally, there may be a necessity for appropriate disciplinary action. Scouts Canada encourages positive reinforcement to correct inappropriate behaviour.

The following examples are **inappropriate** discipline methods:

- physical blows or force
- confinement
- emotional/humiliation/name-calling
- any other form of abuse





#### Alternatives to punishment

If we allow someone to experience the consequences of their actions, there is potential for an honest and real learning situation to occur. Discipline can be maintained through both natural and logical consequences.

Natural consequences represent the pressure of reality without interference. Disrespecting others, for example, will ordinarily invite similar treatment. But it isn't always appropriate to let natural consequences take their course.

Logical consequences involve an intervention by someone else. So, disrespecting someone carries a consequence like removal from a program activity. The disadvantage, of course, is that this can deteriorate into another form of punishment imposed externally. Logical consequences should be negotiated as much as possible beforehand by everyone involved. Thus, an agreement is reached as to the consequences of foul language or put-downs (Code of Conduct). Because everyone is part of the agreement, everyone is also responsible for seeing that it works. By adults and youth taking responsibility together, logical consequences become an alternative to punishment.

## 2. Physical Contact

When dealing with youth, there is acceptable touching and unacceptable touching. A handshake is generally acceptable; a hug is sometimes acceptable; and an embrace is usually unacceptable. Touching which gives offence or causes any unease is not acceptable.

## 3. Relationships



Scouts Canada affirms a duty to its youth members for their welfare and development. Adults accept a responsibility to Scouts Canada to care for youth members and deliver the program. Adults enjoy Scouting and benefit from the training and experience it brings. However, adults are deliverers of the program. It is the youth members who are entitled to the benefits and protection of a safe, quality Scouting program. The correct relationship between an adult and a youth member is that of the adult being an instructor, guide, dispassionate friend and protector. It is a position of integrity, trust and maturity.

## 4. Language

Scouting ethic requires that we do not use vulgar or inappropriate language when working with youth members. Language should be acceptable to the reasonable onlooker and appropriate to the development of good citizenship.



## 5. Discrimination

Scouting is a worldwide, multi cultural movement. We welcome people to membership regardless of gender, race, culture, religious belief, sexual orientation or economic circumstances. Youth members are strongly influenced by the behaviour of adults. We need to be sensitive to the traditions and beliefs of all people and to avoid words or actions which "put down" anybody.

### 6. Harassment

Harassment breaks down the positive and protective environment we seek to develop, and, at its worst, is emotionally harmful. It is contrary to our objective of individual growth and development. Some examples are ongoing teasing, disparagement, belittling or excluding individuals.

Sexual harassment is any verbal or physical behaviour of a sexual nature which is unwelcome and offensive.

## 7. Privacy

The individual's right to privacy must be recognized and taken into consideration in such matters as sleeping places and sanitary facilities.

Adult members should, where possible, have sleeping accommodations separate from youth members, unless discipline, safety or available facilities dictate otherwise. (If sleeping accommodations are shared with youth for any of the above reasons, at least two adults must be present at all times.)

## 8. Alcohol Use

- There shall be no alcohol or recreational drug/substance consumed or made available on any Scout property – owned or leased.
- There shall be no alcohol or recreational drug/substance consumed or made available during any Program activity. "Program activities" include meetings, camps, hikes, training programs (Wood Badge, workshops, etc), Scouters conferences, "Scout Night" with sports teams and similar functions.
- No person shall consume alcohol or any other recreational drug/substance within a timeframe that would negatively affect his/her ability to carry out a duty of care.
- There shall be no exclusion of youth from any Scouting activity so alcohol or recreational drugs/substances may be consumed by adult members.



## 9. Smoking

It is inappropriate for any member to smoke in front of youth at any Scouting activity.

### 10. General Conduct:

#### Adult leaders should:

- Help to establish safe and open communication in each section of the Group.
- Have an "open door" policy. Declare all meetings open to parents or leaders.
- Treat all children, and others, with respect and dignity befitting their age.
- Be conscious of other's "personal space".
- Encourage participation by all, while being sensitive to each child's individual capacity.
- Be a role model for children. Be friendly, courteous and kind.

#### Adult leaders should not:

- Show favoritism for particular youth members.
- Invite youth member(s) alone to your home or other private accommodation.
- Have private talks with individual youth members away from the presence of other Scouts or adults.
- Carry one youth member alone in your vehicle.
- Go on a hike or other activity with one youth member alone.
- Demonstrate first aid on a youth member.
- Assist youth members with personal hygiene or dressing except where health or disability requires it and then only in the presence of another adult.
- Take part inappropriately in body contact games.
- Let children involve you in excessive attention-seeking behaviour that is overtly physical or sexual in nature. Be particularly careful with the very needy child. Re-direct the behaviour to "healthy" activities and provide caring attention before it is asked for.

## 11. General Duty

Every adult's responsibility goes beyond the confines of his or her specific appointment to their own youth. Adults are expected to intervene when they identify breaches of any part of this Duty of Care document.

There are three primary areas of responsibility:

to the parents, to the young people and to yourself.





#### 11a. Responsibility to Parents:

At the simplest level, parents have a right to know everything that their daughter or son is going to be involved in. Of course, they have the right to say no if they feel any activity is inappropriate. Parents are also your greatest ally, and you should keep them as well informed as possible. Parents will sometimes defer to you, but only if you have convinced them that you merit their confidence, and have earned their trust and respect.

The best way to start achieving this trust is to talk with each parent. The initial visit with parents when a youth first joins your section is critical for future relationships. This visit takes time, effort and commitment, but it is well worth it. Discuss with the parents what Scouting is about, its Mission and Principles, program, weekly meetings and special events. Allow them to question you. It is better to deal with issues and concerns that the parents may have in a relaxed setting, rather than later in a "crisis" situation.

Where unsupervised activities take place, these are done so with parent/guardian's written approval (e.g. Scouts or Venturers camping alone).

Take a personal interest in their child and communicate regularly, simply and clearly with parents. Knowing parents personally is a great asset.

#### 11b. Responsibility to Youth:

By knowing each individual young person, you'll be in a better position to anticipate how the youth may react in various situations. In physical activities, you may get fears and concerns being expressed which are easy to understand, but you may also get displays of bravado covering up real fears. In intellectual activities, you may get questions if a person does not understand, but you may also get disruptive behaviour as a way of saying the same thing.



#### 11c. Responsibility to Yourself:



It is important to know your own limits and abilities. If you are leading an activity with any potential risks, always make sure that you are working well within your own capabilities. If you are working on the edge of your own skills, you are endangering the young people in your charge. Seek out and obtain skills and knowledge to enable you to perform your designated role.

## 12. CHILD ABUSE

Scouts Canada, like all youth organizations, can face situations where Scouters/adult members are accused of abusing youth members. Even with our current risk management initiatives and the policy regarding the screening of all adult volunteers, the possibility of a youth member being abused is still a reality.

Scouts Canada has an excellent process in place for suspending, investigating and, if necessary, terminating Scouters/adult members accused of abusing youth members. We also have a procedure in place to handle media inquiries regarding abuse cases.

In addition, this procedure provides a process to consider other Scouters/adult members, parents and youth in a group where a current leader has been accused or charged with child abuse. The procedure will involve the Child Protection Authority (Children's Aid), the Police or other investigating agencies. When necessary, the provision of counseling for affected youth members and others involved will be arranged.

In most Canadian jurisdictions, there is a legal duty to report if a child has been or is at risk of being physically or emotionally harmed (including sexually molested) by a person having charge of the child. There is also a duty to report if a child less than 12 years of age has seriously injured another person or caused serious damage to another person's property and is either not appropriately supervised or is not getting the treatment that the child requires.

(Taken from Scouts Canada's booklet, "How to Protect Your Children from Child Abuse: a Parent's Guide".)

## Procedure For Handling Allegations Of Harassment Or Abuse Of Youth Members:

When a youth member or parent contacts a member of Scouts Canada with a complaint of abuse against a youth member, or if the police contact Scouts Canada to inform us of charges against a current Scouter/adult member, the following steps should be taken immediately. Please note that in all cases the needs and interests of our youth members must take precedence.

#### 12a. When a youth or parent advises that an abuse has taken place:

- Listen, believe and reassure. Stay calm. Don't panic or overact to the information. Listen compassionately and take what the person is saying seriously. Don't criticize or tell the person they misunderstood what happened.
- Advise the person that you are required to and will report the occurrence to the appropriate Child Protection Authority as well as the Scouts Canada Council Executive Director.
   No judgment statement should be made about the alleged abuser, nor should you show alarm or anger.
- Ensure the child is not in any further danger.
- Advise the person they will hear further directly from the Child Protection Authority.
- Advise the child or parent that all information will be kept confidential and only the Council Executive Director, the Scouts Canada Risk Manager and Child Protection Authority will be provided with the information.
- Contact your Council Executive Director and the Child Protection Authority immediately following the discussion.
- As soon as possible, write a detailed report of your discussion regarding alleged or suspected abuse, including who, what, when, where, how, but not why. Give your written statement to your Council Executive Director as soon as possible following such a discussion.

#### 12b. Council Executive Directors are to immediately:

- Contact Child Protection Authority at once.
- Contact the Scouts Canada Risk Manager and Director of Communications.
- Take action to suspend accused as quickly as possible.
- Refer ALL media calls to the Director of Communications.



- **12c.** If abuse charges are filed against a current member, on the advice and with the cooperation of the police or Child Protection Authority, the Council Executive Director (in consultation with the Scouts Canada Risk Manager and the Director of Communications) will:
  - Meet with the Scouters and group committee of the group involved.
  - Meet with the parents of the affected group.
  - Arrange for a youth-oriented abuse education/awareness session for youth members of the group.
  - Offer and arrange for the provision of individual counseling for youth, parents and other adults.
- **12d.** This process should also be used for "historical" cases where there are affected youth and adults active as current members.
- **12e. In any abuse case**, the Council Executive Director MUST inform and consult with the Scouts Canada Risk Manager and the Director of Communications. The Council Executive Director **MUST** also seek the advice of Police and Child Protection Authority.

**Note:** Requests from police or any other investigating agencies, including lawyers for information or records, must be directed to the Scouts Canada Risk Manager.

### **GUIDELINES**

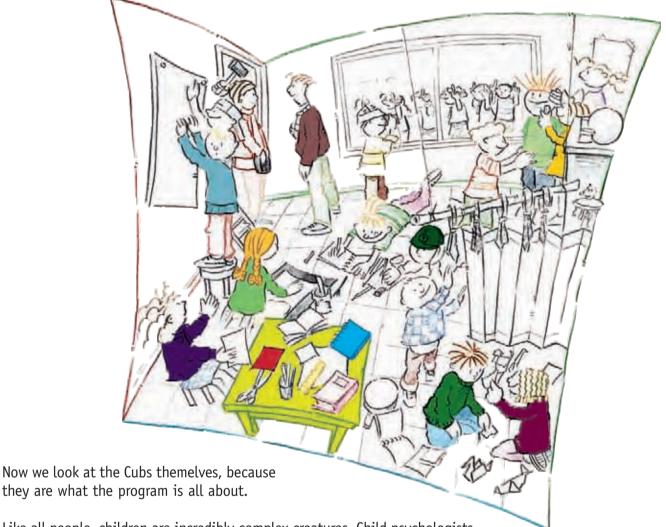
- Do not rely on your good name to protect you.
- Do not, for one moment, believe "it can never happen to me."
- While respecting the need for privacy and confidentiality, try never to be completely alone with a young person. When it is appropriate to work one to one, make sure that others are within earshot and within vision.
- Never touch a young person in a way that could be misconstrued.
- Never make suggestive or inappropriate remarks.
- If you suspect a young person is developing a "crush" on you, discuss it with other leaders and, if appropriate, the parents.
- If you notice any of your colleagues are at risk from their behaviour or a young person's crush, discuss it with them.
- Co-ed leadership in co-ed Scouting situations is highly desirable.
- The presence of an adult leader is a requirement for any activity that involves Beaver and Cub sections.

#### ADDITIONAL RESOURCES

- Scouts Canada's Bylaw, Policies & Procedures
- Scouts Canada's Help Centre helpcentre@scouts.ca
- Scouts Canada's Web page www.scouts.ca
- Scouts Canada's How to Protect your Child from Child Abuse: A Parent's Guide
- Any Scout Office
- Provincial and local laws



# Chapter 3 - Understanding and Involving Cubs



Like all people, children are incredibly complex creatures. Child psychologists and other professionals study for years to learn what makes them tick. How can Cub leaders with little training hope to deal with them successfully? It's quite simple, really.

Like all people, Cubs need one thing more than anything else from you – recognition that they are people who are important. If you can give your Cubs individual recognition, your success as a leader is virtually guaranteed.

It probably doesn't seem that simple the first time you stand in front of 20 or 30 young strangers wondering what to do with them. How do you start? Perhaps the best way is with an attitude that each Cub is unique. As quickly as possible, try to learn everyone's name. Some people find this easy, others don't.



If you have difficulty learning names, try some of these tricks:

- 1. Have everyone wear name tags as long as possible.
- 2. Play the Name Game. Here's how: Cubs and leaders sit in a circle. The first Cub says, "My name is John." The Cub on his left says, "His name is John; my name is Pierre." The third says, "His name is John; his name is Pierre; my name is Cindy." Carry on all around the circle. When someone has difficulty recapping, another Cub or leader can whisper the names to the person having trouble.
- 3. Try to associate the name with another attribute of the Cub. Sarah has red hair. Samuel is the tallest Cub in the pack. Mario wears glasses. Marc is a sixer.
- 4. Learn the names of the Cubs in one six at a time. If each leader starts with a different six, very soon every Cub will be known by name by at least one leader.

Once you know the names of Cubs, use them as often as you can. Make a point of speaking to each Cub at least once during every meeting – not always an easy job in large packs. If you can, say "hello" as the Cub enters the hall or, failing that, the first time you notice the youth. Ensure that a leader calls parents when Cubs are absent to let them know the pack missed them.



Cubs also need affection. Generally, it's easy to like them at this age. They're cheerful, friendly, open in their emotions, and curious about everything.

Usually, it's easy to show Cubs that you like them. All it takes is a smile, a friendly word, a pat on the back, or a "high five." Some leaders are more reserved than others and find it difficult to show signs of affection. That's okay, too. Be yourself; that's the important point. Show them you like being with them by paying attention to what they're saying, providing a happy, cooperative pack atmosphere, and planning fun, exciting activities.

Cubs need to feel they are full and valued members of the pack. You can foster this feeling of belonging by involving them in all aspects of pack operations. When you ask them their ideas for future activities, hold regular meetings of the Sixers' Council, and give them chances to run activities and do things for themselves, they feel that the program belongs to them.

Be patient! There's no doubt you could run activities more efficiently by doing all the planning and work yourself, but that makes the pack yours, not theirs. Make sure the Cubs are involved at every opportunity.

Cubs need to grow steadily more independent, which means they need the chance to try new things, make decisions, succeed and sometimes fail. As they grow older, they need more challenging activities because 8-year-olds shouldn't have to suffer the frustration of attempting things beyond them, while 10-year-olds don't want to be held back to younger levels.



Give them as little help as possible in their activities. It's their own effort, not yours, that builds their self-confidence. Just as important, by allowing Cubs to try things on their own, you show that you trust them to do their best.

Instead of too much help, give every Cub lots of encouragement. Encouragement is not the same as praise, which is a kind of reward for success and can sometimes backfire, especially if Cubs don't think what they've done is all that great. Encouragement, on the other hand, shows them that you appreciate their efforts, even if some are not yet very "successful."



Mowgli Says: Just watching or hearing about something is an ok way to learn. But we get really excited when we can touch, try, taste and smell. Hands-on stuff is awesome! Make sure you have enough that we all have a chance to try!

## **Piscipline** in the Pack



Cubs need to know the rules or limits of acceptable behaviour. Discipline or, if you don't like that word, a standard of conduct, keeps the pack running smoothly and lets your Cubs know where they stand.

Packs vary widely in how strictly they apply their discipline. You and the other leaders, with help from the Sixers' Council, need to decide on the rules for your pack. Take into account the number and personalities of your Cubs, the number of leaders, the nature of your meeting hall, your activities, and how your activities will affect other groups who meet in the building.

The leadership role becomes much easier once you've established certain discipline procedures in the pack; it's wise to do this right at the start of the year. What we're talking about here is not a forced discipline commanded by fear of punishment, but rather what Baden-Powell described as "an expression of loyalty through action."

To become good citizens, Cubs must begin to recognize that some kind of order is essential to a good program. They often will set their own standards of pack discipline and put pressure on their peers to conform to these standards. Good pack discipline comes from within the Cubs. They will conform because they want to, not because they have to do it.

Your example sets a pattern for the pack. In setting that example, think about actions that will inspire your Cubs to self-discipline. Here are some thoughts to consider:

- Ask the Cubs for pack rule suggestions.
- Be straight and fair.
- Behave the way you expect your Cubs to behave. Be courteous, punctual and well-groomed.
   Show appreciation, understanding and trust. Be a good listener. Work in cooperation with other leaders.



- Insist on fair play at all times, and avoid developing favourites among individuals or sixes.
- Make sure that you explain all rules and instructions clearly and precisely. You can't expect people to stick to something they don't understand.
- Keep orders to a minimum, and ensure that you have the whole pack's attention before giving instructions.
- Use hand signals to catch attention. For example, in many packs raising an arm in the air and making the Cub sign means "stop what you're doing, be quiet, and make the same signal." If you occasionally lower your voice when speaking, you'll find the Cubs do the same. If your Cubs talk while you are talking, wait until you have silence. Remind them that they are wasting the valuable time of the whole pack.
- Keep your temper. Try not to display anger in front of pack members. You can let them know you disapprove by your tone of voice and attitude.
- Never say things you don't intend to carry out, or ask others to do things you would not do yourself.
- Use loss of privileges or a gentle but firm removal from a disrupted situation when you need to take disciplinary action.
- Wear proper uniform, and keep it neat.
- Consider scheduling periodic "washroom/fountain breaks" under two or more leaders' supervision.
- Keep all leaders involved with the Cubs at all times. If they aren't running an activity or preparing for the next, ask them to mingle so they can offer encouragement or intervene in case of difficulty.
- Cubs have short attention spans. Set short-range goals for their activities so they can visualize the result of their efforts. Finish each activity while they're still interested in it, then start the next one immediately.
- When speaking to a specific Cub, refer to them by name to ensure you have their attention.
- Alternate vigorous and guiet activities so your Cubs never have to sit still or run around for too long.
- If you must reprimand a Cub, take the youth aside with another leader (out of ear shot of other Cubs) to avoid humiliation. Don't be alone with a youth.
- Tell misbehaving Cubs you want their behaviour to change. Explain exactly what you expect and tell them what good things will happen when it changes, rather than what bad things will happen if it doesn't.
- If you must attach a negative consequence to misbehaviour, be very sure that you can carry it out. If you warn a Cub who is playing rough that you will remove him from the game unless he shapes up, make sure you follow through.
- When using "time outs", use up to one minute per year of the Cub's age. When they rejoin the pack, you must consider the issue that you stopped the Cub for as forgotten and allow them to join in fully.
- When listening to what a Cub is trying to tell you, paraphrase their statements to make sure you understand.
- Remember, a very small part of communication is what you say. Your body language says a lot make sure it's consistent with what you want to express.
- The attention span of your Cubs is a lot less than an adult. Keep what you have to say fairly simple. Be prepared to repeat key messages and remind your Cubs what you have said.
- Everyone learns differently.



### **Special Needs**

#### **Learning Disabilities**



You'll often meet Cubs who don't seem to fit in. They won't stop talking or can't sit still. Sometimes they do so poorly in games that the others don't want them to play. They may become frustrated easily and seem unable to stick to any task very long.

It's possible Cubs like these have a learning disability. They may live every day with special challenges at home, at school, and at play. If these children aren't getting the help they need to cope with these challenges, they will experience repeated failure and frustration.

Scouting has a place for them – sometimes the only place they have. Because the Cub program offers a wide choice of activities and bases achievement only on doing one's best, these youth can experience a measure of success that they can't find anywhere else. But you and other leaders will need to give these Cubs extra care and show extra patience to achieve this positive outcome.

Sometimes a Cub's parents can explain the disability, and tell how you can best help the youth to deal with it. Sometimes parents are unaware of any difficulties, or unwilling to talk about them. If they can't offer advice, you will have to try to determine for yourself how best to help. Try some of these ideas.

- 1. A Cub who shows little skill in some activities almost certainly will be good in others. By offering a varied program, you'll discover what things the youth does well and can give the Cub special opportunities to succeed in them.
- 2. If a Cub forgets directions, give them to the youth one at a time. Use as few words as possible and speak face to face. If the youth can read, write down the directions in step-by-step order.
- 3. If a Cub becomes frustrated by a task, try to substitute a simpler job. Help the youth to start a task (such as a craft), and also put on the finishing touches. When your Cubs are working on a group project, organize the various jobs to give the child with difficulties one that is easy to handle.
- 4. Play cooperative rather than competitive games so that a team will not be penalized by a single Cub's mistakes. For all Cubs, cooperative games can be as full of challenge and fun as any others.
- 5. When you play competitive games, give the Cub a discreet advantage or let the youth sit out and keep score.
- 6. Be prepared to help a poorly coordinated Cub to take off and put on any outdoor clothing, or to get ready for ceremonies.
- 7. Like all Cubs, a youth with a learning disability is happiest when the meeting follows a normal routine. Because the Cub has greater difficulty coping with change, take the child aside before any special activity starts and describe what's going to happen. A Cub who is prepared will be able to handle it with a minimum of anxiety.

- 8. When a Cub becomes upset or over-excited, allow the youth to retreat to a quiet place away from the meeting to collect their thoughts. Ensure that the Cub doesn't see this "time out" as a punishment, more for reflection. If a situation tends to happen at every meeting, consider setting aside a regular time for the Cub to retreat for a period, perhaps to work with a leader on a favourite activity.
- If a Cub often forgets to wear full uniform or bring permission slips to meetings, ask the youth's sixer to phone him before the meeting as a reminder. If the Cub seldom gets calls from peers, this kind of contact may help build self-esteem.
- 10. Consider placing a Cub with learning disabilities in a six with younger Cubs who match his maturity level. Or, you might put the Cub with mature Cubs (not necessarily older), ones who are better able to accept and help him/her. Cubs can be very kind and caring if they understand the difficulties that a peer faces.
- 11. At all times, let the Cub know what you expect from him or her, and what the youth can expect from you. If behaviour is a problem, help the Cub work towards small improvements; constantly encourage the Cub's efforts.



12. Remember that a Cub with a disability lives with difficulties every day, and may not get much help in coping with it at home or school. Make a place for the child in your pack, and let the child know he/she belongs there.

#### Other Disabilities

Scouting has a place for Cubs with physical or mental disabilities. Like all Cubs, they want fun and adventure, and Cubbing offers enough variety to provide both.

Before enrolling a Cub with a specific disability, make sure all leaders agree and cooperate with the decision; then discuss it with your Cubs. They will need to understand how the disability affects the person and what they can do to help. You will need full information about special care from parents and, perhaps, the child's doctor.

#### **Making Adaptations**

How much should you change your program to accommodate Cubs with physical or mental disabilities? As little as possible! They will belong to a six and be responsible with the other members for the duties of that six. In star and badge work, expect the same standards from them as you do from all the Cubs (i.e. do your best). Sometimes you may need to adapt or slightly change requirements, and parents can suggest alternatives. In making changes or adaptations, your aim is not to make things easier, but to provide challenges within their capabilities.



All Cubs enjoy playing games. You may want to adjust the rules of some games so Cubs with physical or mental disabilities can compete on equal terms.

Disabilities will not prevent Cubs from enjoying outdoor activities. Some may need a special partner to stay with them and help over the rough spots. Venturers or Rovers often make excellent partners for Cubs with disabilities, and many are eager to help if you contact them well in advance of your planned outing. Parents can advise you on any special safety precautions to take.

Cubs with disabilities need lots of encouragement to persevere and succeed. In that, they are no different from the rest of your Cubs. Each of them needs all the support and encouragement you can give.

Ask your Group Commissioner, Council office or Field Executive to help if you feel you need further support in working with a youth with disabilities. They may have suggestions or know of useful resources.

# Appropriate Behaviour Around Children



As a leader, you need to know how to conduct yourself appropriately, so you're able to provide children with the affection they need, without putting yourself in a compromising situation. For example, be sure that whatever hugging or touching you do is suitable for viewing by an audience. Avoid being alone with a child. If you must take a child aside to talk privately, try to stay within view of others (e.g. in a corner of the same room, or in an adjoining room with the door open, or a room with a window). When on outings or camps, travel in groups. Refer to B.P.& P. for direction on sleeping guarters when camping with Cubs.

For all children, leaders provide a positive role model and a friend. The Scouter must strive to be someone who is approachable and willing to listen if the child needs someone with whom to talk. This doesn't involve counselling, but just being supportive. (See Duty of Care in Chapter 2 for more suggestions.)

# Resources:

- See Appendix A - Child Abuse: A Guide For Scouters





Notes	



# Chapter 4 - Planning, Delivery And Program Standards

What's this chapter about? This chapter reviews tips and ideas on:

- Scouts Canada's Program Standards for Cub Packs;
- how to plan for your program (long, medium and short term planning);
- a template to use when developing an evening meeting;
- ideas for your first six meetings of your pack;
- Scouts Canada resources.

# **Programming Steps**

Leaders must provide an active program to meet the needs of today's youth. Four basic steps to programming exist (described below and shown on the accompanying chart).

#### 1. Program Start

Programs stem from two main sources: the expressed interests of the children, and their developmental needs. Meet routinely with youth members to seek their input on proposed activities. Children will enjoy programs more that reflect their personal interests. You can solicit input through any number of ways: individual feedback, input from sixes or using the Sixer's Council.

Cub feedback will give you a list of possible activities which include themes, events and badge work. Now you must turn this list into fun and interesting programs.

# ests nely i-

#### 2. Program Development

Scouting's practices guide program development. These practices already form part of section programs. The concept of "learn by doing," however, ties directly to the program elements. Program elements are the means by which children learn in a play environment. Therefore, activity ideas are worked through the elements, which in turn create a program. The elements are where the "fun" lies in the program.

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

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





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

- Games encourage fitness and teach fair play, cooperation and learning the value of rules. They also teach skills. Most important, games are fun.
- Crafts encourage a Cub's creativity; after making something, they lead to a sense of accomplishment.
- Music teaches rhythm and movement. Everyone contributes to the sound and shares the emotions the song releases.
- Storytelling kindles youth imagination. It helps Cubs join the adventures of real or fictional characters. Stories help convey a better understanding of values such as honesty, loyalty, caring for others and loving God.
- Playacting gives Cubs a chance to role play and imagine they are someone else. It also encourages confidence, making public speaking easier.
- Spiritual fellowship provides time to introduce and reinforce important value lessons. These values can be highlighted in other activities, such as community service, outdoors, and six teamwork.
- The Outdoors encourages adventure, new experiences, challenge, self-reliance and learning about our relationship with nature. Being outdoors can also help draw us closer to God.

Akela's Tip! This chapter is a great tool to help you plan your year. Taking some time to put together a good plan will make your year less stressful and time consuming for your leadership team, and you will feel confident about your program plan. Your Cubs will pick up on the confidence and energy the Leadership team portrays. Remember - you are their role models!

#### 3. Program Delivery

The first part of program delivery involves planning how and when activities will be done. Plans cover a single meeting, several months and the whole year in detail.

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

#### 4. Program Evaluation

The final step deals with evaluating whether the activities were successful. Measure success by asking if the children's expressed interests were met as well as the program goals and standards. When making future plans or changes consider program effectiveness, cost efficiency and delivery effort. Refer to the following Program Standards when doing your evaluation to ensure you have met or exceeded them.



# **Programming Steps**

# **Program Start**

Child interests

Section Program Goals (Child Development Needs)

Program Ideas, Themes, Events, Section Achievement Activities

# Program Development

## **Program Elements**

Games, Crafts, Music, Storytelling, Playacting, Spiritual Fellowship, Outdoors

# Program Delivery

A variety of structured activities which are fun, age-appropriate and that satisfy child interests and developmental needs within a given time frame.

## **Program Evaluation**

Activity success is measured against meeting child interests and developmental needs for the age group.



Mowgli Says: What this means in kid-speak is FUN! A well-planned program that's flexible is one all your Cubs will want to be in!

# **Program Standards**

Scouts Canada developed Program Standards to assist leaders in planning, conducting and evaluating the programs. The Standards have been set at a reasonable level to ensure that Cubs across the country consistently receive the fun, challenging, outdoor program for which they joined Scouting. They also tie in with the program elements listed at the beginning of the chapter.

### Wolf Cub Quality Program Standards

As adult volunteers, we have made a commitment to deliver a quality program to our members. Scouts Canada is pleased to provide volunteers with this checklist to ensure the program that is being delivered meets quality standards.

#### **Program Planning**

Packs have:

- short-range (one month),
- medium-range (three months) and
- long-range (one year) program plans which reflect the program goals, as outlined in B.P.&P., and/or elements, as outlined in the Wolf Cub Leader's Handbook.
  - Weekly programs are typically conducted as described in the Wolf Cub Leader's Handbook, and incorporate appropriate safety precautions.

#### **Outdoors**

Opportunities are provided, as often as possible, for Cubs to participate in outdoor activities. Cub minimum standards require:

- One regular meeting per month outdoors
- One weekend outing every two months
- Three nights at camp annually
- All activities follow Policies and Accepted Practices, as outlined by Camping/Outdoor Activities, Section 10000, B.P. & P.

#### Youth Input

- Cubs are regularly consulted and utilized (when and where appropriate) in program planning and delivery.
- Sixers and seconds are utilized as part of the leadership team.

  A Sixers' Council meets on a regular basis.
- Youth are actively engaged in the creation of their section's Code of Conduct.

#### Badge, Star and Award Program

The program provides Cubs with regular opportunities to engage in and complete requirements of the Cub badge, star and award system.

#### **Environmental Awareness**

Opportunities are provided, as often as possible, for Cubs to participate in activities which increase their understanding and awareness of their role in preserving the environment.

- Minimum standard: one project/activity annually.
- All activities are conducted in a manner which reflects appropriate environmental awareness and practices.

#### Spiritual Emphasis

Spiritual emphasis is regularly incorporated throughout the program. Examples may include, but are not limited to:

- Opening and Closing Prayers
- Use of Promise, Law and Motto
- Scouts Own and Scouter's Five
- Religion in Life Award program

#### Community Service

Opportunities are provided, as often as possible, for Cubs to participate in community service projects/events.

Minimum standard: two held annually.

# a commitment to deliver a quality Membership/Retention/Growth

- No youth who is willing to subscribe to the Promise and Law is denied membership (i.e. Scouts Canada does not want any waiting lists).
- Leaders personally invite Cubs back at the beginning of each year.
- Those not returning at any time of the year are contacted by a leader to determine the reasons why.
  - One activity each year focuses on increasing membership.

#### Linking

Opportunities are provided for Cubs to interact with Beavers and Scouts as often as possible, with the minimum standard being:

- One regular meeting and one other activity with a Beaver colony annually.
- One regular meeting and one other activity with a Scout troop annually.
- Kim is utilized as part of the leadership team.
- A Cub is selected to serve as a Keeo with a Beaver colony.
- Senior Cubs of advancement age have at least one other opportunity to interact with a Scout troop.

#### Family/Parental Involvement

- Parental involvement is encouraged.
- Opportunities are provided for family/parent involvement as often as possible.
- Minimum standard: three events annually.
- Regular communication occurs to inform parents of program plans or changes, through contacts such as meetings, phone calls and newsletters, etc.

#### Training/Leadership

- Scouts Canada expects all leaders to achieve Woodbadge Basic during the first year.
- Scouts Canada expects at least one Cub leader to have Woodbadge Advanced (Cubs).
- At least one member of the leadership team holds a current, recognized first aid qualification.
- The leadership team has obtained the necessary attitude, skills, knowledge and/or training required to conduct outdoor programs, or has recruited a skilled resource person(s) with such knowledge to attend the outing/activity.
- Youth members (e.g. activity leaders, Scouters-in-Training, Kim) are included as part of the leadership team.

#### **Administration**

The following are performed to administer the pack:

- Maintain current and accurate pack records, including attendance and Cubs' progress records.
- Submit a plan and related budget to the group committee for a year's activities.
- Maintain appropriate financial records, and submit proper financial statements to the group committee.
- Provide an annual inventory of all equipment and property to the group committee.
- Ensure a representative from the section leadership team attends at least 90 percent of group committee meetings.
- Participate in Scouts Canada's official fundraisers.



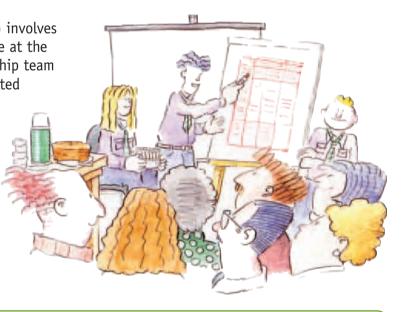
# Planning Benefits

- 1. Helps you achieve the Program Standards (and the Mission of Scouting).
- 2. Enables the leadership team (including youth leaders and Cubs) to set goals and priorities for the whole pack.
- 3. Involving the whole leadership team in an effective planning session gives all members a sense of belonging and achievement.
- 4. Enables the leadership team to agree on, and implement, clearly defined discipline and communications procedures. Planning helps provide for leader training, recruitment and more.
- 5. Allows the team to assess the needs and interests of both the pack and individual Cubs. Planning helps tailor the program to meet their needs.
- 6. Allows you to effectively prepare a budget for approval by the group or section committee.
- 7. Helps you make the best possible use of community resources and resource people.

# Getting Started: The Details

#### The First Step

The first step (usually the most difficult) involves getting started. Arrange a time and place at the beginning of the year when your leadership team can sit down for two or three uninterrupted hours. Some packs hold this planning meeting at the end of one program year in preparation for the next; they make their plans flexible enough to accommodate the interests of new Cubs in the fall. Pull out your Program Standards for this planning exercise to ensure that your program meets or exceeds the Standards. Arrange to have a chalkboard (or flip chart) and felt markers available at your meeting.





**Bear Wisdom:** Critical Step! Include all leadership team members in this meeting: Akela and assistants, Scouters-in-Training, junior leaders, sixers and Kim. Before the meeting, ensure you'll have input from the Cubs. Hold a session with them to get their ideas.

It takes abstract thinking skills to plan themes and set program priorities. Although most Cubs aren't ready for that level of thinking, they can clearly tell you what they want to do. Use their suggestions, and determine how to incorporate the most feasible themes into a well-balanced program.

#### Types of Planning

One planning approach involves four distinct phases:

- 1. Long-range. Develop a sketch outline of your whole program year to provide a basis for budgeting costs.
- 2. Medium-range. Take a more detailed look at a two or three month period in your year's program to identify themes, resources, exact costs, objectives and responsibilities.
- 3. Short-range. As soon as your medium-range plan is ready, draw up a step-by-step outline for a specific meeting, gathering, event, week-end, etc.
- 4. On-going. At the end of every meeting or event, review and tune-up your plans to adjust programs if situations change or new preferences become evident.

# Planning Schedule

All this planning may seem an imposing task, but if you approach it as a team effort and break it into bite sizes to build into your operating routine, it won't seem so intimidating.

Plan to plan; this is an excellent starting point. Begin by selecting dates when your leadership team can get together. Consider these months for meetings:

#### August (or June): 3 hours

- Long-range sketch
- First three month outline starting in September
- Detail of each meeting or event in the three month plan.

#### November (or September): 2 hours

- Next three month plan
- Details of each meeting.

#### February (or November): 2 hours

- Next three month plan
- Details of each meeting.

#### On-going: 30-60 minutes

• Reviews and tune-ups after each meeting or event.

#### Setting Goals

Whether starting a brand new pack, or working with a well-established one, you need to select specific goals for the pack as a whole.



Set pack goals on both a long and short-range basis. For instance, a long-range goal may involve developing an understanding of disabled people or improving fair play and comraderie in the pack. Short-range goals are more specifically related to a topic or theme (e.g. develop an interest in and positive attitude towards pets).

You may also find it helpful to set specific goals for individual Cubs or small groups within the pack (e.g. develop a special interest activity for older Cubs; plan to integrate Tenderpads quickly; help Cubs who tend to use force to learn to work cooperatively in small groups; help a very shy, insecure Cub develop some leadership skills).

Goals benefit no one unless you review and evaluate them periodically. If they seem to be falling by the wayside, be flexible and alter the program to meet them.

Establishing program goals is a good way to ensure that your program meets or exceeds the program standards established by Scouts Canada.

# Long-Range Plan

- 1. Have the Cubs choose six to ten themes which offer a good variety of interests. List them in order of priority. Estimate how many meetings each theme will require.
- 2. On a calendar, plot the following dates:
  - Regular meeting nights
  - School vacation periods
  - Special holidays
  - Area events for the year (e.g. Apple Day, Scoutrees for Canada and Scout Popcorn campaigns)
  - Special events in the community (try to get a list from the local Chamber of Commerce or Recreation Department)
  - Special weeks (e.g. Scout-Guide Week, Fire Prevention Week)
  - Camping dates
  - Dates when the meeting hall is not available
  - Church parades, sponsor activities, etc.

Now you can add some special dates that might provide themes for your planning. Add your own to the list below. Some are fixed dates set to solar calendars; others follow lunar calendars with changing dates every year (e.g. Easter, Passover). Muslim holy days cycle through all months with the passing years, but the important ones to consider are Ramadan (a month of fasting that ends with Eid-al-Fitr) and Eid-al-Adha (the Feast of Sacrifice). Discuss with your Cubs and parents any other cultural or religious dates that you can incorporate into your pack schedule.







#### **January**

- New Year's Day
- Epiphany
- Sir John A. MacDonald's birthday
- Iroquois Midwinter Festival
- Chinese New Year (between January 20 and February 20)
- Robbie Burns' Day

#### **February**

- Groundhog Day (Candlemas)
- Anniversary of reign a of Queen Elizabeth II
- Valentine's Day

- Baden-Powell's birthday (February 22)
- Nirvana Day (Buddhist)
- Shrove Tuesday, Mardi Gras, Lent
- Scout-Guide Week

#### March

- St. Patrick's Day (Patron Saint of Ireland)
- St. Joseph's Day (Patron Saint of Canada)
- St. David's Day (Patron Saint of Wales)
- First day of spring

- Palm Sunday
- Good Friday
- Holi (Hindu harvest festival)
- Ram Navami (Hindu)
- Naw Ruz (Zoroastrian New Year)
- Purim

#### April

- April Fool's Day
- St. George's Day (Patron Saint of England and Scouting)
- Daylight Saving Time
- Hana Matsuri (Buddha Day)
- Baisakhi (solar new year, Sikh)
- Ridvan (Baha'i)
- Easter
- Passover

#### May

- May Day
- Mother's Day
- Victoria Day

- Wesak (Buddha's birthday festival)
- Shavuot (Jewish Feast of Weeks)

#### June

- Father's Day
- St. Jean Baptiste Day

- Summer solstice
- Chinese dragon boat festival

#### July

- Canada Day
- First man on moon (1969)
- Louis Riel Day
- Oban (Japanese Buddhists honour ancestors)

#### **August**

Hiroshima Day

Civic holiday



#### September

- Labour Day
- Rosh Hashanah (Jewish New Year)
- Yom Kippur (Jewish day of Atonement)
   Onam (Hindu rice harvest festival)
- First day of autumn

- International Day of Peace
- Michaelmas

#### **October**

- Mahatma Ghandi's birthday
- Thanksgiving
- Sukkot (Jewish Harvest Festival)
- Oktoberfest

- Durga Puja (Hindu)
- United Nations Day
- Halloween

#### November

- Remembrance Day
- Guru Granth Sahib Day (Sikh)
- All Saints' Day
- Diwali (Hindu Festival of Lights)

#### December

- Bodhi Day (Buddhist)
- Advent
- Hanukkah

- Winter Solstice (shortest day of year)
- Christmas Day
- Boxing Day

Can you add other special days to this list? Choose those with particular historical or traditional importance to your Group, Area and Council.

- 3. Plot in the themes you want to explore with your pack. Keep in mind:
  - Some themes are seasonal and better suited to a certain time of year.
  - You need enough time so other special events don't interrupt the theme.
  - Flexibility is the key. You may need to change themes during the year as the Cubs' interests change.
- 4. Note meetings related to the themes in general terms, making provision for variety in the theme. For example, try not to place two themes relating to a similar subject side-by-side. Allow for a wide variety of meeting formats within a theme:
  - **Meeting l:** Regular meeting
  - Meeting 2: Resource quest
  - Meeting 3: Outdoor meeting
  - Meeting 4: Craft night
  - **Meeting 5:** Special outing
- 5. Consider what community resources and resource people you want to use. What facilities can you reserve? Whom should you contact?



- 6. When you have sketched the basic outline for the pack's year, create a budget to present to your group/section committee. Consider:
  - Costs for special outings (e.g. transportation, admissions, pack parties)
  - Camping equipment needs
  - Games equipment
  - Craft supplies (don't forget special crafts)
  - Recognition (e.g. badges, stars, awards, gifts for guests)
  - Resource materials required (e.g. books, charts)
  - Special treats for the pack
  - Leader training/development (i.e. first aid, working towards Basic competencies)
  - Any other anticipated expenses.

Be as realistic as possible when estimating budget costs. Give the group/section committee an idea of what you need and the approximate cost. Try listing your needs in order of priority. Be able to justify any of the expenses on the proposed budget. Remember: it is a proposed budget for your program year. It is subject to the approval of your group/section committee and may need to be adjusted.

You have now outlined a long-range plan you can use as a basis for your medium-range plans. Flexibility is important because of unexpected changes, however, where possible carry out the intent of your long-range sketch.

# Medium-Range Plan

The number of meetings you plan in the medium range will vary. You can choose to develop detailed plans within certain time frames (September-December; December-March; March-June), or by themes.

The purpose of medium-range planning is to:

- Develop in-depth plans for two to three months ahead. Decide on community resources and make necessary contacts.
- Work a variety of media into the themes (e.g. tape recordings, videos, stories).
- Choose crafts and gather needed craft materials. Identify special areas to cover in a theme (e.g. star work, badges to be introduced, special outings or theme climax).
- Set goals related to the themes and decide how you will meet them.
- Determine the individual needs of your Cubs and how to meet them.
- Gather specific program ideas and knowledge related to the theme.
- Designate specific responsibilities for the program to all leaders and give them ample time to prepare.
- Determine how to communicate information about special events to parents.
- Evaluate past programs and make changes to accommodate the pack.
- Ensure you have a well balanced, varied program that includes all seven program elements, and meets or exceeds Scouts Canada's Program Standards. You may want to use a chart similar to the one following as a check-list. No doubt, you will add other elements or features you feel are important.

# Program Elements Meeting No. 1 2 3 4 5 6 7 Games: Crafts: Music: Storytelling: Playacting: Spiritual Fellowship: Outdoors:

After completing the medium-range plan, check off the activities against the chart. Using program elements ensures that your delivery of activities has variety to hold interest. Not every meeting will include all program elements/program standards, but try to include them all over a period of two or three meetings. Your medium-range plan may look something like this.

# Meeting No. | DATE:

**THEME:** Magnificent Flying Machines

**OBJECTIVE:** To introduce the pack to a new theme, develop their interest in

flying and learn how nature affects flying.

**ACTIVITIES:** Video (Kaa)

Craft (Baloo)
Outside campfire



Meeting No. 2 DATE:

**THEME:** Flying the Skies

**OBJECTIVE:** To learn something about how the sky, weather and stars are

important for flying, and finding your way by star-gazing.

**ACTIVITIES:** Constellations (Baloo)

Weather vane (Akela, parents)

Clouds (Raksha)
Compass (Bagheera)

Newscast

Outdoor campfire

(Tawny Star, Black Star, Carpenter, Artist, Astronomy Badges)

Meeting No. 3 DATE:

**THEME:** Magnificent Flying Machines (Weather)

**OBJECTIVE:** To develop an interest in weather predictions and an understanding

of how weather can affect flying.

**OUTDOOR ACTIVITIES:** Rain and ice

Radar

Secret codes using weather as a topic Role playing (weather forecaster)

Weather Charts

(Black Star, Observer Badge)

Meeting No. 4 DATE:

**THEME:** Magnificent Flying Machines (Pilots)

**OBJECTIVE:** To develop an interest in the profession of flying.

**ACTIVITIES:** Visit from a pilot (Baloo)

Role playing activity (Bagheera)

Skits and songs on flying around indoor campfire

(Blue Star, Space Exploration Badge)

Meeting No. 5 DATE: (Saturday)

**THEME:** Magnificent Flying Machines

**OBJECTIVE:** To introduce Cubs to an airport and airplanes, and arrange a tour for them.

**ACTIVITIES:** Excursion to local airport and tour of facilities. (Blue Star)



# Short-Range Plans

You are now ready to prepare detailed plans for a specific short term (usually four weeks). The program is centred around a theme, or a specific Activity Area unit. Sit down with the entire team to prepare a detailed plan of the meeting.

During this session the leadership team may want to "preview" the theme by doing such things as:

- Making the crafts
- Practising ceremonies (e.g. jungle openings and closings)
- Learning new songs
- Becoming familiar with related Activity Area requirements to be introduced.

This involvement prepares the whole team to help implement the activity. It ensures that any of them are ready to fill in for another leader if necessary.

# Sharing the Work

Involve every Scouter in planning and leading some portion of the meeting. Shared leadership has a number of benefits. It allows a quick change from one event to the next, eases the load on Akela, takes advantage of the strengths of each leader, and gives Cubs a model of people working together as a team. Most important, it enables all Scouters to develop their leadership skills and feel they are making a contribution to the pack's success.

While one Scouter is running an activity, what are the others doing? (Not gossiping in the corner, that's for sure!) Are two Cubs talking when they should be listening? Baloo could come up quietly and sit between them. Did a Cub get bumped a little too hard in a game? Raksha could give comfort while the game goes on.

Scouters not directly involved help out just the same, aiding a Cub, helping the leader of the activity keep control, or just watching to learn more about each Cub.

The same applies to ceremonies. When Scouters take ceremonies seriously, they help Cubs recognize that they are members of the brotherhood of Scouting. All Scouters are there for an opening or closing, an investiture, or a badge presentation. If they don't have an active part, they are quiet but interested observers.



Akela's Tip! Use a JUMPSTART template to help plan your program. This lays out the template of a typical meeting: gathering activity, opening, and nightly activities through to the closing ceremony. You can find a copy at the end of this chapter.



# Schedule Outline

Every pack develops its own routines, but a typical pack meeting might look something like this...

**6:45 p.m.** Cubs start to arrive, set up lairs, chat with Scouters, join a game. Duty six sets up pack equipment.

7:00 p.m. Sharp! Opening circle, flag break, Grand Howl, announcements.

7:05 p.m. Mark attendance, collect dues. Inspection.

**7.15 p.m.** Game

7:25 p.m. Activity

**7:45 p.m.** Game

7:55 p.m. Activity

**8:15 p.m.** Get ready for closing

8:20 p.m. Closing circle: award badges, announce coming events,

Grand Howl, flag lowering, Cub silence.

8:25 p.m. Cubs put away lairs and pack equipment, chat with Scouters.

8:30 p.m. Sharp! Go home.

Let's look at each meeting component separately.

**6:45 p.m.** Every six needs a place or corner of the hall where it can meet. Using the jungle theme, members can call it a lair and give it distinguishing marks such as:

- A divider between it and the next six;
- A pennant in its colour;
- Table and chairs:
- A small, decorated box to hold sashes, neckerchiefs and handbooks.

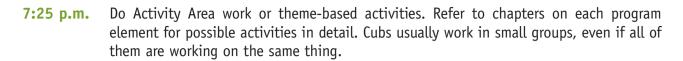
This is a good time for Cubs to talk with a Scouter about Activity Area requirements they are working on at home. Make the game one that Cubs can join and leave at will (e.g. throwing a ball around, tag, etc.).

**7:00 p.m.** Call Cubs together in a circle. A Cub leads the pack in the Grand Howl. Follow with flag break or some other acknowledgement to the flag (e.g. a Cub salute). Keep announcements short and snappy so Cubs will remember them. If you must talk for long, ask Cubs to sit down. (The opening ceremony and the Grand Howl are discussed in further detail later.)

**7:05 p.m.** Make sixers and seconds responsible for taking attendance, collecting dues, and giving dues to the leader at inspection when each six lines up in front of its lair. A Scouter inspects each member for such things as full uniform (if appropriate including proper badges and footwear), handbooks, record cards, pencil and paper, weekly dues, and clean faces and hands (paws and claws). If it is appropriate for the activities to follow, Cubs then remove neckerchiefs, sashes, pencils, pens or other gadgets, leaving them safe in their lairs.

7:15 p.m. An active or "steam-off" game will burn off excess energy.





- **7:45 p.m.** At times you may play a game that applies the skills learned in the first activity. Always remember: fun is the main purpose of games.
- **7:55 p.m.** A continuation of the first activity or something different (e.g. skits, campfire, jungle activity, six meeting, theme activity, etc.).
- **8:15 p.m.** This is virtually the only unstructured part of the meeting. Sixers, helped by Scouters, use this time to get Cubs together and back into uniform ready for closing.
- **8:20 p.m.** Make announcements of coming events just to arouse your Cubs' interest, and send home details in a letter to parents.

Some packs are able to start at 6:30 p.m. and finish by 8:00. Start and finish as early as it is possible to have all Cubs and leaders present at the opening.

You can change your routine occasionally by extending the activity time and skipping a game, for example, as long as you're sure the activity will hold your Cubs' interest. Their attention span is usually very short. Scrap the routine sometimes to hold a special meeting – a treasure hunt, museum visit, party or guest speaker. However, usually your meetings will follow a routine of new and different activities fitted into a familiar pattern.

Whatever routine your pack adopts, it will be crowded. Have events follow each other in quick succession with no time to stand around. There are two reasons for this. First, your meeting is short and you want to include as much fun and adventure as you can. Second, long pauses between events allow Cubs to become distracted and wonder whether the meeting is under control. So, as one Scouter brings an activity to an end, another stands by ready to start the next.

Let's look at planning another program, using Meeting No. 2 from the mediumrange plan as an example. These suggestions are only a guide, not a hard and fast schedule. Keep the program flexible. Experiment with your own ideas.



# Meeting No. 2

		_
DATE:		

**THEME:** Magnificent Flying Machines:

Flying the Skies

**OBJECTIVE:** 

To find out something about how the sky, weather, and stars are important for flying, and finding your way by

star-gazing.

				<b>5 5</b>					
ATTENDA	NCE:			DUES:					
DUTY	SIX:	Black Six	HONOL	JR SIX:	Red Six				
TIME:	Activ	ity		Equipm	nent	Leader			
6:15	Cubs Sixers dues,	neeting Activities: arrive and go to lairs (corners). s mark attendance, prepare for inspection. design paper jets.		□ 8 <sup>1</sup> / <sub>2</sub>	x 11 paper	Kim			
6:30	_					All			
6:40	Stean	n-off game: Star Dash		- (Game	es from A to Z)	Kaa			
6:50	Scout an are the g	gazing (group activity) ter takes each six to ea where they can lie on round and try to find the Star and constellations.		☐ Groun ☐ Flash ☐ Star ☐ Comp	charts				
7:05	sail b	: Wind Power. Cubs race oats, powering them by ng or fanning.		☐ Eaves	•	Kaa			
7:15	area (1) M	Activity: Cubs choose they wish to take part in aking weather vanes; wo parents to help		☐ Pre-p☐ Spoo☐ Screv☐ Tools	VS	Baloo			
<b>.</b>		ake model airplanes from naterials		☐ Pape ☐ Straw ☐ Popsi ☐ Foil ☐ Pape	vs icle Sticks	Bagheera			



TIME:	Activity	Equipment	Leader
	(3) Tin Can Constellations	☐ 48 oz. cans ☐ Nails ☐ Hammer	Kaa
	(4) Large constellation mural	<ul><li>□ Black poster paper for wall</li><li>□ Poster board</li></ul>	Junior Leader
	(5) Star Mobiles	☐ Foil paper ☐ Gummed stars ☐ String/hangers	Akela
7:45	Relay Game; Darken room.  Flash constellations on the wall for quick identification.	☐ Flashlight ☐ Tin can	Каа
7:50	Clean-Up		All
8:00	Announcements Jungle Closing Spiritual Message "Good Night and Good Hunting"		Baloo

**NOTE:** When you have established your short-range plans, give each member of the leadership team a complete copy. Retain a master copy in the *Pack Annual Records*.

Let's take a detailed look at the program plan.

1. As the Cubs arrive, they go to their lairs where sixers take attendance, collect dues and prepare for inspection. When they are ready, they join some pre-meeting activity (e.g. a game, craft or stunt). This approach keeps the Cubs busy from the time they enter the meeting hall and provides some degree of organization. It also takes care of administrative details without using up valuable meeting time.



**Bear Wisdom:** When a Cub is absent for a good cause and has notified a leader or sixer beforehand, give the youth an attendance credit. It's a good way to develop responsibility.

Weekly dues collection is a good idea. It encourages Cubs to budget and assume responsibility for paying their dues. Cub leaders often save dues money for a special pack treat or outing. You might appoint a sixer to count up pack dues received each meeting and record the amount in the *Pack Annual Records*.



#### Akela's Tip! Alternate Uniform Wear

We expect that a uniform or appropriate activity dress will be worn on all Scouting occasions and activities. When would activity dress be appropriate? On a hike, a games night or a messy craft night for instance. Your group can create their own group t-shirts through Scouts Canada's authorized suppliers. Check out the Scout Shop links at www.scouts.ca for more information, or ask at your local Scout Shop.

Keep inspection short and snappy; vary the routine. For example, a jungle inspection might include fangs, claws and fur. Another week you might inspect outdoors clothing. Encourage Cubs to wear full and complete uniform to meetings (if appropriate) and to be neat and clean. Set the example with your leadership team.

Duty Six: Rotate the responsibility weekly or monthly. The Duty Six arrives at the meeting early to help set up, and stays behind to tidy up. The Duty Six should: set up tables, chairs, and council rock; lay, light, and extinguish campfires; look after bulletin board displays; hand out newsletters; etc.

Honour Six: After a six has done a good job as Duty Six, it becomes the Honour Six. The Honour Six breaks the flag and leads the Grand Howl.

2. Steam-off game: An active game held at the beginning of the meeting (and other times when the Cubs become restless) helps Cubs burn off excess energy. It also puts them in a receptive mood for the instruction period to follow.



3. Instruction period: Arrange the pack in sixes or small interest groups for instruction. All leaders need to be involved. Offer variety and choice. Small group activities often involve some Activity Area requirements but it's important also to include other areas of interest that will not necessarily earn a star, badge or award (e.g. special experiments, outings).

Vary the degree of difficulty and complexity of instruction period activities to give older Cubs a challenge, and keep things appealing for younger Cubs. Try to relate the activity directly to the theme. Keep verbal instructions very short and to the point; let Cubs try things for themselves. Encourage creativity and originality.

- 4. Activity Area games: Adapt games to the theme and the Activity Area being taught that night. These games are often relays or competitive games.
- 5. Closing: Make announcements and hold prayers. Cub prayers can take a variety of forms; they may even be silent personal prayers. (See Chapter 13 for more detail.)

Here are a few other points to keep in mind when planning the evening's program:

Keep things moving along without gaps from the time your Cubs enter the meeting hall.

• While one leader conducts an activity, the other leaders are either involved in the activity or preparing for other activities to follow.

- Start and finish on time. Your Cubs will soon follow your example.
- Change activities frequently. It's much better to end an activity on a high note rather than to drag it out until enthusiasm dies.
- Keep your instructions short and to the point. When they realize you will not repeat things, Cubs soon learn to listen carefully.
- Recognize individual achievements and efforts. Cubs always like to have something concrete to take home to show their family. Make sure you give verbal recognition for a Cub's fine job at thanking a guest or sharing a new song, etc.
- Incorporate the products of the Cubs' activities (crafts, star work, etc.) into an interesting display table and/or bulletin board to provide continuity from meeting to meeting, and give Cubs recognition for their efforts.
- Use every available opportunity to take your program outdoors.
- Make a conscious effort to build in the element of surprise and mystery, whether by a special treat, surprise visitor, change in ceremonies, or new atmosphere.



**Bear Wisdom:** When's the best time to end a game? After everyone has had a good chance to participate but before they start to get bored! There will be more anticipation next time!

Types of games, activities and how they are sequenced make a difference. Remember that your typical meeting has a flow – a strong start, a good pace of adventurous and calm activities through the meeting and winding down toward the end. Your Cubs will have different energy levels throughout the meeting, as well as other factors such as how their day was (i.e. if your meeting is immediately after Halloween and they are on a bit of a sugar buzz) all affect their energy. Where you put active or quiet games, crafts, or a calming song can make a big impact on how smoothly your meeting goes. You want to match your meeting with the energy levels your Cubs will have – and not get them over-excited or too tired by the end of the meeting.

There may be times when you need to adjust the meeting you had planned; some examples are: when what you are doing isn't working and your Cubs are not enjoying the activity, taking advantage of opportunities that come your way (a police officer is in your school that night and would like to drop by and say hello), or something may occur at the location or within the group that requires changes for safety reasons.

# **Evaluating Your Program**

When selecting themes and activities, it's very easy to become program-centred instead of Cub-centred. In other words, we inappropriately attempt to shape Cubs to suit a program rather than shape the program to suit their needs and interests. Avoid falling into this trap. Keep in mind the programming steps guidelines and Program Standards outlined at the beginning of this chapter.



As a final check, compare your evening's program against the Wolf Cub program goals/standards and Cub interests. Remember, activities are a means for meeting the Cubs' developmental needs, which in turn, meet the Principles and Mission of Scouting. A chart of our sample program would look like the following:

# Meeting No. 2

#### **Program Goals**

#### **Related Program Activities**

Spiritual awareness

Do their best

(crafts, games, team work)

(closing prayers)

Keep fit

(games)

Satisfy curiosity/need for adventure Be creative/sense of accomplishment (theme activities based on Cub interests)

Make choices

(Activity Area work, crafts) (theme/activity choice)

(six work, games)

Develop fair play/trust/caring Work in small groups/be a leader

(six duties, six responsibilities)

Participate in outdoor activities

(outdoor campfire)

Learn about the natural world

(constellations)

As you can see, Meeting No. 2 has satisfied Cub developmental needs through a proper mix of activities. By using the program elements, the activities have variety, which will keep interest high and reduce boredom.

Do this check with every meeting you plan. You may not be able to use all the program elements or meet all the program goals in every program, but you will know that your Cubs are getting the most they can from every meeting.

The final step in the evaluation process involves reviewing all the areas you would like to repeat or change. Try to determine why an activity went well (good planning, helpful parents, etc.), and use this information to correct flaws in the program.

Try to determine why an activity didn't go well (incomplete planning, lack of interest, lack of facilities, etc.). Decide if the activity is worth salvaging to try again. Should you discard it?

Ask some of these questions:

- Did we fulfil the stated objectives for each meeting? If not, why?
- Was it fun for the Cubs? For the leaders? Why?
- How did the program relate to the last and next program (continuity)?
- What outside resources or help did we use? Did the program benefit from such help? How?
- Were there any surprises for the Cubs, or did the program follow a regular pattern?
- What did we do to add variety to the opening and closing ceremonies?
  - Was there something in the program for every Cub?



- Was the program well-balanced? If not, what was missing?
- Did the program allow time to recognize the Cubs' achievements?
- Did we find satisfaction in the program?
- Who planned the program? Was it one leader or did all the leaders and Cubs help?
- Did the pack seem to enjoy most or all of the program? What did they like in particular?
- Did we listen to what the Cubs said about the games: too long, too short, too rough, favourites?
- Were there any difficult discipline situations? Why? Were they connected to the program?
- Are the Cubs generally considerate and courteous to one another and the leaders?
- How did we allow for the Cubs' spiritual development?
- Did we start and finish on time?
- Did we inform parents about the program?
- Did we keep the program within budget?
- Did we make any effort to recruit new Cubs during this program?
- Did we put jungle atmosphere into the program?
- Did we use every opportunity the program offered to go outdoors?
- Did we make a permanent record of the successful activities, songs, games, etc.?
- Was the program effective? How? What would we change?

Be sure to keep permanent pack records of successful activities: a games file; a pack songbook including tunes; samples of crafts; photographs of outings; expenses involved; and names of resource people. They will be invaluable for future planning.

Finally, remember that even the most well planned program may not work out for some reason (e.g. bad weather, special guest has to cancel, V.C.R. out of order). ALWAYS keep a backup plan or two available for such times. Make it something meaningful that needs no props or immediate advanced planning. A night filled entirely with games is not an effective emergency plan unless it satisfies other criteria mentioned in this chapter.



**Bear Wisdom:** "Be Prepared" isn't just for Scouts! Have some backup plan, ready-to-go ideas, in a folder or crate if your plans for the evening fall through. You can quickly bring it out and put on a great program ready to go. Looking for ideas for backup plans? Check out the Cub JUMPSTARTS at your Scout shop to find a month of complete programming. All you will need to do is have the materials they describe ready to go!

The following six programs are designed for the new leader with an all-new pack. They offer one way to approach the first six meetings. You can change activities to suit your pack's needs or try ideas from the other Pack Scouters or your Service Scouter.

The ideas come from two books: *The Cub Book* and *Games... from A to Z*. The *Song Book* is a prime source of songs. *The Campfire Book* is a good source of skits and campfire programs. All are available at your local Scout Shop.



# THEME: YOUR COMMUNITY

# FIRST MEETING - People in your Pack

#### Time Program Item

- **7:00** p.m. Greet the Cubs and, with your assistants, record attendance in the *Pack Annual Records*.
- **7:15 p.m.** Steam off game (to use up extra energy): Monkey's Tail. Arrange Cubs in six member teams. To form the Monkey, one team lines up in file, each Cub with hands on the waist of the Cub ahead. Give the Monkey a tail by tucking a trailing length of rope in the belt of the last Cub in line. The other Cubs form groups of three by linking elbows. On a signal, the small teams chase the Monkey, trying to step on its tail to take it off. If the Monkey breaks apart or loses its tail, another team forms a new Monkey and the game continues. If a chasing team breaks arm links, its members sit out until a new Monkey is formed.
- **7:25 p.m.** Tell your Cubs the first part of the story, "Mowgli's Brothers" (from *The Jungle Book*) so they will have an idea what we mean by Wolf Cubs. (The first part of the story ends where Father Wolf says, "But what will our pack say?")

**Note:** Establish your storytelling formation. Cubs sit cross-legged in a circle, far enough apart so one Cub cannot bother another. The storyteller sits like the Cubs in the circle.

- **7:30 p.m.** Show Cubs how to form a circle (see "Pack Calls" and "Grand Howl") and practise "Pack" and "Pack, Pack, Pack" signals, without attempting the Grand Howl.
- **7:40 p.m.** Explain the salute, handshake, Promise, Law and Motto (*The Cub Book*). Divide the pack into small groups. Write the Law on a piece of paper and give them a chance to study it; then call them back for a jigsaw relay.

**Jigsaw Relay:** Print the Law on long strips of cardboard – one for each team. Cut each cardboard strip into pieces to arrange face down on the floor at the opposite end of the room from each team. On a signal, Cubs in turn run up, turn over a piece of the puzzle, and fit it into the sentence. The first team completing it correctly wins.

- **7:45 p.m. Game:** Dark Square (*Games... from A to Z*).
- **7:55 p.m. Story:** In the story circle, tell the second section of the story "Mowgli's Brothers," from *The Jungle Book*. (This section ends where Mowgli enters the wolf pack at the price of a bull, and on Baloo's good word.)
- **8:15 p.m.** Practise forming the closing circle. Explain pack dues, and announce the time and place of the next meeting.



#### **Prayer**

Good Night and Good Hunting.

Because it's a special meeting, celebrate with hot chocolate or pop, and cookies or fresh fruit.

Note: After this and all pack meetings, hold a meeting of the leadership team.

**Discuss:** a) The strong and weak points of the meeting, and what you need to do to improve.

- b) The program for the next meetings, and who is looking after various assignments for those meetings.
- c) The formation of sixes. For the present time, have Cubs take turns being sixer and second.

If you can't get everything done in the meeting, don't worry. Do as much as you can in the time you have. Get to know your Cubs and assistants, evaluate your program and leadership for improvement and, above all, enjoy yourself.



# SECOND MEETING - The Neighbourhood

#### Time Program Item

- **7:00 p.m.** Call the pack into the circle with the procedure they practised last week. Teach your Cubs the Grand Howl. Practise two or three times.
- **7:10 p.m.** Divide the Cubs into small groups called "sixes" (about six per group). Appoint one Cub for the night to be the sixer (leader) for each six. With your assistants' help, show the Cubs how to mark attendance books and have a short inspection stressing neatness.
- **7:15 p.m.** Active Game: Guard the Chair. (*Games... from A to Z*)
- **7:25 p.m.** Instruction Session: In sixes, review the Law and Motto, and teach the Promise. (In a new pack, all assistants will have to help teach the Tenderpad requirements to new Cubs. See *The Cub Book*.)
- **7:35 p.m.** Outdoor Activity: Take a short ramble around the block, noting mailboxes, stop lights, schools, etc. If the meeting location makes it impossible to do this, design some activity to accomplish the desired results, i.e. get to know the area around the meeting hall. (See Green Star road map; Blue Star Guide Badge in *The Cub Book*).
- **7:55 p.m.** Ask the Cubs to make a map of the area they covered on their walk, marking the mailbox, the church, etc. (See *The Cub Book*, Blue Star, and Guide Badge.) Put Cubs in groups of three or four to make the maps on brown paper or newsprint with crayons or coloured pencils.
- 8:15 p.m. Closing Circle
  Announcements
  Grand Howl
  Prayer
  Good Night and Good Hunting.

#### Note:

- a) Because this meeting includes an outdoor activity, consider hot chocolate and cookies to warm the Cubs before they go home.
- b) Some Cubs arrive early for every meeting. Ensure at least one pack Scouter is there early to run a "gathering" game that they can join as they arrive (e.g. Sleeping Pirate, Games... from A to Z).
- c) Hold an evaluation meeting with your leadership team before your next pack meeting.

**Discuss:** The meeting's strong and weak points and how you can improve; programs for the next few meetings and individual responsibilities for program items.



# THIRD MEETING - Map Making and the Meeting Place

**Time** Program Item

7:00 p.m. Cubs in six corners or lairs to mark attendance and dues.

**7:05 p.m.** Circle

Grand Howl

Flag ceremony. See the section on ceremonies later in this chapter. If you do not have to "break" the flag, have the pack salute a flag on the wall are a pale.

the wall or a pole.

**7:15 p.m.** Active game: Capture the Flag (indoors or out).

(Games... from A to Z)

**7:25 p.m.** Compass Session: Equipment: 1 box of crayons, 1 compass and 1 large piece of brown paper for each six. Cubs in lairs draw a picture of the meeting hall inside or out (see Green Star in *The Cub Book*). Display pictures on lair walls. (During this session, Akela gives special instruction to the Cubs who are ready to be invested. Ask Cubs if their parents can

attend the next meeting for the ceremony).

7:45 p.m. Pack sits cross-legged in a circle. Ask if they completed their map from last week. Display

the maps and explain that they have completed a star requirement at home. Have them mark

their progress in their Cub books.

**7:55 p.m.** Quiet Game: Look Sharp.

(Games... from A to Z)

8:15 p.m. Closing Circle

Announcements: Remember to invite parents to the investiture next week.

Grand Howl

Prayer

Good Night and Good Hunting.

#### Note:

Hold your usual evaluation meeting and overview of program responsibilities for the next few meetings.



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# FOURTH MEETING - Disabled People and Investiture

**Note:** New Cubs will be invested tonight. It's an important event in the life of a Cub. Don't hurry it. Welcome parents and briefly explain the ceremony.

#### Time Program Item

7:00 p.m. Attendance and dues in lairs.

7:05 p.m. Opening Circle, Grand Howl, Flag Break.

**7:10 p.m.** Investiture ceremony (short, simple and sincere. See Ceremonies).

**7:25 p.m.** Active Game: Elephant and Kangaroo. Cubs form a circle with a leader in the centre. When the leader points at a Cub and says "Elephant," Cubs on either side have five seconds to make elephant ears with their hands while the appointed Cub makes a trunk with his hands. When the leader points at a Cub and says "Kangaroo," the Cub forms the kangaroo pouch with his hands while the Cubs on either side jump up and down. If the Cubs don't perform the actions before the leader counts to five, they drop out of the circle.

**7:35 p.m.** Form the pack in small groups or sixes for instruction on the American Sign Language (see Blue Star, Disability Awareness Badge in *The Cub Book*).

**7:45 p.m.** Game: a relay to practise signing. Cubs in lines run in turn to the other end of the room, sign for an object, and run back.

**7:55 p.m.** The pack sits in a circle for a short singsong. Use songs they know and introduce one new one.

8:15 p.m. Closing Circle
Announcements
Grand Howl
Prayer
Good Night and Good Hunting

#### Note:

Outdoors is an ideal setting for an investiture.



**Bear Wisdom:** Put some thought into your skills development. All new leaders need to consider their development and achieving their Basic Woodbadge or other skills such as first aid. See Chapter 20 for more information.



# FIFTH MEETING - Community Leaders

**Time** Program Item

7:00 p.m. Dues and attendance in lairs.

7:05 p.m. Opening Circle, Grand Howl, Flag Break.

**7:15** p.m. Instructions for tonight's trip or introduction of guest.

**7:20 p.m.** A visit to a local fire hall or point of interest in the area. Ask the Cubs' parents to help you or invite a resource person to visit and present a program item to the pack (e.g. troop Scouter, librarian, naturalist, parent with a hobby, etc. See Blue Star, Guide Badge in

The Cub Book).

**8:15 p.m.** Closing Circle

Announcements

Grand Howl: Thanks to guest

Prayer

Good Night and Good Hunting.

#### Note:









# SIXTH MEETING - Community Fellowship

(Consider holding this meeting outdoors)

Time	P	rogram	Item
		10414111	166111

7:00 p.m. Attendance and dues in lairs.

7:05 p.m. Opening Circle, Grand Howl, Flag Break.

**7:10 p.m.** Inspection Game: Train. Assign Cub leaders or Kim station names, e.g. Toothville, Handville,

Shoeville. They scatter in the room. Sixes form trains and shunt around to each station.

7:20 pm Playacting: Write scenarios on slips of paper. A Cub from each six picks a paper from a hat.

Sixes take a few minutes to prepare, then they act out the chosen scenario.

**7:40 p.m.** Game: Barnyard Bedlam. (*Games... from A to Z*)

**7:50 p.m.** Campfire, Outdoor fire or candle or flashlight indoors.

Singsong: warm up with a few familiar songs and teach a new one.

Campfire Games: Funny Bone, Do This, Do That, Pantomimes (Games... from A to Z).

Campfire story, Quiet songs.

8:15 p.m. Closing Circle, Announcements, Grand Howl, Prayer, Good Night and, Good Hunting.

Note:

Hold your regular leaders' meeting.

# SEVENTH MEETING - Code of Conduct

Note: this meeting is a little longer than the first six meetings. Tailor this to the time available to your Pack.

#### Time Program Item

Gathering Activity: Toothpaste Demonstration/Setting respect goals

7:00 p.m. Opening Circle, Grand Howl, Flag Break

7:05 p.m. The Lava Pit or Blob

**7:15 p.m.** Skits - The Golden Rule

**7:30 p.m.** Rules Rap or Red Poison Darts **8:00 p.m.** Co-operative Monster Making

8:30 p.m. Reflect, Reflect, Reflect

8:35 p.m. Closing Ceremony

Note: Record the responses from your Cubs as main themes. At the next meeting review the themes with your pack so everyone understands how they helped create their Code of Conduct and how it applies to everyone in the Pack.

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





# Resources

The really important aids and resources are services and features in your community, as well as people you locate yourself. Parents, friends, neighbours, and the people you work with and meet in your daily life are all potential pack resources. They have a wide variety of talents and skills.

Your group committee, partner or service team member can help locate people or steer you to other Scouters who can provide resource information.

You will find most of the books you need in your Scout Shop, Scout Shop flyers or the public library. *Scouting Life Magazine* is a regular source of information and ideas. Provincial, national and local governments also offer many resources in the form of handouts and magazines. Check them out.

#### People, Places and Books

Chapter 16 provides a more detailed look at available resources, but this summary will get you started.

#### People:

Police constables, firefighters, doctors, nurses, ham radio operators, naturalists, carpenters, St. John Ambulance, teachers (e.g. French, physical education, music, arts). Some of these skilled people will be parents of your Cubs. Most will be delighted to visit the pack or have a few Cubs visit them.

#### Places:

Radio and television stations, library, firehall, police station, newspaper plant, government buildings, greenhouses, arenas, shopping plazas, airports, etc. Arrange visits with those responsible; plan them carefully. Use Activity leaders (14–15) or Scouters-in-training (16–17) and parents to help.

#### World Wide Web:

The internet has an awesome amount of great programming information and ideas. Start with Scouts Canada's web site at www.scouts.ca - check out the Cubs section for neat badge idea links and resource links for additional games, crafts, and ideas!

#### Books:

Reading and using personal and community libraries are essential parts of star work where Cubs need to find much of their own information. Encourage Cubs to bring along books on rambles; provide books at pack meetings and lend personal books.

Your Scout Shop offers a wide variety of books. Here are some important ones:

The Cub Book: The Wolf Cub program, written for Cubs in the form of a workbook; full of ideas and things to do. (Product No. 20-202)

The Jungle Book: Rudyard Kipling's exciting stories of Akela, Baloo and Bagheera. (Product No. 20-266)

**Duty of Care Document:** A booklet containing a Code of Conduct for Adults. Should be offered as part of a volunteer's orientation. This is contained in Chapter 2. Available to download from Scouts Canada's web site **www.scouts.ca** as a part of *B.P. & P.* 



Camping/Outdoor Activities: found in *B.P. & P.*, this section contains essential information for planning/ preparing for camping or outdoor activities. Necessary Scouts Canada forms and applications are found in *B.P. & P.* too. Available to download from Scouts Canada's web site (www.scouts.ca).

**Fieldbook for Canadian Scouting:** A resource book of outdoor equipment, skills and safety know-how. (Product No. 20-667)

Games... from A to Z: Over 275 fun-tested games for all. (Product No. 20-504)

The Campfire Book: Openings, skits, songs, cheers, closings and program planning. (Product No. 20-626)

The Kim Book: Explains Kim's special role in the leadership team. (Product No. 20-465)

By-Law, Policies and Procedures: The official manual for Canadian Scouting. Found on line at www.scouts.ca.

Pack Annual Records: An administrative tool to keep track of background information on Cubs, recognition and achievement, and finances. (Product No. 25-304)

The Song Book: Well-known Scouting and Canadian songs. (Product No. 20-627)

JUMPSTART for Cubs: Exciting, fun, theme-based monthly programs. Available at local Scout shops.

Scouts Canada's Web Site: A great resource for all leaders. It offers up-to-date forms, changes to the program, program ideas and other Scouting information. Be sure to log on at www.scouts.ca and check it out.

Scouts Canada's HELP Centre: Got a question? Need program ideas? Scouts Canada's Help Centre can help. E-mail: helpcentre@scouts.





# Cub Meeting Schedule: One Month Theme:

Activity	Pate: Week One	Pate: Week Two	Pate: Week Three	Pate: Week Four
Gathering Activity 10 mins.				
Opening Ceremony 5 mins.				
Game 10 mins.				
Theme Activity 20 mins.				
Game 10 mins.				
Theme Activity 20 mins.				
Song 10 mins.				
Six/Pack Meeting 10 mins.				
Spiritual Fellowship 5 mins.				
Closing Ceremony 5 mins.				
Leader Discussion Time 15 mins.				



# Cub Meeting Schedule: One Week Theme: Pate:

Program Petails Leader Responsible		(Details can be found in the Cub Leader's Handbook)							- Recite Law/Promise - Prayer	(Details can be found in the Cub Leader's Handbook)	Review meeting & discuss next week's plans	
Activity Program	Gathering Activity	Opening Ceremony (Details Cub Lea	Game	Theme Activity	Game	Theme Activity	Song	Six/Pack Meeting	Spiritual Fellowship - Recite - Prayer	Closing Ceremony (Details	Leader Discussion Time Review next we	
Time	10 mins.	5 mins.	10 mins.	20 mins.	10 mins.	20 mins.	10 mins.	10 mins.	5 mins.	5 mins.	15 mins.	4



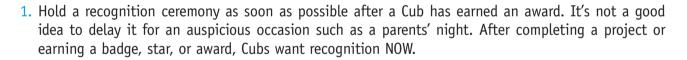
# Chapter 5 - Ceremonies

Ceremonies are important Scouting occasions that remind Cubs they are members of a worldwide Movement. Ceremonies form part of your pack's routine – rituals that provide atmosphere and bind Cubs and leaders into a unit. They give opportunities to recognize Cubs formally for finishing a project, earning a badge, becoming a sixer, or receiving another service bar.

Scouting groups have conducted ceremonies for a long time and have evolved a standard set that are common virtually wherever you go. Many packs introduce their own variations, but the core of the ceremonies seldom changes.

Most packs follow some general guidelines to plan and conduct ceremonies. You may find them helpful. Remember these few important thoughts about ceremonies: keep ceremonies short (one Scouter suggests three minutes maximum); keep them simple (you want an 8-year-old to understand them); keep them sincere.

During ceremonies, everyone should know exactly what's going to happen. Make sure all participants know their roles; if possible, let them rehearse their parts.



- 2. Although Akela or one of the other adult leaders usually conducts ceremonies, any invested leader may do the honours. Sometimes it's best for the leader most closely involved in the work to present the award. In any case, it isn't necessary to postpone the ceremony when Akela is absent.
- 3. You can hold ceremonies anywhere and anytime. Outdoor ceremonies (especially around a campfire) are particularly memorable. Again, don't delay the ceremony until you can get outdoors. Instead, plan an outing for the ceremony.
- 4. Cubs are proud, but nervous, when they are singled out in a ceremony. (Leaders too!) Keep parts as simple as possible. If Cubs need to recite something (e.g. the Promise), have them repeat it line-by-line after you.



- 5. When something goes wrong (and it will) treat it casually, correct the error in a friendly tone, and carry on. The simpler the ceremony, the less likely things will go wrong.
- 6. Leaders who don't participate directly in a ceremony should stand quietly in a line and watch. It's important for the Cubs to see that their leaders take ceremonies seriously.
- 7. Try to give as many people as possible an active part in a ceremony. In the Grand Howl, for example, one sixer might bring the totem to the centre and then lead the pack. It's always better to give each of the two tasks to a different Cub. Give the seconds parts in ceremonies. If their only job is to replace absent sixers, some seconds will never have a chance to do anything.
- 8. Encourage Cubs to invite their parents to all ceremonies. Welcome them and briefly explain the ceremony, and what it means for both their Cubs and the pack. Arrange seating to give parents the best possible view. Keep in mind that parents would rather see their child's face than yours.

Traditional Cub ceremonies include:

- Opening and closing ceremonies
- Swimming-up from Beavers
- Welcoming new Cubs
- Investiture of a Tenderpad
- Investiture of a sixer
- Going-up to Scouts
- Leave taking
- Star, badge and award presentations.

Most of these ceremonies include the Grand Howl. Most also involve flags – generally the Canadian and pack flag – and sometimes the troop or World Scouting flag as well.



Bear Wisdom: Two hand signals to remember:

Raising your arm in the air and making the Cub sign means "STOP what you are doing". Once you have the Cubs' attention, use a hand signal for them to form a circle. Hold your arms at your side, slightly outward with your fists closed. Alternatively, you can use the "Pack, Pack, Pack!" command.

# Flag Etiquette

When you fly two flags, they must be on separate staffs of the same height. The Canadian flag should fly to the left of the pack flag when viewed from the front. When you fly three or more flags, the Canadian flag should take the central position. When flags are mounted flat on a wall, hoists should lie at the top left corner as you face them.

The flag break and lowering might be jobs for the Duty Second or any member of the Duty Six.

Because you want all Cubs to learn how to do these tasks, give all of them plenty of practice.

It's a good idea to station a leader near the flag to help if necessary.

## Flag Hoisting

If the Canadian flag is fixed on a staff or the wall, say: "Pack, face the flag. Salute!" (Pause briefly,) "Steady. Face the totem."

If you break the flag, prepare it before the meeting begins as in the diagram. After the Grand Howl say:

Leader: "Pack, face the flag. (Name or rank of Cub), prepare to break the flag."

Cub: (Moves to flag pole and places right hand on loose halyard) "Halyards all clear."

Leader: "Proceed." (Cub pulls halyard to break flag and steps back two paces.)

Leader: "Pack, salute!" (Pause briefly)

Leader: "Steady. Face the totem." (Cub returns to the circle.)

## Flag Break

If you have a hoisting flag, lower it this way:

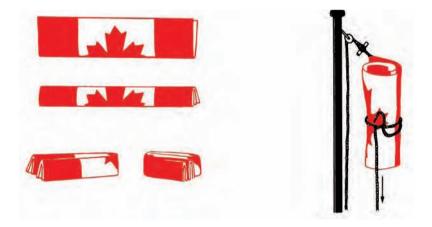
Leader: "Pack, alert! Face the flag. (Name or rank of Cub) prepare to lower the flag."

Cub: (Moves to flag pole and unties halyards,) "Halyards all clear."

Leader: "Proceed." (Cub lowers flag, drapes it over his shoulder, unhooks it from halyards, and reties

halyards to pole. Pack does not salute.)

Leader: "Pack, face the totem." (Cub gives flag to another leader and returns to circle.)



# Opening and Closing Ceremonies

### The Grand Howl

The Grand Howl is the jungle ceremony you'll use most often. Cubs salute their leader (Akela or any other invested leader) with the Grand Howl at the beginning and end of every meeting. They also welcome new Cubs and leaders with the Grand Howl and use it to say goodbye to Cubs who are leaving the pack.

The Grand Howl features a figure of a wolf's head on a stand about 1.5 metres tall. Usually made from plywood or scrap materials, this "totem" serves as a pack symbol. (See the end of this chapter for Wolf Head Totem construction plans.)



#### To do the Grand Howl:

- 1. Stand in the centre of the hall and call out, "Pack!" the signal for Cubs to freeze.
- 2. Call out, "Pack, Pack!" The Cubs respond by shouting a long drawn-out "P-a-a-a-a-ck!" as they run to form a circle in sixes. With the sixer on the right and the second on the left, they stand shoulder-to-shoulder around you.
- 3. Cubs take three paces back to form a circle and stand at alert. (You may decide to signal the start of the three paces with a nod of the head.)
- 4. Ask a Cub to bring the totem into the centre. This Cub can be the sixer who will lead the Grand Howl, but it may be better to let another Cub do it so more Cubs play an active role.
- 5. If your totem has a stand, place it to your right. If not, hold it in your left hand (or ask a Cub to hold it).
- 6. With the totem, turn to face the sixer (or other Cub) who is to lead. Pause for a moment to give him a chance to get ready, then nod your head.
- 7. The sixer raises hands over his head and drops to a squat position with knees wide apart. At the same time the sixer lowers his hands to touch the floor in front with the first two fingers of each hand, fingers closed.
- 8. The other Cubs follow his lead and go into the same squat, without first raising their hands over their heads. All Cubs raise their heads and look upwards, as though ready to howl like wolves.
- 9. With the sixer leading the chorus, the Cubs howl, "Ah-Kay-Lah, W-e-e-e'll D-o-o-o, O-u-u-u-r BEST!" (Draw out all words except the last, putting equal stress on each syllable. "BEST" is a short, sharp bark.)
- 10. At the word "BEST," the Cubs jump up to stand at alert with the first and second fingers of both hands pointing upward at each side of their head like wolves' ears. While the pack stands in this position, the sixer challenges them to Do Your Best by calling a loud, drawn-out "D-Y-Y-B, D-Y-Y-B, D-Y-Y-B, D-Y-Y-B! "(pronounced "DIB", it means "Do Your Best").
- 11. After the fourth D-Y-Y-B, you make the Cub salute, the Cubs drop their left hands, make the Cub salute with the right, and call out, "W-e-e-e'll DOB, DOB, DOB, DOB!" (Do Our Best. The DOBS are four short, sharp barks.)
- 12. After the fourth DOB, all Cubs drop their right hands to their sides. Thank the pack for their greet-ing and carry on with the meeting.

Note: "Pack!", followed by "Pack! Pack! Pack!" is the traditional way to call Cubs to the circle for all purposes – not just the Grand Howl.



If your pack has one or more flags, keep them well outside the circle, close to a wall. The other leaders line up and stand at alert near the flags.

The description may sound terribly complicated if you've never seen a Grand Howl performed, but it isn't. Watch another leader conduct the ceremony and you'll see how simple it is.

Two common difficulties will present themselves at first; both are easily remedied.

- The sixers' D-Y-Y-Y-Bs may trail off and stop at three. When this happens, the pack's answering DOBs invariably sound tired and dispirited. Give the sixers lots of chances to practise during Sixers' Council meetings.
- A Cub may have trouble telling left from right and will drop the wrong hand. Take the Cub aside discreetly to practise away from the pack. If he learns right from left, you'll help him in his daily life as well as in Cubs. If he doesn't, let it go for awhile. He's not ready to learn that skill yet, and too much unsuccessful effort may only make him unhappy.

A variation of the Grand Howl that is not strictly "jungle" may come in handy occasionally, especially if another group is meeting in the next room and you don't want to disturb them or if, for some reason, you want to end the meeting very quietly.

At these times, try The Mouse Howl. It is exactly like the Grand Howl, except that you all whisper as loud as you can. If you don't use it too often, it's a great treat for the Cubs.

Bear Wisdom: The children do not need to be invested to do the Grand Howl. All Cubs, Tenderpads, visiting White Tail Beavers, or friends of the Cubs may participate in the Grand Howl. Take time to go over the steps with new children so they can participate fully. The Grand Howl should make all children feel welcomed and appreciated as members of the group. If a colony or troop is visiting the pack, Beavers and Scouts would perform their opening and closing ceremony as part of the joint meeting.

## **Opening Ceremony**

- 1. Call your pack to opening circle by calling out, "Pack!"
- 2. Perform the Grand Howl.
- 3. If your pack has a Canadian flag, conduct a flag ceremony. If not, go to step 4.
- 4. Stand Cubs at ease. Welcome them to the meeting. Welcome guests and tell the Cubs who they are and why they're here. Make any necessary announcements. Keep this part as short as your Cubs' attention span. If they have been sitting, say, "On your feet," to get them ready for the next step.
- 5. If you have Tenderpads or sixers to invest, this is the time when most packs do it.
- 6. Tell Cubs exactly where to go next and what to do when they get there (e.g. "When you are dismissed, go to your lairs and get ready for inspection.").



#### Closing Ceremony

- l. Call the pack together by calling out, "Pack! Pack!"
- 2. Ask the Cubs to stand at ease; make announcements.
- 3. If you have Activity Area recognition to present, this is the usual time to do it.

Optional: Occasionally you might want to omit the flag lowering if your meeting is running late.

- 4. Have the pack perform the Grand Howl.
- 5. Lead or ask a Cub to lead the closing prayer or spiritual message.
- 6. Bid Cubs goodnight. The traditional words are: "Straight home. Good night and good hunting."

## Swimming-Up Ceremony

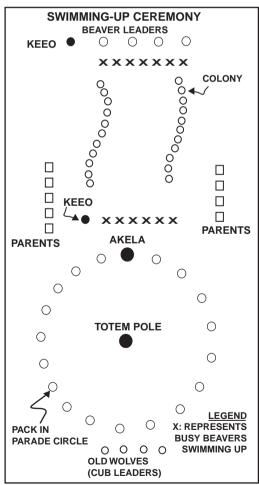
Swimming-up marks a special occasion in the lives of Beavers. It's the moment they join the Cub pack and take the first big step toward becoming Wolf Cubs. Beaver and Cub leaders need to work together to make it a successful, meaningful experience for everyone.

Before swimming-up, the Beavers will have met the Cub leaders, the sixer, and the Cubs in the six they are about to join. Keeo might also have taught them a little about the Cub salute, the Grand Howl, the Activity Areas, games, outdoor activities, handicrafts, stories, acting and music in the Cub program. Keeo introduces the Beavers to the Cub pack by bringing them to a pack meeting before the Swimming-up ceremony.

**Important:** Keeo does not instruct Beavers in the Cub Promise and Law. This is a job for Akela or one of the other Cub leaders.

With the colony leaders, discuss whether to read the jungle stories to the busy Beavers before they swim-up. You might read them part of the first chapter from *The Jungle Book* as an introduction to Cubbing.

Invite parents to the swim-up because they have a part in the ceremony. On this occasion, Beavers who are swimming-up need to wear a Wolf Cub shirt under their vests for the first part of the ceremony. Give the Beavers a Group, Area, and Council crest to sew onto the Cub shirt before the ceremony.



**Diagram A** 



#### **Procedure**

The ceremony begins with the Beaver colony in Riverbanks formation and the Cub pack at ease in the circle, which has an opening facing the Beaver colony. Invite the parents of the Beavers who are swimming up to join the ceremony. They stand in the position outlined in the diagram on page 5-6 Diagram A.

When everyone is in position, a Beaver leader steps into the centre of the river and leads the Beavers in their opening ceremony, after which the colony forms Riverbanks as shown in the diagram. A Beaver leader calls out the names of the Beavers who are swimming-up. As each name is called, the Beaver comes to stand facing the Beaver leaders (as shown in Diagram A).

Beaver leader: "Busy Beavers, I hope you will remember your Promise. Once again I ask you to join with me in the Beaver Promise."

The Beavers reaffirm their Promise together: "I promise to love God and help take care of the world."

Beaver leader: "Busy Beavers, we wish you a merry life and a happy new sharing time as you do your best in the Cub pack."

The Beavers shake hands with the leaders and then, escorted by Keeo, walk (swim) together up the river formed by their colony to stand in a straight line facing the Cub leaders and the pack (see Diagram A). Their parents come to stand behind them.

When the parents are in position, switch off the lights, flick them on briefly to represent the magic light in the Beaver story (*Friends of the Forest*), and turn them off again. While the lights are off, parents help the Beavers remove their Beaver hat and vest, and put on their Cub sashes.

Beavers should wear their new Cub shirt under the Beaver vest. The neckerchief is left on the Cub shirt. When the parents return to their places, turn on the lights.

Akela walks up to the Tenderpads (as new Cubs are called), shakes hands with them and welcomes them to the pack. If the Tenderpads do not have a group neckerchief, Akela presents it to the Tenderpad at this time. A parent, another leader or a representative of the partner may do this. If the group has been established for some time, tell the Tenderpad about the tradition behind the group colours or the number of years the pack has operated. If the neckerchief is the same as the pack's, leave the neckerchief on. Also, if the Tenderpad does not yet have the Group, Area and Council crests, present these at this time. Akela asks the Tenderpads to make the Beaver sign, then to straighten out the two fingers and make the Cub salute. Explain that the Cub salute represents the ears of the wolf.

Akela now calls the sixers to come and take the Tenderpads to join their six in the circle. The pack welcomes the Tenderpads with a Grand Howl. You might ask Keeo to lead it. Tenderpads participate in the Grand Howl so they feel welcomed and accepted by the pack.

The Grand Howl concludes the formal ceremony. Follow with a singsong around the campfire, drinks and cookies.

If the Tenderpads have spent considerable time with the pack before the Swimming-up ceremony and Akela feels they are ready, you might also invest them into the pack at this time.

## **Welcoming New Cubs**

Your pack may have children join who do not have any previous Scouting experience. At the close of the first meeting, call these children into the circle. Welcome them to the pack with warm words that make the children feel part of the group. At this time, present the children with a group neckerchief. The parent, leader or partner representative may do this. If the group has been established for some time, explain the tradition behind the group colours, or tell the number of years the pack has operated. Present the children with the Group, Area and Council crests, and show them where the crests are to be sewn on the Cub shirt (perhaps by pinning them on).

Explain the meaning of the word "Tenderpad," and that the children will be referred to by this name until their investiture as Wolf Cubs. Ask the Tenderpads to make the Cub salute. Explain that the Cub salute represents the ears of the Wolf. Return the salute.

Sixers are then asked to take the Tenderpads to join their six in the circle. The pack welcomes the Tenderpads to the pack with everyone participating in the Grand Howl.

# Investitures

## Investiture of a Tenderpad

This is the most important of all Cub ceremonies. Keep it simple and sincere, but impressive as well so that Cubs enter into it completely. Because they may be nervous and forget a part, it's a good idea to say the words, "repeat after me" before asking them to make their Promise.

Hold the ceremony at the beginning of a regular meeting immediately after the opening Grand Howl. At this time, the pack is mentally and physically ready for a few min-



utes of quiet attention; the Cubs are still neat and tidy. It makes the evening very special to the new Tenderpads because they realize they are, at last, full-fledged Cubs.

Try to invest Tenderpads as soon as possible after they come into the pack.

It is customary for Akela to conduct the ceremony, but if Akela is absent, another leader may do it. Never hold up an investiture simply because Akela can't be present.

If the Tenderpad wishes, parents and other relatives may be invited to participate in the ceremony. It's a great opportunity for parents to see the pack in action. You may want to involve them in a small way by having one or both come into the circle at the end of the investiture to shake hands with the new Cub and wish him or her well.

The totem is not usually an official part of an investiture. It may be in the circle, but that is all.



#### Procedure

- 1. Call the pack to the circle. Tell a short story about the ceremony's importance, particularly to the Cub you are investing. He or she is about to become a member of the worldwide Scouting Movement.
- 2. Call the Tenderpad into the circle. Have another leader stand just outside the circle holding the Cub's epaulettes.

Akela: "Do you know the Promise, Law, Motto and Grand Howl of the Wolf Cub pack?"

Tenderpad: "Yes Akela, I do."

Akela: "Are you ready to make the Wolf Cub promise?"

Tenderpad: "Yes Akela, I am."

3. Call the pack to the alert and have Cubs salute as the Cub makes his promise. This is their way of renewing their own promise. Akela and the Tenderpad also salute at this time.

Akela: "Repeat after me." (Cub repeats line for line)

"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."

4. After taking the promise, Akela says, "Thank you, (new Cub's name). Pack steady." At this time, the pack drops their hands.

Akela: "I trust you to do your best to keep this promise. You are now a Wolf Cub and a member of the worldwide Scouting Movement."

- 5. Place the Wolf Cub epaulettes on the Cub's shirt and give the new Cub a firm left handshake. Akela and Cub then salute each other. The Cub turns and salutes the members of the pack; they salute in turn to welcome the new Cub to their ranks. The Cub then joins a six.
- 6. The ceremony ends with the Grand Howl.

## Link Badge

If the Cub was formerly a member of a Beaver colony, you might invite one of the child's Beaver leaders to the investiture to pin the brown and yellow Link Badge in its proper place on the Cub sash and offer congratulations. If the Cub's former colony is too far away, or its leaders are not available, a pack leader may substitute.

#### Investiture of a Sixer

The investiture of a sixer is more flexible than other Cub ceremonies. What follows is one possible way to perform it. You may want to design your own ceremony, keeping the general guidelines in mind. Usually you perform the ceremony after the opening Grand Howl.

- 1. Tell a short story explaining the importance of the sixer position.
- 2. Call the new sixer forward. If there are more than one, call them one at a time. Ask the sixer to repeat the Promise or a special promise of your design: Here's an example...

"I promise to do my best,
To help the Cubs in my six and the Old Wolves,
And to lead the (colour) six as well as I can."

- 3. Present the new sixer with sixer's epaulettes.
- 4. Ask the sixer to return to the six, where other members shake the Cub's hand as a symbol of their acceptance.
- 5. If your pack rotates sixers, thank by name each of the sixers whose terms have expired.

## Going Up to Scouts



The description that follows is a typical Going-up ceremony. Remember that the objective is to help the Cub move into Scouts smoothly and happily. Change the arrangements if another method seems better for the particular Cubs involved.

Many packs and troops agree to encourage Cubs to move to Scouts whenever they are ready rather than holding them back to wait for a big ceremony at the end of the year. If this is the case with your pack and you find you have older Cubs going up several times a year, you and the Troop Scouter may decide it isn't practical to hold a standard ceremony each time.

In this case, design a simpler ceremony, bearing in mind that you're trying to make it as easy as possible for Cubs to take this big step. You also want the ceremony to stress some form of friendly contact between pack and troop.

Before or after the ceremony, be sure to give the Troop Scouter a copy of the Cubs' record of progress in the pack. Transfer to the Scout sash the activity awards earned by the Cub once the Cub is invested into Scouts.

Some groups have developed the fine custom of having the group committee or group council present a copy of the *Canadian Scout Handbook* to the Cubs as they go up.

Placement of pack and troop flags is optional. With the Troop Scouter, decide how you want them before the ceremony begins. The relative position of pack, troop and leaders is shown next page.

#### Procedure

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

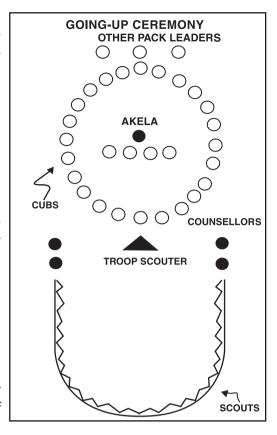
Akela stands in the centre of the circle and the other Cub leaders on the far outside of the circle, away from the Scout troop.

The Troop Scouter stands in the opening of the horseshoe with the other troop leaders in a line alongside the horseshoe.

Akela gives a few brief comments on the progress made by the Cubs who are going up and expresses great pleasure that they are continuing with their Scouting.

The pack performs the Grand Howl in honour of the Cubs who are going up. These Cubs then fall out in front of Akela, who wishes them good hunting in the name of the pack. The Cubs repeat their promise after Akela.

The Cubs walk around to shake hands with the Cubs in their sixes and the other pack leaders, then return to the centre of the circle. The pack gives them three cheers.



The Cub leader and Cubs go to the opening of the troop horseshoe where Akela formally presents the Cubs to the Troop Scouter. The Troop Scouter welcomes them to the troop, and introduces them to the other leaders and their patrol leaders.

The patrol leaders take the Cubs to their patrols where they are welcomed.

The ceremony closes with the troop yell or three cheers for the new Scouts.



**Akeela's Tip:** the link badge new Scouts receive to recognize they were a Cub is presented by the Troop Scouter once the badge's requirements are fulfilled.

## **Leave Taking**

Sometimes a Cub moves away, chooses to leave the pack before reaching Scout age, or completes Cubs but decides not to advance to Scouts.

You don't always know ahead of time that Cubs are leaving, but when you do, send them off with the pack's good wishes, and let them know they are welcome back any time. Although there isn't a special leave-taking ceremony, during their last meeting, thank each Cub for contributing to the pack and wish the youth success in the future. Give the Cub a copy of his or her Wolf Cub Personal Record Sheet, found in the *Pack Annual Records*. You can present the same summary sheet to Cubs who go up to Scouts, too.

## **Activity Area Work Presentations**

Because stars, badges and awards are important to Cubs who earn them, present them as soon as possible after they have been earned. Cub leaders usually make the presentations during the closing ceremony.

Call the Cub forward, name the recognition earned, and show the youth where it goes on the uniform sash. Remind Cubs that the activity awards are a link to Scouts, and that the awards can be transferred to the Scout sash when the Cub joins Scouts.

Mention special efforts the Cub has made, put the badge(s) in the youth's right hand and shake with the left handshake.

#### Other Awards

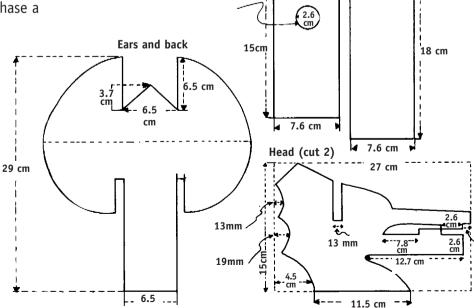
Religion-in-Life emblems are often presented at a Scout worship service held by the partner or the Cub's own religious institution. If there will be a delay between the earning of the emblem and the worship service, it might be better to present the badge at a regular pack meeting and the certificate at the service.

Every Cub and leader is entitled to wear a service bar for each year of service completed. Normally you present these bars to all of last year's Cubs and leaders at the beginning of the new season. Because you are giving them out to almost everyone, it's often too time-consuming to recognize each recipient individually. Instead, you can make it a happy occasion celebrating another Cub year.

Keep track of the years served so that you can present Cubs and leaders with the gold five year Service Bar when appropriate. A leader who has served for five years is also entitled to wear a five year pin when not in uniform. Your group committee is responsible for arranging to get the pin from the local council office.

# Wolf Head Totem

Scouts Canada strictly forbids the use of a real wolf, or other animal, head. Leaders and youth may make wooden totems or purchase a plastic totem from the Scout Shop. The wolf head is purely symbolic of the section.

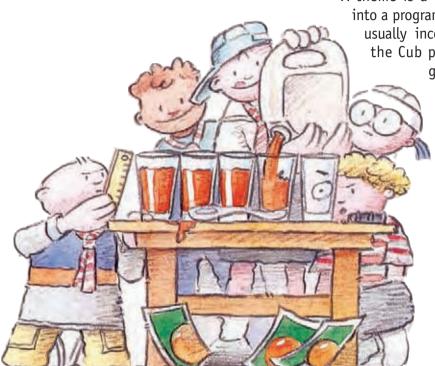


**Bottom Snout Top Snout** 



# Chapter 6 - Theme Programs





A theme is a chosen subject area developed into a program offered over a period of time. It usually incorporates all seven elements of the Cub program and meets the program goals and standards.

A theme may last for one or two meetings, a month, or three months. In some cases, you may want to weave a particular theme or pack goal into the program throughout the whole year.

Themes are a most effective program planning tool because they provide continuity. When you add surprise or a sense of the unusual, they pique your Cubs' interest and provide your program with an element of excitement.

Involve Cubs in the selection of themes to ensure the program will fit their interests. Let them express their imaginations, satisfy their curiosity and need for adventure, and help them learn to make choices.

Using themes helps you deal with the wide variety of ages and abilities in your pack. At the same time as it allows willing and able Cubs to delve more deeply into a particular area of interest, it lets slower, less aggressive Cubs work on the theme at their own levels of interest and ability.

# Involving the Cubs

Hold a "brainstorming session" with your pack to get Cubs involved in selecting themes they wish to explore, or have each six meet separately to dream up exciting themes. Encourage originality. Treat each suggestion with an open mind and consider all of the possibilities that accompany the suggestion.

Initially, Cubs may be hesitant to offer suggestions. Here are a few ideas on how to get them started:

- Starting with the letter "A," go through the alphabet and ask Cubs to give you words that come to mind for each letter (e.g. airplanes, animals, etc.).
- Give each six a newspaper and ask Cubs to flip through it looking for possible ideas.
- Suggest certain words (e.g. sports, hobbies, nature, etc.) and ask your Cubs to tell you the first thing that comes to mind.

When the ideas start rolling, write them all down on a piece of paper attached to the wall so that everyone can see.



# Grouping Ideas Into Themes

Now it's time for the leadership team to take a look at the suggestions and come up with themes to which their Cubs will respond. Try to group Cub ideas into subject areas. Look at isolated topics that don't fit into any particular category or group to see if they can offer more ideas.

To keep to the program in *The Cub Book*, you might consider using the following Activity Areas to start:

- The Natural World
- Outdoors
- Creative Expression
- Health and Fitness
- Home and Community
- Canada and the World

By following this guideline, you can group ideas into themes. Choose themes from two, three or more Activity Areas to add variety to your overall program.

It's okay if you don't develop or use themes from all subject areas in one year. Remember that some of your Cubs' ideas may relate to more than one theme.



# Relating to the Seven Elements

Now take a look at each theme in relation to the seven elements of the Cub program. It helps to ask yourself a few questions.

- 1. What games can we readily adapt to this theme?
- 2. What crafts and projects can we relate to this particular theme?
- 3. What songs or music are there that could liven up the theme?
- 4. How can we work in storytelling using the theme?
- 5. Can Cubs develop a skit during the theme?
- 6. What value lessons can be drawn out of the theme?
- **7.** Can we develop a good portion of the theme outdoors?
- 8. WILL IT BE FUN? This is a vital question!



Beware of themes that do not fit most of these criteria. Use topics your Cubs are likely to have studied in school only if you can put in a twist of adventure. We're not formal educators, but we can take things Cubs learn at school and turn them into exciting Cubbing.

When you have narrowed down your list to a group of subjects you can relate to one theme, you're on your way!

Here's an example to show you one possible result of using such an approach. Perhaps after you've listed all of your Cubs' ideas under one or more of the general subject areas, you find the following list for The Jungle:

- Adventure game
- 3. Fire-lighting
- **5.** Obstacle course
- 7. Wiener roast

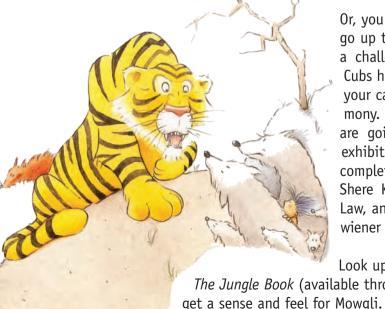
- 2. Hike in the woods
- 4. Hunting
- **6.** Campfire



Using this list, you might choose a theme from *The Jungle Book*. Some of the activities you might identify to offer over the theme period could be:

- Jungle Dance: "The Dance of Bagheera" (playacting).
- Hunt for the "man camp" following Bagheera's cryptic instructions. (You'll have fun making them up.)
- Run an obstacle course through the jungle from Bagheera to Raksha (Health and Fitness Activity Area).
- Make props for the dance (crafts).
- Choose and prepare the site for the campfire and a wiener roast to follow (Outdoors Activity Area).
- Discuss the pack Law, respect, and loyalty to your beliefs (spiritual fellowship).

You can build many possibilities into this. For example, each six could do a craft, design and build part of the obstacle course, create part of the skit, become Mowgli running through the jungle, hunt for the "man camp," etc.



Or, you could get only the Cubs who are ready to go up to Scouts to play Mowgli running through a challenge course that leaders and the other Cubs have prepared for them. Invite the troop to your campfire and close it with a Going-up ceremony. Through the skit and dance, the Cubs who are going up show that they are ready. They exhibit the fire pot, prove their Scouting skills by completing the obstacle and hunt courses, shame Shere Khan, re-commit themselves to the pack Law, and finally leave the pack. Follow up with a wiener roast celebration.

Look up the chapter "Mowgli's Brothers" in The Jungle Book (available through Scout Shops), and read it to et a sense and feel for Mowgli.





Now you need to decide to what extent you will develop a particular theme. Before you do this, look at fixed dates you need to take into consideration throughout the year (e.g. holidays, Area Scouting events, community events in which Cubs can play a role, events related to the partnering organization). Plot these dates on your calendar. (You'll find more detail in the chapter dealing with Program Planning and Delivery.)

Consider also school holidays and other dates when you may not have Cub meetings.

# Pick a time frame

Plan to start and complete a particular theme within a specified time frame. For example, you may find a free three week period in the calendar. Aim to complete all activities relating to the theme in the three weeks so you're not stretching it out with several interruptions. Some themes lend themselves to shorter durations than others.

# Timing

The timing of a theme is also important. Try to coordinate themes with other happenings in the Area or community. For example, a unit on car racing might end with the Area Kub Kar rally. A fire-lighting and safety unit might tie into Fire Prevention Week. You can get other ideas if you check with your municipal council to see what special weeks they plan to proclaim during the year.

You may want to carry on a particularly interesting and successful theme over a longer period of time. That's great if it excites your Cubs, satisfies their curiosity, and provides a good range of variety in the program. Just be careful not to wear it out to the point where it dies. It's much better to end it as a booming success!

Some themes may not capture your Cubs' interest to the degree you expected. Be flexible. If a theme isn't working, finish it quickly and move on to something more stimulating. And remember to hold a leadership team evaluation session to determine what went wrong.

Try to end each theme on a high note with a special event or happening: an outing, an event the pack planned together throughout the theme, a community project.

# Long-Range Themes

You may want to weave certain themes into the program for the whole year. The jungle theme comes to mind because it is the basis of the Cubbing program. Even when a particular area of interest doesn't directly relate to the jungle, you can always put some jungle atmosphere into the program.



Use jungle openings and closings, jungle names for leaders, and occasional jungle dances and stories to maintain continuity.

You can relate some of the feelings or principles that come out of other themes to the jungle characters. For example, how do you think Baloo would feel about someone who deliberately destroyed trees in his jungle? Talk about it.

At the beginning of the year, your pack might want to set a particular goal that members would like to work towards during the year. Perhaps it might involve a commitment to help a specific community group or organization, senior citizens or people with disabilities, for example.



**Bear Wisdom:** Consider using the Pack Specialty badge to relate to a broader theme. The Specialty badge can change every year, so sit down with your Cubs and sixers and be creative!

You can relate any theme to this overall commitment. For example, when you go to a local sports event, your Cubs can check to see if the facility is accessible to people in wheelchairs or if it has a special seating area available for seniors. The pack can also include their special group in many of their theme activities and projects.

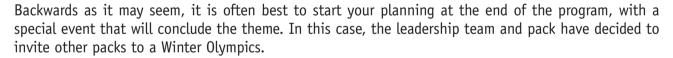
# Sample Theme

Let's take a look at developing a particular theme from start to finish.

## Theme: The Winter Olympics

#### Long-Range Pack Theme:

Understanding the needs of people with disabilities and helping disabled people in the community.



#### Special Event:

Schedule the inter-pack Winter Olympics for a Saturday or Sunday in February at a community park, and invite other packs in the area to participate. Include Special Olympic events which highlight people with disabilities, such as blind skiing or hockey.

Organize Cubs in sixes, each representing a different country and wearing a coloured arm band. Include competitions such as:

- Cross-country skiing or snowshoeing relays
- Snow sculptures of jungle animals
- Period of free skating on open-air rink
- Snowball throw (through a hoop hanging from a tree)
- Snow soccer game
- Obstacle course involving sledding, snow-shoeing, etc.
- Judging of team flags
- Shelter activity (inside tent or building): making Olympic torches





Tie these activities into disability awareness to keep with long-range theme decisions.

Set up hot chocolate stands staffed by parent volunteers throughout the park. Provide a lunch of hot dogs around a large campfire. Keep the fire burning all day for warmth and fellowship. Set up a first aid tent staffed by a qualified medical person. Cubs unable to compete in the games for some reason may assist.

Program	
8:00 a.m.	Torch Relay. Each sixer takes a turn carrying the torch from a designated point to the flame.
9:00 a.m.	Lighting of the flame with the torch.  Parade of nations, each six dressed to represent its country, and carrying a flag the group has designed. As each nation enters, members sing a song from their country.  Official opening of the Games by the local mayor.  Grand Howl  "O Canada"
9:30-12:00 pm	Activities: Rotate sixes through all activities to keep everyone busy.
12:00 pm	Lunch
1:00 pm	Activities resume.
3:00 pm	Closing ceremonies. Medal presentations (set up boxes for the Cubs to stand on, just as they do at the Olympics).
3:10 pm	Prayer from Cub or leader thanking God for the terrific day. Grand Howl

Remember that the weather may not always cooperate with your plans; be prepared for this possibility. In case you have no snow, make arrangements to use a gym or community centre. With a little imagination, you can turn the Winter Olympics into the Summer Olympics.

An event such as this gives you a great chance to promote Scouting in the community. See if the local newspaper will come out to do a report. Perhaps you can designate one of the Cubs as the official press photographer. Give the Cub a PRESS sign for his hat and a roll of film, and set the youth to work taking pictures of events during the day. Part of this Cub's responsibility, of course, will involve making a display of photos, medals and ribbons on the pack bulletin board after the event.

You might ask a parent with a video camera to be your official video technician. Or, see if a Cub can do this using a parent's video camera. In the weeks to come, Cubs will really enjoy re-living their Olympics.



#### Activities Related to the Theme

#### Games

- 1. Each week while developing the theme, make one six responsible for teaching the rest of the pack a game played in the country they represent.
- 2. Award small medals to sixes as prizes for games and other pack activities (gold for 5 points, silver for 4 points, bronze for 3 points, red for 2 points). When the theme ends, treat the six with the most points to a special privilege or outing.
- 3. Play a series of games with participants in wheelchairs to help Cubs begin to understand how someone in a wheelchair deals with things. Show a movie on the Special Olympics.
- 4. Adapt games to relate to the Olympic theme.
- 5. As a pack, attend a local game where a pack member is playing on the team.
- 6. Organize a parent and Cub hockey game, or one where Cubs play against another pack. If not hockey, try indoor soccer or basketball.

#### Storytelling

- 1. Describe the history of the Olympic torch.
- 2. Tell stories or watch movies about famous gold medallists.
- 3. Invite anyone in the community who has participated in the Olympics, Special Olympics, or a similar event to come to a meeting to relate personal experiences.
- 4. Develop a progressive story with your Cubs. It might start: "It was the opening day of the Olympics. I had waited my whole life for this day. How was I to know it would turn out the way it did? Everything seemed normal when I got up that morning, except...."

#### Music

- 1. Use emotional or patriotic songs as background music for activities.
- 2. Have each six learn a song from the country it represents, and teach the song to the rest of the pack. For example: Ach Von de Musica (Switzerland), Waltzing Matilda (Australia), or Alouette (France).
- 3. Make some musical instruments to use in the opening parade.
- 4. Choose a simple tune, and together compose lyrics to make it your pack's Olympic song.





#### **Outdoors**

- 1. Hold activities outdoors where possible.
- 2. Use outdoor skills in addition to sports.

#### **Playacting**

- 1. Ask each six to prepare a cheer with actions to encourage their team at the games.
- 2. Do charades featuring Olympic activities or famous winners.
- 3. Put on a puppet play about a particularly famous event from a past Olympics.
- 4. At the end of each meeting, have a weekly "newscast" on the progress of the Cub Olympics. Ask each six to take a turn at producing it; include news, sports, weather, financial report, advertisements.

#### Crafts

- 1. Design and make medals.
- 2. Make team flags.
- 3. Make simple costumes to depict your country.
- 4. Make Olympic torches.

#### Spiritual fellowship

- 1. Talk about the "Olympic Spirit" of sportsmanship.
- 2. Show how "Do Your Best" extends from sports activities to daily life.
- 3. Demonstrate fair play and honesty during activities.
- 4. Talk about how cheating never gets anyone far in sports or life.

#### **Activity Areas**

The following Activity Area work can be tied into the theme:

- 1. Team Player Badge.
- 2. Swimmer, Skater, Snowboarder, and Skier Badges.
- 3. Handicraft Badge (make a model of an Olympic Village).







- 4. Carpenter Badge (build the Winners' podium).
- 5. Artist Badge (make posters).
- 6. Athlete Badge.
- 7. Purple Star (scrapbook of famous Canadian Olympians).
- 8. Blue Star (make use of your community resources; e.g. rink, swimming pool).
- 9. Red Star (athletic activities for Olympic training).
- 10. Tawny Star (make a puppet, make a poster).

With a little imagination, you can extend the list of related activities endlessly. Be innovative! Try new and different things in your approach to themes.

# Jungle Themes

Because Baden-Powell believed Cubbing needed a special atmosphere that would intrigue and appeal to 8 to 10-year-olds, he introduced Rudyard Kipling's *The Jungle Book* to the program. It offered excitement and action, and included skill training, physical fitness, love of nature, friendliness to animals, self-reliance, obedience, loyalty and courtesy.

Cubs, with their lively imaginations, readily identify with the jungle characters they admire when leaders set examples. To instill the spirit of the jungle into your Cubs, you need to be inspired by the romance, power and beauty of the jungle story. Read it the first chance you get. Become familiar with each animal and, as you teach your Cubs, make use of their features.



The Cub Law, salute and Grand Howl come from the jungle stories. They gain impact when you relate them to the jungle background. One of the important lessons from the story has to do with the respect Mowgli develops for his leaders and himself. He learns to respect the wisdom of his teachers, Baloo and Bagheera. He learns that, without respect for Akela's leadership, the pack quickly becomes a rag-tag, disorganized and unhealthy rabble. He discovers that, to respect himself, he needs to find the courage to speak his mind and challenge the pack when he feels it is wrong. And he finds the strength to stand up to Shere Khan, the bully tiger.

Because respect is an important lesson, it forms the cornerstone of the Wolf Cub Law: "The Cub respects the Old Wolf; the Cub respects himself/herself."

In the jungle story, the Old Wolf is Akela, leader of the pack. Others, particularly the young wolves and cubs, want to be the leader but have to wait their turn. They respect the wisdom and the strength of Akela, and will not dispose of him until they lose that respect.

In your pack, the Old Wolf is Akela. Akela makes the final decision what the pack can and cannot do for itself. The other leaders are also called Old Wolves, and Cubs learn to respect them too for their experience and teachings. The Old Wolves ask Cubs to learn to make choices and stand up to challenges. They encourage them to do their best, speak their mind and participate in the pack so that they learn to respect themselves.

Remind Cubs of the Law of the Wolf Cub pack. Show them that by listening to instruction, speaking their minds, giving their best effort, and supporting the decisions of the pack, they respect the Old Wolf and themselves.

## Using The Jungle Theme

Use the jungle theme to good advantage with your pack.

- The examples of the wolves and other animals in the stories can help deepen your Cubs' understanding of the Law of the Wolf Cub pack.
- Cub ceremonies take on new meaning when they're conducted "jungle style."
- The jungle theme can be a reason to learn about real wolves and their place in the ecology of Canada. Look in the children's section of your public library; it's sure to have one or two books about wolves.
- Best of all, the jungle is FUN.

Like the rest of the Cub program, the jungle theme is flexible; you can use as much of it as you want to suit your Cubs' needs. Virtually all packs do the Grand Howl and give their leaders jungle names. Some do little more than that with the theme, while others perform elaborate jungle openings and closings, and regularly have fun with jungle dances. We'll look briefly at some of the ways you can use the jungle theme. For more jungle ideas, check out the Jungle JUMPSTART package, available at your local Scout shop.

## Jungle Names

Some of the jungle names sixers might adopt are Red Fang, Black Plume, Brown Tip, White Claw, Gray Brother, and Tawny Fur. Sixes are usually given a colour as well.

The most common jungle names for leaders are Akela (the leader of the pack), Baloo (the brown bear), Bagheera (the black panther), and Raksha (the mother wolf). Many packs also have leaders named Kaa (the rock python), Rikki (short for Rikki-Tikki-tavi, the mongoose), Sona (the bear), Chil (the kite), Mang (the bat), and Hathi (the elephant). As you read the jungle stories, you will find other suitable names, too.

## Jungle Props and Equipment

Some fairly elaborate equipment can contribute to a jungle atmosphere, but all you really need are two elements:

- 1. A totem the Cubs can identify as the symbol of their pack.
- 2. Some kind of dim lighting. This will give the hall an air of mystery and drama for story-telling, jungle dances and, occasionally when the mood is right, the closing Grand Howl.



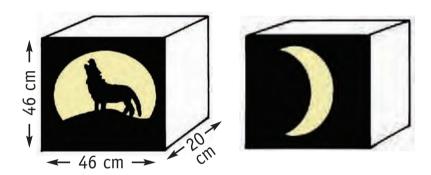
The jungle has exciting ideas and activities waiting behind every tree; you won't want to try all of them at once. You may never get around to trying some of them, but the jungle is there for you and your Cubs to explore. How deep you want to travel is for you to decide.

#### Lair Curtains or Screens

Have each six work together to plan and illustrate their interpretation of the jungle scene on old sheets or large boxes. When the Cubs gather, they meet secretly behind their lair curtain to make special plans for the evening – already your meeting has a certain mystique.

#### 2. Moon

Many of the jungle stories take place under a full moon. A "moon" lit in a dark room enhances the atmosphere and makes an activity much more exciting and intriguing. Place it in an elevated spot where the moon would be naturally (i.e. not the centre of the floor). You can build a moon as shown in the illustration, or improvise. For example, shine a flash-light on an aluminum pie plate hanging from the ceiling.



#### 3. Jungle Flags

Have your six members choose a patron animal for their six (e.g. Bagheera for the Black Panthers, Baloo for the Brown Bears), and design a flag of their patron to hang on the lair curtain or screen.

#### 4. Council Rock

Make this from a large wooden box or several chairs piled together and covered with a piece of grey flannel or a blanket. Make sure Akela can sit on it, and place it in the centre of the circle.

#### 5. Headhands

Cubs can make simple headbands of coloured bristol board or felt with the head of their patron animal on the front. They wear their headbands to jungle openings and closings, and on other special occasions.

#### 6. Fake Skins

Improvise with remnants of tiger-patterned flannelette or fake fur. Drape them over pictures, lay them on the council rock, use them in playacting, jungle dances, and storytelling.



# Jungle Games

Encourage the Cubs to use their imaginations to invent jungle games or adapt old games to jungle themes. Here's an idea to try.

Give each Cub in the six objects (i.e. means of survival) such as a beanbag (representing a piece of meat, fruit, rock), wax paper roll (dagger, firestarter), piece of rope (snake, vine), newspapers (leaves), etc. Ask the six to devise a game using these survival tools and teach it to the rest of the pack.

#### Bandarlog Relay

Sixes line up in relay formation. Cubs, in turn, balance an object lightly on their heads and playfully frolic to the end of the room on all fours like monkeys. The first six to finish and squat, wins. You can deduct points for objects dropped on the way if you wish.

#### Shere Khan and Mowgli (Steam-off Game)

Father Wolf, Mother Wolf and all the little wolves form a line one behind the other with Mowgli (the smallest) last in line. Mowgli has a dangling "tail" tucked into his belt, and each of the wolves holds the waist of the one in front. Shere Khan wants to catch Mowgli by catching his tail but, whenever he tries, Father Wolf blocks and the line of wolves scrambles to keep Mowgli safe behind them. If Shere Khan can catch Mowgli's tail within three minutes, he wins. If not, the wolves triumph.



#### Lost in the Jungle (Outdoors or Indoors)

You need a piece of paper with the name of a jungle animal written on it for each Cub (and a few extras). You can use the name of an animal more than once. Hide the bits of paper over the play area (define the boundaries carefully if you play outdoors). Akela tells the Cubs that many jungle animals have lost their memories and are wandering about in the jungle. The Cubs must scatter to find them within five minutes. At Akela's call, the pack returns. One by one, the Cubs describe the animal they have found without saying its name. The others try to guess which animal each found. The game helps Cubs learn about the jungle animals and also encourages them to use some self-control. They usually want to tell each other the name of the animal as soon as they find it!

# Jungle Pances



In jungle dances, which really are plays about the jungle, B.-P. provided Cubs a way to express their imaginations and love of acting. Dances also teach valuable lessons about morals (Shere Khan and Tabaqui, the sneaking jackal), discipline (Dance of Kaa), and bodily control (Dance of Bagheera).



Here are a few guidelines to help you introduce and teach jungle dances.

- 1. Let your imagination go, and your enthusiasm will infect your Cubs. Show how to chase your tail like a Bandarlog or creep low like Bagheera. Encourage drama and expression. Incorporate leaps, bounds, crawling on all fours and creeping on the stomach.
- 2. Encourage older Cubs to take part, too, but if jungle dancing is new to your pack, concentrate on younger ones who really enjoy acting out the jungle. It may be useful to put older Cubs under the direction of one of the other leaders to do something more suited to their interests (perhaps in preparation for their going up to Scouts).
- 3. Encourage Cubs to portray characters with imagination and individual interpretation.
- 4. Do only one dance at a given meeting. You don't need to use jungle dances every week or even every time you use the jungle in the program. Make jungle dancing a special occasion.
- 5. Do jungle dances outdoors. Sneaking around trees, rocks, buildings, ponds, and other people really adds an exciting dimension.

#### How to Teach Jungle Pances

- 1. Start with a story about the dance. Tell it in your own words if you can, and bring out the important aspects of the story in an exciting, dramatic manner. (See Jungle Stories later in this chapter.)
- 2. Make a special effort to ensure the animals appear as real characters. Emphasize their particular characteristics as well as the adventurous nature of the story.

3. Fully explain the parts the Cubs are to act. Go through each part of the dance, demonstrating where necessary. Let the pack try it. Praise Cubs who make a real effort to portray their parts. Practise the dance a couple of times, then leave it before you drill the fun and

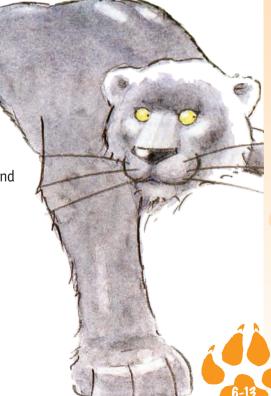
spontaneity out of it.

Below are a few jungle dances and suggestions for interpretations. You can make up your own once you're familiar with the story.

### The Dance of Bagheera

Because you need plenty of space for this dance to be effective, it's best done outdoors. Bagheera is the black panther, a crafty and skilful hunter who climbs trees and creeps silently and unseen in the shadows by night. Although he can be fierce and terrible, Bagheera has a kind heart and teaches Mowgli how to hunt for his food.

Each Cub becomes a panther in this dance. Cubs must watch the leader and instantly do the things he does. Choose a sixer or other experienced Cub as leader.



The pack forms a circle, and Cubs move along in a crouching position, looking out to right and left for game to hunt. Suddenly, they sight game and squat, turning heads to gaze towards the centre of the circle where an imaginary deer is feeding. In order not to be seen, Cubs quietly take a position on all fours and turn towards the centre. They move backwards a few paces to get a little farther from the deer, so as not to frighten it, then begin to crawl slowly towards the centre. As they get nearer, they creep closer to the ground and move more slowly. When they are near enough, they lie flat until the leader yells, "Now!" On that signal, they spring forward with a shout, and capture the deer. Then they fall outward and run jumping back to their places in the circle.

#### The Hunger Pance of Kaa the Python

The leader is Kaa's head, and the rest of the pack form a tail behind Kaa, each holding the Cub in front. The tail follows the head wherever it goes, each Cub moving as slowly as possible in step with those in front.



The head quietly glides along on a figure-of-eight track, then winds up his tail into a circle, gradually getting smaller and smaller until he turns round and works his way out again in a spiral.

Cubs hiss during the whole performance and silently walk on tip toes so the whole body sounds like a snake rustling through the grass. Occasionally Kaa might hiss a bit louder to call to his friends.

After Kaa has coiled and uncoiled, the leader yells out, "Bandarlog!" Immediately the snake breaks up and each Cub runs about imitating a monkey in his own way. One might dash in a certain direction as if on urgent business and suddenly stop, sit down, and look at the sky. Another might dance around and around on all fours without any real object. A third might chase his own tail while others climb imaginary trees, sit down on imaginary branches, and scratch. All sorts of tricks are possible here as Cubs do silly monkey things without paying attention to what anyone else is doing. At the same time, the Cubs make the monkey's call, "Goorrukk, goorrukk how, how, goorrukk."

Suddenly the leader shouts, "Kaa!" The monkeys freeze with horror, for they know only too well what their terrible enemy will do to them.

The Cub who plays Kaa's head stands with legs astride, arms outstretched, thumbs clasped, and head down. Slowly he swings his body to and fro. He hisses once, and all the monkeys take an unwilling step forward. He points to one of them. The frightened victim crawls forward between Kaa's legs. After he is "swallowed," he becomes part of the tail behind the leader by joining on. Perhaps a dozen monkeys go this way, one after the other, to re-form the body of Kaa. The others slowly move to the back to take their places as Kaa's tail again.

When all have joined up, the snake moves heavily around in a circle, then lies down and goes to sleep after his big meal. The leader goes down first and the other Cubs follow, one after another, each resting a head on the back of the Cub in front.

6-14

At the call, "Pack! Pack! Pack!" everybody jumps up, shouts "Pack!" and quickly forms the circle.

#### Notes:

- 1. Some packs form Kaa by holding each other's shoulders, others by holding the waist. It's most effective if the Cubs keep their heads well down.
- 2. Encourage Cubs to "ham up" the frozen horror of the monkeys when they hear the dreaded call "Kaa!" Have them keep very still and glue eyes to Kaa until he points.
- 3. When Kaa goes to sleep at the end, it is easier if the pack kneels, one Cub after the other, before lying down.

#### Variation for a small pack

A small pack can get a more snake-like appearance by holding hands in a line. Have the Cubs line up from largest to smallest, and clasp hands by stretching the right hand forward and the left hand back. Leaning forward a bit with both knees slightly bent, they move in step, advancing with the right foot only and bringing the left foot up to it. The result is a nice, slithering, jointed snake.

If the pack is small enough, Kaa can swallow every monkey, starting with the smallest Cub, who eventually becomes the tail end. As he swallows progressively larger monkeys, they hook on immediately behind him and the others move back.

When the snake has formed again, the Cubs clasp right and left hands as before and are in a good position to lie down in a snake-like manner. If Cubs step over the joined hands in front of them, they're ready to "Skin the Snake."

Jungle dances are dramatic interpretations of the jungle stories, so branch out. Try developing your own dances for the pack's favourite stories.

# Jungle Stories

Stories from *The Jungle Book* or *The Wolf Cub's Handbook* make a wonderful quiet activity towards the end of a pack meeting. Most Scouters find Kipling's words a bit difficult for Cubs to understand; for this reason, they tell the tales in simpler form sometimes using their own language. B.-P.'s words are sometimes a bit old-fashioned, but they're vigorous and lively, and need little simplification. Your library has lots of animal and adventurous outdoor tales, many of which you can use as part of the jungle atmosphere. Consider these tips:

- Read a story to yourself a few times before telling it to your Cubs.
- Decide if the author's words are best or if you need to simplify them.
- Decide if you should leave out some of the story, because it's too long or you feel parts are not suitable.
- Become familiar enough with the story that you can "tell" rather than "read" it. As much as possible, you want your eyes on your Cubs rather than the book.
- Try to make the expression of your voice match what's happening in the story.



# **Jungle Songs and Chants**

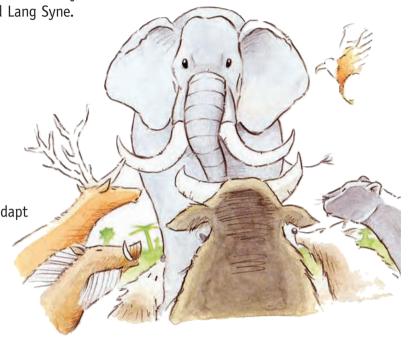
A jungle dance is a great way to follow a jungle story, and so is a jungle song. You might adapt one of the jungle passages to music. Try this one from

Mowgli's Brothers. Sing it to the tune of Auld Lang Syne.

Now Chil the Kite brings home the night That Mang the Bat sets free; The herds are shut in byre and hut For loosed 'til dawn are we. This is the hour of pride and power, Of talon, tusk and claw, Oh hear the call, "Good Hunting" all Who keep the Jungle Law.

Set your imagination free; you can also adapt many other songs to the jungle theme. Sing this song to the tune of "If You're Happy and You Know It."

If you're a wolf and you know it, Give a howl...
If you're a monkey and you know it, Give a scratch...
If you're a snake and you know it, Give a wiggle...
If you love the jungle and you know it, Do all three...



# Jungle Ceremonies

Imagine the scene. The meeting begins with lights out, a full moon shining, and the Cubs in their lairs. Out of the darkness, Akela's voice booms, "Look well, O Wolves. Look Well!" And the jungle opening begins.

Here are samples of a jungle opening and closing you may want to try with your pack. Adapt them, or improvise your own, to suit your needs.

## Jungle Opening

The den is in darkness except for illumination from the moon. Akela and Bagheera face each other from opposite ends of the den. Cubs are in lairs at the four corners of the den.

Akela: Bagheera:

"Look well, O Wolves. Look well!"
"Tis moonlight in the jungle,
And time for the pack to meet,
Come wolves of every colour,
Gather at the Council Seat."



Cubs (from lairs): "We, the White Wolves, come, Bagheera: We, the Green Wolves, come, Bagheera." etc.

Cubs form a circle around Bagheera.

Bagheera: "Akela, from the north, from the south, From the east, and from the west.

The pack has gathered at your request."

Akela and Bagheera salute. Bagheera leaves the circle. Akela enters the circle and begins the Grand Howl.

#### Jungle Closing

Cubs are in a circle with Akela in the centre. The second brings the totem into the centre of the circle, salutes Akela who returns the salute, and returns to his place in the circle.

Sixer (or other leader): "Now Chil the Kite brings home the night
That Mang the Bat sets free;
The herds are shut in byre and hut
For loosed 'til dawn are we.
This is the hour of pride and power,
Of talon and tusk and claw,
Oh hear the call, 'Good Hunting' all
Who keep the Jungle Law."

Cubs do the Grand Howl with the sixer remaining in position in the circle.

If you broke the flag at the opening of the meeting, Akela says, "Pack, face the flag." Cubs face the flag but do not salute as the leader lowers it. Akela then says, "Pack inward face."

Akela: "There is none like to me, says the Cub In the pride of his earliest kill; But the jungle, it is large, and the Cub, he is small; Let him think and be still."

Cubs bow their heads for either silent prayer or a prayer led by a leader or Cub. After the prayer, Akela usually gives a blessing. The second then comes into the circle, salutes Akela and takes the totem out of the circle.

Akela: "Good night, Cubs. Good rest and good hunting. Remember, Cubs always go straight home."

Akela salutes the pack. The Cubs return the salute, break circle, and leave for home.



#### **Award Presentation**

Akela: "Come, Wolf Cubs all, both large and small,

From North, South, East and West,

And gather round while a reward is found

For a Cub who does one's best."

Akela gives a short talk on the achievement, calls the Cub to the circle and makes the presentation.

Like many things from the jungle, the presentation is very simple, but also very special.

#### **Visitors**

When another Cub or a special guest visits, Baloo and Akela offer a greeting.

**Baloo:** "Oppress nor hurt the Cubs of a stranger,

But hail them each as your brother,

For although they are each of them different,

As with us, the pack is their mother.

Welcome!"

Akela: "We are of one blood, you and I

Cubs, salute your fellow Cubs."

#### With a Bit of Imagination...

The key to running a successful Cub program with jungle atmosphere is to remain innovative and original. With a little bit of imagination, you can make almost any pack activity a jungle activity. To give you an idea, here's an example of applying the jungle to a badge requirement.

#### Jungle Fit

Cubs love adventure. We can offer a whole lot of content during an evening or day-long wide game designed around a carefully thought out scheme.

Select some Athlete Badge requirements; for example, connect them to a theme, build a fun activity around each, and you have a made-to-order adventure.

This example combines the theme Jungle Trail and Athlete Badge. Build your own story line something like this.

Raksha gives Mowgli a message to take to Akela as quickly as possible. He must remember the message and repeat it exactly when he reaches Akela. But Shere Khan is in the neighbourhood and, if Mowgli doesn't reach Akela within a certain time, the Old Wolf will assume the tiger got him. Mowgli meets challenges along the way. Completing them saves him time; failure to complete them slows him down. He runs along a well-marked trail.



#### Some of the activities could involve:

- 1. Running 50 metres. Mowgli has to cross a meadow where Shere Khan lurks. If he takes too long, you'll hear a roar. Shere Khan has spotted him!
- 2. Standing long jump. Mowgli's back is against a cliff and the trail ends to the right. He can't turn back to his left (remember Shere Khan) and, to take the only way forward, he has to jump across a pit of quick-sand. If he doesn't make it "SLURRP!"
- 3. Running long jump. There's a deep chasm across the trail. In it are vicious alligators, starving rats, a raging river, a shark, and a whole bunch of other nasties; a sign beside the chasm lists them all. Mowgli has to take a running jump at it. If he doesn't quite make it, let out a blood-curdling scream.
- 4. Push-ups. Mowgli is dying of thirst and staring at a water hole, but a pool of acid lies between him and the water. Beside the waterhole are two rocks, perfectly placed for his hands. If he keeps his toes on safe ground, places a hand on each rock, and holds his body straight, he can use a push-up to lower his lips to touch the water. He needs at least 12 sips with a pause after each. If he misses or buckles, he sizzles.
- 5. Throw a ball. As he runs near the river, Mowgli spots a Bandarlog on the other side. Unfortunately, the Bandarlog sees him. Since Bandarlogs are always hungry, Mowgli knows if he feeds the monkey he'll distract him from warning Shere Khan. He must throw a handy mango across the river. If it doesn't quite make it, the Bandarlog chants, "Here, tiger, tiger, tiger...!" You can come up with other activities for the running high jump (leap over a high hedge to escape Shere Khan), the 200 metre run (out race a mud slide), sit ups, and the rope or pole climb (climb a vine up a cliff to Akela's lair to repeat the message, "Six young wolves will howl for Akela tomorrow night when the moon is just over the horizon"). The kilometre run may be too much for one program, but you can hold it another night.

Start planning well ahead. Place signs at each activity site and lay out the course clearly with survey tape or something else the Cubs can spot easily. The location can be a local park, farm, campsite, or even a large gym (although outside is much better). Put two or three rest stops into the trail and make juice available. Before the Cubs start, hold a short training session to remind them how to do these exercises. Be creative with props, other creatures, and sound effects (e.q. roars, screams, slurps, sizzles, monkey chatters).

You can award points and take them away, but don't make it too serious. The idea is to have fun and get some exercise. You might simply give everyone a banana, or offer the most impressive Mowgli or six a nice ripe mango.

If you have 15 or 20 Cubs, you should be able to get each Cub through the course in an evening. With a larger pack, you might want to group your Cubs by sixes and send them together or set up two trails. Another idea is to make the course part of a larger activity such as a weekend camp or a day-long wide game.



# Resources

- The Jungle Book, Rudyard Kipling

• The Second Jungle Book, Rudyard Kipling • The Wolf Cub Handbook  Notes	



# Chapter 7 - Activity Area Programs: Part I

# 600

# INTRODUCTION

The next two chapters will introduce you to the Wolf Cub Activity Areas. Before getting into the actual activities, you should be aware of some background information, which will help you understand how the activities are designed to be delivered. You may find it useful to have a copy of *The Cub Book* handy while reading this and the Activity Area sections.



Your first reaction may be that Cubs are expected to work on and earn every star, badge and award in *The Cub Book*. This is not the case. The Cub program is based on the motto, "Do Your Best." Cubs are at an age where they enjoy a variety of experiences that directly interest them. Therefore, the program of Activity Area work should be based on choices the Cubs make. Involve your Cubs when developing programs; we cannot over-stress this point. The most successful programs ensure that leaders set time aside periodically throughout the year to discuss what stars, badges and awards interest the youth. Leaders can then develop activities which tie directly into specific Activity Area requirements.

As you look over the Activity Area requirements, you may wonder why these specific activities were chosen. Part of the answer — they are fun and age-appropriate. The various Activity Area requirements have been designed to meet the abilities and skill level of the average 8-10 year old. Many of the activities experienced by Cubs provide foundation skills and abilities; they enable the Cubs to tackle more advanced activities found later in the Scout program.

For instance, the Cub Hiking Badge provides an age-appropriate introduction to hiking skills. This ties into background skills required to work on the Scout level Voyageur Outdoor Skills. In this way, Cubs can experience a wide variety of activities geared to their level of achievement which helps prepare them for more advanced programs in Scouts.

Activity Areas form a progressive learning path; Cubs start on basic skills and gradually take on more specific interests and challenges. When you look at the Activity Area overview chart, you'll notice that stars, badges and awards from a similar category are grouped together. Consider them a "family" of related activities which serve as stepping stones for pursuing more advanced levels. We will explain these relationships further when we discuss each Activity Area.

Activity Areas also cover many important social and family issues that confront Cubs. Take time to discuss these issues with your Cubs. Ask them for ideas how to bring these issues into the program in a new and interesting way. Though most requirements are worded to promote or guide Cubs into handson activity, the requirements do not restrict you from planning other exciting program activities for the Cubs to gain experience and knowledge.

## How is an Activity Area structured?

Each Activity Area has a stated purpose and goal. These tell you what the Activity Area is designed to accomplish and the long-term benefits we hope the Cubs will receive from experiencing the activities. The actual requirements then form objectives — the hands-on, tangible activities in which you can measure the degree of interest and success of a particular Activity Area based program.

Remember: the Activity Area purpose, goals and requirements have been designed to meet the developmental needs and interests of typical 8 to 10-year-olds. Three levels of skill development and challenge exist within the Activity Area. Based on Cub interest and ability, you can guide the youth to an appropriate starting place for Activity Area work. The three levels are:

#### Stars

A star provides a basic introduction to an Activity Area for those Cubs with very little or no previous experience in the activities. Star requirements include a broad range of interests to stimulate Cub curiosity to learn more. Star requirements often act as stepping stones toward specific badges.

#### **Badges**

A badge provides further opportunity to explore an Activity Area interest in greater detail; it requires Cubs to have an intermediate level of skill and knowledge. Some badges relate to others. Therefore, working on a number of badges in an Activity Area can provide a much broader and in-depth learning experience.

#### **Awards**

An award is designed to give more focus and challenge to Cubs who are especially keen to explore a particular Activity Area. Working on an award requires greater cumulative knowledge, skill and commitment to complete. Some awards provide an opportunity for older Cubs to teach younger Cubs new skills. This strengthens early leadership skills. Most awards also prepare Cubs for the transition to Scouts through more advanced Cub program work. These activity awards take the form of square badges.

# Integration of Cub Activity Awards with Scout Badges

## Why do we tie the Cub activity awards to Scout activity badges?

It's to attract, encourage and motivate Cubs to advance into Scouts. Cubs earn these awards while in the pack, and transfer them to the Scout sash when they are invested into Scouts. The award requirements ensure that new Scouts have some basic troop skills.



## Why let Cubs transfer awards to the Scout sash?

Often Cubs experience anxiety and disappointment with having to start over with an empty sash. By encouraging youth to earn "pre-Scout" badges, many will exhibit a stronger interest to move up to Scouts; this might help blend the sections.

On investiture into Scouts, any green-bordered Cub activity awards the child has earned are transferred to the Scout sash. Upon earning the Voyageur level of the corresponding Scout activity badge, the Cub activity award is removed and replaced by the activity badge.

This makes a very tangible link from Cubs to Scouts. It provides a clear, progressive and integrated learning path for the youth to follow.

The chart below explains this process further.

## Scout Badge (Voyageur Level) Cub Badge

Outdoor Skills Remove (any or all): Canadian Camper Award

Canadian Heritage Trails Award Canadian Wilderness Award

Personal Development Remove (any or all): Canadian Arts Award

Canadian Healthy Living Award

Citizenship Remove: World Citizen Award

**Leadership** Remove: Canadian Family Care Award

**Emergency Preparedness Award** 

You may find some requirements overlap between various achievements; this is because some activities are relevant to a number of Activity Areas. Cubs are not required to earn every star, badge and award in *The Cub Book*. The opportunity to participate in a particular activity may occur in more than one place. Where requirement overlap does occur, a Cub needs only to pass the requirement once.

Scouting programs are not only for Cubs, but also for their families. Some Activity Area work can only be completed at home. At other times a Cub's parents may enquire how to help the youth work on requirements that fall outside your program plan. Encourage parents and other grown-up family members to take an active interest in the program. In this way, home activities will reinforce things the Cub learns at meetings. As well, allowing Cubs to work on Activity Area requirements outside the meeting makes Cubbing a real family experience. This outside participation will help parents appreciate the effort you are putting into the program.

If Cubs or their parents are interested in working on parts of an Activity Area at home, ask them to discuss their ideas with you first. They may find that you are planning to cover certain requirements later in your program plan, or that you can easily accommodate their interests as part of

your program planning process. If you discover that the work falls outside your program, help the Cubs and parents to establish some guidelines for working on the requirements. This approach will ensure that home activities are age-appropriate and follow our "Do Your Best" learning method.

You may be able to share some ideas how to approach specific requirements and where to go for resources with parents. By working closely with them, you will foster stronger support for the pack; perhaps it will open the door for these adults to assume leadership roles within the group later.

# Pelivering the Wolf Cub Program

The Wolf Cub program offers many opportunities for Cubs to pursue and experience a wide range of activities that interest them. Based on the programming steps discussion, let's explore the options for creating pack programs.

### Themes

Themes can be just for fun or tied to a number of Activity Area requirements. A pirate theme might include finding a map, looking for buried treasure, and a host of related events. By incorporating the program elements, you create a mix of activities that make a fun, variety-filled program. Leaders may refer to the Activity Area requirements either as a guide or to have Cubs earn requirements while they participate in the theme.



## **Activity Area Work (Single Focus)**

Cubs might indicate a cycling interest. This might lead to the entire pack working on the Cyclist Badge together. By using the program elements, the resulting badge activities would be planned and delivered to the Cubs though cycling-oriented games, crafts, songs, stories, etc.

## Activity Area Work (Multi-level Focus)

Cubs will often have a range of experience with some activities. This can pose a programming challenge; leaders will want neither to rush inexperienced Cubs nor hold back more experienced youth from further challenge.

Camping is a good example of an activity where Cubs might have differing experience levels. Rather than have the entire pack work at the same level, split the pack into three groups for part of the meeting.

New Cubs with no camping experience can work with a leader on the Green Star. Cubs with some camping experience can form another group with a leader to work on the Camping, Hiking or Trailcraft Badge. The last group (the most experienced Cubs, perhaps getting ready to go on to Scouts next year) can work with a leader on the Canadian Camper Award.

After working in these groups for a while, bring the entire pack together to review common camping practices (e.g. packing, clothing, weather and general information). Using the program elements in each group and with the entire pack ensures that group activities do not consist solely of instructional lectures. By splitting into small skill groups, Cubs have their interests met at a level appropriate to their individual maturity and ability level.

If you focus the entire pack on star requirements alone, some Cubs will become frustrated and may lose interest. Discipline problems are less likely to occur when Cubs are working on activities that fascinate them. But don't think you have to program for every single star, badge and award for your Cubs to work on. Only plan activities the Cubs want to do. Use the program elements to ensure activity variety. Most of all... have FUN!

#### Here are more tips to make planning easier.

- 1. Cubs can work on Activity Area requirements in any order.
- 2. Cubs can work on activities in bits and pieces. For example, a Cub may earn a few Blue Star requirements, and then move on to the Black or Tawny Stars before completing the Blue.
- 3. The only criterion for earning a requirement is to "Do Your Best." Cubs differ considerably in their abilities; activities that come easy to one, will prove very difficult for others.
- 4. Let your Cubs choose activities that interest them. The Activity Area scheme allows for considerable choice, so Cubs can choose enough projects within their interests and abilities to earn recognition.
- 5. Allow Activity Area recognition and the completed task to be rewards in themselves. Give each Cub equal attention for his or her hard work. Celebrate success, whatever success means in the "Do Your Best" context.
- 6. Because it's sometimes difficult for Cubs to appreciate the objective of a requirement, give them a fun and exciting immediate goal. For example, the long-term objective of fire-lighting is to learn survival and self-reliance skills. The immediate objective is to get this fire lit a process that fascinates all Cubs.

In summary, Activity Areas are designed with specific purposes, goals and activities to meet the interests of Cubs, while also providing an age-appropriate learning method. Give plenty of opportunity for Cubs to choose what stars, badges and awards interest them. Incorporate these into meetings, outings and special events. By encouraging Cubs to "Do Your Best," and using this motto as your standard for completing various requirements, you will contribute to the overall development of each child.



## THE NATURAL WORLD ACTIVITY AREA

## Purpose

To create a feeling of care and concern for the natural world and an interest in nature study.

#### Goals

The Natural World Activity Area has four goals:

- To provide practical environmental activities that explore the wonders of nature.
- To develop an understanding that all life requires food, water, shelter and space.
- To explore and develop an understanding of the positive and negative impacts people have on the environment.
- To give ideas how to help the environment in everyday life situations.



**Mowgli says:** Look on Scouts Canada's web site, www.scouts.ca for web links to some of the Star, Badges and Award requirements. You will also find archives of *Scouting Life Magazine* with helpful program ideas!

The Natural World Activity Area is geared to discovering nature from the perspective of an 8 to 10 year old. The Activity Area comprises the Black Star, Natural World Badges and the Canadian Wilderness Award. The following briefly describes each of these levels.

### **Black Star:**

The Black Star provides a variety of basic and simple introductory activities for children with only limited exposure to hands-on, nature, educational projects. Through nature hikes and visits, making collections or other useful activities, Cubs can begin to understand how nature works and their place in the environment. Early positive experiences will help children care for nature; it will also provide skills and interest enabling the Cub to further explore the variety of nature subjects found in the Natural World Badges.

## Badges:

These badges take a "family" approach; they all relate to each other by providing outdoor education experiences which develop nature awareness in Cubs. The Observer Badge involves learning how to observe, recognize and interpret what Cubs see. By developing a keen eye, youth will begin to discover what nature is lying all around them.

The Naturalist Badge complements the Observer Badge. These activities introduce simple ecology principles, such as camouflage, and how plants and animals survive the weather.

The World Conservation Badge concentrates on the basic understanding that in nature, all life requires food, water, shelter and space to survive. These three badges (Observer, Naturalist, and World Conservation) show how nature is like a giant spider web; everything is connected. A pull or tug on one part of the web eventually affects the rest of the web. Nature is indeed our "web of life."



The Gardener Badge ties nature to our need to produce food. It also promotes wise land use.

The Recycling Badge shows how people's lifestyles can have a profound positive and negative effect on the web of life. As well, it shows Cubs how we handle our waste.

While exploring various aspects of basic astronomy, the Astronomer Badge also makes Cubs aware how objects in the night sky play an important role in Canadian life (e.g. the effect Northern Lights have on satellite communications).

### Canadian Wilderness Award:

This award provides an opportunity for Cubs who are keenly interested in the natural world to focus their attention and energies. By developing necessary background skills and experience through prerequisite star and badge work, the award provides opportunities to apply this knowledge to real life issues (e.g. protecting land for parks and working on a conservation project). By requiring the youth to teach other Cubs about nature, the award also provides leadership-building opportunities. This award links to the Scout Voyageur level Outdoor Skill Award, and may be transferred to the Scout sash.

Let's now look at each achievement individually, and see how leaders can develop and link them into program ideas, themes and other activities.

## Black Star Badge Links

You can find Black Star requirements in *The Cub Book*. Since each activity is linked to badge work, it would be useful to see how the linking actually appears. Black Star activities are linked as follows:

## **Black Star A Requirements**

- 1. Gardener Badge.
- 2. Observer Badge, Naturalist Badge, Gardener Badge, Collector Badge.
- 3. Gardener Badge, Naturalist Badge.
- 4. Observer Badge (rock crystals).
- 5. World Conservation Badge, Observer Badge, Naturalist Badge.
- 6. World Conservation Badge, Recycling Badge.
- 7. Observer Badge, Carpenter Badge.
- 8. Observer Badge, Naturalist Badge, World Conservation Badge, Carpenter Badge.
- 9. Gardener Badge.
- 10. World Conservation Badge, Naturalist Badge.
- 11. Astronomer Badge, Observer Badge, Winter Cubbing Badge.

## Black Star B Requirements

- 1. World Conservation Badge, Naturalist Badge, Observer Badge.
- 2. Observer Badge, Naturalist Badge, World Conservation Badge.
- 3. World Conservation Badge, Naturalist Badge, Observer Badge, Recycling Badge, Gardener Badge, Astronomer Badge.

From this information, we can explore some possible program themes that might interest your Cubs and develop activities which incorporate Black Star requirements.



### Theme: Gardening

Black Star A1,2,3,9,B3

Program Link Activities: Visit a farm or greenhouse (B3). Find out what kind of plants they grow and how they take care of their equipment (A9). Bring back some seeds from the plants that are grown in the greenhouse, and make a display (A2) or try to grow the seeds (A3). Once the seedlings are big enough to transplant, start a pack garden or let Cubs start one at home (A1).

#### Theme: Birdlife

— Black Star A2,5,8,B1,2,3

Program Link Activities: Take a hike around the neighbourhood or to a local park (B1,B2). Notice not only the different kinds of birds (B2), but also where the Cubs see them and where they live. From these observations, talk about possible reasons why some birds prefer different habitats (B1). Discuss how plants affect food and nesting sites for birds (A5,B1). You might also discuss why parks are important for birds (B3). Cubs can set up their own family backyard bird sanctuary by making bird feeders (A8) or by planting trees or shrubs in their yard that benefit birds (A5,B1). Cubs might also collect types of commercial bird food, wild foods and plants that certain kinds of birds prefer (A2).

#### Theme: Water Pollution

Black Star A4,5,6,10,B3

Program Link Activities: Take a hike around your neighbourhood looking for sources of water pollution (A6). Discuss how the water cycle carries these pollutants (A10). You can illustrate this concept by adding food colouring to the sugar or salt crystal experiment (A4). Cubs might want to plant trees as one water purification solution. Trees help stop soil erosion and act as filters by removing dirt from rainwater (A5). Many wetland plants (such as cattails and sedges) absorb chemicals from surface water, thereby keeping wetlands and drinking water sources free of pollution (A10,B3).

#### Theme: Trees

— Black Star A2.3.5.B1.3

Program Link Activities: Visit a natural area (B1,B3) or walk around your neighbourhood observing different kinds of trees. Note any animals that use trees for food or shelter. Discuss how various animals depend on different trees. For example, red squirrels prefer cone bearing trees while grey squirrels prefer nut bearing trees (A5,B1). Collect some tree seeds and make a display (A2) or try to grow them (A3). You can plant these seedlings later on (A5).

## Natural World Badges

Once Cubs are comfortable with some basic nature skills, they may wish to pursue some of the Natural World Badges. Let's see how to develop themes and activities for each badge.



ASTRONOMER BADGE

## Theme: Space Explorers

Program Link Activities: Take a night hike (Hiking Badge) to an open area suitable for observing the night sky. Try to get away from houses, street lights and congested city areas if possible. The less light reflecting on the night sky, the better for star-gazing. Tell your Cubs they are trying to get to a "lost" planet; they must follow the exact route through constellations to find their way. Give them a star chart to help them locate specific constellations (Astronomer 2).

#### Theme: Canada in Space

Program Link Activities: Talk about how the Northern Lights can cause disturbances to satellite operations. See if you can spot a satellite in the night sky (Astronomer 4, Space Exploration).

#### **Theme: Campfire Stories**

Program Link Activities: During a campfire program, include stories and legends about the night sky. Perhaps Cubs could turn these into skits (Astronomer 3, Entertainer, Aboriginal Awareness, Canadian Heritage).

#### **Astronomer Badge Resources**

- Peterson First Guides: Astronomy by Jay M. Pasachoff, Houghton Mifflin Co. Highly recommended. Provides all needed information.
- A Field Guide to the Stars and Planets by Donald H. Menzel, Houghton Mifflin Co.
- The Stars, Golden Nature Guides, Golden Press, Western Publishing Co.
- The Beginner's Observing Guide by the Royal Astronomical Society.
- Star charts or star wheels.
- Canada's Museum of Science and Technology (www.science-tech.nmstc.ca).
- Canadian Space Agency (www.space.gc.ca) Contains a section called Kid Space which has interesting activities for youth.

#### **GARDENER BADGE**

## Theme: Community Service Garden

Program Link Activities: The Gardener Badge can be difficult for many Cubs if they do not have access to a garden. Overcome this problem by approaching a local health care facility such as a children's hospital or senior citizen's home. Arrange to have the pack work cooperatively with the facility to plan and start a garden. Both the Cubs and the health care residents can share in the work and the fruit of their labour. Many disabled people use gardening as a great way to keep in shape, stay active and enjoy the outdoors. This activity covers all aspects of the Gardener Badge. A pack or a six may take part in this project.

#### Theme: Neighbourhood Gardens

Program Link Activities: Contact a local gardening club to arrange visits to several gardens tended by club members. Plan the visit as a hike (Hiking Badge). Cubs should ask about the various kinds of plants grown, why they were selected by the gardener and how they grow in that part of Canada (Gardener 3).



#### **Theme: Indoor Gardens**

Program Link Activities: Due to Canada's climate, many office towers, museums and malls have indoor gardens. Arrange to meet with someone responsible for taking care of an inside garden; tour the garden. Cubs should find out the plant names, why they were chosen, and how the gardener cares for them (Gardener 3).

#### **Theme: Pack Gardens**

Program Link Activities: If your meeting place has access to a sunny window and a secure place to set up seed flats, each six may wish to start its own garden during January and February. Bring in seed catalogues for your Cubs to choose several different seed types. (Seeds are generally inexpensive.) Let them write out the order, and mail it. Cubs may plant seeds in potting soil placed in recycled plastic containers or in larger seed flats. As seeds grow, give them lots of light; transplant them into peat pots when necessary. By spring, the Cubs should be able to take their seedlings home for their own gardens. You can also set up a meeting place window box, or plant the seedlings around your meeting hall or partner's facility (Gardener 1,2,3,4).

#### **Gardener Badge Resources**

- Gardening with youth can be found on the *Canadian Gardening* magazine web site (www.canadiangardening.com)
- Seed catalogues from Canadian seed companies.
- Local nurseries in your area.



#### **Theme: Nature in Winter**

Program Link Activities: Take a winter hike to see how nature copes with Canada's arctic cold. Seeds are one way plants ensure their survival. See how many different kinds you can find; discuss or demonstrate how they are dispersed (Naturalist 1, Collector). Talk about how animals grow an extra layer of fat, fur or feathers for holding in heat. You may try to make a snow shelter to see how much warmer it is under the snow (Naturalist 5, Winter Cubbing). For those animals you see, discuss why some change their colouration to white in winter while others keep the same colouration (Naturalist 4,6).

#### **Theme: Trackmasters**

Program Link Activities: Introduce Cubs to the art of stalking and tracking — a skill necessary for close observation of wildlife. Let them practise sneaking up on you by staying low to the ground, moving slowly and silently, and freezing in place if spotted. Then go on a hike and see how many animals you can stalk and track (Observer). Watch the animals; record what they do and possible reasons for their behaviour (Naturalist 8). Follow a set of animal tracks. What can you learn from the animal's movements? Then make a plaster cast of the track for future program ideas (Naturalist 3,8).

#### Theme: Canada's Heritage

Program Link Activities: Collect different sources of natural dyes, such as onions and walnuts.

Experiment by making natural dyes like early pioneers. Try making pack scarfs using these dyes

(Naturalist 2). Consult the library or craft store for directions to make natural dyes.

#### **Naturalist Badge Resources**

- Stokes Nature Guides: A Guide to Nature in Winter, Bird Behaviour, Wildflowers, Little, Brown Publishing. Highly recommended. Provides keen insights and interpretive information beyond traditional field guides.
- Peterson Field Guide series.
- Golden Guide Series. Highly recommended.
- Nature with Children of all Ages, by EdithSisson, Prentice-Hall Inc.
- Handbook of Nature Study, by Anna Botsford Comstock, Cornell University Press.
- Park wardens, rangers and naturalists.



#### Theme: Christmas Bird Count

Program Link Activities: Every year around Christmas, bird clubs across North America participate in an annual winter bird watching event. The object is to record what kinds of birds are present in winter, as well as their numbers. During the school break or at a winter camp, take the Cubs out for half an hour or more. Which six can spot and then identify the greatest number of birds? You may wish to contact a local bird or naturalist club for advice or get your sighting in the official Christmas count record (Observer 2,3).

#### Theme: Plants Through the Seasons

Program Link Activities: Find an easily accessible place having a variety of plants throughout the year. This might be a local park or even a weedy back lot. Make plans to check this area several times a year to observe and record the plant changes taking place. You may want to take pictures (Photographer) or draw sketches (Artist). What plants live there? How are they surviving? What stresses do they face for survival (Naturalist)? Collect some leaves or small plants, then press and mount them on a card. By labelling the card and laminating them, you will create a teaching collection for future Cubs (Observer 4,6, Naturalist).

#### Theme: Animals I Have Known

Program Link Activities: Using a recording of bird calls, have each six develop and perfect various bird calls. Hold a competition to see which group can get the most realistic sound. Let the Cubs display their talents at a parent and Cub event. It's guaranteed to be a big hit (Observer 3, Naturalist).

#### Theme: Cub Weather Station

Program Link Activities: Build a weather station or plan a visit to a local meteorologist. Discuss how weather forecasters predict the weather. What are some signs of changing weather? See how this information compares with observations from an experienced outdoors person. What signs does a seasoned outdoorsman use to forecast weather changes? (Observer 8)

#### **Observer Badge Resources**

- Refer to Naturalist Badge resources.
- Audubon recordings of bird calls. Tapes available from the public library.





#### Theme: Energy Conservation and Climate Change

Program Link Activities: Conduct an energy audit of your meeting place and around the neighbour-hood. How many energy conservation methods can your Cubs spot? How does energy conservation help Climate Change? Some examples might include: using public transportation, keeping the family car well tuned, installing energy-efficient lighting, and insulating the home to reduce heating costs. Try to arrange a visit with someone from the power company to discuss energy conserving methods and the cost/benefits (Recycling A2,4,6).

#### Theme: Recycling/Reuse Emphasis

Program Link Activities: Bring in a sample of one day's garbage. Make sure it's clean! Challenge the Cubs to make a list of as many ideas as possible for reusing garbage instead of throwing it away. Discuss their ideas. Talk about why some of their suggestions are not being done. Invite someone who deals with public sanitation or community recycling to discuss ways to reduce garbage, and suggest how to reuse more items (Recycling B1,2,3,4,5).

#### Theme: Toxic Waste at Home

Program Link Activities: Ask the Cubs to define the term "toxic waste." You'll probably get answers that conger up images seen in the news or on cartoons. Make sure your Cubs know that toxic waste is anything that is very hazardous to humans and the environment. See if the Cubs can identify toxic items found at home. Examples might include pesticides, car oil, chemical cleaners, batteries and paints. Ask the Cubs to note if they have any of these things at home, and how they are stored. Discuss special handling precautions for various toxic substances. Ask someone who deals with public sanitation or hazardous waste (such as a firefighter) for ideas on how to properly dispose of this material (Recycling C2,5).

#### **Recycling Badge Resources**

- Scouts Canada's Climate Change Program Resources (Check out relevant links on Scouts' Canada's web page, www.scouts.ca)
- The Canadian Green Consumer Guide, McClelland and Stewart.
- The Canadian Junior Green Consumer Guide, McClelland and Stewart.
- 2 Minutes a Day for a Greener Planet, by Marjorie Lamb, Harper Collins Publishing.
- Pitch-In Canada. This is a leading Canadian non-profit organization for educating the public about responsible waste management; it sponsors "Pitch-In Week" where hundreds of Scout groups participate in local clean-up projects (www.pitch-in.ca).
- Public Works Departments. These may have brochures on recycling and waste management for your community.



#### **WORLD CONSERVATION BADGE**

#### Theme: Habitat Search

Program Link Activities: Ask Cubs to choose a wild animal native to their locale. Tell them they are now responsible for helping this animal survive in the wild. In order to do this, the Cubs

must find out what kind of habitat the animal needs. A habitat has enough food, water, shelter and space for the animal to survive. Go on a hike and see if you can find the ideal habitat for the animal. If you can't find a suitable habitat, discuss how Cubs could improve local land to support more wildlife. What happens when the support for the habitat changes? (World Conservation 1,3,4,6).

#### **Theme: Endangered Species**

Program Link Activities: Similar activity as above, except the Cubs choose an endangered species (World Conservation 5).

#### Theme: Wildlife Real Estate Company

Program Link Activities: Your Cubs are employed by the above company. Their job is to go into their "sales territory" and find as many homes as possible to show potential customers. Cubs are given an area to search for animal homes of any kind. Who will be the top "sales rep"? (World Conservation 3) Discuss how changes in habitat affect where and what homes are found (World Conservation 1,2,4).

#### Theme: Pollution

Program Link Activities: Discuss how soil, water and air pollution can affect all living things. Take a hike outside around the meeting place. Look for different examples of pollution. Don't just consider garbage, but examine pollution sources such as oil from cars and roads, lawn fertilizers and garden pesticides, and car exhaust (World Conservation 7).

#### **World Conservation Badge Resources**

- Refer to Naturalist Badge resources.
- World Wildlife Fund. Excellent resources on endangered species and conservation (www.wwf.ca).
- Canadian Wildlife Federation. Excellent resources on conservation education in Canada.
   Distributes Ranger Rick and other magazines. Also coordinates Project WILD workshops
   and National Wildlife Week (www.cwf-fcf.org).
- Canadian Nature Federation. Works on behalf of naturalist groups across Canada. Can provide contact with local naturalist clubs. Produces *Nature Canada* magazine and other literature (www.cnf.ca).
- Ducks Unlimited Canada. Resources on wetlands conservation, waterfowl conservation and identification. Produces the *Conservator Magazine*. Also has a youth program called Greenwings which complements World Conservation Badge work (www.ducks.ca).
- Scouts Canada's EcoSystems JUMPSTART package; available at local Scout shops.
- Owl and Chickadee magazines.

Those Cubs who are really keen on Natural World activities may wish to try the advanced challenge of the Canadian Wilderness Award.



### CANADIAN WILDERNESS AWARD (CWA)

Theme: Canada's Parks

Program Link Activities: Contact a local provincial or national park. Arrange either a visit or to have information sent to you. Let each Cub explore a different aspect of the park. Together with other Cubs working on this award, have them make a presentation to the pack (CWA 4).

#### Theme: Nature Camp

Program Link Activities: In conjunction with Cubs working on Natural World Badges, have CWA Cubs help teach other Cubs about nature. Let them work at different discovery stations set up around camp. When Cubs visit the station, CWA Cubs can explain a nature concept to them. Discovery stations can focus on different plants, habitats, track, nests or anything you find around camp (CWA 6).

#### **Canadian Wilderness Award Resources**

- Parks Canada. This department can provide general contact information for national parks and regional Parks Canada offices. For specific information on a national park, contact the park directly or the regional office of Parks Canada (www.parkscanada.pch.gc.ca).
- Provincial Parks. Contact your provincial ministry of natural resources for further information on parks in your area.
- The Nature Conservancy of Canada. This organization can provide information on local areas in need of conservation preservation, and properties open to public access in your area (www.natureconservancy.ca).

## THE OUTDOOR ACTIVITY AREA

## Purpose:

To provide opportunities for Cubs to develop self-confidence and early leadership skills by introducing basic camping and other outdoor pursuits.

### Goals:

The Outdoor Activity Area has two goals:

- To instruct Cubs on how to enjoy the outdoors safely.
- To introduce Cubs to various outdoor pursuits through age-appropriate activities based on simple skill learning and fun.



**Mowgli says:** Look on Scouts Canada's web site, www.scouts.ca for web links to some of the Star, Badges and Award requirements. You will also find archives of *Scouting Life Magazine* with helpful program ideas!

The Outdoor Activity Area is geared for helping 8-10 year old Cubs discover basic outdoor skills in a "learn by doing" environment. The Activity Area comprises the Green Star, Outdoor Activity Badges, the Canadian Camper Award, and the Canadian Heritage Trails Award. The following briefly describes each of these levels.

#### Green Star:

The Green Star provides a variety of basic and simple introductory activities for children who have had only limited experience with outdoor pursuits like camping, hiking and canoeing. Safety, and being prepared, form two key elements when building Cub self-confidence in outdoor activities. The Green

Star deals with first aid kits, how to avoid getting lost, how to dress for the outdoors and other skills. As confidence grows through self-reliance, Cubs will find the outdoors less frightening. They will learn leadership skills for helping others.

**Badges:** These badges provide Cubs with a well-rounded, learning experience. The Camping Badge involves basic how-to skills for youth going on an overnight camp. Learning how to be comfortable in the outdoors will help make camping fun. Cubs will look forward to the event. Because Cubs rate camping as one of the top activities they anticipate most, don't be afraid of giving them too much. To a child, camping is a great adventure.

The Cooking Badge goes well with camping, since every camp involves eating. Too often, leaders make all the meals for the pack. The Cooking Badge gives Cubs an opportunity to experience the fun of cooking and develop early successes.

Many people associate hiking with camping, so the Hiking Badge gives Cubs the opportunity to learn safety tips and etiquette.

Living outdoors involves risk, which can be minimized through the Trailcraft Badge. Loss prevention and early survival training helps Cubs build self-confidence to participate in first-time outdoor experiences.

Since Canada is blessed with arctic weather for a good portion of the year, the Winter Cubbing Badge deals specifically with skills associated with being outdoors in the cold.



Your pack may have the opportunity to enjoy water-based outdoor activities. The Watercraft Badge provides basic boat safety skills.

The Fishing Badge provides opportunity to learn about a favourite outdoor pastime. It also teaches respect for nature.

## Canadian Camper Award:

This award provides an opportunity for Cubs who are keenly interested in camping to focus their attention and energies. The award tests their cumulative skill and ability to prepare for more challenging camping experiences. Outdoor leadership also forms an integral part of this award, providing opportunities for Cubs to serve as peer models for inexperienced Cub campers. This award links to the Scout Voyageur level Outdoor Skills Award, and may be transferred to the Scout sash.

## Canadian Heritage Trails Award:

Canada's history is linked to the waterways and overland trails used by Aboriginal peoples and early European settlers. By discovering historic trails, Cubs can apply their outdoor skills not only to a worth-while activity, but also acquire an appreciation for Canadian heritage. This award links to the Scout Voyageur level Outdoor Skills Award and may be transferred to the Scout sash.

Now let's look at each achievement individually, and see how leaders can develop and link them to program ideas, themes and other activities.



## Green Star Badge Links

You can find Green Star requirements in *The Cub Book*. Since each activity is linked to badge work, it would be useful to see how the linking actually appears. Green Star activities are linked as follows:

## Green Star A Requirements

- 1. Camping Badge (compass work), Hiking Badge (map distance), Observer Badge (length of objects).
- 2. Camping Badge, Fishing Badge, Watercraft Badge (mooring).
- 3. Camping Badge, Fishing Badge, Hiking Badge, Trailcraft Badge, Winter Cubbing Badge.
- 4. Camping Badge, Cooking Badge, Fishing Badge, Hiking Badge, Trailcraft Badge, Watercraft Badge, Winter Cubbing Badge.
- 5. Camping Badge, Hiking Badge, Trailcraft Badge, Watercraft Badge, Winter Cubbing Badge.
- 6. Camping Badge, Fishing Badge, Hiking Badge, Trailcraft Badge, Watercraft Badge, Winter Cubbing Badge.
- 7. Camping Badge, Cooking Badge, Trailcraft Badge, Winter Cubbing Badge.
- 8. Camping Badge, Hiking Badge, Watercraft Badge, Winter Cubbing Badge.
- 9. Camping Badge, Fishing Badge, Hiking Badge, Trailcraft Badge, Winter Cubbing Badge.
- 10. Camping Badge, Fishing Badge, Hiking Badge, Watercraft Badge. Winter Cubbing Badge, World Conservation Badge.

## Green Star B Requirements

- 1. Camping Badge, Hiking Badge.
- 2. Camping Badge, Cooking Badge, Winter Cubbing Badge.
- 3. Camping Badge, Hiking Badge, Trailcraft Badge, Winter Cubbing Badge.
- 4. Camping Badge, Hiking Badge.
- 5. Camping Badge.
- 6. Trailcraft Badge.

From this information, we can explore some possible program themes that might interest your Cubs and develop activities which incorporate Green Star requirements.



#### Theme: Buried Treasure

— Green Star A1,8,B1,3,4,5

Program Link Activities: Begin by showing Cubs how they can use different parts of their body for estimating distance (A1). The Cub's pace, or average step, can be measured by putting masking tape on the meeting room floor and marking off inches and centimetres. Get your Cubs to take a step on the tape. Measure the length of a step from the toe of the leading foot to the heel of the trailing foot. Cubs can also measure their thumb knuckle length as well. Show them how to use a compass for taking bearings. Ask your Cubs to sketch the meeting room or campsite using compass bearings and paces (B5). To give the map a scale, ask the Cubs to translate paces into the length of their

knuckle. Draw the map to scale indicating the direction magnetic North lies. This activity helps show how cartographers draw a road or topographical map. Introduce the Cubs to these maps.

See if they can figure out direction and distances (A8). At camp, tell the Cubs you have discovered an old treasure map. The map consists of various compass directions, paces, trail signs and map symbols — clues indicating where the treasure can be found. Give each six a copy of the map and see how well they can use their distance and direction-finding skills (B4). You may want to try adding sun or star direction-finding activities (B3).

#### Theme: Camp Chef

— A7,B2

Program Link Activities: Introduce Cubs to some "fancy cooking" tricks. Examples might include: cooking an egg in an orange peel half; cooking an egg in a paper bag (the egg's moisture prevents the container from burning); making a simple tinfoil dinner; or cooking bannock dough on a stick. For tinfoil dinners, give your Cubs some food choices. What would they like to put in the foil to make their meal more personal? Where rules restrict fires, use home recipes or freeze dried food, and cook over a camp stove.

#### Theme: Emergency Preparedness

— A3,5,6,9,B6

Program Link Activities: Outdoor activities are not without risk. Knowing how to prevent and respond to camp emergencies is an important Cub skill. Start by covering basic first aid (First Aider Badge) and get Cubs to make and know how to use a first aid/survival kit (A3). Introduce a weather discussion. What camp emergencies can occur due to weather conditions (e.g. hypothermia)? Show how to dress for changing weather conditions (A6,9). With this knowledge, discuss how to prevent getting lost and what to do if you do get lost (A5). At camp, set up activity stations simulating a camp emergency. Have each six respond by using their knowledge and first aid/survival kit. At one station, give the six material to build a shelter. See what they can construct (B6).

## **Outdoor Activity Badges**

Once Cubs develop some basic outdoor skills, they may wish to pursue some of the Outdoor Activity Badges. Let's see how to develop themes and activities for each badge.



#### **Theme: Campout Preparation**

Program Link Activities: Discuss how to properly pack for an overnight camp. Before the actual camp, schedule a meeting where the Cubs bring in their gear as if they were going to camp that night. Have the Cubs dump out their gear and discuss in their sixes what they brought and what is missing. Send home a short note to parents indicating what the Cub forgot so the youth brings it on the actual camp (Camping 3).

#### Theme: Meeting Place Overnight

Program Link Activities: For Cubs who have never gone camping before, going on an overnight camp takes a lot of adjustment. Introduce children to campouts by holding one in a safe, indoor environment. Arrange to have the pack spend the weekend at your meeting place or another suitable neighbourhood location. You can run pre-camp activities, such as how to make fires, setup

tents, and other skills. This is a gentle way to introduce Cubs to camping. It allows them to slowly adjust at their own speed. One evening, invite parents to an indoor campfire program to build up pack and parent spirit (Camping 5). Add to the camping flavour by setting up free-standing tents indoors, and sleep in them.

#### Theme: First Campout

Program Link Activities: Plan small group Camping Badge activities 4-5 weeks before going camping. Use the campout to put meeting knowledge into practice. Start with a simple overnight trip. Concentrate on the basics: setting up camp, cooking simple meals, and getting accustomed to a camp environment. Your next campout can be longer. It can build on the successes of the first camp. Remember to keep the experience age-appropriate and fun so Cubs look forward to the next camp (Camping 5).



#### **Camping Badge Resources**

- Fieldbook for Canadian Scouting, Scouts Canada. Highly recommended as a basic reference guide to outdoor Scouting activities.
- *Bear Attacks*, by Stephen Herrero, Winchester Press. Provides factual information on bears a common concern with young campers.
- Scouts Canada's Camping JUMPSTART package. Available at local Scout shops.



#### Theme: Canadian Heritage Bannock

Program Link Activities: Bannock — a traditional bread — dates back to early explorers. Today you can find many recipe variations. (A quick recipe involves mixing 250 mL of flour, 15 mL, sugar, a dash of salt, 10 mL of baking powder, and enough water to make a dryish dough. Bake until golden brown on a stick over a fire or in a frying pan.) A box of quick biscuit mix (which has all the ingredients premixed) is perfect for first-time campers. (Cooking 7).

#### Theme: Six BBQ

Program Link Activities: Purchase food suitable for making shish-ka-bobs, such as beef cubes, cherry tomatoes, green peppers and onions. Go on a survival hike where each six must use the contents of their first aid/survival kit to make a fire and boil water for instant soup in a tinfoil cup. When Cubs have completed this task, let them come to you for their shish-ka-bob pieces, which they can cook on a skewer over the fire (Cooking 11, Camping 5).

#### Theme: Chocolate Mania

Program Link Activities: Make your Cubs responsible for preparing chocolate desserts as you cook the main meal. Dessert-making can be combined with other cooking, such as baked apple or banana with melted chocolate, or S'MORs. A S'MOR is a roasted marshmallow sandwiched between two graham cracker cookies and a chocolate bar (or chocolate chips). So why is this treat called a S'MOR? Well, after eating one, you'll want to eat s'more (Cooking 8,9).

#### **Cooking Badge Resources**

- The One-Burner Cookbook, by Harriet Barker, Coles Publishing.
- The Hungry Hiker's Book of Good Cooking, by Gretchen McHugh, A. A. Knopf Publishing.
- Fieldbook for Canadian Scouting, Scouts Canada.
- Let's Cook Dutch, by Robert Ririe, Horizons Publishers.
- *Dutch Oven Cooking*, by John Ragsdale, Gulf Publishing Co. (Ragsdale is the North American authority on Dutch ovens.)



#### FISHING BADGE

#### Theme: Fishing

Program Link Activities: Bring in various kinds of fishing rods and reels for your Cubs to look at. You might arrange this activity through a local tackle shop or fishing club. Explain differences in tackle (e.g. for casting and fly fishing), and what fish can be caught with the outfits (Fishing 4). Set up a pail at one end of the meeting space. Let Cubs try casting a lead weight into it (Fishing 2).

#### Theme: Fisheries Resource

Program Link Activities: Arrange a visit to a fish hatchery or ask a conservation officer to speak at a meeting. Discuss what sport fish live in your area, and find out some of their habits and habitat (Fishing 3,4,6, Naturalist). Visit a place where the sport fish are found; discuss how you could improve the local habitat to support more fish, or how water pollution can affect the species (Fishing 6, World Conservation).

#### Theme: Ice Fishing

Program Link Activities: During a winter camp, get each Cub to build an ice fishing rig near a good fishing location (Fishing 2). Talk about safety rules when on ice or around open water (Fishing 1). Discuss fishing rules and regulations in your area, where to get a license and other ice fishing concerns (Fishing 5).

#### Fishing Badge Resources

- Fish and Wildlife Offices. Sometimes these can provide brochures on local sport fishing.
- Tackle and bait shops.
- Charter fishing companies.
- Fishing books in the library.



#### **HIKING BADGE**

### Theme: Night Hike

Program Link Activities: Hiking at night thrills most Cubs — rarely do they have a chance to experience activities after normal bedtime hours (Hiking 6). Wait until it is very dark. Explain safety rules you expect Cubs to follow; use the buddy system for pairing Cubs up (Hiking 3). Discuss what to do if the Cubs get lost (Hiking 4). Plan some fun evening activities, such as star-gazing (Astronomer), identifying night animals (Observer, Naturalist), or just some fun games.





Program Link Activities: A crime of some sort has occurred and the pack has been called upon to solve the mystery by finding clues. By interviewing "witnesses," collecting clues at the scene of the crime and finding secret messages left by the suspect, the Cubs can be involved in a wide-ranging, fun hike (Hiking 6).

#### Theme: Spiritual Hike

Program Link Activities: With input from parents and spiritual leaders from faiths represented in the pack, plan a hike that visits the different places of worship your Cubs attend. You may also wish to include other places of worship representing faiths not found in the pack. Walk to each place and discover what you can about each religion (Hiking 6, World Religions).

#### **Hiking Badge Resources**

- Fieldbook for Canadian Scouting, Scouts Canada.
- Local hiking clubs in your area.
- Trans-Canada Trail. When completed, it will span all of Canada with a 15,000 kilometre trail (www.tctrail.ca).
- Hiking tips for beginners (www.kidsdomain.com/sports/camp/tips.html)



#### Theme: Survival Kit

Program Link Activities: Using the list found in The Cub Book and the Fieldbook for Canadian Scouting, help your Cubs to assemble their own survival/first aid emergency kit (Trailcraft 3). During the next outing, provide an opportunity for the Cubs to use their kit.

#### **Theme: Loss Prevention**

Program Link Activities: Invite a police officer or search and rescue worker to talk about ways to prevent getting lost. Discuss some of the things Cubs should do before going on an outing (Trailcraft 1). Have each Cub make a footprint on tinfoil, as described in requirement 1c. Reinforce the point that no one will punish Cubs if they get lost. Many children who do become lost actually run and hide from searchers because they fear punishment. Tell your Cubs that adults want to find them safe and quickly.

#### Theme: Camp Lost

Program Link Activities: Plan a camp where

Cubs can practise basic survival skills. Set up activity stations where your Cubs act as if they have just become "lost." Go through the steps and actions Cubs should take to ensure their own safety and increase their chances of being found (Trailcraft 2).

#### **Trailcraft Badge Resources**

- Hug a Tree Program. Contact your local Scout office for this terrific program. It discusses safety issues and what to do if Cubs find themselves lost in the woods.
- National Search and Rescue Secretariat; this department has listings of provincial search and rescue agencies. It also has material on satellite tracking. (1-800-727-9414, www.nss.gc.ca)
- Fieldbook for Canadian Scouting, Scouts Canada.
- Scouts Canada's Emergency Preparedness JUMPSTART package. Available at local Scout Shops.





#### WATERCRAFT BADGE

#### Theme: Safe Boating

Program Link Activities: Invite a police officer, power squadron, or Canadian Coast Guard member to the pack meeting to talk about safe boating. Discuss boat handling safety rules, required safety equipment, and recognizing hazards, such as changing weather (Watercraft 3,4,5).

#### Theme: Boating Emergencies

Program Link Activities: Arrange for the pack to go to a pool. Have the lifeguard or a knowledgeable water safety instructor show the pack the proper way to wear a Personal Flotation Device (PFD) (Watercraft 3). Let Cubs practise swimming in their PFDs, and going into the HELP and HUDDLE positions (Watercraft 7a,b). Also let them try performing reaching rescues with a paddle or pole, and throwing rescues with a rope (Watercraft 6).

#### **Theme: Water Safety**

Program Link Activities: Take the pack to a pool to learn water safety. Arrange for a lifeguard to talk to the Cubs about simple rescues. Let your Cubs practise performing rescues on each other until they know the procedures (Watercraft 6a, 6b).



### Theme: Boating Adventure

Program Link Activities: Arrange a simple, flat water boating experience for the pack. Fun is the primary objective. Cover boating safety procedures and take

the Cubs through some dry land training, such as practising canoe strokes. With adults in watch boats, help the Cubs launch their boats and move around on the water (Watercraft 2,3,4,5,6,9).

#### **Watercraft Badge Resources**

- Adrift, Boating Safety for Children, by Colleen Politano and Joan Neudecker.
- Song of the Paddle, by Bill Mason, Key Porter Books. Excellent canoeing reference.
- Path of the Paddle, by Bill Mason, Key Porter Books. Excellent canoeing reference.
- Paddle Canada. Leading Canadian association on canoeing. Can provide information on books, canoe clubs, river cleanup campaigns and safety standards.
   Produces Kanawa magazine (www.paddlingcanada.com).
- Canadian Power and Sail Squadrons. Leading Canadian association for training in recreational power boating and sailing (www.cps-ecp.ca. 1-888-277-2628).
- Small Craft Safety, The Canadian Red Cross Society. Contact your local Red Cross chapter for information. (www.redcross.ca)
- Safe Boating Guide, Canadian Coast Guard. Contact your local station for information.
- Boating Handbook, Canadian Coast Guard. Contact your local station for information.
- Safe Boating & Personal Flotation Devices, Canadian Coast Guard. Contact your local station for information (www.ccg-gcc.gc.ca).





#### WINTER CUBBING BADGE

#### **Theme: Winter Safety**

Program Link Activities: Before taking the pack out on a winter outing, spend time talking how to prevent or recognize cold weather associated problems. Discuss how using the buddy system can help spot frostbite or early signs of hypothermia (Winter Cubbing 1). Get the pack to practise ice rescues by dividing up into sixes and stretching out one by one in a human chain across the floor to retrieve an object such as a treat or another Cub who has "fallen through the ice" (Winter Cubbing 1). Demonstrate how to dress in layers for winter outings (Winter Cubbing 2).

#### Theme: Nature in Winter

Program Link Activities: Once your Cubs know how to be safe during winter, take them on some short, outdoor day hikes. Look for tracks in snow, seed pods, insect galls, old bird nests and other things not seen when leaves block the view (Winter Cubbing 3, Observer).

### Theme: Winter Campout

Program Link Activities: Introduce Cubs to some winter camping activities. You may wish to invite a Scout troop along to help give demonstrations. Let your Cubs build a snow shelter, go cross-country skiing or snowshoeing, or try outdoor cooking (Winter Cubbing 5).

#### Winter Cubbing Resources

- Fieldbook for Canadian Scouting, Scouts Canada.
- The Ultimate Guide to Winter Camping by Stephen Gorman. Published by The Globe Pequot Press.

Cubs who are really keen on camping may wish to try the advanced challenge of the Outdoor Activity Area Awards.



#### **CANADIAN CAMPER AWARD (CCA)**

#### Theme: Buddy Campout

Program Link Activities: Allow two Cubs to pick out their own campsite and set up their camp. Provide them with enough independence to live on their own and explore the area they have chosen. Ask them what observations they have made about the surrounding environment, and why they chose their particular campsite (CCA 5).

#### Theme: Camp Skills Camp

Program Link Activities: Set up activity stations around the camp; ask Cubs who are working on the Canadian Camper Award to staff them. Let them teach Cubs who come to the station a camping skill of their choice. Have the Cubs practise this skill while at the station (CCA 6). A Scout troop might agree to participate and staff activity stations (CCA 7).

#### **Canadian Camper Award Resources**

- Fieldbook for Canadian Scouting, Scouts Canada.
- Visit your local Scout Shop.



#### **CANADIAN HERITAGE TRAILS AWARD**

Theme: Heritage Hike

Program Link Activities: Choose a trail to explore that holds historic or heritage importance. Contact a local trail club or park for information on the trail. (Canadian Heritage Trails Award 3,4)

#### **Canadian Heritage Trails Award Resources**

- Canadian Heritage Rivers. Parks Canada has information on the Canadian Heritage Rivers System, and will identify which rivers are part of this network (www.parkscanada.gc.ca).
- A Complete Guide to Walking in Canada, by Elliott Katz, Doubleday Canada. This book describes hiking in Canada's national parks.
- Local parks carry their own hiking guides and books; check with the park office before hiking in a park.

## THE CREATIVE EXPRESSION ACTIVITY AREA

## Purpose:

To encourage Cubs to creatively explore and express themselves through activities which use imagination and innovation.

## Goals:

The Creative Expression Activity Area has four goals:

- To develop a creative outlet for youth interests through the use of music, arts and crafts in the Cub program.
- To enhance youth awareness how they can use modern technology for creative expression.
- To stimulate and foster Cub literacy through activities which promote or require reading skills.
- To provide opportunities for Cubs to pursue a project from start to finish, thereby producing a sense of accomplishment.



**Mowgli says:** Look on Scouts Canada's web site, www.scouts.ca for web links to some of the Star, Badges and Award requirements. You will also find archives of *Scouting Life Magazine* with helpful program ideas!

The Creative Expression Activity Area is designed to help Cubs become creative thinkers through a variety of activities that promote innovative self-expression. The Activity Area comprises Tawny Star, Creative Expression Badges and the Canadian Arts Award. The following briefly describes each of these levels.





## **Tawny Star:**

The Tawny Star provides simple projects to stimulate imagination for children with only limited experience with creatively solving problems. Too often adults give children pre-determined projects to work on; successful completion is judged by adult standards. The Tawny Star provides activities that leave the end product up to the Cub to decide. These experiences set the foundation for critical thinking skills needed later in adult life.

### Badges:

These badges provide a well-rounded experience in creative expression.

The Artist Badge provides opportunities for illustration, painting and keeping a sketch journal. Interestingly, many famous naturalists include sketches with their environmental observations.

The Carpenter Badge combines practical woodworking skills with innovative projects.

The Computer Badge uses modern computers for creative purposes.

The Collector Badge introduces Cubs to a worthwhile hobby, and also gives them experience learning how to organize thoughts in a systematic and interesting manner.

The Entertainer Badge offers many opportunities for Cubs to get up and perform. Once they overcome initial shyness, the entire pack will be treated to some of the best entertainment available.

Model building is the theme of the Handicraft Badge. Here a Cub can create and build projects that are only limited by time and imagination.

For Cubs with an interest in music, the Musician Badge provides an opportunity for musical expression.

Children love to see themselves in pictures, and love taking pictures of everything they see. Photographer Badge activities show how Cubs can use photography in a variety of projects. For Cubs who do not have access to a camera, new disposable cameras (very inexpensive) may provide opportunities. While not being the most environmentally friendly product in terms of waste, a disposable camera does provide at least one opportunity for children to choose and take their own pictures.

Books provide a legacy of ideas and creative thinking. The Reader Badge opens up the library, and in fact the entire world, to Cubs. Perhaps one of the best things you can do for children is show them how to get their first library card.

## The Canadian Arts Award

This award provides an opportunity for Cubs who are keenly interested in creative expression. As well, the award takes Cubs out of the meeting and focuses attention on creative expression in the community. This award links to the Scout Voyageur level Personal Development Award, and may be transferred to the Scout sash.



Let's now look at each achievement individually, and see how leaders can develop and link them to program ideas, themes and other activities.

## Tawny Star Badge Links

You can find Tawny Star requirements in *The Cub Book*. Since each activity is linked to badge work, it would be useful to see how the linking actually appears. Tawny Star activities are linked as follows:

## Tawny Star A Requirements

- 1. Carpenter Badge, Handicraft Badge, Gardener Badge.
- 2. Handicraft Badge, Artist Badge.
- 3. Computer Badge, Artist Badge.
- 4. Handicraft Badge, Carpenter Badge.
- 5. Handicraft Badge.
- 6. Handicraft Badge, Musician Badge.
- 7. Handicraft Badge, Carpenter Badge.
- 8. Artist Badge.
- 9. Artist Badge, Handicraft Badge, Photographer Badge.
- 10. Reader Badge.

### Tawny Star B Requirements

- 1. Photographer Badge, Handicraft Badge.
- 2. Carpenter Badge, Recycling Badge.
- 3. Artist Badge.
- 4. Handicraft Badge, Carpenter Badge.
- 5. Handicraft Badge, Collector Badge.
- 6. Entertainer Badge, Reader Badge.

From this information, we can explore possible program themes that might interest your Cubs and develop activities which incorporate Tawny Star requirements.



#### Theme: Pack Art Fair

— A9.B3.5

Program Link Activities: Art projects often become personal, family treasures. Provide the pack with a number of art media, such as paints, clay, paper-mâché or printing blocks. Give some guidance for making different kinds of artwork, and then stand back. Display the art at a parent night or other Cubbing event.

#### **Theme: Code Breakers**

-43,8,10

Program Link Activities: A world famous spy needs the pack's help to decipher a group of mysterious pictures he has been given. Show each six a different picture and ask members to write or type up a brief description of what they see (A3,8). Translate this description into code and send it to another six to decode (A10). Have each six try to decode the other sixes' messages about their pictures. Can they guess what they're looking at?



- A2,3,4,8,B1,4,6

Program Link Activities: Organizing a puppet or marionette show can be both fun and exciting. Incorporate this activity into visits to senior citizen homes, colony visits, and parent and Cub events. Have sixes write a short story on a subject of their choice (A3,8). From this story, your Cubs can create character puppets (A2,B4) and working props (A4). Practise and perform the story (B1,6).

#### Theme: Environmental Fair

- A1,2,3,4,5,6,8,9,B2,3,4,5

Program Link Activities: Have the pack plan and run an environmental fair or display. This activity can form part of a special Scouting promotional event or part of some other occasion (e.g. National Wildlife Week). Have each six work on a number of projects dealing with some aspect of the environment, such as bird or bat houses, water conservation posters, feeders, decorative objects from natural or recycled objects, or nature toys (A2,4,5,6,9,B2,4,5). Decorate your display (B3) and label the objects with a brief description identifying the objects, how Cubs made them, and their use (A1,3,8).

## Creative Expression Badges

Once Cubs are comfortable with some basic creative skills, they may wish to pursue some of the Creative Expression Badges. Let's now look at how leaders can develop each badge into themes and activities.



#### **Theme: Nature Journal**

Program Link Activities: Get each Cub to buy or make a sketch pad from blank paper. Ask them to use their sketch pads when on hikes to draw their nature observations. This learning method helps children develop a keen eye for observation (Artist 2,3,4,5).

#### Theme: Jungle Book Comics

Program Link Activities: Read a story from *The Jungle Book*, then ask each six to develop a comic book from the reading. An alternative might involve asking Cubs to create their own new jungle story. If your members have access to a computer, they may be able to do some simple desktop publishing to make copies for each member of the six (Artist 1,6).

#### Theme: Holiday Greetings

Program Link Activities: Using a variety of different printing media (e.g. potatoes, wood or lino blocks), design greeting cards or pack event announcements. Send these out to friends of the pack or others who you invite to the event (Artist 7,9).

#### **Artist Badge Resources**

- Library books on drawing, painting and art.
- Craft or art supply stores.





## Theme: Workshop Safety

Program Link Activities: Before letting Cubs start their projects, brief them on the different types of tools available, describe what these tools are designed to do (and not do), and point out handling safety precautions. While your Cubs may have seen tools, probably they have not been allowed to use them at home. Many Cubs have little real experience beyond observation. Let your Cubs practise using tools on scrap wood or other suitable materials to develop proper handling skills before moving on to a project. Make sure you cover safety aspects —especially for eye protection and when using electricity (Carpenter 1,2,4,5).

#### **Theme: Animal Shelters**

Program Link Activities: Ask your Cubs to choose a local bird that nests in your area, and obtain nest box specifications for this species. Help your Cubs build and place the finished boxes. Cubs might also build bat houses if they live in suitable bat habitat (Carpenter 3).

#### **Carpenter Badge Resources**

- Library books describing carpentry projects.
- Sunset books.
- Local hardware or woodworking supply stores.
- Bat house directions: The Leader Magazine, October 1999, p.5.



#### Theme: Canadian History Through Coins

Program Link Activities: Get your Cubs to collect several hundred pennies. Line them up on the floor, grouped by year. See how the coins reflect Canadian history (e.g. when Queen Elizabeth ascended to the throne, the year of Canada's centennial, and 125th anniversary). (Collector Badge)

#### **Theme: Sports Cards**

Program Link Activities: Plan a visit to a sports card shop or arrange a visit with someone who collects cards. Discuss what makes the cards valuable, and what to look for when buying for collecting and investing.

#### **Collector Badge Resources**

- Various collecting books found in the library.
- Local collectors or commercial stores specializing in collectibles.



#### Theme: Computer Search

Program Link Activities: Organize a hike through your neighbourhood to look for computers. How do businesses use them? If possible, include places that use robotics, automation, scanners and other hi-tech computer equipment (Computer 3).

#### Theme: Pack Publishing

Program Link Activities: Visit an office that uses desktop publishing, such as newspapers, magazine companies, publishing companies and specialized firms. Have the Cubs write a pack newsletter, and take them to see how it can be turned into a professional style publication (Computer 7).

### **Computer Badge Resources**

- Computer stores.
- Personal computer magazines (e.g. PC Magazine).
- Computer programmers or users.



#### Theme: Pack Banquet

Program Link Activities: For your next parent-Cub event, let your Cubs plan the entertainment. This might involve a pack band, skits, songs, puppet and magic performances, and recitations (Entertainer 1,2,3,4,5,6,7,8,11).

#### Theme: Multi-culturalism

Program Link Activities: Look at the many cultures found in Canada. Explore some of their traditional dances and songs. Chinese lion dances require a lion mask and costume. Cubs might want to make one. Agile Cubs with good stamina may try Ukrainian dancing (Entertainer 5,8,9, Canadian Heritage Badge).

### **Entertainer Badge Resources**

- Songbook, Scouts Canada.
- Campfire Book, Scouts Canada.
- Song, musical instrument and dancing books found in the library.
- Professional entertainers, magicians and speakers.





#### HANDICRAFT BADGE

#### Theme: Jungle Village

Program Link Activities: Recreate a scale model of the jungle village mentioned in *The Jungle Book*. Let the Cubs' imaginations run wild (Handicraft 3).

#### Theme: Kite Flying

Program Link Activities: Let your Cubs choose a kite model from several designs. Work in small groups to build and decorate them. You may want to try building a two-line stunt kite for more aerial challenges. Remember to talk about kite flying safety rules, such as danger from power lines and stormy weather (Handicraft 8).

#### **Handicraft Badge Resources**

- Handicraft books found in the library.
- One Hour Kites, by Jim Rowlands, St. Martin's Press. Excellent resource describing a variety of kite models.
- Hobby clubs specializing in models (e.g. model railroading).





#### Theme: Pack Choir

Program Link Activities: Organize a pack choir for Cubs who enjoy music, but do not have access to music activities in school. Obtain sheet music for classical, pop, or holiday songs. Teach your Cubs what sheet music symbols mean, how to read the music and how to follow a beat. Practise singing a little at every meeting; give a recital or go carolling before Christmas (Musician 1,2,3).

#### Theme: Orchestra Trip

Program Link Activities: Many cities have both professional and amateur orchestras. Organize a trip to visit one, and talk with members of an orchestra to find out about their instrument, music and other facts. Ask a musician to teach your Cubs how to read music, keep a beat, and the meanings of different words used to direct how the music should be played (Musician 1,2).

#### **Musician Badge Resources**

- Music teachers and instructors.
- Music stores.
- Record stores.
- Songbook, Scouts Canada.
- Public library music books.



#### Theme: A Day in My Life

Program Link Activities: Ask Cubs to take pictures (or a video) during one day of their life, starting from the time they get up and continuing until bedtime. This activity could be used during a Cub campout, and the picture-taking shared by the Cubs in each six. Display the photos or the video at a parent-Cub event (Photographer B2).

#### Theme: My Town

Program Link Activities: How would you use pictures to describe where you live to someone? Get each six to take photos of the most important things to them. How do their pictures compare with photos from other sixes? (Photographer B2,6)

#### Theme: Safety Training

Program Link Activities: Ask your Cubs to pick a safety issue, then build a story board that effectively presents the safety message. Have each six develop scenes from the story board and take pictures (or a video of each scene. Use the pictures to tell the message at a Cub event (Photographer 2,3,4,8).

#### **Photographer Badge Resources**

- Successful Nature Photography, Collins Sons & Co.
- Camera and video camera stores.
- General photography books found in the library.
- The Leader Magazine, October & November 2003





#### **Theme: Community Resources**

Program Link Activities: Visit a library. Talk with a librarian and find out what goes on behind the scenes. Ask the librarian to show your Cubs how and where to find a subject that interests the pack. Where would the children find reference books? Get each Cub to take out a library book, or bring home information describing how to get a library card (Reader 2,3).

#### Theme: Trivia Hunt

Program Link Activities: With the help of a librarian, create a subject or information trivia hunt. Take the pack to the library. After an orientation session where Cubs learn how to find information, give the youth a list of items they must find and describe. The list might include obscure names, people in history, places and food. Which six can find the most information? (Reader 2)

#### **Reader Badge Resources**

- Libraries and librarians.
- Book stores and book dealers.
- Publishing companies.

Cubs who are really keen on creative expression activities, may wish to try the advanced challenge of the Creative Expression Activity Award.



## CANADIAN ARTS AWARD (CAA)

#### Theme: Careers in the Field of Fine Arts

Program Link Activities: Arrange a visit with a fine arts professional. This person might serve not only as a resource person, but also as a role model for Cubs interested in this field for future work (CAA 3).



#### **Theme: Community Culture**

Program Link Activities: Get involved with your partner or community planner by setting up a festive event. Ask Cubs who are working on this award to participate in a capacity suitable for their age (CAA 4).



# Chapter 8 - Activity Area Programs: Part II



INTRODUCTION

This chapter continues with three more Activity Areas: Health and Fitness, Home and Community, and Canada and the World. Refer to the previous chapter's introduction for clarification on how to build the Activity Areas into your program and themes.

## THE HEALTH AND FITNESS ACTIVITY AREA

## Purpose:

To encourage Cubs to lead active and healthy lives, and to have a positive image of themselves.

#### Goals:

The Health and Fitness Activity Area has five goals:

- To encourage Cubs to have healthy lifestyle attitudes through developing active living habits.
- To promote the positive benefits of being involved in physical activities.
- To educate Cubs about health risks associated with tobacco products.
- To educate Cubs about health risks associated with drug and alcohol abuse.
- To encourage good hygiene habits for maintaining personal health and promoting self-reliance.



**Mowgli's Says:** Look on Scouts Canada's web site, **www.scouts.ca** for web links to some of the Star, Badges and Award requirements. You will also find archives of *Scouting Life Magazine* with helpful program ideas!

The Health and Fitness Activity Area not only provides an outlet for Cub energies, but also shows the benefits of leading active lives. The Activity Area comprises the Red Star, Health and Fitness Badges, and the Canadian Healthy Living Award. The following briefly describes each of these levels.



## **Red Star:**

The Red Star provides a variety of basic health and safety activities for children with only limited exposure to common sports, and little knowledge of good health habits. A healthy and fit Cub will more easily develop a good self-image. Learning how to take care of themselves gives children a positive feeling of responsibility. It also gives the necessary self-confidence they need to stand up to peer pressure for health actions that may hurt their bodies. Being healthy and active is an important lifestyle habit, which when started young, will stay with children into their adult lives.

### Badges:

The Health and Fitness Badges reflect common sporting activities most 8 to 10-year-olds enjoy. The Athlete Badge requirements discuss the importance of daily exercise and how to prepare your body for sporting events.

The Athlete Badge emphasizes Cubs trying to do their best in sporting events, and following an active living approach to fitness.

The Cyclist Badge reflects current concerns with the high accident rate involving biking children. Many of these accidents could have been prevented if someone had taught the child the rules of the road. The vast majority of serious cycling injuries and deaths could have also been prevented if the child had worn a bike helmet (now a law in many provinces). The Cyclist Badge is specifically designed to meet this important accident prevention need, while also helping Cubs become better and happier cyclists.

The Skater Badge is designed to provide suitable activities for ice and in-line skating — popular pastimes for many Cubs.

Skier Badge activities cover downhill and cross-country skiing skills.

The Snowboard Badge helps Cubs develop an understanding of snowboarding skills and safety.

After assessing comments from leaders across Canada, the Swimmer Badge was set at the Canadian Red Cross Aqua Quest Level 7. This level stresses water safety and simple swimming skills. The badge complements water-based activities found in the Outdoor Activity Area.

Stressing good sportsmanship, the Team Player Badge provides general recognition for a child's participation in any organized sport.

## Canadian Healthy Living Award:

This award provides an opportunity for Cubs who are keenly interested in focusing their energies and skills on health, fitness and active living. Notice that this award is not an elite sport award. Rather, it recognizes a Cub's effort to acquire good health and active living habits, as well as a positive self-image. Health and fitness relates closely to the Outdoor Activity Area, so the award carries several outdoor-oriented activity options. Public awareness and the Olympics Games are other ways to remind people of the need for active lives. This award relates to the Scout Voyageur level Personal Development Award, and may be transferred to the Scout sash.



Let's look at each achievement individually, and see how leaders can develop and link them into program ideas, themes and activities.

## Red Star Badge Links

You can find Red Star requirements in The Cub Book. Since each activity is linked to badge work, it would be useful to see how the linking actually appears. Red Star activities are linked as follows:

## Red Star A Requirements

- 1. Athlete Badge, Team Player Badge.
- 2. Athlete Badge.
- 3. Swimmer Badge, Watercraft Badge, Fishing Badge.
- 4. Team Player Badge.
- 5. Cyclist Badge, Skater Badge, Skier Badge, Snowboard Badge, Team Player Badge.
- 6. Athlete Badge.
- 7. Athlete Badge.
- 8. Athlete Badge.
- 9. Family Helper Badge.

## Red Star B Requirements

- 1. Athlete Badge, Law Awareness Badge.
- 2. Athlete Badge, Law Awareness Badge.
- 3. Athlete Badge.

From this information, we can explore some possible program themes that might interest your Cubs and develop activities which incorporate Red Star requirements.



## Theme: Sport Medicine

— A3,5,6,7,8,9,10,B1,2

Program Link Activities: Invite a doctor, nurse or physiotherapist to visit the pack and talk about preventing and treating sport-related injuries. Preventing injury begins by understanding safety rules and using body protectors (A3,5). Using warm-up exercises prepares muscles for strenuous work. Knowing how to measure pulse can give Cubs an idea how hard they have been working (A6). Good nutrition and personal hygiene also ensure that the body is in top condition for active play (A7,8,9,10). Finally, a discussion of the effects drugs, alcohol and tobacco can have on the body will show youth that these substances can hinder performance and promote disease. Speakers can discuss the use of performance-enhancing drugs, and their negative side effects in terms of winning at all costs (B1,2).

#### Theme: Substance Abuse Prevention

— B1.2

Program Link Activities: Invite a health worker to visit the pack to talk about substance abuse. Cubs are at a very impressionable age; a chance to hear the real facts about drugs, alcohol and tobacco may prove an extremely worthwhile learning opportunity (B1,2).



#### Theme: Get Fit Night

-41,2,4,6

Program Link Activities: Have every six plan an activity station that involves some type of fitness activity. This might involve exercises (A1), an active game (A4), parts of a recognized health and fitness test (A2), and how to take your pulse rate (A6).

#### Theme: Pack Obstacle Course

— B3

Program Link Activities: Build a pack obstacle course by making each six responsible for creating one obstacle station. See how inventive the Cubs can be while they stress safety (B3).

## Health and Fitness Badges

Once Cubs develop some basic health and fitness skills and attitudes, they may wish to pursue some of the Health and Fitness Badges. Let's see how to develop themes and activities for each badge.





#### Theme: Pack Olympics

Program Link Activities: Organize a meeting or camp around the Summer Olympic Games. Get each six to set up different track and field stations. Let each Cub compete against himself or herself to see what personal best he or she can reach in each event (Athlete 4).

#### **Theme: Fitness Training**

Program Link Activities: Visit a health club or sport facility. Find out what specific exercises and training develop certain parts of the body. How does it improve overall stamina and fitness? Checking their pulse rate before and after exercise (Athlete 1,2,3), see how well the Cubs can do in low impact aerobics.

#### **Athlete Badge Resources**

- Local fitness or sports training clubs.
- Certified coaches or athletic teachers.
- Exercise books and aerobic videos.



#### Theme: Bike Rodeo

Forty percent of all cyclists are under 15 years old. Cycling accidents are the second leading cause of death for children 10-14 years old. Teaching Cubs good cycling habits now can help prevent future accidents. A bike rodeo teaches bike safety in a fun environment.

Program Link Activities: Set up a bike rodeo in a school yard or empty parking lot with assistance from local police or a safety association. Set up these check stations: riding skills, how to do a bike safety check, street sign identification, and rules of the road. Emphasize the use of bike helmets at all times (Cyclist 1,2,3,4,5).

#### Theme: Bike Outing

Program Link Activities: After organizing a bike rodeo, discuss other bike safety tips (e.g. making yourself more visible, avoiding road hazards, wet weather riding). Then plan and conduct a short bike outing where the pack rides together for fun and exploration (Cyclist 6,7).

#### **Cyclist Badge Resources**

- Bicycle safety programs are available from your local police stations.
- Canadian Cycling Association. Can provide guidelines for bike safety training courses (www.canadian-cycling.com).
- Local safety councils. May be available to help run or plan bike rodeos.



#### Theme: Skating Rodeo

Program Link Activities: Go ice skating at a local rink. Review safety rules, especially those relating to skating and ice thickness on a frozen lake or pond. Then run a program of activities that test not only skill, but also balance, agility and teamwork. You could even simulate a skater falling through the ice and have teams form a human chain to make an ice rescue (Skater 1,2,3).

#### Theme: In-Line Skating Night

Program Link Activities: Make arrangements to have the pack go to a local in-line skating rink. If you don't have one in your neighbourhood, find a parking lot that you can obtain permission to rope off and use for your in-line skating. Explain some safety rules, and insist that everyone wears knee pads and hand guards. If any of your Cubs know any advanced skating techniques, ask the youth to demonstrate them (Skater 1, 2, 3).

#### **Skater Badge Resources**

- Certified skating instructors and coaches.
- Ice skating and in-line skating shops.
- Hockey and figure skating clubs.



#### Theme: Pre-ski Camp

Program Link Activities: Let your Cubs choose a form of skiing they would like to try and can afford. Before the ski camp, bring in a set of skis your Cubs will be using. Review safety rules, skiing tips, and how to carry and care for the equipment (Skier 1, 2, 3, 8, 9).

#### Theme: Ski Camp

Program Link Activities: Arrange to have Cubs either bring their own equipment or rent the proper ski equipment needed for the camp. Go over the safety rules again, and help your Cubs get the skis on. If necessary, arrange a ski lesson for beginners so they can learn while having fun (Skier 4, 5, 6, 7, 10).

#### **Skier Badge Resources**

- Jackrabbit cross-country ski lessons for children.
- Ski school instructors and ski hill operators.
- Ski rental and sales shops.





#### Theme: All About Snowboards

Program Link Activities: Ask the Cubs to bring in their snowboards and safety equipment. Invite a salesperson from a ski/snowboard store to display other models and equipment. Review how to put on a snowboard and all the safety equipment. Your pack could even visit a ski/snowboard shop (Snowboard 1, 3).

#### Theme: Meet at the Park

Program Link Activities: Arrange for the pack to meet at a local ski hill for some snowboarding instruction and demonstration. Review the Alpine Responsibility Code, then practice some of the skills (Snowboard 2, 4, 5).

#### **Snowboard Badge Resources**

- Ski/snowboard instructors & courses.
- Snowboarding tips, safety and equipment (www.snowboardingtips.com).



#### **Theme: Water Safety**

Leaders can't over-stress the importance of water safety. Drowning is the second leading cause of death of children under 15 (motor vehicle accidents top the list). Two thirds of children who drown are non-swimmers. Nearly three times more boys under 15 drown compared to girls. Planning a water safety program may help save a life.



Program Link Activities: Invite a lifeguard to accompany the pack to a natural swimming area (beach, pond, lake, ocean). Review ways to check the water for possible dangers before going swimming (Swimmer Badge 2). Be sure everyone has a buddy.

#### Theme: Water Olympics

Program Link Activities: Form your sixes into teams. Set up activity stations that involve different aspects of the Swimmer Badge such as treading water, front dives, front crawl, etc. (Swimmer 3a, 3b, 3c, 3d, 3e).

#### **Swimmer Badge Resources**

- Canadian Red Cross Red Cross Swim Program www.redcross.ca
- YMCA swimming award program
- Lifequards and swimming instructors
- The Lifesaving Society of Canada. Contact provincial/territorial branches for information on courses and programs (www.lifesaving.ca).





#### Theme: Sports Fair

Program Link Activities: Many Cubs play organized sports. Arrange a meeting for these Cubs so they can bring in their equipment. Provide time so they can explain what the various pieces are used for, rules of the game and why they like playing it (Team Player 1, 2).



#### Theme: Sport Camp

Program Link Activities: Plan a sports camp involving as many sports as your Cubs can play. Form teams by sixes; rotate through activity stations so teams can play against one another. Choose games that cover a wide range of skills so teams with a lot of strength do not dominate activities. Examples might include: soccer, tag football, baseball, floor hockey and ping-pong (Team Player 2, 4).

### **Team Player Badge Resources**

- Sports clubs.
- The Cooperative Sports and Games Book, by Terry Orlick, Panthem Books.

Let Cubs who are really keen on health and fitness activities try the advanced challenge of the Canadian Healthy Living Award.



#### THE CANADIAN HEALTHY LIVING AWARD

#### Theme: Hike for Hunger

Program Link Activities: Have the Cubs find sponsors for a distance hike. Sponsors must agree to give a can of food for every unit of distance covered. Arrange for local publicity and food bank acceptance of donations. With their food, the Cubs can then hike to the food bank and leave their sponsors' donations. This activity will not only raise public awareness concerning the need to stay fit by hiking, but also that poverty is a main cause of illness and disease (CHLA 4).

#### Theme: Cub Olympics

Program Link Activities: Plan an event around the Summer or Winter Olympics. Include both events; test the Cubs' knowledge for facts concerning the sports. Have each six represent a country and dress for the opening ceremonies (CHLA 5).



## THE HOME AND COMMUNITY ACTIVITY AREA

## Purpose:

To create in a Cub a positive feeling of family and community responsibility, as well as personal self-reliance through opportunities to develop home care skills and knowledge about various community services.

### Goals:

The Home and Community Activity Area has three goals:

- To provide support to the Cub's family by teaching skills related to home care, safety and maintenance.
- To explore and appreciate the challenges facing disabled people in the community.
- To explore what services are needed to support a community, and how a person would gain access to these services, if required.



**Mowgli Says:** Look on Scouts Canada's web site, www.scouts.ca for web links to some of the Star, Badges and Award requirements. You will also find archives of *Scouting Life Magazine* with helpful program ideas!

The Home and Community Activity Area provides opportunities for children to develop a sense of responsibility for themselves and their family. Pride in their community instills important values for participating in community affairs as adults. The Activity Area comprises the Blue Star, the Home and Community Badges and the Canadian Family Care Award. The following briefly describes each of these levels.

#### **Blue Star:**

The Blue Star provides an introduction to home care and community exploration. It is aimed at youth who have limited experience helping out at home, getting around their neighbourhood, or with community services. Learning how to be responsible gives a source of pride and self-reliance, especially after a youth receives positive recognition for the effort. Some Cubs may already be familiar with their community through school trips or other group outings; when tied into badge work, however, the visit becomes a unique trip.

## Badges:

The badges interrelate by helping Cubs learn to support their family. The Home Repair Badge provides activities dealing with simple home repair skills.

The Family Helper Badge concentrates on home maintenance and management of daily household chores.

Home emergencies always appear when you least expect them, so the Family Safety Badge deals with activities designed to prevent and respond to home and community accidents or problems.



The First Aider Badge describes common accidents that can occur, and quick response training.

Taking care of the family pet is an important job. The Pet Care Badge deals with some of the basic skills needed to look after an animal properly.

The Guide Badge offers activities to help a Cub find out where local services and businesses are in the neighbourhood.

Since the concept of "community" includes all people, sensitivity to the needs of people with disabilities is important to instill in Cubs. The Disability Awareness Badge is designed to raise Cub awareness of how communities can include all people as equals.

Every community has its laws to ensure safety and fairness in a democratic way. The Law Awareness Badge covers not only how laws are made, but also the importance of making ethical decisions on hard questions facing today's Cubs.

## Canadian Family Care Award

This award provides an opportunity for Cubs who show a high level of mature responsibility. The award stresses safety and awareness of important community issues. This award links to the Scout Voyageur level Leadership Award, and may be transferred to the Scout sash. Let's look at each achievement individually, and see how leaders can develop and link them into program ideas, themes and activities.

## **Emergency Preparedness Award**

Be Prepared! This award was created to encourage our youth and families to be ready should a natural disaster occur. This award links to the Scout Voyageur level Leadership Award, and may be transferred to the Scout Sash.

## Blue Star Badge Links

You can find Blue Star requirements in The Cub Book. Since each activity is linked to badge work, it would be useful to see how the linking actually appears; Blue Star activities are linked as follows:



- 1. Family Helper Badge, Pet Care Badge.
- 2. Home Repair Badge, Family Safety Badge.
- 3. Law Awareness Badge, Guide Badge.
- 4. Guide Badge.
- 5. Disability Awareness Badge.
- 6. First Aider Badge.
- 7. Guide Badge.
- 8. Guide Badge.
- 9. Law Awareness Badge, Cyclist Badge.
- 10. Family Helper Badge.

## Blue Star B Requirements

- 1. Law Awareness Badge, Guide Badge.
- 2. Law Awareness Badge, Family Safety Badge.
- 3. Guide Badge.





- 4. Guide Badge.
- 5. Family Safety Badge.
- 6. Disability Awareness Badge.

Let's explore possible program themes that might interest your Cubs, and how you could develop activities that incorporate Blue Star requirements.



#### **Theme: Transportation**

— A7, 8, B2, 4

Program Link Activities: On a map of your community, point out the location of various transportation centres, and discuss how you would use them (A7,8). Arrange to visit these centres. Find out how services such as road repair crews, snow removal and public transportation play a role in your neighbourhood.

#### **Theme: Fire Prevention**

— В5

Program Link Activities: Invite a firefighter to visit the pack; let him explain why and how to conduct a fire prevention check of the home. Individually, get Cubs to draw a floor plan of their home, and describe to their six how their family would escape in case of a fire. Talk about what steps to take if a fire occurs in the home (B5).

#### Theme: Communication

— A4, 5, B3

Program Link Activities: Have each six make a list of all the types of communication sources we use. This listing might include common sources such as television, radio, telephone and e-mail, as well as other sources such as computer bulletin boards and sign language. With the list, visit as many communication sources as possible during a meeting (B3). Try sending a message using a form of communication used by disabled people; discuss this source in relation to other kinds of communication (A5).

#### Theme: My Community

— B2

Program Link Activities: Plan a meeting where the pack can visit a variety of municipal services in your community. At each place find out what kinds of work people carry out, what skills people need, and some of the occupational hazards or points of interest are connected to the service (B2).

## Home and Community Badges

Once Cubs develop some basic home and community skills, they may wish to pursue some of the Home and Community Badges. Let's see how to develop themes and activities for each badge.





### **DISABILITY AWARENESS BADGE**

### Theme: Visually Impaired Sports

Program Link Activities: Discuss with the pack how members would play sports if they were disabled. Try organizing some common games such as floor hockey; see how well the Cubs play when blindfolded. Now try using a ball with bells attached to it. Cubs just have to cover a set zone. Discuss how a visually-impaired person could go skiing, skating, play baseball or be involved in other sports. Emphasize that all it takes is a willingness to make changes to the sport (Disability Awareness 4, 5, 8).

#### **Theme: Universal Access**

Program Link Activities: Take a hike around your meeting place. Look for ways the community has become more accessible to disabled people. Imagine you are disabled. Try to see how easy it would be for you to get into buildings, cross the street, or use a washroom. Look for improvements that could be made in your community to increase its accessibility to persons with different disabilities (Disability Awareness 1, 2, 3, 4, 6, 8).

#### Theme: American Sign Language (ASL)

Program Link Activities: Teach the pack how to do ASL and have them practise using it during some of the meeting (Disability Awareness 7).

#### **Disability Awareness Resources**

- Canadian National Institute for the Blind. Can provide information on braille, sports for sight-impaired people, and other sight-related information. (www.cnib.ca)
- Canadian Guide Dogs for the Blind, Box 280, Manotick, ON, KOA 2NO. Information on the guide dog program in Canada. Open for public tours by arrangement.
- Associations for supporting people with specific disabilities. Check your phone listing or call social services for resource contacts.
- Parks and recreation offices, school guidance counsellors and special education teachers could refer you to specific agencies or associations for resource contacts.
- Parents of children with disabilities.



## **FAMILY HELPER BADGE**

### Theme: Spring Cleaning

Program Link Activities: With cooperation from adult family members, get Cubs to make a list of things that need to be cleaned up in their house. Ask each child to make a commitment to do some of these chores; ask parents to sign the Cub's list when completed (Family Helper 3, 4, 5, 6, 7, 9, 11, 12).

#### Theme: Home Waste Disposal

Program Link Activities: In conjunction with the Recycling Badge, plan a meeting that raises awareness of potential pollution problems and solutions associated with household waste.

With more and more people making their own home and car repairs, proper waste disposal





becomes even more critical. For instance, explain to the Cubs that one litre of used car oil can make one

million litres of fresh water undrinkable. Discuss how to dispose of household toxic waste; plan a visit to a recycling centre. Ask your municipality if they have any information on home waste management (Family Helper 9, 11, Recycling Badge).

# Family Helper Badge Resources

- Recycling Badge resources for home waste disposal information.
- Children's cook books.



# Theme: Home Safety Check

Program Link Activities: With cooperation from adult family members, get your Cubs to conduct a home safety check. Of all accidental deaths, 22 percent occur in the home. Home accidents are responsible for more injuries requiring medical attention than any other type of accident in Canada. Review what to look for as outlined in requirements 1-7; include any tips you might have. Demonstrate how to check a smoke alarm, how to identify hazardous product symbols, and find poison information on household cleaners. Tie this in with a visit by a firefighter or other public safety officials. Ask Cubs and adult family members to conduct a home check, and report to the pack some of the problems they found (Family Safety 1, 2, 3, 4, 5, 6, 7).

# **Theme: Power Safety**

Program Link Activities: Arrange a visit with a power company safety officer. Talk about the dangers of electricity, and how to avoid accidents at home and in the community (Family Safety 8).

# Theme: Community Safety Check

Program Link Activities: Take a hike around your community and see how many potential hazards the Cubs can find. Ask them how these hazards could be eliminated or minimized. To whom should they report problems? (Family Safety 8)

### Family Safety Badge Resources

- Canadian Red Cross Society (www.redcross.ca) provides many useful brochures, safety programs and first aid training. Look for the Childsafe Brochure, the Babysitter's Program and the People Saver's program for first aid and practical safety tips.
- Ice Safety and Cold Water Survival brochure, Canadian Red Cross.
- Public utility safety officers for power (hydro), gas, water/sewer sanitation, etc.
- Public transportation safety officers for train, bus and air travel.
- The Railway Association of Canada, Operation Lifesaver Program. Information on railway safety programs available (www.railcan.ca).
- Provincial Safety Leagues.
- Emergency Preparedness Canada. Information on natural and man-made disaster planning and preparedness, plus provincial contacts (www.epc-pcc.gc.ca).
- Scouts Canada's JUMPSTART packages on Transportation and Emergency Preparedness.
   Available at your local Scout shop.



# Theme: Family First Aid Training

Program Link Activities: Rather than making first aid training available just to the pack, plan a first aid night where an adult family member comes and takes the training as well. If sufficient adults participate, you may be able to arrange for a qualified first aid instructor to make your meeting an official first aid class. The goal: create an opportunity for family members to learn and work together (First Aider 1, 2).

# Theme: Emergency Response

Program Link Activities: After Cubs have taken first aid training, have each six set up activity stations relating to specific emergencies they have covered. Sixes should rotate through the stations and see how well they can respond as a team to meet emergency needs. At the end of each station's program, go over the preferred responses and actions (First Aider 2).

# **Theme: Emergency Services**

Program Link Activities: Arrange a visit with a paramedic team. Discuss and look at the kinds of equipment, tools and training needed to work as a professional first aider. Talk about how paramedics respond to serious accidents (First Aider 2).

# First Aider Badge Resources

- Canadian Red Cross Society first aid training books, materials and instructors. Contact your local chapter for information (www.redcross.ca).
- St. John Ambulance first aid training books, materials and instructors. Contact your local chapter for information (www.sja.ca).
- Nurses, doctors and paramedics.



### Theme: Community Knowledge

Program Link Activities: Challenge the Cubs to see how well they know their own neighbourhood. Give each six a map of the local area and a set of small cutout symbols for various places, such as a police station, fire station, schools, etc. Get each six to put as many symbols on the map as they can remember. See how their map compares to your own map (Guide 5).



# Theme: Community Orienteering

Program Link Activities: Set up an orienteering style race between the sixes. The objective: reach as many different community places as possible in the least distance covered during a set time period. Give each six a map of the neighbourhood and let them plan how they will reach various places by what roads. Then set off to find each place while accompanied by a leader and a parent (two adults per six when each six travels separately). For larger urban areas, you might even include having to take a bus or train to get to predetermined stations (Guide 3,5).

### **Guide Badge Resources**

- Maps of your community or area.
- Emergency phone numbers listed in the phone book.
- Bus and train schedules, and local routes.





#### Theme: Fix-It

Program Link Activities: Set up work stations with different home repair activities. Station 1: Bring in a light bulb and socket; Station 2: a doorknob set in a piece of wood and screwdrivers to remove it (similar to how hardware stores display doorknob samples); Station 3: a faucet that needs a washer; Station 4: old lumber, sandpaper, paint brushes, paint. At stations 1-3, let the Cubs try taking apart and reassembling the different fixtures. They can sand wood and paint at Station 4 (Home Repair 2, 3, 4, 6, 10).

# Theme: Home Repair Heaven

Program Link Activities: Arrange a visit to a local hardware store. Have the salesperson show the pack what is available in the store and how the items are used for specific jobs (e.g. the hundreds of kinds of nails made for different jobs — indoors and outdoors). Ask the Cubs to think of a simple repair needing to be done at home; find out if the hardware store sells the necessary repair materials and tools (Home Repair 2, 3, 4, 5, 8, 9, 10).

# Theme: Home Repair Careers

Program Link Activities: Arrange a visit with a plumber, carpenter, electrician or other trades person. Find out how they do home repairs, and what tools and skills they need to do their work (Home Repair 1, 3, 5, 6, 9, 10).

# **Home Repair Badge Resources**

- Sunset books for home repair.
- Hardware stores and sales people.
- Tradespeople who work in home renovations and repairs.



#### Theme: Pack Code of Conduct

Program Link Activities: Have each six talk about discipline/behaviour in the pack. In order to make the pack fair for everyone to enjoy, discuss what kinds of behaviour the Cubs would want others to follow. Have the six write down their rules for pack behaviour (A Code of Conduct), and bring this list together with what other sixes have written. As a pack, go over each suggestion and build a pack Code of Conduct that the Cubs agree to follow. Give each Cub a copy; use this to reinforce positive behaviour in the pack (Law Awareness 1).

#### Theme: Pack Court

Program Link Activities: With the help of a lawyer, judge or other legal professional, arrange for a mock court in your pack. You can include a prosecutor team, a defence team, witnesses, jury, a victim and an alleged law violator. See how well your mock courtroom is able to achieve justice (Law Awareness 2, 3, 4).



#### Theme: Ethics in Action

Program Link Activities: Working in sixes, discuss each of the situations listed in requirement 4. Talk about options for handling these situations, peer pressure and the consequences to the Cub and family (Law Awareness 4).

# Law Awareness Badge Resources

- Lawyers, judges, community elders, religious leaders, police officers and other enforcement officers.
- Courthouses.
- Legal aid societies, human rights advocates, law associations.





# **PET CARE BADGE**

# **Theme: Humane Societies**

Program Link Activities: Arrange a visit to a local animal shelter or humane society. Discuss their role in the community, the different kinds of animal control and pet-related problems they handle, and what laws exist to protect animals from being abused (Pet Care 2, 5).

#### Theme: Visit the Vet

Program Link Activities: Arrange a visit with a local veterinarian; see what animals are treated in the clinic. What kinds of knowledge and skills do veterinarians need to do this job (Pet Care 4, 5)?

### **Theme: Working Dogs**

Program Link Activities: Arrange to visit a dog that is used for assisting people in their work. Examples might include police dogs, airport sniffer dogs, search and rescue dogs, seeing eye dogs and farm dogs. Find out how the dogs are trained and how they perform their duties (Pet Care 6).

#### **Pet Care Badge Resources**

- Books on specific pets found in the library.
- Pet stores and pet dealers.
- Animal trainers, handlers and professional breeders.
- Veterinarians and animal inspectors.
- Humane societies and animal shelters.
- Pet clubs.



For those Cubs really keen on home and community activities, they may wish to try the advanced challenge of the Canadian Family Care Award.



# THE CANADIAN FAMILY CARE AWARD (CFCA)

# Theme: Family Care Fair

Program Link Activities: Plan or participate in a community event which raises awareness of the badge types found in this activity area. Your Cubs could either set up a pack booth highlighting one family care topic, or assist other agencies and associations to run their booths (CFCA 2a,b,c)



# THEME: EMERGENCY PREPAREDNESS

**Program Link Activities:** Scouts Canada has developed three weeks of JUMSTART activities to support this award. You can find the JUMPSTARTS on the Scouts Canada web site. The main themes include understanding the likely natural emergencies in your community, what to do when a natural emergency occurs and making a 72 hour survival kit. Your pack will also want to earn the First Aid and Family Safety badges as they are pre-requisites to earning the award. Optional: you can also have fun with developing a kit for family pets.



# CANADA AND THE WORLD ACTIVITY AREA

# Purpose:

To provide opportunities for Cubs to understand better how to actively participate in Canadian society and the world we live in.

# Goals:

The Canada and the World Activity Area stresses four goals:

- To learn about and appreciate Canadian society through active participation in community service projects.
- To discover and learn about their own faith and various world religions.
- To participate in programs which highlight people and their cultures.
- To demonstrate the interrelationships Canadians have with people from other countries.



**Mowgli Says:** Look on Scouts Canada's web site, www.scouts.ca for web links to some of the Star, Badges and Award requirements. You will also find archives of *Scouting Life Magazine* with helpful program ideas!

The Canada and the World Activity Area provides opportunities for children to understand what it means to be a Canadian and a member of the global community. The Activity Area includes the Purple Star, Canada and the World Badges and the World Citizen Award. The following briefly describes each of these levels.

# **Purple Star:**

The Purple Star provides a variety of basic and simple introductory activities for children with only limited experience exploring and learning about Canada's rich heritage and land, and the role Canadians play in the world. Living in a pluralistic, multi-cultural democracy involves understanding other people's point of view and beliefs. As well, participation in community service projects raises awareness of the quality of life Canadians enjoy, and the work needed to preserve our country for the future.

# Badges:

The Canada and the World Badges are designed to provide a variety of activities which demonstrate the breadth and depth of Canadian society, and Canada's role in world events.

The Aboriginal Awareness Badge provides awareness of the first people who inhabited the land, and how their unique culture influenced European settlers who came to Canada.

The Canadian Heritage Badge complements the Aboriginal Awareness Badge by providing parallel activities to explore the many cultural groups that have immigrated and contributed to building our present society.

Canada is widely respected by other world trading partners. The International Trade Badge draws attention to how closely we are linked to other countries for goods and services that give us a high standard of living.

Today's Cubs will see the first international space station built and occupied for peaceful research, as well as other space developments. The Space Exploration Badge combines child fantasy with activities that show Canada's place in this field.

The World Religions Badge and the Religion-in-Life Emblem provide opportunities for Cubs to discover how faith plays a role in their lives, and how understanding another person's beliefs can tear down misconceptions that contribute to prejudice.

Through the World Cubbing Badge, youth get to explore another country and culture in depth, and learn how people around the world share common needs, dreams and aspirations.

The Language Strip recognizes those Cubs who have a basic ability to communicate in a second language.

# World Citizen Award

This award provides an opportunity for Cubs keenly interested in our role as Canadians in Canada and in world events. This Award links to the Scout Voyageur level Citizenship Award and may be transferred to the Scout sash.

Let's look at each achievement individually, and see how leaders can develop and link them into program ideas, themes and activities.



# Purple Star Badge Links

You can find Purple Star requirements in The Cub Book. Since each activity is linked to badge work, it would be useful to see how the linking actually appears. The Purple Star activities are linked as follows.

# Purple Star A Requirements

- 1. Canadian Heritage Badge
- 2. Canadian Heritage Badge
- 3. Canadian Heritage Badge
- 4. Canadian Heritage Badge, Aboriginal Awareness Badge
- 5. Canadian Heritage Badge
- 6. Canadian Heritage Badge
- 7. Canadian Heritage Badge, Aboriginal Awareness Badgw
- 8. World Religions Badge, Religion in Life Emblem
- 9. World Religions Badge
- 10. Aboriginal Awareness Badge, Canadian Heritage Badge
- 11. International Trade Badge
- 12. Space Exploration Badge

# Purple Star B Requirements

- 1. World Religions Badge (faith in action)
- 2. World Religions Badge (faith in action)
- 3. World Religions Badge (faith in action)
- 4. World Religions Badge, Religion in Life Emblem
- 5. World Conservation Badge, World Religions Badge (faith in action)
- 6. World Religions Badge (faith in action)
- 7. World Religions Badge (faith in action)
- 8. World Religions Badge (faith in action)
- 9. Disability Awareness, World Religions Badge (faith in action)
- 10. World Religions Badge (faith in action)
- 11. World Religions Badge (faith in action)
- 12. World Religions Badge (faith in action)
- 13. World Religions Badge (faith in action)

From this information, we can explore some possible program themes that might interest your Cubs and develop activities which incorporate Purple Star requirements.







#### Theme: Our Canada

— A1, 2, 3, 6

Program Link Activities: Introduce Canada by discussing first what Cubs already know from school. This approach will keep future activities from becoming redundant with school work. Most Cubs will already recognize the Canadian flag and anthem, but leaders should cover these just as a reminder (A1,2). The history of Canada is closely tied to the land and people. Find out which six can draw a map of Canada including as many geographical points as possible (A3). Use the maps to discuss various regions and occupations related to the land. Help Cubs understand how Canada guarantees equality for everyone by discussing how the Charter of Rights and Freedoms protects all Canadians, no matter where they live (A6).

# Theme: Travel Through Cultures

— A8, 9, 10, 11

Program Link Activities: Get your Cubs to choose a culture or country and then explore its traditions, customs and beliefs. Their choice might include their own background (A8) or that of others (A9, 10). Some Cubs certainly enjoy tasting different foods. You might want to try cooking or visiting a specialty store that imports and sells foods related to different cultures or countries (A11).

# **Theme: Family Trees**

— A7

Program Link Activities: An important part of living in Canada involves our ability to accept and live with other people from different backgrounds. Help children understand that those coming from a different background are no less "Canadian" than others. What matters most is how people contribute to bettering our society and promoting peace. Using this preface, have each six draw a tree with a branch for each Cub. Try to see how far back the Cubs can go in their family history. What cultures are represented? See which six has the most "global" makeup (A7).

Consider leading a discussion where Cubs think of their friends who have different backgrounds, and how fortunate they are to be able to learn about the world, different cultures and traditions without leaving home.

#### Theme: Canada in the World

— A4, 11, 12

Program Link Activities: Canada plays an increasing role in world events and trade. Your Cubs should choose a notable Canadian person or product and see how the person or product affects world views and events. This activity can include space technology, food production, armed forces roles in the UN or other ideas. Ask your Cubs what effect Canada's not taking part in a particular world event would have. Ask them what they might do in this activity field when they become adults (A4, 11, 12).

# **Theme: Community Service**

B requirements

Program Link Activities: Ask the Cubs to identify some problems in their community. Each six should make a list. Pick out the most important concerns from their viewpoint. Help the Cubs draw up a plan that will address their top concerns in an age-appropriate and positive way; turn this into a pack community service project.

You may be effective at linking a number of requirements into one project: such as a clean up or beautification project at the school or community centre you meet in, or your sponsor's location.

# **Purple Star Resources**

• Canada JUMPSTART package sold in Scout Shops.

# Canada and the World Badges

Once Cubs develop some basic Canada and the World skills and awareness, they may wish to pursue some of the Canada and the World Badges. Let's see how to develop themes and activities for each badge.



# ABORIGINAL AWARENESS BADGE

# Theme: Living on the Land

Program Link Activities: Learn how Aboriginal people who first lived in your area survived. Include such topics as food, clothing, shelter designs, hunting techniques, and other subjects. The pack might wish to build a typical Aboriginal shelter and camp out in it (Aboriginal Awareness 1, 3, 5, 6).

### Theme: Native Entertainment

Program Link Activities: Canadian Aboriginals enjoyed playing games, singing, dancing and other forms of entertainment. Have each six learn an Aboriginal story and turn it into a skit. Try setting up activity stations where each six tries playing a different Aboriginal game (Aboriginal Awareness 4).

# Theme: Speaker Night

Program Link Activities: Arrange a visit with an Aboriginal person. Discuss the similarities and differences of that person's life compared to Aboriginal life long ago. (Aboriginal Awareness 7).

# **Aboriginal Awareness Badge Resources**

- Friendship centres.
- Band councils and band elders.
- Native schools and clubs.



### **CANADIAN HERITAGE BADGE**

#### Theme: Heritage Around the Campfire

Program Link Activities: On a campout to explore a Canadian heritage site, use the campfire to relate stories of the people and places involved. Long ago, around campfires and fireplaces, pioneers and Aboriginal people told stories of courageous acts and determination. It helped them in life to succeed (Canadian Heritage 1, 3, 6, 7).

### Theme: Canadian Sampler

Program Link Activities: Plan a trip to a museum that includes many aspects of Canadian culture and heritage. Before you take the pack, visit the museum yourself. Organize a treasure hunt of

the most important things you feel the Cubs need to see. This activity will keep the Cubs from wandering aimlessly around and missing items of importance. Assign an adult to go with each six to find the items on the list. When observing displays, use a small, lightweight flashlight to point out interesting items (Canadian Heritage 5, 6, 7).

# **Canadian Heritage Badge Resources**

- Books on folk songs and stories.
- History books.
- Museums and parks literature.
- Multicultural centres and ethnic groups.



#### Theme: International Flea Market

Program Link Activities: Organize the pack into buyers and sellers. The sellers should offer items from around the world that they are willing to sell or trade. The buyers come with a list of items they need to obtain; they also have cash or goods for which the sellers might trade. See if you can establish a real market environment with buyers and sellers all competing to



get the best deals. Try to identify different factors which determine the price of items, availability, manufacturing costs, shipping, the value of their currency, etc. (International Trade 1, 2, 3, 7, 8).

#### Theme: Plants from Around the World

Program Link Activities: Plan a visit to a florist or exotic plant greenhouse. What countries sell cut flowers in Canada (International Trade 4, 7)?

# Theme: Search for Countries

Program Link Activities: Get each Cub to make as complete a list as possible of all items in one room of their home, including where the items were made. At the meeting, use a map of the world to list what countries export specific goods to Canada. Discuss how our quality of life would change without these items (International Trade 1, 2).

#### **International Trade Badge Resources**

- Chamber of Commerce or Tourist Board.
- Bank officers money trading, foreign investment.
- Local businesses involved with foreign trade.



#### SPACE EXPLORATION BADGE

#### Theme: Space Station WOLF

Program Link Activities: With a lot of imagination, drop-cloths, large cardboard boxes, tables and chairs, get the pack to make a space station. This activity could form part of a campout project where the pack creates and lives in the "space station" for the weekend. Combine ham radios



for "communications" and nature study for "terrestrial exploration." Most important, discuss how you would survive in space where everything must be self-contained (Space Exploration 4).

#### Theme: Model Rockets

Program Link Activities: Make arrangements with a model rocket club or hobby shop to help construct and safely launch Cub-built model rockets. The Cubs can style their rockets after actual Canadian models or a design of their own. They might also want to build a model of a Canadian satellite, and launch it with a rocket (Space Exploration 2, 5).

# Theme: Space in Our Lives

Program Link Activities: When visiting a community service (such as police, communications centre or weather station) include discussions on the importance of Canadian satellites in these work areas, and how they affect our daily lives. Bring in a GPS device and find out how it depends on satellites to determine your position or route (Space Exploration 1).

# **Space Exploration Badge Resources**

- The Canadian Space Agency. Information on space science, history, space stations, astronauts and other aspects of Canada's role in space (www.space.gc.ca).
- National Search and Rescue Secretariat. Information on Search And Rescue Satellite Aided Tracking (SARSAT) systems (www.epc-pcc.gc.ca).



### **WORLD RELIGIONS BADGE**

#### Theme: Faith Hike

Program Link Activities: Arrange a pack visit with your local places of worship. Plan the visit by hiking from one place to the next. While at each house of worship, learn about its structure, contents and form of worship (World Religions 1).

### **Theme: Religious Festivals**

Program Link Activities: With the help of a religious advisor or knowledgeable adult, plan a meeting around a religious festival that would be new to most of the Cubs. Include any special foods that might be served. Keep the activity focused on promoting awareness (World Religions 2).

#### **World Religions Badge Resources**

- Houses of worship.
- Religious leaders or lay leaders.
- Religious associations, clubs, and community centres.



### **WORLD CUBBING BADGE**

#### Theme: Small World

Program Link Activities: Plan an evening where each six represents a different country. Get the Cubs to prepare games, songs, costumes and other activities that represent 'their' country. Check out various web sites for ideas for dress, games, songs, recipes, etc. (World Cubbing Badge 3, Computer Badge 4b).

# Theme: World Transportation

Program Link Activities: Challenge each six to see which can think up the most examples of transportation used in the world. Have sixes present pictures or models of various kinds of transportation, along with a description of where and how people use them (World Cubbing 2).

# **World Cubbing Badge Resources**

- Visit the World Scouting web site for up-to-date information on Scouting around the world (www.scout.org).
- For details on the Brotherhood Fund projects, look at Scouts Canada's web site (www.scouts.ca).

# LANGUAGE STRIP





While Cubs usually earn this award through school work or knowing a second language, you may want to plan an evening where Cubs have an opportunity to listen to and learn a few words from a new language. Study the role it plays in the related culture. For example, in association with the Aboriginal Awareness Badge, Cubs could learn some of the 30 words Inuit people use for the word "snow." How does this language use reflect both the Inuit's way of life and need to survive in a cold environment? You may also try teaching the Cubs sign language or braille in association with the Disability Awareness Badge. Introduce other languages with heritage related activities.

#### **RELIGION-IN-LIFE EMBLEM**













This award is designed specifically for Cubs to work with their spiritual advisor to meet requirements that explore their own religious background and beliefs. Leaders should make Cubs aware of this award, for often the requirements can be tied into religious education studies in which the child may be involved.

For Cubs who are really keen on Canada and the World activities, they may wish to try the advanced challenge of the World Citizen Award.

# **SPRITUALITY AWARD**



The Spirituality Award is designed for the youth member who is presently excluded from earning a Religion-in-Life Award by not belonging to a specific faith community. To help you earn this award, obtain the pamphlet outlining the requirements from Scouts Canada's website.



# THE WORLD CITIZEN AWARD

### Theme: United Nations Night

Program Link Activities: Get each six to represent a country — each with different resources and concerns. Set up some problems for the Cubs to consider. At the pack "Security Council" see if



Cubs can think up peaceful ways that will benefit all countries concerned. Discuss the role of the United Nations in helping countries achieve peaceful compromises to common problems. How does Canada contribute to this process (World Citizen 3)?

#### World Citizen Award Resources

• United Nations Association in Canada. Information on UN Day activities, Canada's role in the UN, and other UN related materials (www.unac.org).





# **Cub Individual Specialty Badges**

As the requirements of the Individual Specialty Badge are developed by the individual Cub, your role is to help the Cub define what they want to do. Should a Cub struggle with how to describe the requirements for their idea, ask them how they would expect a friend to do the badge – this may give them some ideas.



**Bear Wisdom:** Check out www.scouts.ca for ideas on specialty badges other Cubs have made up!

# Pack Specialty Badge

This is a great way to fill out the program year when you look for input from your Cubs and Sixer Council. If your Sixers establish a Pack Specialty Badge that the pack would like to do annually, have the pack review it every year to ensure it still captures their interest.











# BUILDING MORE PROGRAMS WITH PROGRAM ELEMENTS







- Crafts
- Music
- Storytelling
- Playacting
- Spiritual Fellowship
- Outdoors
- Program Resources









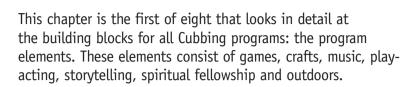






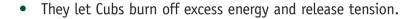


# Chapter 9 - Games



Games are socializing tools that often represent some of life's most serious pursuits. But more important, games are fun. When you choose games for Cubs to play, make fun your primary consideration. Here are some important things





- They're an opportunity to learn to play fair and by the rules.
- They help Cubs develop muscular coordination and physical skills.
- They offer an exciting change of pace from other, quieter parts of the meeting.



Bear Wisdom: Everyone learns differently when learning a new skill (think of learning to tie your shoes). Some people learn by listening, some by watching and doing, or some by reading illustrations. Try to incorporate different styles of presenting an idea or skill with variety and ways to appeal to your whole pack.

# Tips for Running Games

- 1. Call the pack together in a circle or play position to begin. Explain the rules and ask for guestions; listen carefully to questions your Cubs ask because a youth will often bring up a point you haven't covered in your explanation. Sometimes it's useful to ask one or two Cubs to demonstrate the game before play begins. Make it clear how the game will end (after they've scored a certain number of points or at the end of a certain length of time).
- Have all available leaders supervise the game, each concentrating on one team. Insist Cubs follow the rules without making a big issue of violations. Cubs can get carried away in the excitement of play; some may want to experiment by adjusting the rules.
- 3. Point out and correct violations casually, without stopping play if possible. If a Cub commits a flagrant violation, pull the youth out of the game, and point out the fault in a friendly tone. Then, let the Cub return to the game.



- 4. Sometimes a new game doesn't go as well as expected. Perhaps the Cubs just don't like it. If this happens, stop the game quickly and change the rules a bit to improve it. Ask your Cubs and other leaders for suggestions. If the game still doesn't capture the interest of your members, substitute an old favourite you know they'll enjoy.
- 5. When you play elimination games, consider this option. Let eliminated Cubs report to a leader to answer a skill-testing question and then return to the game. Unless the game is very short, eliminated Cubs become bored and frustrated at having to sit and watch.
- 6. Include all Cubs in your games. If a Cub has a disability that makes playing difficult, perhaps another Cub or a leader could be a partner to help. If that doesn't work, ask the youth to be a scorekeeper, timekeeper or referee.
- 7. When Cubs aren't very good at a game, they generally don't like it. Play a wide variety of games to give every Cub a chance to succeed and enjoy. Sometimes it's hard to find a game to suit your least capable Cubs, but the fun they have makes it well worth your effort.
- 8. Use different ways to form teams. Ask Cubs to form a parade circle and number off (e.g. 1, 2, 1, 2, making two teams). Use sixes. Choose teams on the basis of:
  - Age groups
- Sock colours
- Birth months

— whatever is interesting and unusual. The more ways you mix your Cubs, the better they get to know each other. It encourages friendships.

# Competitive vs. Cooperative

Many packs play down the importance of competition in their games; their leaders believe that too much competition is less fun for members because some Cubs worry they might let down their team members. You can reduce competition in your pack in a number of ways, including:

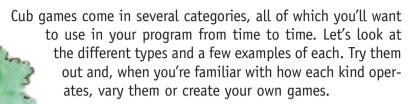
- Play mostly cooperative games.
- Forget about keeping score.
- Adjust the rules to give each team a fair chance to win; this will keep final scores close.
- Stress the idea that all games are cooperative in the sense that players must agree to abide by the rules, and do their best to challenge each side.
- At the end of the game, congratulate all teams for their efforts (i.e. "do your best").

In the Beaver program, all play is cooperative. Although we introduce the idea of competition in Cubs, it's still important to avoid putting heavy emphasis on winning. Where there's a winner, there's a "loser," and a sense of failure. Cubs respond much better if you put the emphasis on doing their best. When you run a competition and award points or prizes, be sure that even the last Cub or team gets something.









Gathering games collect the youth as they arrive for a meeting or event, and keep them busy.

Steam-off games are used to use up excess energy in Cubs. These games are usually run before getting into an activity (e.g. craft, first aid training).

Quiet games calm the pack down, and help lead into the close of the meeting.

Skill games, as the name implies, help Cubs learn a new skill. These games can be tied to theme activities or badge work.

Cooperative games build teamwork and promote unity in small groups.

Outdoor or wide games require lots of space, and incorporate the outdoors into your program. You can adapt most games for outdoor play.

# Gathering games

Use a gathering game before the opening ceremony for some meetings. It will get Cubs doing something as soon as they arrive and focus their attention. It also allows you an opportunity to take a head count. For example, a version of "Hot Potato" is excellent. It allows Cubs to join at any time, and puts them generally in one area, making it easier for when you call "Pack." To play, Cubs sit in a circle and pass an object from player to player. On a signal, the Cub with the object must run around the circle or do some other stunt before the "potato" starts its rounds again.

"Consequences" This game is meant to be played in groups of nine. Adjust the text for smaller or larger groups. Give each Cub a piece of paper and pencil. Start by writing down the name of a man or boy (real or fictional). Add the word "met". Then fold the paper in half and pass it to the Cub on their right. Open the paper and on the next line, write down a female's name, and add the word "at". Fold the paper and pass it to the right. The game continues until the story is complete. The completed stories are placed in a hat. Each Cub draws one and reads it out loud.





# Game: Consequences

# What Cubs Write In

(Male's name)
(Female's name)
(Place name)
(enter what he thought)
(enter what he said)
(enter what she thought)
(enter what she said)
(enter what happened)

(report public opinion).

### **Standard Items**

Met

At
He thought
He said
She thought
She said

The consequence was The world thought



# Steam-off games

### 1. Circle Games

**Dodge Ball** is a popular circle game. Cubs stand in a circle with one group (possibly a six) in the centre. The Cubs in the circle try to hit the players in the centre with a soft ball. When a Cub is hit, the youth joins the circle.

Some packs insist that the ball must hit below the shoulders or the belt. When all players in the centre have joined the circle, another team takes their place.

It's particularly good if leaders take a turn, too. Few things are more satisfying to a Cub than a bit of harmless authority-bashing. The winner (if you choose to name one) is the team that manages to stay longest in the centre.

Most circle games are like Dodge Ball: one team takes the centre while the others form a boundary for the action, and wait their turn to join the centre.

#### 2. Team Games

**Soccer** is a typical team game that divides the pack into two teams that play against each other. You can play indoors or out. Indoors, use a soft ball and two chairs to mark the goals.

If your pack is large, keep the number of players on the floor manageable by dividing each team in two. Each half plays in turn as — every minute or 45 seconds — you roar "Change!" to signal wholesale substitutions.

**German Ball** is a different kind of team game. A centre line separates the teams; Cubs must not cross it. Players try to hit members of the other team with a soft ball. Those who are hit cross over to the other side and stay behind their opponents where they try to retrieve balls and attack opponents from the rear. The game ends when the last player in a team is hit.

Some packs allow hit players who catch a ball before it bounces to return to their original positions. Most packs play German Ball with three or four balls in play at once; this adds extra excitement.



#### 3. Line Games

Teams line up on either side of the hall. Each player has a number, and is paired off with a player having the same number on the other team. Generally, teams number off from right to left so that the corresponding pairs are at opposite ends of the hall.

When a leader calls a number, the two Cubs run to the centre and try to score a point against each other. How they score depends on the game. Perhaps they do it by kicking a ball through the othe team's goal or by grabbing a hat and returning to their team without being tagged by the other Cub. When a point is scored, players return to their places and the leader calls another number. Sometimes the leader may call a new number while play is still on, signalling opponents to return "home" and let another pair try.

Change players every minute or so, and try to keep track of who has played so you can give every-one a turn.

# 4. Relay Races

At one end of the hall, several teams (often sixes) line up, one Cub behind the other. On a signal, the first Cub in each team runs, hops, skips, etc., to the other end of the hall, often to perform an action (e.g. drop pennies into a bottle; eat a cracker and then try whistling) before returning to the rear of the team and giving the second Cub a turn. The first team with all members finished and sitting quietly in line wins, and cheers on the other teams.

Most leaders agree that, if you run relays with sixes of unequal numbers, it's not a good idea to balance teams by asking a Cub to join another six. Instead, keep the sixes intact and have one or two Cubs run twice.

# Quiet games

# Sense Training Games

In sense training games, Cubs use one of their five senses to try to identify something. They might try to guess what's in a paper bag by feeling it; or by sniffing the contents of a plastic cup, blindfolded or through a perforated lid; or by identifying sounds (keys rattling, sandpaper on wood) made by a Scouter standing behind them.

**Kim's Game** comes from the jungle story about Kim, who was taught to memorize things he saw. Put a number of items on a table and cover them with a neckerchief. Have Cubs take turns looking at the objects for 10 seconds, trying to remember as many as possible. This game can be played in sixes as well, with each member of the six calling out an object until all of the items have been recalled.

# Skill games

In skill application games, members use Cubbing skills to achieve the purpose of the game. In **Rope Rescue**, Cubs use simple knots to join several short ropes into a long rope, throw it to a "marooned" player sitting on a piece of cardboard, and pull him to safety. For **Compass**, Cubs, in turn, place small cards labelled with compass points in their correct positions around a circle.





A word of caution... Unless you're sure your Cubs have mastered the skill, avoid asking them to use it in a highly competitive situation. In Rope Rescue, for example, it may be better to let a leader help each team join together the ropes before they compete to be the first to rescue their marooned Cub.

# Cooperative games



In a cooperative game, everyone is on the same side, and players work together to achieve the game's purpose. **Knots** is a cooperative game.

Play **Knots** in groups no larger than 12. To start, it's probably better to play in groups of six or eight. You can do this even with a large pack, because it doesn't take up much room and several groups can play at the same time.

Group members stand in a small circle. All players reach across the circle to grasp the hands of two other players. When everyone is ready and the centre is a knot of arms and hands, players try to unravel the knot and form the circle again without dropping hands. As they pass under and over linked hands, they may become even more tangled but, with patience and

persistence, they will solve the puzzle. It's great fun to have one leader play with each group, as long as he or she is prepared to bend, stretch, twist and crawl around with the Cubs.

# Outdoor games

Outdoor games are often called "wide games" because they take up a lot of space. Many of them are "capture" games.

In **Capture the Flag**, two teams try to locate each other's flag, remove it from its hiding place, and return it to their own zone. Play in a partly open, partly wooded area. Divide the playing area in half, making each half the "safe" zone for one team. Teams conceal their flags in such a way that players can see them if they know where to look; they also designate a small area in their zone as a prison. Team members can serve as quards or attackers, and may switch from one to the other at will.

Guards remain in their safe area to defend the flag and prison by capturing the other team's attackers with a two-handed touch. They must stay at least three metres away from their flag and prison. Captured players must go to their opponents' prison and stay there until rescued. Players may not be captured in their own safe area.

The attackers' job involves moving into their opponents' safe area to try to rescue prisoners, and find and take the other team's flag. Prisoners are rescued by touching them. If all prisoners are holding hands when a rescuer touches one of them, all are freed, but they're liable to be captured again as long as they are not in their own safe area.

The game ends when an attacking side finds the other team's flag and escapes with it to its safe area.



# Game Sources

Cub leaders are always looking for good games, and pack members are one of your best sources. Cubs are eager to tell you which games they like and which they don't. They often will suggest new games they've learned in school or other groups.

Your local Scout Shop carries several books of games, including cooperative games. One good source of games is a book entitled *Games* ... *From A to Z*. You'll find many more books in your public library. Two excellent books are written by Terry Orlick, *The Cooperative Sports & Games Book* and *The Second Cooperative Sports & Games Book*.

Check out a lot of sources. Why? Because in any one book, you'll generally find only a few games suitable for your pack, and perhaps one or two others that might do if you tinker with the rules.

Other Scouters are valuable resources, too. Ask about games at your next Scouters' Club meeting. Better still, arrange to visit or do an exchange meeting with neighbouring packs to see what games they enjoy playing.

There are many excellent web sites for games. Visit Scouts Canada's web site (www.scouts.ca). It has links to other great sites.



Bear Wisdom: Check out Chapter 14 for more outdoor game ideas!

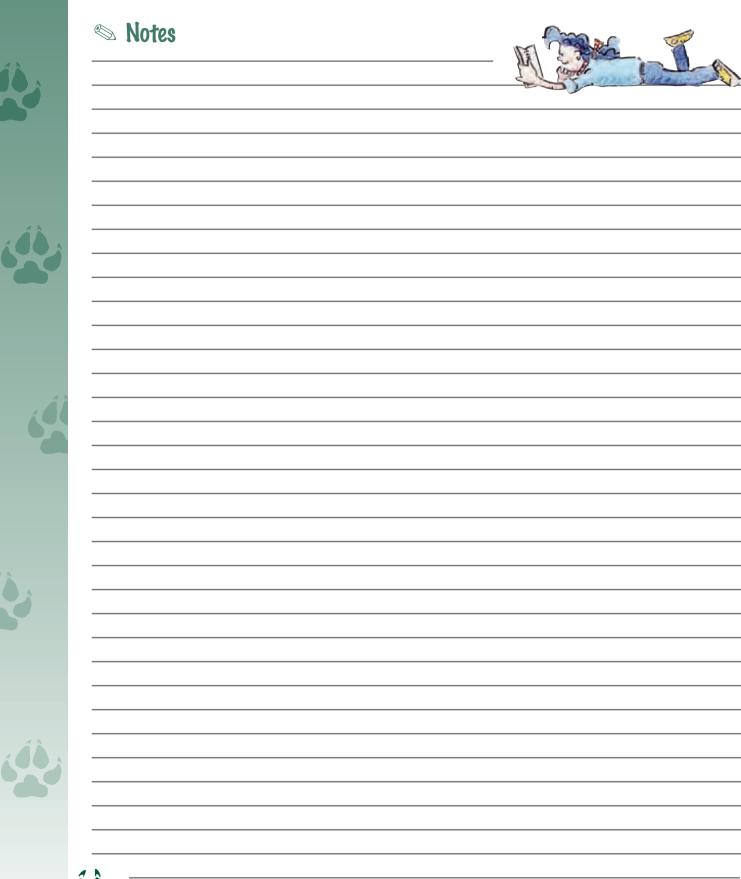
# Other Elements

Games are often a good way to introduce or incorporate other elements of the Cub program. For example, you can hold races with the model helicopters described in *The Cub Book*, or play other skill-testing games in teams or sixes. Go outdoors as often as possible to play games, especially games that teach skills: knots, tracking, compass directions, etc.

Tie in games with Activity Area requirements: a knots relay (Green Star); an Olympic evening (Athlete Badge); a chance to lead a game they've created themselves (Red Star); and so on. When you can't find a ready-made game, make one up to suit your needs.









# Chapter 10 - Crafts





Most Cubs love to work with their hands and use tools. They like to use imagination to design or modify something and make it their very own idea. They like the sense of satisfaction they get when they show off something they've made to parents and friends. And they especially like to put what they've made to use as a decoration, toy or gadget.

Make crafts a regular part of your program. At Cub age, fine motor skills are developing; crafts are an important and interesting way to help that development. A nature craft session at camp is a good idea. You might even want to suggest craft ideas that interested Cubs can work on at home.

Many craft ideas relate to the Natural World, Outdoor, and Creative Expression Activity Areas. Check out *The Cub Book*, and Scouts Canada's web site for many more suggestions.

Many excellent web sites exist detailing craft projects and designs. Visit Scouts Canada's web site (www.scouts.ca) for links to some of them.

Because a craft often takes longer than other activities to complete, you may need to revise your normal meeting schedule to accommodate it. First make the craft yourself to see how long it takes. Remember that Cubs will probably take a lot longer that you to make it, and plan accordingly. You could devote the last half of the meeting to the project, skipping a game or two if necessary. An ambitious craft may take the entire evening.

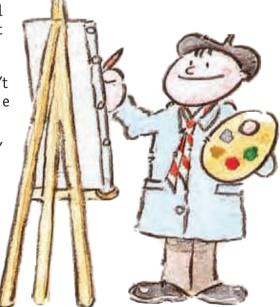


# Organizing a Craft

Many leaders use a standard routine to plan and run craft sessions. Let's review some.

- 1. Make the craft yourself first to:
  - Be sure it can be done. Published craft ideas don't always work as well for you as for the authors. You may have to modify or even abandon the design.
  - Estimate the time it will take so you can plan for it in your meeting.
  - Judge whether it will be interesting and challenging for your Cubs without being too challenging. You may decide it's suitable only for older or younger Cubs.
  - See how messy it is. Will you have to spread around newspapers? Should the Cubs wear old clothes?
- 2. Estimate the cost of the project. Can your pack afford it? Can you substitute less expensive or recycled materials? If you decide to substitute, try it again to make sure the different materials work.
- 3. Prepare written instructions for the other leaders and, if it will help, large diagrams for your Cubs.
- 4. Collect or buy materials well in advance. Craft supplies are always changing. Have some extra material on hand in case of spoilage.
- 5. Before the session starts, and preferably while Cubs are busy with something else, lay out the materials following these tips:
  - Put individual portions at each Cub's place. This can save some time but may also tempt Cubs
    to play with the material when you are describing the project. To remove the temptation,
    ask the other leaders to distribute individual
    portions after you've finished your explanation.
  - Have Cubs collect what they need from a central "depot." Perhaps you can set up one depot for each six, although this might take more time.
  - Hold back the extra materials so your Cubs won't use them up before they're needed. Glue is a good example. It seems a law of nature that Cubs will use 95 percent of all available glue, no matter how much they start with.





(d)

6. Begin the session by showing Cubs the finished craft. Tell them what it is, and demonstrate what it does. If it is small, carry it around so everyone can see.



**Bear Wisdom:** Everyone learns differently when learning a new skill (think of learning to tie your shoes). Some people learn by listening, some by watching and doing, or some by reading illustrations. Try to incorporate different styles of presenting an idea or skill with variety and ways to appeal to your whole pack.

7. Slowly describe how to make the craft, pointing to any diagrams you've provided and demonstrating some or all of the steps. If Cubs can make choices in design or decoration, you may want to indicate some of the possibilities, but leave others to their ingenuity.

8. Have them build a complicated craft step-by-step, and check each Cub's work at each step. If you're short of helpers, avoid complicated crafts. For simple crafts, let them go at their own speed; be prepared for Cubs who finish early by having something else for them to do.

9. Try to have a supervisor work with each six. If you don't have enough leaders, invite parents to help or ask the Scout troop or Venturer company for volunteers. Brief helpers in advance so they know what to do.

10. Help Cubs only if they need it. There's little satisfaction in a craft when someone else does all the important steps. Although it's often difficult to decide when you should help and when you should let them struggle, here's a good rule of thumb: "When in doubt, let them do it." Some Cubs may need more help because of physical, mental or other disabilities, but give them only what they need. For example, if you have a Cub who can concentrate only for a short time, give the youth a half-completed craft to finish. Ask Cubs to put their initials or name somewhere on the craft for later identification.

11. Have your Cubs clean up. It takes longer when they do it, but they need to learn to take responsibility for their actions.



# **Various Craft Projects**

Following are several crafts to get you started. Some relate directly to star requirements.

# Wolf Head Woggles (Tawny Star)

Send home a note asking parents to save the bones found in turkey necks that they cook. Include instructions for boiling and drying the bones, and ask Cubs to bring them to the pack ready to be painted. When you've collected enough turkey bones for each Cub to make a woggle, hold a woggle-making night.

### **Materials**

- Turkey necks. Each yields six to ten bones. The larger the turkey, the more bones.
- Black felt
- Red felt
- White or craft glue
- Small beads with centre holes to thread onto a wire for the eyes
- Black spray paint
- Fine coloured wire. The type found inside telephone cable is a good weight.

### At home

- 1. Boil turkey necks until you can easily remove all meat and cartilage from the bones. One neck has several separate pieces of bone, each of which looks remarkably like a wolf head. Rinse the bare bones with warm water.
- 2. Spread the bones on newspaper, and set them in a warm place to dry for a day or two. Caution: choose a place out of reach of your pet dog or cat.

### At one pack meeting

3. Spray paint the bones black, and let them dry overnight. If necessary, apply another coat of paint, and let the bones dry.

# With the pack

- 4. Cut two small triangles of black felt; glue these onto the bones, making ears. Cut a small tongue from red felt, and glue into the mouth-like opening near the bottom of the bone.
- 5. From the back of the bone, thread wire through the two eye holes. Slip the beads onto the wire, and feed the wire back through the holes to secure the eyes. Then form a wire loop at the back of the woggle, making it the size you need to hold your scarf in place. Reinforce the loop by coiling the wire around it until you have the thickness you like.

Slip the woggle onto your scarf, and show it off to your friends.





# Leaf Plaque (Black Star)

#### **Materials**

- Dried and pressed leaves
- For each Cub, a reasonably smooth piece of scrap wood, large enough to mount one or two leaves
- Sandpaper
- Clear-drying white glue
- Small screw eyes
- Wire
- Optional: alphabet noodles
- 1. Go out on a fall outing to collect enough leaves so each Cub will have a few.
- 2. Give each Cub a few leaves to dry and press in a heavy book at home.
- 3. At a Cub meeting, have youth sand the pieces of wood and wipe them clean. (Ask Cubs to print their names on the back.)
- 4. Ask Cubs to choose a few leaves, place them decoratively on their wood, and cover them liberally with white glue. If they want, your members can glue on alphabet noodles to name the leaves, or provide another suitable label (e.g. their own names, pack name, Cub Motto).
- 5. Set aside to dry, and go on to another activity. As the glue dries it becomes transparent and lets the leaves show through.
- 6. Attach screw eyes to the back, and thread in wire for hanging. (It's easier if you drill holes before putting in the screw eyes.)

# Tribal Totem Pole (A Six Project)

#### **Materials**

- An assortment of plastic yogurt cartons
- String
- A fine steel skewer
- A candle
- Matches
- A small elastic band
- 1. Heat the tip of the skewer in the candle flam and pierce a hole in the exact centre of the bottom of each carton. NOTE! Adults should do this step prior to the meeting.
- 2. Tie one end of the string to a spent match, thread the other end through the hole in the bottom of the largest carton, and add the other cartons one by one to build up an attractive design for your totem.





- 3. The illustration shows two cartons of the same size fitted rim to rim. Cut the string at this point so you can insert the elastic band.
- 4. When you reach the top, stand the totem on a flat surface and ask a friend to hold it firmly in position while you pull the string hard to stretch the elastic band.
- 5. Keeping the elastic at full stretch, tie another spent match to the end with a clove hitch so when the strain is released, the match will clamp down hard on the carton and hold the others firmly together.
- 6. Finally, make cutouts of jungle characters, colour them with felt pens, and mount them on your tribal totem pole.

# Plaster Casts On An Outing

#### **Materials**

- Plaster of Paris (dental plaster is best)
- A bowl and spoon to mix the plaster
- Water
- A strip of fairly stiff paper or card (5 cm x 30 cm)
- A wire paper clip
- String
- 1. Look for a track in soft ground. The edge of a pond is a good place to look.
- 2. Make a loop with the strip of card; hold it together with the paper clip, and press it gently into the ground around the track.
- 3. Put a small quantity of water into the bowl and sprinkle in the Plaster of Paris. Stir gently to avoid creating bubbles. Keep adding plaster until the mixture has the consistency of thick cream.
- 4. Pour the plaster into the track to a depth of about 2.5 cm inside the collar.
- 5. The plaster takes a few minutes to set. When it shows signs of stiffening, carefully press a small loop of string or another paper clip into the back so you can hang the completed cast on a wall or board.

Hint: If you use ordinary Plaster of Paris, you can speed up the setting process by adding a pinch of salt to the mixture.

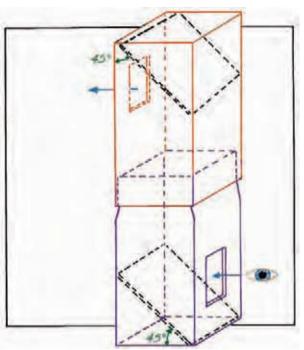




# Periscope (Tawny Star)

#### **Materials**

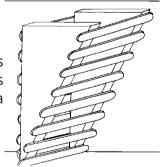
- Two one-litre milk cartons
- Two small mirrors that can fit inside the cartons at an angle of 45 degrees
- A sharp knife
- Strong tape
- 1. Cut off the tops of both milk cartons.
- 2. On one side of each carton about 4 cm from the bottom, cut a window about 5 cm x 5 cm.
- 3. Slide a mirror into each carton (reflecting side up) so it rests on the bottom at an angle of 45 degrees. If the mirror is too small, back it with stiff cardboard to make it big enough. If the mirror is too big, cut a slit in the milk carton on the side opposite the window to take the excess. Tape the mirrors into position.
- 4. Fit one carton into the other with the windows on opposite sides, so the total length is about 40 cm. Tape them together.



# Popsicle or tongue depressor crafts

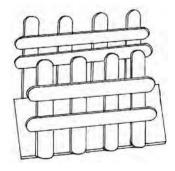
# Letter Holder

For the sides of this craft, cut two wood or cork triangles. Make connecting sides by gluing sticks lengthwise between the edges of the triangles (as shown). To hang it, thread cord through two holes in the back or glue on a picture hanger.



# Hot Dish Mat (Tawny Star)

Glue 12 sticks to flat burlap or felt. Place under a heavy weight to dry, then glue two sticks across the back. Paint or apply a decal. (Tawny Star)

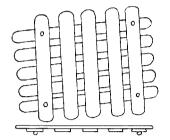


# Napkin or Letter Holder

Use wood 5 cm x 7.5 cm for the base. Sand it until smooth. Glue four sticks to each side (as shown). When the glue is dry, glue two sticks across each side. Paint or varnish.

# Pencil Holder or Flower Pot

Choose a can no taller than the length of your sticks. Lay enough sticks side-by-side to fit around the can; tape them at the back. Apply glue to the sides of the can and arrange sticks in position. Tie a string around the can until the glue is dry.



# Hot Dish Stand (Tawny Star)

Place five sticks, as shown in the illustration. Glue five sticks across them. Glue a wooden bead to each corner on the underside of the stand.

# **Craft Sources**

The crafts described here are all relatively simple to make. When you know your Cubs' capabilities, you'll probably try more challenging projects, especially with older members. To learn and feel a sense of accomplishment, all Cubs (young and old) need to tackle crafts that stimulate and challenge their manual dexterity, imagination and creativity.

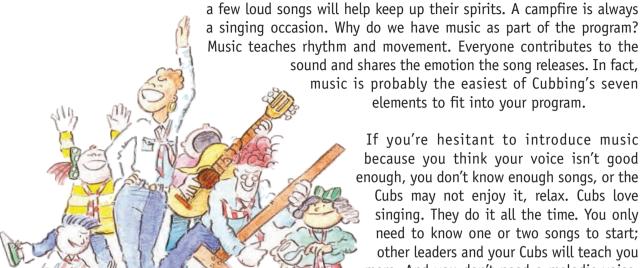
A good place to start looking for craft ideas is the children's section of your public library. Many children's magazines feature one or more craft articles in every issue, and your library probably subscribes to several of them. Your nearest Scout Shop carries an assortment of useful books and kits as well. Of course, the links on Scouts Canada's web site provide excellent ideas too.

Other Scouters are your best craft sources. Ask for suggestions at your next Scouters' Club meeting. *Scouting Life* is another excellent resource, brimming over with field-tested ideas shared by Scouters from all over the country. If you come across a unique craft idea contact *Scouting Life* (scoutinglife@scouts.ca). We'd love to hear from you!



# Chapter 11 - Music

You can plan singing anywhere and anytime in Cubs. If your meetinggoes a little faster than expected, add a song or two at the end. Maybe you have a busload of restless Cubs on their way to or from camp;



If you're hesitant to introduce music because you think your voice isn't good enough, you don't know enough songs, or the Cubs may not enjoy it, relax. Cubs love singing. They do it all the time. You only need to know one or two songs to start; other leaders and your Cubs will teach you more. And you don't need a melodic voice, just enough enthusiasm and nerve to try it the first time. Once you take the plunge, you'll find it easy and fun.

# **Getting Started**

A good way to start is to sing a couple of songs before your closing ceremony. Talk it over with other leaders first, and teach them your songs so they can support you.

The first time you sing, try funny or action songs. "The Quartermaster's Store" is a favourite. Your Cubs will like it and add dozens of verses.

An action version of "My Bonnie Lies Over the Ocean" is another simple possibility. For every word that starts with "B," ask singers to stand if sitting, or to sit if standing.

"Alouette" is easy and popular. If you're not sure you'll remember all the "Je te plumerai's", write them on a slip of paper to hold in your hand.

Get into the singsong by asking Cubs to squat or sit. Casually say something like, "Since we have a few minutes left before closing, let's sing a couple of songs." Introduce the first song. If most of them know it, your task will be easy because you won't have to go through it verse by verse. Simply start singing, and the Cubs and leaders will join in after the first word or two.

If you choose an action song, make the actions simple enough that you don't have to spend a lot of time explaining them. Sing the song through once without actions, tell them what the actions are, and start singing it again with actions. They're almost sure to follow your example.

After the first song, ask the Cubs to suggest another rather than launching into your second selection. If they suggest one, sing their song as a group and save yours for the next meeting.



# Song Sources

Scouts Canada publishes two excellent books, *The Song Book* and *The Campfire Book*. It also produces a Campfire Singalong CD and cassette. Your public library almost certainly has several children's song books, CDs or tapes as well. It's more difficult to learn a song from a book, especially if you don't read music, but you probably know one or two friends able to play or sing the tune for you.

When you hear songs you like, try to write down the words and go over the tunes until you know them by heart.

The Scouters' Club is another great song source. Suggest that you devote one meeting to a singsong or end every meeting with a song or two. Fellow Scouters represent an enormous reservoir of songs; find a way to tap it.

Visit Scouts Canada's web site (www.scouts.ca) for links to some excellent web sites for songs.

# Leading and Learning

You can use one of many song-leading techniques, but the basic technique involves simply waving your arms in time to give the pack the rhythm. It's a good idea to walk around while you're leading. Face each group of Cubs in turn and use

eyes, voice, and gestures to encourage them to sing out.

The easiest way to teach a new song is to break it into chunks. For example, sing the first verse, then say the words. Ask your Cubs to say the words along with you, then have them sing the verse. When they've learned each verse this way, sing the whole song through. For some songs, you might want to sing the verses alone and teach only the chorus.

For a new action song, teach the words without actions, then add actions.

After the pack has learned a song, it can be fun to divide them into groups and have each group sing part of it. Tell them what you're doing, then point to the first group to signal them to sing the first line or two. Go around the circle pointing to each group in turn. When they've got the idea, point to groups in any order, so your Cubs have to keep alert to recognize when it's their turn.

When leading a round such as "Frère Jacques," have your Cubs learn it in unison first, then point to each group when it's their turn to start. Although you can lead a round by yourself, it's a good idea to appoint a leader for each group to get them started and keep them going.



Experiment with variations on the basic round. Do this by sometimes combining different songs to make a surprising and pleasing harmony. Try this:

Group 1: Sing "Row, Row, Row Your Boat" once through, and start again.
Group 2: Sing "Frère Jacques" with the second go-around of "Row, Row..."

Group 1: Repeat "Row, Row..." while Group 2 repeats "Frère Jacques", and Group 3 enters in with

"Three Blind Mice."

Singing like this is easiest if you have a leader for each group, but if no one volunteers you can lead the whole thing yourself.

# Song Type Pefinitions:

Round – characterized by having a part of the group singing one part and the other part singing another, then switching.

Action – characterized by performing actions in concert with the song.

Repeat - the group repeats the song leader's words back in chorus.

Quiet - typically a song that can be sung quietly and will help settle down the group.

Spiritual – incorporates a spiritual theme or message.

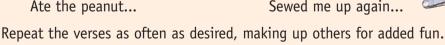
To illustrate different types of song, many of the following songs have been identified if it's a round, action, repeat, quiet or spiritual song.

# Songs to Get You Started

# Found a Peanut (Tune: Clementine)

Found a peanut, found a peanut, Found a peanut last night, Last night I found a peanut, Found a peanut last night. Ate the peanut...

Got a stomach ache...
Called the doctor...
Doctor saw me...
Cut me open...
Sewed me up again...



# **Alouette** (Repeat Song Type)

5

Leader: Alouette, gentille Alouette, All: Alouett' Ah!

All: Alouette, je te plumerai; All: Alouette, gentille Alouette, All: Alouette, je te plumerai!

Alcuette, gentille Alouette, Alouette, je te plumerai:

Alouette, je te plumerai le bec...

Leader: Je te plumerai la tête,

Je te plumerai le pez...

Leader: Je te plumerai la tete, Je te plumerai le nez...

All: Je te plumerai la tête, Je te plumerai le dos...

Leader: Et la tête, Je te plumerai les pattes...

All: Et la tête,

Leader: Alouett',

Je te plumerai le cou...

# The Bear Went Over The Mountain (Tune: We Won't Get Home Until Morning)

The bear went over the mountain, The bear went over the mountain, The bear went over the mountain To see what he could see. And all that he could see, And all that he could see, Was the other side of the mountain, The other side of the mountain, The other side of the mountain, Was all that he could see.

# On Top of Spaghetti (Tune: On Top of Old Smokey)

On top of spaghetti,
All covered with cheese,
I lost my poor meatball,
When somebody sneezed.
It rolled off the table,
And onto the floor,
And then my poor meatball,
Rolled out of the door.
It rolled in the garden,
And under a bush,
And then my poor meatball,
Was nothing but mush.

The mush was as tasty,
As tasty could be,
And then the next summer,
It grew into a tree.
The tree was all covered,
All covered with moss,
And on it grew meatballs,
And tomato sauce.
So if you eat spaghetti,
All covered with cheese,
Hold onto your meatball,
Lest somebody sneeze.

#### Clementine

In a cavern, in a canyon, Excavating for a mine, Dwelt a miner, forty-niner, And his daughter, Clementine.

(Chorus)

Oh, my darling, Oh, my darling, Oh, my darling, Clementine! You are lost and gone forever, Dreadful sorry, Clementine.

Light she was and like a fairy, And her shoes were number nine; Herring boxes, without topses, Sandals were for Clementine.

Drove she ducklings to the water, Evry morning just at nine;

Hit her foot against a splinter, Fell into the foaming brine.

Ruby lips above the water, Blowing bubbles soft and fine; But alas! I was no swimmer, So I lost my Clementine.

In a corner of the churchyard, Where the myrtle boughs entwine, Grow the roses in their posies Fertilized by Clementine.

How I missed her, how I missed her, How I missed my Clementine! But I kissed her little sister, And forgot my Clementine.



# She'll Be Coming Round The Mountain (Action Song Type)

Actions for this song involve tooting a train whistle (toot, toot), and rubbing your tummy (yum, yum)

She'll be coming round the mountain When she comes (toot, toot), She'll be coming round the mountain When she comes (toot, toot), She'll be coming round the mountain, She'll be coming round the mountain, She'll be coming round the mountain When she comes (toot, toot).

We will all have apple dumplings When she comes (yum, yum), We will all have apple dumplings When she comes (yum, yum), We will all have apple dumplings, We will all have apple dumplings, We will all have apple dumplings When she comes. (toot, toot, yum, yum).

# Ging Gang Gooli (Round Song Type)

Ging gang gooli, gooli, gooli, gooli, watcha. Ging gang goo, Ging gang goo. Ging gang gooli, gooli, gooli, watcha. Ging gang goo, Ging gang goo. Heyla, heyla, sheyla, Heyla sheyla, heyla ho. Heyla, heyla, sheyla, Heyla sheyla, heyla ho.

**Note:** Organize your group in two parts for the chorus; one half sings "Oompa, Oompa, Oompa," while the other sings the chorus, then the two parts change sides. At the end, everyone sings "Shalli-walli, Shalli-walli, Shalli-walli, Shalli-walli."

#### The Quartermaster's Store

There's cheese, cheese,
with shocking dirty knees,
In the store, in the store,
There's cheese, cheese,
with shocking dirty knees
In the Ouartermaster's Store.

(Chorus)

My eyes are dim, I cannot see, I have not brought my specs with me, I have not brought my specs with me.

There's eggs... on little bandy legs.

There's steak... that keeps us all awake.

There's lard... they sell it by the yard.

There's bread... like great big lumps of lead.

There's kippers... that go about in slippers.

There's cakes... that give us tummy aches.

There's beans... as big as submarines.

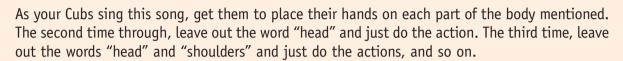
Cubs will enjoy making up their own creative verses. Let them try, just for the fun.



# Head, Shoulders, Knees and Toes (Action Song Type)

(Tune: There is a Tavern in the Town)

Head and shoulders, knees and toes, Knees and toes, knees and toes, Head and shoulders, knees and toes, Eyes, ears, mouth and nose.





Boom Chica Boom

I said Boom Chica Boom

I said Boom Chica Rocka Chica Rocka Chica Boom

Uh Huh

Oh Yah

#### This time:

- Faster (repeat entire song faster)
- Louder (repeat entire song loudly)
- Squeaky (repeat in a squeaky voice)
- Macho (repeat in a manly voice)
- Underwater (repeat while flapping lips with finger)
- Add other variations as you wish.

# The Paddle Song (Quiet Song Type)

Our paddles' keen and bright, Flashing like silver, Swift as the wild goose flight, Dip, dip and swing.

Dip, dip and swing them back, Flashing like silver,

Swift as the wild goose flight, Dip, dip and swing.

Throughout the song, one group can sing, Dip, dip and swing.

At the end of each verse, the groups can switch.

# Taps (Spiritual Song Type) (Variation)

Great spirit come; beat the drum,

Journey now, with each one, through the dark,

Safely home.

Take our hands; lead us all Safely home.



### **Are You Sleeping?** (Quiet Song Type)

Are you sleeping, are you sleeping, Brother John, Brother John?
Morning bells are ringing,
Morning bells are ringing:
Ding, ding, dong; ding, ding, dong.

French: Frère Jacques, Frère Jacques, Dormez-vous? Dormez-vous? Sonnez les matines, sonnez les matines, Ding dong ding, ding dong ding.

Dutch: Vader Jacob, Vader Jacob, Slaapjy noq? Slaapjy noq? Alle klokken luiden

Alle klokken luiden Bim, Bam, Bom.

Spanish: Companero, companero, Duerme ya? Duerme ya? Toca la campana, Toca la campana, Din, dam, dom.

German: Vater Jacob, Vater Jacob, Schläfst du jetzt? Schläfst du jetzt? Alle glocken klingen Alle glocken klingen Bim, Bom, Bim.



**Bear Wisdom:** Looking for more songs and ideas? See Scouts Canada's *The Campfire Book, Best of the Leader Cut-Out Pages* and *The Song Book* for more songs and skits.

# Strike Up the Band

Add to your pack's musical fun by using rhythm instruments occasionally. *The Cub Book* provides directions for making some simple instruments; you'll find other ideas in craft books at the library or on the Web.

Plan a craft session to make one or two instruments, then use them in a singsong at the end of your meeting. Or ask each Cub to bring a noisemaker to your next gathering. You might even suggest that the Cubs choose something you wouldn't normally consider to be a musical instrument. A steel carpenter's level, for example, sounds remarkably like a navigation buoy bell when you strike it with a spoon. It makes a good accompaniment for a sea chanty.



#### **Tambourines**

To make a sturdy tambourine, glue together two paper plates, one inside the other. Punch holes at regular intervals around the rim to attach bells. Paint plates with poster paint. Tie ribbon or yarn streamers to each bell. Attach bells to the tambourine with ribbon or wire.



#### **Metal Rattles**

You need a tin with a removable lid (e.g. a baking powder can). Screw or nail a dowel about 10 cm long to the lid. Put small stones or beans inside the tin, replace the cover and seal it closed. Paint your rattles a bright, cheerful colour.

### **Maracas**

Save cardboard tubes from toilet rolls and bring them to your meeting. Cover one end of a tube with heavy paper or aluminum foil. Put some rice or dried peas inside, and cover the other end. Finish the instrument by wrapping foil around the entire tube.

### Rhythm Sticks

Make your rhythm sticks from 1.3 cm (1/2 inch) dowelling cut about 30 cm long. Smooth the rough edges with sandpaper, and paint on a design or just coat with varnish. Click them together in rhythm with your music.

#### Claves

Calypso and Spanish claves are wider and shorter than most rhythm sticks. You need 2.5 cm dowelling cut 20 cm long. Coat the wood with a dark finish. To play, cup one stick in your hand and hit it with the other.

#### Drums

Cylinders ranging in size from nail kegs to small cans make fine drums. If you have a keg, stretch a circular piece of inner tubing over the open end. To hold it in place, cut across inner tubes to make strips that look like big elastic bands.

Tom-toms are very popular drums. To make one, remove both ends of a number 10 can. Cut two circular pieces of inner tubing 5 to 8 cm larger than the end of the tin and punch holes around the edges of both. Cover each end of the can with a piece of rubber. Tightly lace together the two pieces with leather thong or heavy cord.

### Clop Blocks

You need two wooden blocks and two pieces of fine sandpaper. Nail or glue sandpaper to one side of each block. Rub together the sandpaper to make the sound of a moving train. Turn over the blocks and clap them together to beat a rhythm or to imitate a clopping horse.





### Jingle Bells

Sew small bells to strips of plastic, cloth or ribbon, and tie them around ankles or wrists. Add bells to rattles and other instruments. Your Cubs will love these.

### Jingle Ring

Hundreds of years ago, the jingle ring was a much-used instrument. A wooden embroidery hoop is an ideal frame.

Prepare a dozen bottle caps by washing them. Remove the cork or plastic liner, then hammer the caps flat, and drill a hole in the centre of each. Attach the caps to the hoop in pairs with coloured string. Wind crêpe paper around the hoop for decoration.

Thread several bottle caps on string around the inside of the hoop, and pull taut to make a square of string inside the circle.

#### Washtub Bass

Drill a hole in the centre bottom of an ordinary washtub, and insert an eyebolt with washers and nuts on either side of the opening.

Cut off a broom handle or hockey stick. In one end of the stick, cut a notch to fit over the rim of the tub. Insert an eye screw at the other end.

Tie a piece of wire or clothesline rope to the eyebolt and attach the other end to the top of the handle so the string is tight when you hold the handle at right angles to the top of the tub.

The player holds the handle in place with the left hand and puts the right foot on the rim of the tub. Pluck the string with the fingers, changing pitch by pulling the handle back and forth to vary the tension.

### **Cymbals**

Fit heavy pot lids or pie plates with handles of rope, leather or wood. When your cymbals are ready, crash them together for sheer delight.

### **Xylophone**

Tune glass bottles of varying sizes and shapes by adding different amounts of water to each. Strike them with a spoon. The more water in a bottle, the lower the pitch. Place the bottles on a table or string them out on a rope.



### Hummers

Hummers are inexpensive to buy, but it's more fun to make one. Simply place a circle of wax paper over the end of a cardboard tube, and fasten with a rubber band. Punch a few small holes near one end of the tube and sing a tune into the open end. The wax paper vibrates to amplify the sound.

### Comb and Paper

To make this most basic of all homemade instruments, all you need is a small comb and a piece of wax paper.

#### Chimes

Hang old railroad spikes, horseshoes or bars of metal on a string, and strike with a large nail to make a triangle or chime.

### Grand Finale

Although your Cubs may never be a threat to your local symphony orchestra, they can make pleasing sounds and provide a happy accompaniment for many pack activities. Keep your eyes open for unusual odds and ends that might make good sounds, then let your Cubs have fun both making and playing the instruments.

Music and songs fit into Activity Area requirements. For example, a Cub who collects records, songs, tapes, or sheet music can earn the Collector Badge. The Musician Badge involves a variety of activities and ability in the field of music.

For the Religion-in-Life emblem, participation in the activities of a Cub's religious institution is suggested. One way to participate is to join the choir. The Entertainer Badge involves knowing songs, singing, and playing musical instruments.

One Purple Star requirement involves knowing the words of Canada's national anthem. Singing "O Canada" is the best way to learn.





# Chapter 12 - Storytelling





### "Once upon a time...."

These words are as old as the hills and always magical. They open up a door to the world of adventure, make-believe, things that were or will be, or things that never were but perhaps should be.

Cubs love stories. They love to pretend they're the hero, performing great deeds or solving impossible problems, whether the story is fiction, fantasy, or true. Stories about the founding of your town or the exploration and settling of your province can be just as exciting as those about a dragon-slaying hero.

Like playacting, stories offer Cubs excitement, fun, and a chance to look at situations from different perspectives to consider how they might deal with them. Although the story world may be very different from their own, it is connected (sometimes just through imagination), and offers lessons they can apply in real life.

Cubs are lucky if their parents have been telling them stories since they were very young. Because some parents are unable to do this, you can fill the gap by including storytelling in your pack program. In a way, television is storytelling, but face-to-face storytelling has a special quality even the best TV program can't match.

What kind of story can you tell? Any kind will do. Stories of Mowgli from *The Jungle Book* are an obvious choice, as are B.-P's yarns from *The Wolf Cub Handbook*. Stories of real wolves and other animals can build a real appreciation of nature in Cubs.

Tell stories from history, especially those from your Cubs' varied cultural heritages. Draw on folk tales and mythology from Canada and other parts of the world. You may want to tell stories that teach a lesson, but funny or exciting stories with no apparent lesson are just as good. With a bit of thought, you can create stories straight from your imagination or based on your experiences.

You may think that some types of stories sound pretty dull (history, for example), but you'll soon find that the excitement or dullness of a story depends more on the way it's told than the plot or characters. History can be dull, but a good storyteller can bring it alive. Jungle stories, too, may be very dull unless you make them exciting for your Cubs.

The way you tell a story is important. Because everyone is different, you'll develop your own storytelling style and technique. A little later in this book, we suggest a way to get started and some ideas you'll adapt as you develop your style. It may seem that preparing for storytelling involves more time than you have to spare, but if you start with very short stories, each step takes only a few minutes. As you gain skill, your stories will likely grow longer.

### When to Tell Stories

You don't need to build a story into every meeting, but you can often use short stories or anecdotes to illustrate or introduce an activity or game. Other times, you will tell a story just for the adventure it introduces.

Stories are a good way to change the pace of your program from noisy to quiet between two games, or to wind down just before closing. A dramatic story puts a great finish to a campfire and fits well into other times at camp. A story might be exactly what your Cubs need during a day-time rest period in the shade of a tree, or just before bed.

The best time for a story is when your Cubs are seated in a circle ready to settle down toward the close of the evening. Perhaps you've just finished a quiet song. After a short pause, the storyteller can launch into a tale with some catchy opening words. No further introduction is needed.

The first story to tell when a Cub joins the pack is the story of Mowgli's brothers; this one leads into everything that follows. It helps explain who you and the other leaders are, and why the new member is called a Wolf Cub.

# How to Prepare

Select a story that appeals to you. What you see in your mind is what you will convey through your words. Here are some practical tips:

- Read the story carefully for plot and to get a feeling for the atmosphere.
- Read the story again, making special note of characters, places and situations that appeal to you.
- Make brief notes on a card for ready reference as you tell the tale.
- Re-read the story and live it as you reinforce it in your mind.
- Determine exactly how to begin. Choose a catchy, exciting opener: "A wolf's haunting howl shattered the still night."
- You might want to tell the story to family or friends to see how they react.
   Or tell it into a tape recorder and listen to the play-back critically.
   Determine exactly when and how to end your story.



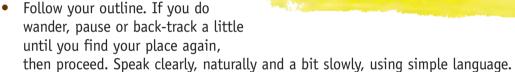
# Telling the Tale

• Ensure the Cubs are comfortable (i.e. don't have them sit for too long).

 Try to set the scene by dimming the lights and lighting a candle, or using a wolf howl to catch their attention.

Open with a catchy line to create interest.

• Live the story. Growl, whine, and use hand gestures to underline a point, but try not to overdo it. Let the Cubs' imagination take over. At times drop your voice so Cubs have to listen more carefully, while at other times raise your voice as if in alarm or shock. Your voice has an amazing affect on listeners.



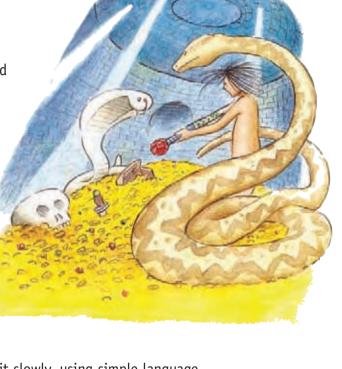
- Speak directly to inattentive Cubs. Try to speak directly to every Cub at some time during the telling.
- Add suspense by pausing at dramatic points.
- When the story is over, stop talking. Let the Cubs talk and react. A few simple questions will usually get them going.
- If you created a special mood, you may want to let the end of the story be your closing ceremony. Finish with a quiet "Good night and good hunting."

## To Read or Tell: That Is the Question

Lord Baden-Powell was an ardent reader. "If you can hand on something of the love of books to Scouts," he said, "you will be giving them friends which will never fail them."

If not home, then school has introduced your Cubs to the wonderful world of books, but not all Cubs see books as sources of entertainment. You can spark their interest and sharpen your storytelling abilities by occasionally telling stories directly from books. Read a few well-chosen sentences, then put the book down and tell some exciting things from the story using dramatic gestures, before returning to the book to read a bit of description. Then, continue to tell the story in your own words.

Make the story and the book come alive by changing your voice pitch and intensity. Show the Cubs you enjoy a good book and a good tale. If having a book beside you gives you more confidence when telling a story, use it.







Visual aids such as photographs, picture books, flip charts, and transparencies may add interest and realism to your story, but take care that they don't detract from it.

An artificial moon lends atmosphere for the jungle stories (see Chapter 6 for more details). A lit candle in the centre of your storytelling circle casts interesting shadows. But, your most valuable aids are these: the sparkle in your eyes as they light up with excitement and suspense; the chilling sounds your voice makes; and your hand and body gestures.

# Story Sources

- 1. Your local librarian an excellent source of information on good books.
- 2. Personal experiences.
- 3. Scouting Life Magazine.
- 4. Magazines and daily newspapers.
- 5. Religious stories from various faiths.
- 6. Your imagination. Your ability to draw from your imagination will increase as you tell more and more stories. The basis of a good story might include:
  - What you would like to see and do if you were a kid again.
  - Thoughts that go through your mind when you're riding the bus, looking at a magazine, day-dreaming or reading the newspaper.

# Using Storytelling In the Program

Storytelling links, overlaps, and intertwines with program elements and other aspects of the Cub program.

#### Games

Link a story to a game. Cubs can perform the actions in some stories during the telling.

#### **Crafts**

After a particularly good story, encourage your Cubs to make models, scenes, costumes or props, and act out the story. Or let them make puppets to do a puppet play version of the story.

#### Music

A story is a tale that has yet to be set to music; song blends story and tune. It's great fun to let Cubs use their imaginations to build stories around their favourite songs.

#### **Playacting**

Begin by having Cubs do actions during a fun story. Then have them pantomime the entire story.





### Spiritual fellowship

Tell exciting stories from sacred scriptures in today's language. Seek guidance from religious leaders and look for stories from different faiths. Stories are probably the best way to explain and illustrate Scouting's Promise, Law and Motto.

#### **Outdoors**

True nature stories, nature myths and Native legends are wonderful stories that naturally lead in to learning situations. Outdoors is a wonderful setting for storytelling; stories abound about nature and high adventure. Let Cubs stretch out on the grass and listen to a story during a rest period at camp or on a hike.

#### **Activity Areas**

You can tell stories based on the practical use of Activity Area work to help Cubs learn.

# Program Ideas to Try

**Fun stories:** These are fun for both teller and listener. Nonsense lends itself to actions and sounds. Participation adds a magic touch, and the Cubs' actions give the teller moments to collect thoughts, relax, and simply enjoy the audience.



**Adventure stories:** Space fiction, real life adventure, and zany fantasy tales always appeal to Cubs.

**Learning tales:** All stories can be learning experiences. A moment in history brought alive with adventure, intrigue and suspense is far more enjoyable than learning about it in school.

**Instruction introduction:** B.-P.'s yarns found in *The Wolf Cub's Handbook* are often more descriptive than narrative. He used them to introduce Cub skills instruction; you can do the same to introduce a craft, song or Activity Area. For example, realistic descriptions of how pioneers and explorers looked after themselves might introduce outdoor skills. Themes from *The Jungle Book* can bring alive instruction on the Law, Promise, pack rules, safety in the woods, etc.

**Program background:** A story told in bits and pieces can paint the background for an evening of fun activities. You can even serialize the story to extend it over a number of meetings based on the same theme. True stories from history often work very well.

**Moral tales:** Aesop's Fables are probably the best known stories in this category, but there are many others. If you tell the story well, the moral is quite evident to the Cubs. You don't need to belabour the point. Sometimes this is a good way to discipline without pointing the finger at a particular Cub or incident.

**Story relay:** A story relay is a great way to involve Cubs in storytelling. Begin a fantastic tale like this: "One day I was walking down the street when I saw a walrus balancing on his nose on a fire hydrant. He was shuffling a pack of cards with his flippers, AND...." The Cub on your left in the story circle takes up the story, inventing more amazing adventures until saying "and...." Sometimes the Cub says "and" deliberately, but more often by mistake. When this word is spoken, the next Cub carries on the story. When the story gets back to you, add an ending. It's often wise to limit each Cub's contribution to one or two sentences.

Animated story: Tell a story full of action that each Cub or six in turn can

visit to a farm or a zoo that lets performers mime the animals named. It could be a story that impresses highway safety rules, home safety, or first aid.

the contribution.

mime as the story progresses. The story might involve a

Cub tales: Let Cubs tell stories, too. Some of them won't want to, but others will be eager to report things that happen to them. A Cub will usually come to you first with some news that has happened. If you think the others would enjoy hearing it, ask if the Cub would like to tell it to the pack or, perhaps, just his or her six. The Cub might prefer if you told it. That way, the Cub wouldn't stand out so much, but would still feel important because of

**What's wrong?** Tell a story filled with errors that your Cubs have to interrupt and correct. Safety is a good theme. Try mixing up correct and incorrect facts that the listeners identify with cheers or boos.

What would you do? Begin an action story that leaves the hero (or a six of heroes) in a dilemma (e.g. they see a bird with a broken wing lying on the road, smoke pours from a window, or a suspicious character). Cubs provide solutions in words or actions.

**Invention:** Give each six a list of objects or pictures of objects. After a few minutes of consultation, they must introduce them into a story as convincingly as possible.

**Observation story:** Tell a story chock full of detail about a hit-and-run accident, a bank hold-up, or a purse snatching. After the story, question the Cubs as if they were police witnesses.

**Listening to sounds:** Have Cubs listen to a variety of sounds, and ask them to find words to describe them. A Cub's ability to express himself or herself is important in several Activity Areas.

**Newspaper articles:** An item from your daily newspaper can provide a basic plot for an exciting or message story. Often little stories, put through the grist of your imagination, become tremendous tales. Here's an example.

A town in England suffered a great snow storm. Now there's nothing unusual in that fact, until you read that the "snow" was in fact potato flakes. Here's what happened: a machine in a local food factory ran wild and bombarded the town with instant mashed potato flakes. These covered gardens, gummed up windows, and instantly turned black cats white.

Think of what you might do with such a story. You could turn it into a mystery tale of intrigue and sabotage, a fantasy involving disgruntled gremlins, a fun add-on story, or a lead-in to some winter games outdoors.



**Newspaper/magazine photos:** Consider interesting photos featured in local newspapers (e.g. a car or truck sunk into the surface of the road). Have we found the long-lost gold mine reputed to

be in this area? Is it one of the secret passageways to the old house on the hill? Have we discovered a meeting room used by spies during a war? You can make up a story from any interesting angle. A photo filler in a magazine might show, for example, a picture of an animal stuck head-first in a garbage container. Think of the possibilities. Could this be the bear that park rangers have been tracking? Perhaps your Cubs could send a signal to park rangers. How? (Here's a lead-in to an evening involving signals and secret messages.) Or, is the photo showing a picture of a bear that escaped when the circus was in town? Or, maybe a Cub pack member devised the garbage can trap to keep a pesky bear occupied while other members evacuated camp. What stories can you or your Cubs build from these ideas?

### Stories with Games

#### Marooned

A black cloud hung over the small island as if stuck like glue to the spot. The rain fell so hard the lake began to rise. Black Six noticed water rising rapidly over the island beach and decided their members had better quickly cross the rickety old foot bridge to safety on the main shore. Five Cubs scrambled across before the rising lake ripped the bridge from its moorings and sent it floating away. One youth was marooned on the rapidly disappearing island and, unless the Cub escaped soon, the child would be washed away by the swirling water. Each member of the six has a three metre piece of rope. The island is 12 m away. There's a small skiff on the island, but no oars or paddles. Black Six must rescue their buddy as quickly as possible.

In your game, each six must rescue a Cub 12 metres away by pulling the marooned victim across the hall on a piece of cardboard. To do it, they must tie together five short pieces of rope with reef knots and throw a life line, working as a team to beat the clock. Give each Cub a chance to be marooned.

You can introduce almost any game with a story like this, drawing from sources as varied as the Cubs in your pack. With a little practice, a lot of imagination, and a sense of fun and adventure, you'll have your members always ready and eager for storytime.

### **Two Stories**

Here are two different kinds of stories to get you started.

#### A Korean Folk Tale

Long, long ago, the Emperor of China sent an emissary to Korea with a most unreasonable request.

"You are to load all the water of the Han River on a ship and send it to China," the message said.

The King of Korea and his ministers were very puzzled at this request and could not think what to do. The Prime Minister, Hwang Hui, spoke up. "You should reply to the Emperor of China in these terms," he said.

"Your Majesty, the King of Korea will be delighted to transport all the water of the Han River to China. The ship will, however, need a mast made of sand. As you know, there is very little sand in Korea, but I am told that in north China there is a very vast desert. I should be very grateful if you would have a 100 metre mast of sand delivered to me as soon as possible."

It is said that, after receiving this reply, the Emperor of China never again sent an unreasonable request to the King of Korea.





Once upon a time, seven Cherokee Indian boys became famous because they were keener to bowl stone hoops over the ground than to work in the cornfields.

These boys could do marvellous things with hoops but their mothers thought hoop bowling was a very idle pastime. In fact, the boys' parents were so sure bowling hoops was useless, that they made up their minds to cure their boys of their laziness.

The mothers collected a number of stones, like those the boys used as hoops, and boiled them instead of corn for their sons' supper. At mealtime, the mothers said, "Since you like bowling stone hoops better than working in the cornfields, you may eat stones or go hungry."

The boys did not like this treatment at all and, instead of promising to spend some of their time working in the cornfields, they objected to being scolded; the youth made up their minds to play hoops all the time. The boys joined hands and began to dance around the village. They danced and danced and danced around the lodges until their mothers were dismayed to see that their feet were whirling through space in a circle.

The mothers watched in desperate fear as the boys rose higher and higher. Up, up they went until they reached the sky. And, if you look at the sky on a clear night, you can still see those seven boys. We know them as the constellation called "the Pleiades," but the Cherokees call them "Antitsutsa" — The Seven Boys. (Tell the story with a star chart.)





# Chapter 13 - Playacting





Playacting is a magic carpet that takes Cubs from a world of reality into a world of adventure and imagination.

"I need scarcely to count up the various points of development which underlie acting, such as self-expression, concentration, voice development, imagination, pathos, humour, poise, discipline, historical and moral instruction and so on," B.-P. said. "Charades and impromptu plays are just as good as more highly designed and rehearsed shows."

Playacting with the pack stimulates imagination, encourages observation, improves memory, and develops self-expression. It is closely allied to other program elements: storytelling provides a source of plays; crafts provide the props; music gives background and atmosphere; the outdoors can provide the stage.

### How To Get Started

Start informally with a simple game of charades or putting actions to a song. First involve the whole pack in doing the actions. The next time, choose a particular six to go into the centre of the circle and lead the rest of the pack in the actions. Finally, choose another song and give a six a bit of time to prepare a short skit to illustrate the song.

When all sixes have had a chance to act out a song, the next step involves asking each to prepare a short skit for the campfire. This way, you let them work from something familiar and comfortable, and add their own creative interpretations.

Above all, keep playacting activities light, humorous and fun. Set the tone for this atmosphere by joining a six's playacting activity, or contributing your own leaders' skit to the proceedings.

Have fun! Encourage free expression and movement. At the end, have the pack give the six a cheer for their efforts.

# Types of Playacting

The following represent only a few of the most common types of playacting. As your pack develops, you will see many other opportunities to incorporate playacting into the program.

#### Charades or Mime

To mime is to act without words; it's an activity that often appeals to leaders looking for something quiet. You can try it with sixes or individuals. If it is a six mime, ensure that even the shyest of Cubs in the six is involved to some degree.

Good mime topics include song titles, stories familiar to the pack, play situations from *The Jungle Book*, and TV commercials.

Mimes are also useful as fillers when unexpected gaps occur in the program. They require no props or real pre-planning — just a bit of imagination and some eager participants.

### Role Playing

The charades activity develops quite naturally into role playing, where Cubs spontaneously act out a situation putting themselves into another's shoes in order to understand that person better.

Role playing develops an appreciation of another person's point of view and stimulates social and emotional development. Although Cubs are not ready to do a lot of abstract thinking, leaders can use role playing dramas to help them see how other people might feel in a given situation. Simple props can often trigger Cubs' imaginations and help make their role seem more real.

You can use role playing to:

- Develop a better understanding of the meaning of the Cub Law and Promise. For example, mother sends a Cub to the store to buy a few groceries. On the way, the child encounters some friends who want the Cub to go to the video arcade with them. How might the youth deal with the situation?
- Give Cubs an opportunity to take over an adult occupation so they better understand why certain rules and requirements are necessary. On a trip to the fire station, for example, arrange for your Cubs to take on the fire chief's role for a short period and deal with various problems that might rise in a real situation.

### **Newscasts**

Pack news reports can often put a humorous conclusion to a meeting. Use a few simple props: a table, a "C.U.B. News" sign, a microphone (put a tennis ball on the end of a cardboard tube and cover it all with foil), hats, glasses, false noses, advertising props.

To give your Cubs some ideas, have a leader make the pack's first newscast. Then, at the beginning of the next meeting, tell a six that they will be responsible for tonight's newscast. Provide them with a "Roving Reporter Book" so they can jot down happenings throughout the meeting. Keep news-

casts short, snappy and funny.

#### Items might include the following:

- 1. News. This might include a brief synopsis of what went on at the meeting, funny happenings, special guests, badges earned, sick Cubs, etc.
- 2. Sports. Your sports report can describe games played and winners, total points collected, etc.
- 3. Commercial break. Encourage originality!
- 4. Weather broadcast. The broadcast might include temperature, sky signs (clouds, etc.) indicating tomorrow's weather (star activities).
- 5. Stock market report. This might include the amount of dues collected tonight, total pack dues to date, and how money is being spent.
- 6. Announcements. Reminders, coming activities.

It's fun to have the pack choose a catchy tune as the theme for the newscast. The six in charge either sings or plays it on tape to announce it's time for the news.

### **Skits**

Skits usually require a bit more preparation time and planning, even though Cubs generally "ad lib."

A good way to stimulate skit-making skills is to provide the actors with some starting points. When young people have not had much experience at creating original skits, it helps if they can start with a setting, situation and character.

Fill three paper bags with cards: one with different settings, the second with a variety of situations, and the third with a selection of characters. Skit teams draw one card from each of the first two bags, and enough cards from the third to give each player a character.

Once your pack is more experienced at creating skits, try some of these ideas:

- Fill a bag with punch lines (e.g. They told me there would be days like this... I knew I should have minded my own business... But it seemed like a nice little pussycat...). Challenge teams to create a skit that leads up to the punch line that they've drawn.
- Fill a bag with fairy tale or nursery rhyme titles. Challenge teams to create skits that give the story a surprise ending.
- Challenge teams to act out a situation using only nonsense words (gobbledegook) or only numbers. How about a skit using only sounds such as hand claps, foot stomps, finger snaps, and the like?
- Fill a bag with real-life scenarios (e.g. shopping at a supermarket, rearranging the furniture in a room, giving the dog a bath). Challenge teams to act out the scenario with no props (i.e. using people as doors, typewriters, lamps).
- Give each team one item (e.g. scarf, pair of shoes). Challenge members to create a skit using their item.



### More Formal Skits or Plays

At a holiday show or special campfire, you may occasionally want to present a formal skit that requires more careful preparation.

Because the number of speaking characters is usually minimal, you need to make a conscious effort to involve as many Cubs as possible in other roles: props, sound effects, music, and background characters.

#### Selection of Skits

Most experienced Scouters have compiled a collection of favourite skits over the years. If you have not already done so, start keeping a file now. Check with the Cubs: they will have some good suggestions as well. *The Leader Magazine* often publishes successful skits. Scouts Canada's *The Campfire Book* contains a wide collection of popular skits, as does *The Best of the Leader Cut-Out Pages* book. Both are available at your local Scout shop.

#### Sound Effects

Involve some of the Cubs in producing special sounds for their skits. They'll have fun experimenting with different media to try to achieve the desired sound. Sound effects people need to work behind a hidden microphone; their efforts can add a whole lot of realistic fun to the skit. Try these ideas:

- Rain. Slowly drop sand on tightly drawn cellophane.
- Wind. Cut a narrow slit in a sheet of paper. Hold the paper about l2 mm from the lips, and blow.
- Fire. Crumple cellophane into a ball and release it to make a crackling sound.
- Thunder. Shake a 30 cm x 90 cm piece of tin suspended from a bar or frame.

Encourage your Cubs to develop other innovative effects.

#### **Props**

Try to keep props to a minimum. If they are essential, they need to be big enough so the audience — including the people at the far side of the campfire or in the back row of the hall — can see them all. Homemade caricature props are effective. Involve parent volunteers when making the props.

Moving and positioning props is an important job that a very shy Cub can do. Many a budding actor started out as a tree!



#### Music

Appropriate music (spooky, patriotic, etc.) will set the mood for a skit. You can pre-record it to play during the skit, or you could have a chorus of Cubs or leaders provide live music vocally or on instruments. (Of course, this will depend on the particular talents in your pack.) You may also have parents or older brothers or sisters with musical abilities who can help.



#### Guidelines to Successful Skits

- 1. Provide only an outline, not a script. Children are natural actors who will happily improvise. This takes away the pressure to be "correct," and reduces anxiety.
- 2. It's a good idea to do some basic speech training. Often, neither Cubs nor Scouters realize the affect a roomful of people or a crackling campfire will have on acoustics. One way to practise projecting the voice is to have your actors rehearse standing 5-10 metres apart so they have to call out to each other. Or, rehearse outside with someone standing 15-20 metres away to check sound levels. Your actors need to learn to project their voices without shouting.
- 3. Practise delivering the punch line LOUD AND CLEAR! Encourage your actors to move forward and face the audience when delivering the punch line.
- 4. Put a dramatic punctuation mark at the end of the skit to signal it is over. Just having the group take a bow works well.
- 5. Cubs often forget they have an audience, and so they start talking to each other during the skit. You need to remind them frequently with questions such as, "How will you stand so the audience can see what you're holding? "or "Will anyone know what you're doing if you stand behind Paul?" Generally, questions like these are better than directions because they make the performers think about their actions and the reasons for them.
- 6. Be prepared for the unexpected. Skits have been known to develop new and different endings over the course of a production!

#### Three Simple Skits

1. Quick Skit

Announcer: "Ladies and Gentlemen, Professor X will now give his address."

Professor: "Ladies and Gentlemen, my address is 498 Maple Street."

(Professor bows; announcer and professor exit.)

#### 2. Measurement Problem

(Two Scouts come on stage carrying a long pole. They prop it up, then stand back and look at it.)

First: "Now, there are several ways we can figure out the height of this pole. How do you want to start?"

(The Scouts unsuccessfully try various methods of estimation to calculate the height of the pole. The conversation goes something like...)

First: "According to my calculations, that pole is about 2 m high."

Second: "There's no way. It's got to be shorter than that. Just look at it."

(This kind of exchange repeats several times as the Secure obviously been

(This kind of exchange repeats several times as the Scouts obviously become

more and more exasperated. A Cub strolls onto the stage.)



Third: "Hi!" (The Cub watches a bit.) "What are you guys trying to do?"

Second: "We're trying to measure the exact height of this pole."

First: "We haven't had too much luck yet, but we'll get it."

Third: "Why don't you just lay the pole on the ground and measure its length?"

First: (Scornfully) "Boy, are you silly!"

Second: "I'll say." (To the Cub) "Didn't you hear right? We want to know how tall the pole is,

not how long it is!"

#### 3. The Empty Boxes

(You need a manager, guard, three workmen, and a few large cardboard boxes. Setting: a factory gate.)

Manager: (Speaking to the new guard) "I'm giving you the very responsible position of gate

guard at this factory. Because of the lack of vigilance by your predecessors, the workers have stolen so many finished articles that the firm is heading for

bankruptcy. Your duty is to ensure this is brought to an end. Do you understand?"

Guard: "Yes sir. I am to stop the stealing."

Manager: "That's right. You can search people, if necessary. Now it's up to you. Let's see

some results."

Guard: "Very good, sir." (Manager leaves, quard takes post, first workman enters carrying a

cloth-draped box.)

Guard: "Just a moment. What do you have in that box?"

Workman 1: "What do you mean?"

Guard: "What do you have in that box? It's my duty to see that no one takes stuff out of

the factory."

Workman 1: "Why didn't you say so? There's nothing in the box. Look!" (He shows everyone that the

box is empty.)

Guard: "Oh, well, that's all right then." (The first workman leaves and the second workman enters,

box draped as before. Guard and workman go through routine of looking in box. Repeat with

the third workman. After the third man has left, the manager races in enraged.)

Manager: "You idiot. I hired you to stop this pilfering. You have only been here half an hour and

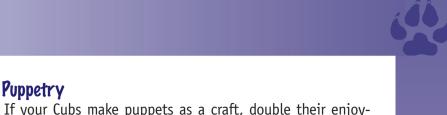
already we're losing things!"

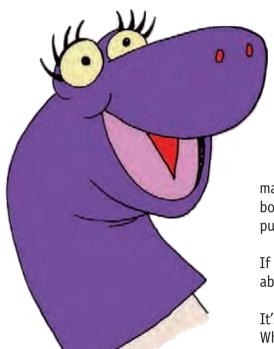
Guard: "But the only people who went out were three men with boxes. I stopped them all and

they had nothing in them."

Manager: "You nut! We make boxes!"







If your Cubs make puppets as a craft, double their enjoyment by letting them stage a puppet play. Let them decide the kind of play they want; this will help them know what puppet characters to make. Try a jungle story, with all Cubs taking part. Pack activities also make suitable subjects.

Since your Cubs will probably want hand puppets, to make a stage all you need is a large cardboard box from a neighbourhood appliance store. Cut away the top and back so Cub puppeteers can stand inside the box.

If you want scenery, mount it on sticks so Cubs can hold them above the stage.

It's best for puppet operators to speak the puppets' lines. Why? Because, generally Cubs ad lib much of their performance. Some packs prefer to tape the dialogue before the performance. Whatever performance method your Cubs choose, the puppet speaking should be the only one moving on the stage. (Movement signifies speaking.) The other puppets stay still to listen.

You can use a wide variety of puppets: paper bag puppets, finger puppets, matchbox puppets, stick puppets. You'll find lots of ideas in library books.

### Jungle Pances

Dancing is one of the oldest forms of expression. Practically every culture throughout the history of civilization has used dance as a form of worship, a means of retelling history and a kind of communication. It is in this context of tribal dances that B.-P. suggested using jungle dances in the pack. If your Cubs understand them in this context, there will be no need to disguise them under other names. Although jungle dances are definitely a form of playacting, we look at them more specifically in the chapter on Themes.



# Enjoying Playacting as an Audience

Another value of playacting is the opportunities it gives Cubs to participate as an appreciative audience. An audience gains satisfaction by identifying with the performers. An enthusiastic audience may stimulate players so much that their performance reaches high standards.



Try to take the Cubs to a live musical or theatrical production. Contact a local, amateur theatre group and offer the pack's services as ticket takers, ushers, program people, and the like. After attending a live performance, ask for a tour backstage to view the props, lighting and costumes.

As a pack, you may also enjoy going to the movies to see "Mowgli's Brothers" or other heartwarming stories suitable for Cub-aged viewing. Many Cubs will also be interested in visiting the projection room at a movie theatre.

If you can, arrange to take your pack to the filming of a children's television production.

Invite an actor with an amateur theatre group, or a high school drama club, to come to a meeting and talk to your Cubs about acting. If you ask, the person may even bring along an old make-up kit and help make up the Cubs as different characters.

# Involving the Shy Cub



Some Cubs are natural actors — people who like to "ham it up" — but some aren't. You'll easily recognize more hesitant Cubs; it's important not to push them into uncomfortable or embarrassing situations. Involve them in activities related to the props, lighting and music. Gradually, include them in the background or give them a small verbal part in a skit. Instead of putting them in the position of having to do a role play or charades alone, team them up with Cubs who will encourage and give them confidence. Praise them for their efforts, whether they are acting or helping with the props. Your aim is not to produce a pack of Oscar winners, but simply to encourage each Cub to participate, to build self-esteem, and develop to the best of the youth's ability.

# Pack Resources

### Prop Box

Keep a box full of hats, glasses, masks, walking canes, rubber swords, capes, old clothes, and wigs. Encourage your Cubs to contribute costumes and props to the box. Buy a kit of washable make-up.

### Music

Keep on hand four or five tapes of different types of music that you can use to create atmosphere. Try to include a variety of types: lilting light music, spooky eerie music, dramatic music, and marches. Encourage your Cubs to choose the music most suited to their particular production.

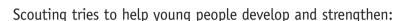
### Skit File

Keep a file of skits, charades and role playing ideas for future reference.



# Chapter 14 - Spiritual Fellowship

Scouting has always been concerned with the spiritual development of its members. Spiritual development is not quite the same as religious development, because religion includes social and dogmatic teachings as well. Neither does "spiritual" mean only a belief in God, because this excludes spiritual experiences that have to do with the Cubs' growing awareness of themselves. In Scouting, we define "spiritual development" as all your Cubs' experiences that lead to an awareness of God and self, and the relationship between the two.



- their belief in and understanding of their God,
- their belief in themselves and their personal worth, by giving them opportunities to expand their knowledge and awareness of themselves,
- their spiritual values, by translating them into positive action.

Scouts Canada does not expect you to be a religious instructor. It simply asks you to give your Cubs a variety of experiences that will bring alive their spiritual selves. You can use many types of activities to help them recognize their God beyond the written word and see His work in everything around them. Scouting wants to make an impact on young people's social development by instilling in them a definite set of values. In the area of spiritual development, Scouting accepts the uniqueness of each individual and simply tries to help Cubs recognize, understand, and explore their spiritual natures.

# Love and Serve God

The combination of the right personal relationships, service to others, religious observances and instruction (Religion-in-Life program), and adult example need to be part of all Scouting activities and program. Our aim is to help Cubs define their individual roles and relationships to fellow Cubs, society, their religion, and their community.

Spiritual development is closely associated with how an individual relates to others. Both the Golden Rule ("Do to others as you would have them do to you") and the commandment "Love your neighbour as yourself," express basic truths common to pretty well all major world religions.

There is practical expression of a Cub's spiritual development in the Religion-in-Life program that we encourage Cubs to take, guided by their spiritual advisers. The spiritual aspects of Scouting reinforce this program.

- 1. The Promise helps members understand duty to God in terms of loving and serving God and other people.
- 2. The emphasis on small group operations in the Cub section reinforces spiritual development by helping members learn to work in close harmony with others in the six.



- 3. The badge system emphasizes service to others and co-operative activity.
- 4. The star and badge system encourages development of individual potential and capabilities to prepare Cubs for better service to God and other people.
- 5. Scouting activities in the outdoors help to develop an awareness of God in the natural world.
- 6. Scout literature promotes close co-operation with religious institutions and using Scouts' Own and other appropriate forms of worship.

Although Scouting's approach to spiritual development relieves Scouters of the task of teaching religion, its emphasis on developing proper relationships with others places responsibilities on you to:

- Help Cubs gain a growing understanding of loving and serving their God,
- See that relationships among Cubs in the six and pack foster and promote their continuing spiritual development,
- Help Cubs find activities that will foster spiritual growth through service to others, set a personal example.

In other words, spiritual development is not confined to the Religion-in-Life program. It is part of the total Scouting experience, and you have an important role to play.

# Meeting Specific Needs



Because Scouting is interdenominational and interfaith, the specific interpretation of "duty to God" depends on each Cub's religious background. When Scouters and Cubs belong to the same faith and denomination, it's quite easy, but things become more challenging when the pack represents various faiths and denominations.

Canada's cultural mosaic includes Christian and non-Christian faiths; it's important to give Cubs from all belief groups equal consideration. Some denominations do not permit their members to participate in prayers or religious instruction led by someone who is not of their faith. In these situations, the best approach is silent personal prayer that everyone can take part.

Before the silent prayer, offer your Cubs some thoughts to help them form their prayers. For example, you might say something like, "Tonight, when you say your prayers, remember to pray for Gino, who is sick, and ask God to help all of us keep our Cub Promise."



Some of you may feel this is a weak compromise, but those who use it find it affects their Cubs deeply. It's a lesson in tolerance and brotherhood. You ask each Cub to think and pray as an individual. It may be the first time some of them have ever tried to do it, and they may find a spirit growing from within. For others, it may mean the difference between mechanically mumbling a memorized prayer and actively praying. For those who are used to praying by themselves, the experience is just as hallowed.

#### Guidelines

If Cubs of different denominations or faiths are in your pack, learn something about the obligations of each religion and, if possible, get to know the religious leader in each case. Ask your group committee to make the necessary contacts to see that you get the information.

Bylaw, Policies & Procedures (B.P. & P.) states: "In planning programs, all Groups/Sections, whatever their sponsorship, shall respect the religious obligations of the members. Members may be excused upon the request of parents or quardians if any program is thought to contravene the rules of their own faith."

When planning activities, take special care that your program doesn't conflict with any of your Cub's important religious observances. A few general guidelines for spiritual development will help you in most situations.

- 1. When you identify some of the spiritual needs of your Cubs in a specific way, it is appropriate and possible for you to take action.
- 2. There are no guaranteed successful or even best approaches. A little careful thought and your own common sense and imagination are your most valuable tools.
- 3. You will probably be amazed at the wide range of opportunities for spiritual development open to you within the basic program and operating principles of the Cub section (e.g. badge system, outdoor emphasis, youth leadership). Baden-Powell designed the Scout method to help Scouters meet the needs of their Cubs' total development, including their spiritual needs.
- 4. Try more than one approach at the same time. Sometimes combinations work at both the group and individual level.
- 5. More often than not, the ways you find to encourage spiritual development will tie in well with your other program objectives.

Church Parades

Use church parades with discretion. The pomp and ceremony has public relations value, and a church parade reinforces the spiritual side of Scout Sunday or Remembrance Day. But attending a religious institution is basically a family affair; Scouting doesn't serve family unity if it regularly separates Cubs from their families on Sundays.

Church parades for packs with members of mixed denominations or faiths can have an unsettling effect because they segregate the Cubs, dividing rather than uniting them with God.

Scout Sunday is one occasion when most packs (and even some Areas) hold Scout services, usually at their chaplain's church. They are often joint services held with other sections of the group and, frequently, with the Girl Guides of Canada. Parents generally are invited.

It's important to plan such a service well ahead with clergy, keeping in mind that most of the congregation will be young and restless boys and girls. Carefully select hymns and prayers oriented towards young people. The service might include: a parade into the church with section flags, a reading of the lesson or a prayer by members of Scouting (or Guiding), a good but brief sermon, and a reaffirmation of their Promise by members of each section in turn and their leaders. If you collect an offering, consider reserving it for a special purpose such as the Canadian Scout Brotherhood Fund.



# Many Faiths and Many Ways

Scouting is a worldwide community of people from many races, cultures and faiths. Canadian Scouting is committed to recognizing the rights of all religions in our increasingly multicultural country. Common threads and themes that run through the world's great religions have evolved through the ages in the form of truths towards which human beings strive.

Different cultures have provided answers to spiritual questions in their own unique ways. As a result, we have many organized systems of beliefs, attitudes and behaviours that promote similar spiritual values. Today, because of immigration patterns and our ability to travel from one part of the globe

to the other in a matter of hours, people of different faiths are beginning to see a need to develop a flexible approach to spirituality. To live together peacefully as neighbours, we need to accept each other's distinct ways of expressing our relationships with the powers and principles of the universe.

Loving one another means coming together in harmony to accept individual rights, and searching for common elements by which we can collectively express our spiritual selves. There are many ways and many faiths.

### Inter-Faith Celebrations

When people of many faiths come together, the result can be an uplifting and profoundly spiritual experience. It's exciting for Cubs of mixed faiths to discover that they all like to have friends, they all are fascinated by how a frog jumps, they share similar ideas about stars, and they can teach each other about different points of view. Leaders and Cubs begin to appreciate how a variety of faiths and ways add to their outlook and ability to live in harmony.

Before you participate in an inter-faith celebration or a service of a faith different from your own, consider these things:

• Search for common themes. Ask the religious advisers from the faiths involved to help you plan the service. Together, build a simple program of song, prayer, readings, and activities that support the common themes and suit the setting for the service.

Keep the service brief. Cubs can sit still only for a short period; ten minutes is a good length for a Scouts' Own. For a more formal service, plan a maximum of 30 minutes.



- Show respect for other people's faith and its practices and rituals by your example. Explain the practices and their meanings to your Cubs, or ask someone of the faith to do it for you.
- Before you attend a worship service of a faith different from that followed by the majority of your Cubs, describe some of the details of the service so they will not be surprised by unfamiliar ritual.
   Where possible, explain certain aspects of the service and some of the expectations that may be involved (e.g. removing hats or keeping the head covered).

# Religion-in-Life Program

Scouting offers Cubs an opportunity to learn about their own religion through the Religion-in-Life program. It enables them to work with their spiritual adviser at their level of ability in a structured goal-oriented way.

Many of the faiths represented in Canada have designed Religion-in-Life programs for Scouting. The requirements for their programs are available on Scouts Canada's web site, www.scouts.ca or your local Scout office.

Encourage your Cubs to participate in the Religion-in-Life program of their faith and earn the Religion-in-Life emblem to wear on their uniform. Consult parents and contact the appropriate spiritual adviser to help make it happen.













# Prayer and Grace

Leaders are often concerned because they're unsure of the purpose behind such things as prayer and grace. We know many ways to pray or say grace, but don't know exactly what, for example, a prayer is supposed to accomplish or how it relates to Cubs and Scouting. Let's explore this in greater detail.

### Prayer:

Why do we pray? Praying heightens our awareness of common, everyday acts to give us a greater understanding and appreciation for them. A greater knowledge of ourselves and our relationship with others leads to a fuller awareness of, and commitment to, our spiritual and religious convictions.

Prayer is important. It gives Cubs a greater knowledge of themselves, what they experience, and what they feel. It helps them appreciate things they do every day and leads them to a sense of the importance of who they are, what they have, and others around them.

Look for ways to pray in ways that communicate in a Cubs' language. Invite them to make up and share their own prayers. For example, they might offer as prayers simple expressions of what they liked about an experience.

Some Cubs may not feel comfortable with this kind of sharing. Respect their feelings. Sometimes, by simply leading a prayer, you set an example they will follow when they feel ready.

Closing ceremonies, campfires, or a moment while gazing at a starry night offer good opportunities to introduce prayer. Take a few minutes to share some spiritual thoughts after a nature walk, exploring a swamp, or any other experience that brings you and your Cubs closer together.

Prayer can be formal (as it usually is at worship services or inter-faith gatherings), or spontaneous and informal as it is when prompted by a situation. Informal prayers may be more comfortable for Cubs to create and say. You might start them off at a teachable moment with one or two of your own. Here are some examples:

- Like the stars that look the same but are all different, we are all different because of the greatness of God.
- My friends are good to me, and I am good to my friends. I am glad I was not created alone.
- I love doing many things; I will keep my Promise as I do them.
- I learned a lot tonight at Cubs. Thank you everyone.
- Thank you God for creating us all so that we could come together.
- There's a whole planet full of people out there. I'm one of them. I can do almost anything. I'm ready for challenge. I'll do my best. I was meant to live, and I will. I can help. If I can make my life worthwhile, I can also help to make other lives worthwhile.

Here are a few samples of prayers useful for closing ceremonies and other occasions.



Softly falls the light of day,
As our campfire fades away,
Silently each Cub should ask,
Have I done my daily task?
Have I kept my Cub Law too?
Taught to me by old Baloo.
Always tried to do my best?
God, grant me a guiet rest.

Don't walk before me;
I may not be able to follow.
Don't walk behind me;
I may not be able to lead.
Just walk beside me,
And be my friend.

Bread is a lovely thing to eat; God bless the barley and the wheat. A lovely thing to breathe is air; God bless the sunshine everywhere. The Earth's a lovely place to know; God bless the folks who come and go. Alive's a lovely thing to be; Giver of life, we say, "Bless thee!"

The Lord walks between you and me while we are absent one from the other.

(Cubs usually say it together, hands joined in a circle.)

Each religion and denomination has traditional prayers for children of Cub age. Ask your chaplain or spiritual adviser to help you choose appropriate prayers for your celebration.

#### Grace:

Grace reminds us that we do not live to eat, but eat to live. When we say grace, it helps us become more aware of food as a physical blessing; it helps us realize our good fortune.

Cubs love to eat. They enjoy their food, and sharing meals with friends. Say grace at all meals, giving thanks in ways that build on the Cubs' pleasure with good food and good friends. Draw them toward an awareness of God's part in creating food and the people who grow, prepare and deliver food to them. End your graces with a hearty "Thank You!" that expresses the joy of coming together to nurture both body and spirit.

It's always nice to sing a grace. Here's one that many packs use.

#### **Johnny Appleseed**

Oh, the Lord is good to me And so I thank the Lord, For giving me the things I need, The sun and the rain and the appleseed, The Lord is good to me. Johnny Appleseed. Amen.

# Program Ideas

When you decide what activities you're going to conduct, conscientiously choose some that give opportunities for spiritual expression. Use opening or closing ceremonies, campfires or nature walks. Before you begin an activity, ask yourself what your Cubs can discover or learn in this experience, and how you can help them experience it.

Look for teachable moments in games, crafts, Sixers' Councils, rallies, stories, adventure themes, and other activities. As they present themselves, seize opportunities to reinforce a Cub's experience, self-image and the good feeling and sense of well-being that comes with caring for others and loving and serving God.

### **Cubs Need:**

- To be loved and to love
- Security and reassurance
- Acceptance and forgiveness
- To achieve and to serve
- Encouragement to try again and do their best
- To learn and understand God through nature
- To give and to receive
- To work as part of a group where they can experience, share, and come to know themselves.

Cubs do not always relate very well to adult ways of expressing spirituality. Things difficult for adults to define are even more complicated for youth. Yet, they know that friendship is a desirable thing, that they like to belong, that a moose is a fascinating animal, and that helping someone else feels good.

Cubs hear adults talk about God, but often find it easier to relate to the idea when an adult helps them connect a personal experience or feeling with a sense of something beyond themselves. The experience may be enjoying a hay ride with friends, finding a crystal, sharing companionship with a good buddy, or counting shooting stars. When they say to themselves, "I like being here and I'm glad to be alive," they are ready to express thanks to a higher power for making them a part of creation.

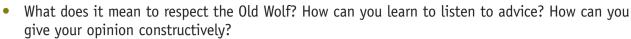
Plan several discussions with your Cubs relating to the Promise, Law and Motto. Here are some questions to consider.

- What does it mean to respect yourself? How does this relate to exercise, drug or alcohol abuse, or doing your best in school?
- What does it mean to do your best? Everyone is different. Some people are good at some things and not so good at others. How can you make the best of your abilities and skills?
- How can you love and serve God today? How can you help others, care for nature, and express your own beliefs?









- What is the best way to solve a problem with your friends? How can you cooperate with others and work as part of a team?
- How can you tell people you care about them?
- What kinds of good turns can you do at a pack meeting, at camp, on a visit, or at home? Make a list.
- How does taking care of yourself mean you're loving and serving God? How can you best take care of yourself?
- Is there a connection between forgiving someone (or yourself) and doing your best? How do they work together? What can you learn from mistakes?
- How can you show love and friendship to fellow Cubs?

### The Cub Elements

You can integrate spiritual activities into all parts of the program with very little effort; just build on the Cub program's seven elements. Following are several examples of activities for each element.

#### Games

- Take the opportunities that games offer. Discuss and point out good sportsmanship and fair play, skills, doing your best, and recognizing your ownand other people's abilities.
- Create different teams to extend friendship bases.
- Use games to discover the need for rules and structure.
- Ask Cubs to turn a competitive game into an exciting cooperative game where everyone wins.

#### Crafts

- Make greeting cards to send to people for special holidays and other occasions.
- Make tray favours or gifts for people in hospitals or those confined to their homes.
- Make or repair toys to donate to community services that help people in need.
- Make a get well card for a member of the pack.

#### Music

- Sing familiar spiritual songs or hymns around the campfire.
- Stage musical shows for parents or senior citizens.
- Sing carols in a local hospital or door-to-door on Christmas.
- Learn spiritual songs from other faiths, and celebrate in song a broad base of religious occasions.
- Sing graces before meals.

### Storytelling

- Watch movies or videos of Aesop's Fables or similar stories with a message.
- Use stories of good turns found in newspapers and magazines.
- Learn about famous spiritual and religious leaders, and the contributions they made.
- Introduce your Cubs to a variety of religions and religious leaders.
- Supply Cubs with the opening parts of a story, and ask them to add sentences in turn. For example: "Jamie's mother gave him some money to go to the store on an errand. On the way he met some friends and...."





### **Playacting**

- Give each six an everyday situation. Ask members to act it out and provide their own ending for the story. For example: "Jamie's Mom gives him some money to go to the store on an errand. On the way, he passes a music store and sees a record he really wants. The record costs exactly the amount of money his Mom gave him. What should he do?"
- Make puppets based on characters from fables, and create a puppet play from the story.

### **Outdoors**

- On a hike, look for and talk about the natural forces at work in Earth.
- Build in a quiet time for a Scouter's Five or reflection and sharing around the campfire.
- Clean up the grounds at a public or religious institution or the camp chapel.
- Go star-gazing, and talk about the wonders of space.

## Other Ideas

Many Activity Area requirements can have a spiritual focus. Here are just a few. Go through the requirements to see how many others you can find.

- Make a greeting card.
- Plant a tree or shrub in a community park, a church yard, or another public place.
- Plant vegetables in the spring, and donate the produce to the local food bank.
- Make simple toys to donate to organizations that serve people in need.

If developing our spiritual selves means developing a healthy sense of being part of a marvellous and good creation, activities that suggest wanton destruction of creation and the creative process are not likely to help us achieve a healthy sense of being. Sometimes the toys or tools we use are intended to destroy; there's no other use for them. Sometimes it's not so much what we play or work with, but how we use it that is destructive.

### Scouts' Own

A Scouts' Own is a Scouting tradition offered to enhance the spiritual aspect of an activity. Here's the purpose of a Scouts' Own: to worship God and promote a fuller understanding of the Promise, Law and Motto. A worship service creates an environment that helps us concentrate on our relationship with ourselves, others, and God (or the powers and principles of the universe). A Scouts' Own provides time to reflect on ways to fulfil the Promise, Law and Motto, and our personal commitment to our spiritual values.

A Scouts' Own can be a structured and planned part of a Cubbing event, or a very spontaneous coming together in celebration of life.



Following are a few details to remember when you're planning and conducting a Scouts' Own.

- Involve Scouters, Cubs, and perhaps a spiritual adviser when preparing a Scouts' Own. It should be acceptable and meaningful to all faiths represented. Do this by taking one of two approaches:
  - 1. Ask your Cubs or their parents or spiritual advisers to provide contributions meaningful to their various faiths.
  - 2. Hold an inter-faith Scouts' Own by choosing material with universal appeal (i.e. focus on common threads such as love, friendship, helping others, the environment, etc.).
- You can hold a Scouts' Own at any time and in any place. The best time and place is whenever and wherever it is most meaningful to your group. In a sense, you could consider even a prayer during a meeting as a quick Scouts' Own.
- To be sure that a spiritual observance of some kind is part of your program, schedule a Scouts' Own and take time to see that it happens. Though it may involve a spontaneous moment, it's always wise to be prepared.
- A Scouts' Own can present spiritual messages in the form of prayer, songs, skits, stories, games or discussion. Involve your Cubs by asking them to help with the planning (perhaps in sixes), and ensure every one of them participates in the service in some way.
- Keep it simple, clear and short; no longer than 10-15 minutes.





# Chapter 15 - Outdoors





## Scouts Canada believes:

- The outdoors provides an ideal setting for personal growth and recreation.
- Responsible citizenship imposes upon people an increasing obligation to live in harmony with their natural environment.

Because of these beliefs, outdoor activities are essential parts of Scouting's programs. The objective of participation in camping and outdoor activities is to help individuals develop:

- Interdependence with others and the environment
- Physical growth and co-ordination
- Practical skills
- Utilization of personal resourcefulness
- Awareness and appreciation of the natural environment through exploration and understanding.



The outdoors is one element of the Cubbing program that can provide activities to meet all the program goals/standards. Outdoor activities give Cubs adventure, challenge and opportunities to explore their limits. It gives them an opportunity to learn to rely on others as well as make contributions to a group. Outdoor activities offer Cubs chances to exercise leadership and make choices — to extend themselves beyond the family, and develop self-reliance and confidence.

Giving Cubs an outdoors experience is probably the most effective way to help them become aware of their spiritual selves and discover that, although we all share a common bond, each of us is unique and special. As a leader, you will experience your greatest satisfaction from Cubbing in the outdoors.

Scouters often use "unpredictable weather" as an excuse for not planning outdoor activities, but your Cubs are generally a hardy bunch who seldom let weather daunt them. A strong March wind, a light summer rain, or the first snowfall of winter opens up different possibilities, like flying kites, measuring precipitation, and tracking.

# Building the Outdoors Into the Program

Cubs love to be outside. Instead of planning an indoors program with a few outdoor activities, try planning your meetings for the outdoors and incorporate certain indoor activities. There's more to outdoor activities than hikes and camping. Consider some of these possibilities:

#### **Community Service**

- Do household chores for senior citizens or people with disabilities (shovel snow, rake leaves, wash windows and screens, clean basements or garages) under the supervision of adult leaders.
- Provide a similar service for your Scouting partner/sponsor.
- Clean up litter from a park.
- Find a supply of steel drums to clean and convert into composters.
- Help with outdoor community activities by ushering, gathering litter, working at the lost and found booth, etc. Some examples might include your local Carnival, outdoor theatre or band concert, arts and crafts show.

### Games

Instead of simply playing indoor games outside, choose games especially suited for outdoors.

### Wide games

Discussed previously in the chapter on Games, wide games need a large area and more time to play than indoor games.





### Scavenger hunt

Give each six a list of articles to collect and a piece of string for measuring things. To fill their list, they must use estimation and measuring skills. Set up a central check-in station with objects like a ruler, a scale, and a container of water. Encourage the Cubs to use different scientific methods to test the accuracy of their estimations.

The list might include:

- A rock 30 cm in diameter
- A dead branch 50 cm long
- Enough blades of grass to make a line 20 cm long
- One kilogram of stones.

### Kim's game

For this observation game, gather about 20 natural articles (acorn, oak leaf, maple seed, etc.). Place them on a tray and let the Cubs look at them for one minute. Cover the tray. In sixes, the Cubs work to list what was on the tray from memory.

### Observation ramble

Choose a route, and seed it with things that don't belong in the natural setting (e.g. hang a red ball from an apple tree; plant a plastic flower among wildflowers). How many objects can the Cubs spot?

### Team and inter-pack games

Team games become entirely different when you play them outside. Even Cubs who are less athletic have an equal chance.

### Tracking games

Start with simple man-made signs and arrows for your tracking games. Incorporate some natural tracking signs. These are great as part of theme activities such as treasure hunts. The *Fieldbook* for *Canadian Scouting* describes many tracking ideas.

### Just for Fun

You can enjoy many fun outings with the pack, two or three packs, or the whole family. Here are some ideas:

- Fishing derbies. Go fishing, then cook your catch.
- Flashlight hikes
- Toboggan and skating parties
- Snow sculpturing
- Winter carnivals
- Picking apples for Apple Day
- Walking in the rain
- Bicycle hikes
- Making toy rafts, and sailing them in a stream.
- Soap box derbies.



# Conservation and Ecology

- Collect and bundle newspapers.
- Build a brush pile as a wildlife shelter in a conservation area.
- Collect specimens of animal tracks by plaster casting.
- Clean up a stream.
- Hike along a waterway looking for signs of erosion.
- Take samples of water from various areas and have it tested. Try to learn why the water is polluted, and take steps to correct it.
- Visit a fish hatchery or bird sanctuary.
- Plant small trees along river banks to prevent erosion.
- Clean up a playground area.
- Take part in Scoutrees for Canada.
- Plant shrubs in the community.
- Visit a logging camp, market garden or nursery.

# Fires and Camperaft

Teach different methods to lay, light and extinguish fires (see the *Fieldbook for Canadian Scouting* for ideas).

- Make fire-starter gadgets.
- Cook a meal over an open fire.
- Cook a foil dinner.
- Set up a reflector oven.

# Outdoors and the Cub Program Elements

Organize a brain-storming session with your Cubs and leadership team, and you'll come up with many ideas combining the outdoors with Cub program elements.

#### Games

- Spend an evening at a professional or amateur sports event.
   Plan it as a parent-and-Cub event.
- For one meeting each month, take the pack swimming, skating or doing some other physical activity.
- Attend a local play-off game that involves some of your Cubs.
- Hold an inter-pack baseball game.
- Arrange a "buddy" hockey game involving members of a local junior hockey team.
- Hold a wide game or scavenger hunt.



### Crafts

- Attend a craft fair.
- Visit local crafts people: woodcarvers, painters, doll-makers, etc.
- Hold an inter-pack kite flying evening.
- Visit a ceramic shop, and arrange to make a small craft while there.
- Make tray favours, and deliver them to the local hospital for a special occasion.
- With the contractor, arrange to visit a new subdivision to talk to workers who are building a house.

#### Music

- Attend a local high school band concert.
- Attend an outdoor concert.
- Help usher at a local musical event. This offers great public relations opportunities, especially during Scout-Guide Week.
- Put on a variety show including songs, music, and skits for a senior citizens' group (Entertainer Badge).
- Go carolling at Christmas.
- Go to a parade.

### Storytelling

- Visit a radio or TV station, then write and broadcast your own pack radio or TV show.
- Host a campfire skit challenge with other packs.
- Invite interesting people (such as professional sports players, travellers, etc.) to a special camp fire to tell the pack stories from their backgrounds.

### **Playacting**

- Make puppets and a theatre, then write a story, and put on a puppet show about some aspect
  of the outdoors. Ask the children's ward of a local hospital if your Cubs could come and put the
  show on for the hospital's sick children (Creative Expression Activity Area).
- Attend a live theatre performance, and arrange a visit backstage.
- Tour a movie theatre.
- Put on a jungle play in an outdoor setting.

### Spiritual Fellowship

- Talk about our responsibilities for taking care of the environment.
- Explore how various faiths relate to helping nature.
- Discuss the spirit of teamwork in helping one another survive in the wilderness.

The above activities can also tie into Activity Area work. Let's look at how one well-planned outing can combine all seven program goals, and lead to a lot of fun.



## **Cub Carnival**

- Schedule an all-day event in a park, field or playground (Outdoors).
- Invite other packs and children in the area to attend (Spiritual Fellowship).
- Clean up the area before and after the event (Spiritual Fellowship).
- Prepare posters and place them around town (Crafts).
- Set up a first aid post staffed by an adult first aider and Cubs (Spiritual Fellowship).
- Borrow a dunking tank, and recruit a well-known town figure to sit in it (Games).
- Set up a craft table with several simple crafts that your quests can make (Crafts).
- Ask a group of Cubs to put on a skit or puppet show in the "Show Tent" (Storytelling, Playacting, Crafts, Music).
- Stage two or three other Cub variety shows at specified times during the day (Music, Storytelling, Playacting).
- Have a fortuneteller's tent (Storytelling).
- Let Cubs plan and set up a series of games (e.g. squirt out candles with a water pistol; bowl over pop cans; throw frisbees through a hanging hula hoop) (Games).

# Campfire Programs

Playacting, stories, songs and music can all be used effectively in a campfire program. The campfire circle is a place to create memories and dreams: and may be a very memorable experience for your Cubs. It's a great way for Cubs to express themselves, and have a feeling of togetherness with other Cubs.

You can hold an informal campfire where everyone just gathers around the fire to chat and sing a few quiet songs. You might want your campfire to feature a specific theme, or have a very organized flavour. All campfire programs need some planning and careful thought.

A secluded area somewhere away from your tents and gathering area provides a good site for a campfire. Here you can set the mood by having the pack walk quietly to the fire. Your campfire should last about 30 minutes. Plan it so the program builds to a peak as the flames grow, and then tapers off to a quiet but memorable closing as the fire dies down to coals.

Before your campfire, discuss campfire etiquette rules such as:

- Cheer all contributors.
- Stay guiet when others are doing a skit or song.
- Sit in a circle around the fire. Standing, running around or playing with the fire are not allowed.

Encourage your Cubs to wear their campfire blankets. Let the Cubs make their own at a craft night before camp.



#### **Artificial Fire**

Where an outdoor setting or real campfire isn't possible, make your own artificial campfire. Use logs 5 cm to 10 cm in diameter. Crisscross them in a pyramid formation with larger logs on the bottom and smaller ones on top, making the base about 45 cm square and the total height about 45 cm.

Glue or nail the logs together. In the centre of the base, place a fixture for a 40 watt red light bulb. To add a realistic touch, you can attach strips of red cellophane and set a small fan in the base to "ignite" the flames.

#### Opening

Use an impressive opening to create a special mood and catch everybody's attention. You can open a campfire in one of two ways: light the fire before the campers arrive, or make the fire-lighting part of the ceremony.

To create mood, call campers to the fire circle with a conch shell or a special sound like an owl's hoot. When all are assembled, the Campfire Chief signals Cubs to stand, then the chief raises arms high and, with a few brief words, declares the campfire open. Try these opening verses:

Scent of smoke in the evening, Smell of rain in the night, The trees, the grass, the flowers, The campfires are our delight.

Cold night weighs down the forest bough, Strange shapes go flitting through the gloom, But see a spark, a flame — and now, The wilderness is home.

### Songs

Sing familiar, popular songs. It isn't a good idea to try to teach a difficult, new song at a campfire.

Start with a few favourite rousing songs, then break for another activity, skit or game. Follow with a few more songs that maintain high spirits — perhaps some lively rounds or action songs to release some of the Cubs' restless energy. Break again for several more skits and chants. Finally, sing some quieter songs to bring down the tone of the evening before the yarn and your campfire closing. Three songs for each round of singing is a good number.







### Ravioli

(Tune: Alouette)

Ravioli, I like ravioli, Ravioli, that's the food for me.

Have I got some on my chin? Yes you have some on your chin. On my chin? On your chin. O-o-o-o-hhhh!

Ravioli, I like ravioli, Ravioli, that's the food for me.

Have I got some on my tie? Yes you have some on your tie. On my tie? On your tie. O-o-o-o-hhhh!

(Continue with different parts of clothing, like shirt and shoes.)

## The Ping Pong Ball

(Tune: William Tell Overture/Lone Ranger Theme Song)

A guy had a game with a ping-pong ball, A guy had a game with a ping-pong ball, Oh, a guy had a game with a ping-pong ball, With a ping, ping-pong ball.

Oh, a guy had a game with a ping-pong, ping-pong, Ping-pong, ping-pong, ping-pong ball. With a ping, with a ping, with a ping-pong, ping-pong, ping-pong ball. Ping, ping.

A guy had a game with a ping-pong ball, Oh a guy had a game with a ping-pong ball, A guy had a game with a ping-pong ball, With a ping, ping-pong ball.

(Repeat, this time singing "pong" for "ping" and "ping" for "pong." It will create total chaos!)

# Soap and Towel

(Tune: Row, Row Your Boat)

Soap, soap, soap and towel, Towel and water, please Busily, busily, busily Scrub your dirty knees!

### Taps

(for closing the campfire)

Day is done, gone the sun, From the lake, from the hills, from the sky, All is well, safely rest, God is nigh.



#### Skits

You need to pre-arrange skits, and let presenters rehearse a little to ensure the skits work. Try assigning each six to come up with a skit and practise it before the fire. Intersperse a few skits among the other campfire activities.

#### Cheers

Encourage your Cubs to show their appreciation for skits with yells or cheers. Assign a Scouter or Cub to lead the cheers. Most Scouting songbooks include fun ideas. Here are some to try.

Give'em a big hand! (Everyone raises a hand, palm out.)

Good, Very Good, Very Very Good, Phee-nominal! (or Ree-volting!)

Good, Very Good, Weeeeee like it!

#### Games

Certain quiet circle games are suitable to play around a campfire if the group isn't too large. Never choose games that involve running. These can be very dangerous at night around a fire.

#### **Yarns**

The campfire is an ideal setting for a storyteller; almost any type of story is suitable. Usually a story helps to tone down the atmosphere and prepare Cubs for a good night's sleep. Keep it short; a 5-10 minute story works best. Your Cubs will likely have had a very active day, and will be ready for bed.

### Closings

The evening has been filled with happy songs, skits, and brief appropriate messages. As the fire burns low and the program winds down, it's time for a short and simple closing ceremony.

The Campfire Chief steps towards the fire and, with arms raised, offers a few closing words or a closing verse. Try these words out:

As glow the logs upon the fire, So may our hearts glow and our thoughts be kind, And peace and deep content, Fill every mind.

Whatever you are, be noble, Whatever you do, do well, Whenever you speak, speak kindly, Spread happiness wherever you dwell.



The Campfire Chief ends by saying, "I now declare this campfire closed." That's the signal for campers to file quietly away from the fire, singing or humming quietly. (You'll find more information on campfires in Scouts Canada's Campfire Book.)



**Bear Wisdom:** Looking for more songs and ideas? See Scouts Canada's *The Campfire Book, Best of the Leader Cut-Out Pages* and *The Song Book* for more songs and skits.

## **Preparing and Conducting Outings**

Outings with your Cubs need to be well prepared. Outings aren't difficult if you're just taking a walk to a

local park, but one can get a little more involved if it involves a bus tour or camp. This section is intended to give you the basic information you need to prepare and conduct outings.

Refer to Scouts Canada's *Camping/Outdoor Activities* Section in *B.P.&P*. when planning and preparing for camping/outdoor activities. This contains Scouts Canada's Policies and Procedures for camping or outdoor activities, the necessary forms and applications, accepted practices, and other helpful information (e.g. insurance, emergency plans, and incident reporting).

The Fieldbook for Canadian Scouting is an excellent resource, and covers all aspects of planning and preparing for the outdoors. It provides information on safety, sanitation, equipment, first aid, clothing, weather and camp skills which are important to Scouters from all sections. Have at least one copy available for your leadership team. Better yet, get a copy for all Scouters.





**Bear Wisdom:** The *Fieldbook for Canadian Scouting* goes into greater detail on many of the outdoor knowledge and skill topics found in this Chapter.

### Safety

Safety is a foremost concern in Cub outings. Accidents often arise when Cubs are unruly or rough, rushed or unsupervised, so maintaining discipline in the pack is especially important during outings. Stress that each six or small group is under the direction of their group leader and accountable to that leader. Make sure all leaders are able to exercise the authority that they need for safety.



Ensure you have sufficient adult supervision for the number of Cubs in your group. It's usually best to place Cubs who have disabilities and those who may need some disciplining in a group with a senior adult leader.

Before an outing, spend some time talking with the Cubs about what they can expect, and what you and Scouting expect from them. Make sure they are aware of special requirements for clothing, snacks, etc., and special safety precautions.

With your Cubs, consider a number of important safety precautions, including:

- Stay together with your group.
- Take care while walking through woods to avoid tripping on roots, rotten tree branches, snapping branches back into the face of the Cub behind, etc.
- Learn to identify poisonous plants, such as poison ivy, poison oak and poison sumac.
- Never eat wild plants and berries. Talk about the sometimes fatal consequences.
- Avoid disrupting hornet nests, bees and other insects.
- Learn the signs indicating an animal has rabies or another sickness.
- Some leaders encourage youth members to carry their Cub first aid/survival kits in their pockets in order to emphasize how useful they can be in various situations.

#### First aid

Have a first aid kit available for all meetings. Keep the kit well stocked and visible for members who might need it in a hurry.

Scouts Canada's *By-law, Policies and Procedures* (*B.P.& P.*) states someone in your pack should have first aid training and equipment appropriate for the activity. If you don't, arrange to take a first aid course, plan one for the pack, leaders and family members, or invite qualified first aiders on your outings and camping trips.

Carry a small first aid kit on all outings. The contents of the first aid kit may vary depending on the duration and nature of planned activities. Even the most basic kit should include:

- Bandages, tape, band-aids
- Tweezers
- Antiseptic cream
- Disinfectant
- Disposable rubber gloves.

### Clothing

Cubs and leaders need to be suitably dressed for outdoors activities. At the beginning of the season, advise parents and Cubs that the pack will be involved in many outdoor activities, and Cubs should come to all meetings dressed for the outdoors.

With your Cubs, discuss appropriate clothing and footwear for different seasons and activities. In winter, stress the value of layering clothing. Layering involves wearing a light T-shirt next to the skin,

then a long sleeved shirt, a sweatshirt or heavy sweater, and finally a parka or windproof jacket so Cubs can take off or add on layers, depending on the temperature, and their level of activity.

Stress the importance of wearing loose-fitting clothing that provides space to trap body heat, and allows unrestricted movement. Discuss the necessity for mitts and a toque to retain body heat, and the importance of clean, dry socks and suitable boots or overshoes.

For summer outings, talk about types of clothing that provide the most comfort. Light coloured clothing is cooler than dark ones. Cotton T-shirts are cooler than those made of synthetics. Point out that footwear provides not only comfort but also safety.

Head cover and sunscreen is vital for protection from the sun. Wear sunscreen with at least an SPF15 factor. Sunscreen use is particularly important for children.

#### Weather Precautions

Advise your Cubs to be prepared for the inclement weather of the season. Although it's unfortunate, sometimes you will have to cancel or cut short a particular outing because of poor weather. In these cases, you will have 20 or 30 excited, anxious Cubs on your hands. When you plan an outing, always plan a bad weather activity that you can substitute wherever you are. If you don't have to use it, you'll have it ready for the next time.

When you plan, it's also important to ensure you will have a suitable place to take the pack if the weather becomes really nasty.

Your planning is not complete until you sit down with your team briefly after the outing to evaluate its effectiveness and determine ways to make improvements next time.

Remember that children are more susceptible to weather effects. Ensure they stay warm and dry during winter activities. In warm weather, provide plenty of fluids and keep Cubs cool.

#### Code of Conduct

Have your Cubs come up with their own rules of behaviour for outdoor activities and outings. You might do this initially in small groups and then compile a set of guidelines for the whole pack. Cubs are much more likely to follow guidelines if, through discussion, they become aware of the possible dangerous consequences of certain behaviour. And they will more likely follow rules that they, as a group, have set for themselves. Use your Sixers' Council to pull this together.



**Akela's Tip!** Never expect or encourage Cubs to behave with regimental discipline. They need to feel free to explore their interests and satisfy their curiosity about nature. Encourage them to be creative and imaginative as long as they don't threaten the safety and well-being of themselves or the rest of the pack.



### Planning Guidelines for Outings

- 1. Include outings in your yearly plan. It enables you to gain permission from the group committee well in advance so the committee can help you make necessary arrangements. To give your program variety and excitement, include as many outings as possible, even if some of them mean just doing your regular program outdoors. Refer to the *Camping/Outdoor Activities Section* in *B.P.&P*.
- 2. To make arrangements for a visit, have either the leadership team or the group/section committee secretary write a letter to the person in charge.
  - Ask permission for the pack to visit.
  - Provide a choice of two or three dates.
  - Inform them of the Cubs' age range.
  - Say approximately how many Cubs and leaders will attend, when you will arrive, and include information telling when you must leave.
  - Ask for information about any special safety requirements.
  - Explain the purpose of the outing and what you hope the Cubs will gain from it. If it has to do with Activity Area work, include the pertinent requirements.
  - Ask for confirmation of the arrangements.
- 3. Inform parents well in advance of planned outings. This gives them time to adjust their busy schedules so the maximum number of Cubs will be able to attend. It also forewarns them that they will need to ensure their child gets to the event. Be clear what time you expect them to arrive and depart, and who to contact if they have any questions.
- 4. Contact several parents to help supervise on the trip. Check *B.P.&P. Section 3000* for screening procedures.
- 5. For travel outside Canada, you might need to complete Scouts Canada's Tour Permit. Check with your group committee, service team or local Scout office to learn how to do this. This form is included in *Section 20000 in B.P.&P.* or on Scouts Canada's website (www.scouts.ca).



**Akela's Tip!** Remember - it is the parent's responsibility to ensure their child gets to and from activities.

6. Be punctual. To avoid upsetting parents, do your best to start and end when you said you would. It's wise to leave some flexibility in your schedule in case of unforeseen happenings. Be prepared to fill in time, if necessary, with some songs, games, etc.





- 7. Express your appreciation to the host in the presence of your Cubs. The Cubs may do it in the form of a cheer or song. Throughout the year, develop the practice of asking individual Cubs to thank people on behalf of the pack. The Cubs can also express appreciation by writing letters, presenting a craft, or making a card to say thank you.
- 8. Be flexible. You never know what will happen. Alter your program if something more interesting comes along.
- 9. Take advantage of every situation where your Cubs show a particular interest. If you press to meet a schedule or agenda, you may miss a "teachable moment."
- 10. Allow plenty of time to explore. Try not to cram too many activities into an outing. Give Cubs a chance to look around on their own. Be prepared with lots of activities but willing to give them up to allow Cubs some free time.
- 11. Make a practice of asking your Cubs questions about the things you see. Let them use their imaginations and apply common sense to reason out answers. Encourage Cubs to ask their own questions, then encourage them or other Cubs to provide possible answers.
- 12. Have fun! This is vital.

## Hikes

The age, size and ruggedness of your Cubs will determine the type of hikes you undertake. Cubs love hikes; the mere mention of the word excites them. Cub-aged children can cover 8 to 10 kilometres in a day as long as you give them plenty of rest stops.

Unlike a leisurely walk, a hike usually lasts longer and has a purpose, a defined route, a destination, and often a theme.

You don't need woods for a hike. You can hike right in the heart of a city. Examine the old carvings on buildings as you go and end at a museum or another point of interest.

Here are some other ideas to explore:

- Hike along a river bank looking for signs of the food chain in process.
- Take a skate hike.
- Hike on snowshoes or cross-country skis to the troop's winter camp an especially good activity for older Cubs.
- Organize a pack-wide parent and Cub hike in a conservation area; end it with a cook-out.
- Go on a flashlight hike at night.
- Hike to your overnight camping destination.
- Bike hikes are also very popular.



Estimate the length of time you'll be away. Remember to allow for rest periods, activity times, rough terrain that may slow you down, and surprises. Always build in extra time.

Make sure you leave details about the hike with someone at home: route, destination, expected time of return. Plan for refreshments along the way.

### Hiking Safety

General safety rules for the outdoors apply to hiking. Avoid hiking along highways or railroads, if possible. Instruct the Cubs on safety precautions to take during thunderstorms (stay away from trees, and keep off hills or ledges). Refer to the *Camping/Outdoor Activities* section in *B.P.&P.* and *Fieldbook for Canadian Scouting* for more information.

Take along a first aid kit supplied according to the needs of your trip.

When hiking in winter, beware of frostbite and hypothermia caused by damp clothing, wind and cold. Before you start, ensure the Cubs are adequately dressed. Review with them the dangers of rolling around or flopping down in wet snow. Buddy them up so they can keep an eye on each other for signs of frostbite. In warm weather watch for signs of dehydration and heat exhaustion. Refer to the *Fieldbook for Canadian Scouting* for guidelines.

#### **Clothing Tips**

Discuss suitable clothing for the trip with your Cubs, and review the reasons why it is suitable.

Stress the importance of clean, dry, woollen socks to cushion the foot and soak up perspiration. Ensure Cubs include a change of socks as part of their gear.

Just as important as dry socks is your choice of shoes or boots. You can't expect each Cub to buy a pair of hiking boots for the occasion, but you can suggest the importance of wearing well fitting, supportive shoes/boots. A good winter boot usually serves the purpose. Unless the activity is water-oriented, rubber boots are not suitable. Smooth soles can be very slippery and hazardous, so encourage them to wear boots or shoes with a good tread.

# Swimming/Watercraft Activities

Water-related activities in your program are always a big hit with Cubs. Cubs typically love anything associated with water, whether it involves swimming, canoeing or participating in other waterfront programs. Check out the *Camping/Outdoor Activities* section in *B.P.&P.* for policies and guidelines for conducting these activities.



# PLANNING AND PREPARING FOR CAMPING/OUTDOOR ACTIVITIES

Although the following information is geared specifically to Cub camps, much of it also applies to day outings where set-up and food preparation are part of your plan.

A successful camp requires careful thought, planning and detailed organization. Leaders are responsible for the safety, comfort and health of the Cubs. Learn how to do things, plan in detail well in advance, and try to be prepared for every foreseeable need.

As a pack, you need to set your priorities for the campsite. Discuss with your Cubs what you are looking for in a site:

- Tents or cabins?
- Swimming facilities?
- Opportunities for hikes?
- Wooded area or open?
- Private or public camp?

Even with these priorities in mind, it's not always possible to find the perfect campsite. Take full advantage of whatever conditions are offered, and learn to adapt them to work for your pack.

When planning a camp, you will make certain decisions depending on the availability of leaders, finances, transportation, equipment, and facilities for swimming, cooking and sanitation. Let's briefly examine these areas.



Regarding Cub camping in all sasons including winter, consult *By-law, Policies & Procedures*. With these guidelines in mind, let's consider some aspects involved with setting up a successful camp.

Make maximum use of parent or family volunteers at camp. You will find they have many valuable talents. Involve parents in some of the camping activities with the Cubs, and welcome them around the fire with the other leaders. Many leaders have been recruited from among parent volunteers at camp!

You can also use responsible Scouts, Venturers and Rovers as helpers. (If using Rovers, see *B.P.&P.*, *Section 3000* for screening requirements.) Select those who are familiar with camping procedures and can develop a good rapport with your Cubs. Let them help set up and break camp, settle in Cubs, teach camp skills or lead games, and other activities to free up time for the leaders.

#### 2. Finding a Campsite

Here are a few things to think about when considering a campsite.

- Does it have cabins or an area suitable for setting up tents?
- Does it have safe and adequately guarded swimming facilities?
- Is there a plentiful supply of good drinking water?
- Is there a shelter or indoors area you can use?
- Are adequate sanitation facilities available?
- Is there medical help and a hospital nearby?





- Does the area provide facilities for central cooking, if you want it?
- Are there interesting features nearby, such as wooded areas, fossils, wildlife, hiking trails, other attractions?
- Is it a reasonable travelling distance from home?
- Does it provide the possibility to set up in a self-contained area away from public campers?

Check with your local Scouts Canada office to find out about Scouting properties near you.

#### 3. Finances

Consider the cost of the camp carefully, and try to allow enough to cover all expenses. Think about the following:

- Campsite. Most parks now charge fees and require advance registration as they fill up quickly. Be sure to book well in advance to ensure you have a place to go. Some campsites offer reduced rates to Scouts Canada.
- Food. Plan the menu in accordance with Canada's Food Guide. For detailed meal planning and costing advice refer to the *Fieldbook for Canadian Scouting*.
- Equipment. What will it cost to buy new equipment, or replace worn out equipment? Try to include these costs in the proposed budget you present to your group committee at the beginning of the year.
- Transportation. Figure in the cost of transporting equipment as well as Cubs to camp (e.q. bus rental).
- Activity Costs. Budget in the cost of craft materials, special attractions, swimming, life-guard fees, and incidental items such as special treats, prizes and first aid supplies.
- Add 5-10 percent as a buffer for any unforeseen costs. Return any large leftover funds to parents or group committee.

It's important to include the camp budget in the proposed budget you present in September. Each group/section committee deals with it differently. Some choose to finance the camp completely, others only partially, and others not at all. If no funds are available from the group committee, the Cubs' families will need to contribute.

Some group committees allocate certain fund-raising proceeds to camp. Some groups open special bank accounts well before camp, and the Cubs deposit weekly sums so when the camp date arrives, they're all paid up.

Are all of your families able to afford camp fees? Probably not. Never deny a Cub a camp experience for financial reasons. Advise the group/section committee and arrange with them, the partner, or another charitable organization to make a financial contribution. In all cases, ensure that Cubs who receive financial help remain anonymous. This is important!

#### 4. Parent's Responsibility for Transportation

Parents are responsible for arranging for transportation for their children to and from Scouting activities. Consult *B.P.&P.* for more details.



5. Equipment

You might have lots or very little equipment, depending on the amount and type of camping you do. Below is a list of equipment necessary for a Cub pack. For a detailed guide on choosing equipment, see the *Fieldbook for Canadian Scouting*. Before using any equipment, check to see if it is in good working order and repair. Most equipment can be stored in a plywood box for transport and field use.

#### Sleeping Facilities (Tents or Cabins)

Avoid overcrowding, which leads to disturbed sleep and poor ventilation. Make sure to leave enough room for the Cubs' personal gear.

When selecting tents, look for these features:

- Breathable nylon to give adequate ventilation and avoid condensation and humidity build-up.
- A full coverage, waterproof fly (down to the ground).
- Waterproof floors that come up the sides at least 20 cm.
- Poles of good quality, shock-corded, aluminum alloy.
- Tent pegs of aluminum or galvanized metal.
- Adequate ventilation and insect netting on all openings and doors.
- Sturdy zippers that operate smoothly.
- Double stitched seams, reinforced stress points, no loose ends.
- Don't forget to waterproof the seams before using.

#### **Pining Fly**

A dining fly is a tarpaulin/fly that covers the campsite dining and/or cooking area. Depending on the size of the group, you may need one large dining fly or several smaller ones. When you select a dining fly, check to see whether it comes equipped with poles and guy ropes, or if you need to supply your own.

Your dining fly must be waterproof and sturdy enough to stand up well under windy and inclement weather. Woven polypropylene makes a good fly. Kitchen tents that offer a large sheltered and screened working area are also available.



#### Stoves

Propane and naphtha stoves are the most common among a wide variety of cooking stoves available. Look into the advantages and disadvantages of different types of stoves; choose the stove most suited to your purposes. Two-burner box stoves are easiest for the pack. Whatever type of stove you choose, remember you will need to carry a supply of fuel.

#### Lanterns

Many different types of lanterns are available on the market, including ones fuelled by kerosene, naphtha, propane, etc. Choose a lantern that burns the same type of fuel as your stove. This will eliminate having to bring more than one type of fuel to camp. Pack along plenty of spare mantles. It's a good idea to make or build a carrying case to protect your lantern.



#### Cooking Pots

Consider what type of pots will provide the most service. Remember that camping pots must withstand much rougher conditions than your kitchen cooking pots. Choose good quality, stainless steel cookware rather than inexpensive aluminum ones that you will have to replace in a year or two. Cast iron fry pans are great, but heavy. To take minimum storage space, consider pots you can efficiently "nest" one inside the other.

# List for Camp Equipment (Summer Camp)

### Personal Gear

- Wide brim hat
- O Lip balm
- Sunscreen
- Sunglasses
- Whistle
- Tissues
- Mattress
- Sleeping bag
- Flashlight
- Backpack/duffel bag

### Clothes

- Long sleeved shirt
- T-shirts
- Long pants
- Shorts
- Sweater
- Socks
- Pajamas
- Underwear
- Jacket
- Appropriate footwear (hiking boots, sneakers, sandals)
- Rain gear

# Optional Personal Gear

- Pocketknife
- Camera
- Log book/journal
- O Day pack/fanny pack
- Fieldbook for Canadian Scouting
- Books
- Games
- Bathing suit

### Personal Kit

- Hand towel, face cloth
- Shampoo
- Soap and container
- Tooth brush and paste
- O Comb or brush
- Personal medication

(may be held by leaders for safe keeping)

- O Knife, fork, spoon
- O Plate, bowl, mug
- Mesh bag for storing and hanging dishes to dry
- Water bottle





### Camp Equipment

- Tent/groundsheet
- Tarp/dining fly
- Stoves
- Lanterns
- Fuel
- Coolers
- Water jugs
- Repair kit
- Pails
- Cord/rope
- Matches
- Maps

## Health and Safety

- First aid kit
- Water treatment system
- Emergency Plan (Physical Fitness forms, Parent Consent forms, emergency contact #'s, Emergency Response, Police, Fire, etc.).
- Insect repellent

# **Camp Tools**

- Axe (for leaders only!)
- Swede saw
- Camp shovel
- Sharpening stone

### Cooking/Kitchen Equipment

- Pots
- Frying pans
- Large spoon
- Large fork
- Eqq flipper
- Carving knife
- Soup ladle
- Can opener
- Potato peeler
- O Hot pot tongs
- Insulated oven mitts
- Aluminum foil
- Tea kettle
- O Food canisters (plastic with lids)
- Salt and pepper containers (unbreakable and waterproof)
- O Plastic food containers (4)
- O Dish mop, scouring pads
- Paper towels
- Tea towels
- 3 plastic basins for dishwashing
- Plastic basins for personal washing
- O Dish soap or detergent in plastic container
- Bleach or other disinfectant
- Garbage bags
- Toilet paper

# Optional Cooking/ Kitchen Equipment

- Reflector oven
- Griddle and/or grill
- Mixing bowls
- Tablecloths
- Clotheslin



#### 6. Optional Equipment

Encourage Cubs to bring along and use their own resources to satisfy their interests and curiosities on outings. Bird and tree identification books, binoculars, collecting jars, magnifying glasses, and similar material are always useful. Equip your leadership team with some valuable tools for the job as well.

Small tape recorder. Tape bird calls and try to identify individual bird types later (great for a follow-up game). Record various animal sounds; use the sounds later to create a forest atmosphere. Record interviews with resource people; involve your Cubs in conducting the interviews, and use the results in skits, storytelling, or playacting activities. Record various sound effects for skits (e.g. a train passing, sirens, rain, thunder). Have your Cubs try to reproduce the sounds artificially. Record songs the pack sings on outings or music from a show or theatre that appeals to them.

Binoculars: Bring a pair of 7 mm x 35 mm binoculars. Magnifying aids, too, are most intriguing to Cubs for:

- Observing wildlife at a distance
- Bird and tree identification
- Looking at clouds and stargazing
- Close-up examination of insects, flowers, moss, etc.

Camera: An inexpensive camera is a great pack tool you can use to:

- Make a permanent record of pack events for your log book.
- Take photos of animals, trees and birds for identification and follow-up activities. For example, match photos of birds with tape recordings of their songs.
- Provide a basis for subsequent storytelling activities.
- Keep a record of changes in nature over the season. For example, you might want to adopt a tree and, among other things, keep a photo record of how it changes over the seasons. Record discoveries of unusual nature findings without disturbing them (e.g. take photos of rare flowers).
- Provide recognition of achievement. Take "before and after" photos of a littered area or stream your Cubs clean up.

Insect repellent: Never forget this.

Reference books: Field books are very useful for identification purposes. There are many animal, bird and plant books available at bookstores and libraries.

Collecting kit: Depending on the nature of the activity, you might want to include such items as:

- Small plastic bags with ties
- Large-mouthed plastic margarine containers
- Small trowel or large spoon for digging
- Small hammer for breaking open nuts, stones, etc.
- Plaster-of-Paris (for plaster casts)
- Large plastic bag for collecting natural articles for crafts

- Tape measure and string
- Sketch books and drawing media (chalk, crayons)
- Small plastic bottles
- Container of water
- Plastic cups
- Popsicle sticks



Garbage Bags: Always carry large plastic garbage bags on outdoor activities. Encourage Cubs to use them not only to deposit their own garbage in but also to pick up litter they see along the way. For better visibility, these bags should be brightly coloured (orange or yellow) as they can also serve as emergency raincoats and shelters during an outing.

Snacks: If the activity will last for more than an hour and a half or two hours, encourage Cubs to bring along a small nutritious snack. Take this opportunity to discuss suitable snacks of fruit, granola bars and dried fruit. Discourage junk food. Carry a few granola bars with you for emergencies.

This may seem a rather lengthy list, but these items will enhance your activity and provide a lasting experience for your Cubs. You might give sixers or other Cubs responsibility for getting and transporting various items.

Consider the nature of your outing, and adjust your list accordingly.

#### 7. Theme

Choose a theme for your camp, and plan the program around it.

#### 8. Camp Skills

Ensure your Cubs learn some camp skills. Include how to:

- Care for and air out sleeping bags, use ground sheets, make ground beds.
- Pack a knapsack or pack.
- Lay, light, and extinguish a fire.
- Use and care for an axe, shovel, and saw.
- Air tent and equipment.
- Practise good personal hygiene while at camp.
- Wash dishes at camp.
- Pitch a tent.
- Choose a proper tent spot.
- Purify water.

9. Menu Planning

Use Canada's Food Guide when planning menus; involve your Cubs in this task. Plan three meals a day and snacks for morning and afternoon breaks and bedtime. Select a varied menu and include plenty of fruits. Avoid junk food.

Be aware of any allergies to certain foods that your Cubs may have, and stay away from them. Be prepared to accommodate food restrictions for medical or religious reasons.

#### 10. Meeting With Parents

You might have this meeting in conjunction with your preparation of camp equipment. Provide them with details of the camping trip, transportation arrangements, how to contact you, departure and arrival home times, scheduled events for the camp, and any other pertinent information. Be prepared to answer questions or concerns they may have. This is also a good time to recruit volunteer help. Have specific tasks in mind for your volunteers.





11. Notices and Applications

Now that you have a good idea of the camping/outdoor program you wish to conduct, it's time to obtain the appropriate approvals to conduct the outing.

Consult Scouts Canada's *Camping/Outdoor Activities* section in *B.P.&P*. (available at www.scouts.ca) for applicable policies, procedures, practices, forms, and applications for conducting camping or outdoor activities. All forms can be found in *Section 20000*.

- a) Complete the Camping/Outdoor Activity application and the Safety Checklist.
- b) Make sure you have copies of the *Youth Program Participant Enrollment Form* and *Application for Membership and Appointment of Adult Volunteer* for youth and Leaders attending. This provides medical information and also gives you important information about contacting parents in the event of an emergency.
- c) Send an event information package. This should go to parents along with gear/equipment list and particulars about the outing. Inform parents as soon as possible of the camp dates, location, fees required and other pertinent information. This might include personal camp gear, camp theme, etc. Indicate how many parents or adult volunteers the camp will require.
- d) For category 3 activities, the *Parent/Guardian Consent Form* must be completed. Refer to *B.P.&P.* Section 10000 for more information.
- e) If your trip will take you out of the country, review the *Tour Permit* form. One may be required, depending on the distance you plan to travel and the length of your stay.
- f) Prepare an *Emergency/Action Plan*. If you follow this advice: "Hope for the best, plan for the worst" you'll avoid most difficulties. Take time to think of possible emergencies that could occur, and decide how you would deal with each different scenario.

# Setting up Camp

To cut down on confusion, get organized at camp the day or night before the Cubs arrive. Decide where the tents will go, set up the dining fly and store the food safely. Ask the group committee to help you arrange for getting equipment to the campsite. Invite help for setting up from group/section committee members, interested Scouts, Venturers, Rovers and parents. Note: Cubs should help set up tents and arrange campsites; just make sure you allow extra time, and have a few extra adults to provide guidance and support.

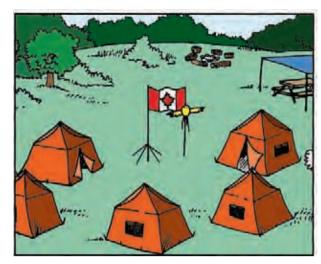
Here are some points to remember when pitching tents:

1. Set up on a level area on high ground where the water will drain away quickly. Keep away from marshy areas or low-lying areas. Take a close look at the land, and don't let anyone put up a tent on the ground that forms a bowl shape; it's just going to catch the rain.



- 2. Face tents southeast to get the warm morning sun and some shade in the afternoon. This usually means they're also facing away from strong winds.
- 3. Never set up tents under large trees; branches could fall down during wind or thunderstorms. Check for poison ivy, poison oak and poison sumac around your site.

The layout of your campsite is up to you. Many packs set up their tents in a horseshoe formation, with the leaders' tents either together or interspersed in it, the dining tent in the middle of the



horseshoe, and the fire pit a considerable distance away. The pack flags and totem are placed in front of the site.

Remember to allow a place for personal washing, a clotheslines, garbage containers, a woodpile and kitchen facilities. A suggested camp layout is shown here. Experiment and devise a scheme that best suits you.

#### First Aid Station

Keep a well-equipped first aid kit in an area well marked and accessible to all campers. This location might be a tent, a table or a pole clearly marked with a large red cross.

Keep medical information for each Cub and emergency phone numbers (closest doctor, hospital) with the first aid kit.

Make sure that Cubs, adult volunteers and leaders know who the first aiders are, so they are recognized and easily identified.

### Camp Safety Tips

- 1. In case of fire, keep a number of buckets full of water close to the campfire, kitchen and tent areas.
- 2. Have a container of baking soda close to all cooking stoves. Use this for grease fires.
- 3. Keep campfires in control, and under adult supervision at all times.
- 4. Rope off the cooking area; make it out of bounds for everyone except those on cooking duty.
- 5. Tie white or fluorescent strips (surveyor's tape) on tent ropes. If they are easy to see, campers will be less likely to trip over them. Don't allow campers to run in around the tents.
- 6. Set up the clothesline away from your general camp area.



- 7. Ensure that there is adequate lighting at the campsite. Encourage Cubs to use their flashlights only when needed.
- 8. Keep your fuel supply in a secure place away from cooking and campfire areas.

#### Sanitation

It's very important to keep clean and healthy at camp. Encourage and practise good health and safety habits at all times.

#### Personal hygiene

Set up an area in the camp for Cubs to wash every morning and evening. Provide three or four wash basins and soap, and encourage them to wash carefully. Remind them to brush their teeth, hair, etc.

#### Garbage

Provide plenty of garbage containers, and keep the area litter free. Burn all burnable garbage and recycle if facilities are available. Place all garbage in proper garbage containers for pick-up. If there is no garbage pick-up, take your garbage with you when you break camp, and dispose of it in appropriate facilities. Remember: animals are attracted to garbage, so store it securely when away from camp or at night.

#### **Grease traps**

Never throw greasy water or refuse on the ground where it will attract flies and wild animals; it could also damage the environment. Pick an area well away from your camp and water to make a grease trap. Use a plastic bag or burlap sack with holes punched in the bottom. Line the bag with a generous layer of grass and dead leaves. When you pour in water, grease and food particles are trapped, leaving only water to drain out. At the end of the camp, burn the bag or pack it out in a larger garbage bag.

#### Latrines

Sanitation is an important consideration when choosing a site. Most Cub camps have washroom facilities. If absolutely necessary, you can build a latrine. Choose a spot at least 50 metres away from a lake shore or stream, and dig a one metre long trench roughly 15-20 cm wide and 50 cm deep. Put topsoil along the end of the trench. If there are no bushes for privacy, set up a tarpaulin supported by poles around the latrine.

Place some toilet paper nearby in a plastic bag to keep it dry, and provide another bag for the used paper. It can be burned or carried out at the end of the camp. Leave a small shovel or trowel handy for spreading a light covering of soil after use. Provide a wash basin of water, some soap, and paper towels for washing hands.

Because using a latrine will be a new experience for most Cubs, instruct them carefully on how to use it. Stress the importance of following the procedures. For a more detailed explanation of latrines, consult the *Fieldbook for Canadian Scouting*.

When you break camp, cover over the latrine area and place a cross of sticks on top.



#### Water Purification

Keep water for cooking and drinking in a covered or closed container. It is safest to bring a supply of pure drinking water from home. If you decide to use water from a nearby spring or brook, make sure it is free of chemical pollutants, then purify it in one of the following ways.

- 1. Boil it for five minutes, then aerate the water by pouring it quickly from one container to another. This will get rid of the flat taste.
- 2. Use a water filter/purifier/treatment system to ensure clean drinking water.

## Camp Organization

Aim to keep your site organized, neat and tidy with a place for everything, and everything in its place. This is an excellent safety practice that teaches good habits as well.

Once the camp is set up, show Cubs how to organize their own tents. New campers tend to take all their clothes out of their pack and leave them scattered about the tent. Clothes then become dirty, wet or lost. Make sure Cubs know how to keep their gear together. Here are some other suggestions.

- Ask Cubs to put their name on every item they bring to camp.
- Never allow food in sleeping tents.
- In the morning, have Cubs take everything out of their tents, and sweep them out.
- Air tents out every morning (open windows and doors to let in fresh air, and fold up sides if there is no floor). Keep screens zipped against insects. If there are no screens, zip up doors.
- Check tents each morning to make sure pegs and poles are secure.
- Open up sleeping bags and put them out to air. If the weather is warm, leave them out until late afternoon so they can absorb the warmth of the sun. Roll them tightly after airing, and place them in the tent ready for evening.
- Have Cubs keep their personal belongings in their backpacks at all times.
- Ask each Cub to bring a small plastic bag for dirty laundry.
- After supper, have Cubs lay out their sleeping bags and make sure their hot chocolate, mug, pyjamas and flashlight are on top so they don't need to search for them in the dark. It is very important for leaders to keep a neat, well organized tent to set the example.

### **Food Preparation**

There are two basic ways to organize meals at camp. You can use a central kitchen where cooks prepare the food, or have parent volunteers prepare meals at individual campsites. If you use the central kitchen method, very little of what follows applies.

Once you've chosen a menu and bought the necessary groceries, consider food storage. More domes-

ticated campers will no doubt depend on food coolers, but you may want to try different ideas at a short-term camp to teach Cubs some basic skills in preparation for *Scouts. The Fieldbook for Canadian Scouting* provides a good guide to foods that need no refrigeration.



Keep all food under cover away from insects and animals. Put any food that might be particularly attractive to animals in a heavy plastic bag, and hang the bag from a tree. Limit perishable foods (try out some dried foods), and use the perishables you bring as soon as possible after you arrive at camp.

Keep food preparation fairly simple (pre-cook as much as you can) and include the Cubs. Give each six or members of a tent an opportunity to help. Use different methods to provide them variety and experience at cooking in different ways. You might cook one meal over an open fire and another in foil. For yet another, experiment with a reflector oven.

You need at least two adult cooks. With a large group, you may need more. To maintain a healthy, happy camp, Cubs must have well-prepared meals on time.

#### Clean-Up

Clean-up is an essential element of food preparation that Cubs need to learn. You might assign a six at a time to be in charge of clean-up, or you might make each Cub responsible for his or her own dishes.

Teach your Cubs the proper way to wash dishes, and ensure they know the importance of this job. The best time to do the dishes is right after eating. Put a pot of water on the stove to heat while you're eating. Set up a dishwashing area like the one illustrated.

Use plenty of hot water both for washing and rinsing. Air drying is more sanitary than using tea towels. Some packs include a net bag to hold dishes and utensils as part of required personal gear. After the final rinse, Cubs simply place their dishes in the bag and hang it to dry.

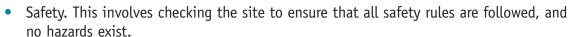


# Camp Responsibilities

Before camp, discuss with the Cubs various camp responsibilities, and decide as a group how you will handle them. Some packs organize Cubs in groups for various jobs, while others assign individuals to do them. Change the jobs daily to ensure everyone has an opportunity to experience all of them. Some of the responsibilities might include the following:

- Fire keepers. Cubs assigned this task gather and pile wood for the campfire, and lay, light and extinguish the fire.
- Water brigade. This task involves making sure there is an adequate supply of pure drinking water, and bringing water to fill water buckets.
- Garbage collectors. These Cubs dispose of camp garbage, and pick up litter.





Cooks. They help adult cooks prepare and heat food.

Consider setting up a bulletin board in a prominent spot to post a schedule of jobs (i.e. Duty Roster), activities, special announcements, etc.

To avoid over-tiring your Cubs, intersperse strenuous activity with quiet activity. Allow free time, but make activities available for Cubs who can find nothing else to do. Try to provide a wide variety that will appeal to the whole pack. Always make sure that the activities are safe. In district camps, encourage inter-pack mingling.

# Spiritual Fellowship in Camp

The outdoors is the most natural place for Cubs to feel close to God and nature. Talk about God's creation and how it makes us feel.

Start meals by saying Grace (singing a Grace is particularly effective). Open and close the day with a prayer or spiritual message. Consider conducting a Scouts' Own sometime during camp.

# Be Prepared

It's important to be prepared to run an effective camp. You want to have plenty of activities for the Cubs to do, and still allow them free time.

Encourage Cubs to bring quiet games, books, and other reading materials to camp for rest periods.

Bring along a craft box filled with a variety of materials, including glue, scissors, paper, and other odds and ends. Encourage Cubs to use these supplies for their own inventions.

Make sure your planned crafts are well-organized and ready to present. Prepare pre-packaged kits before the camp if you can; you won't have time to gather

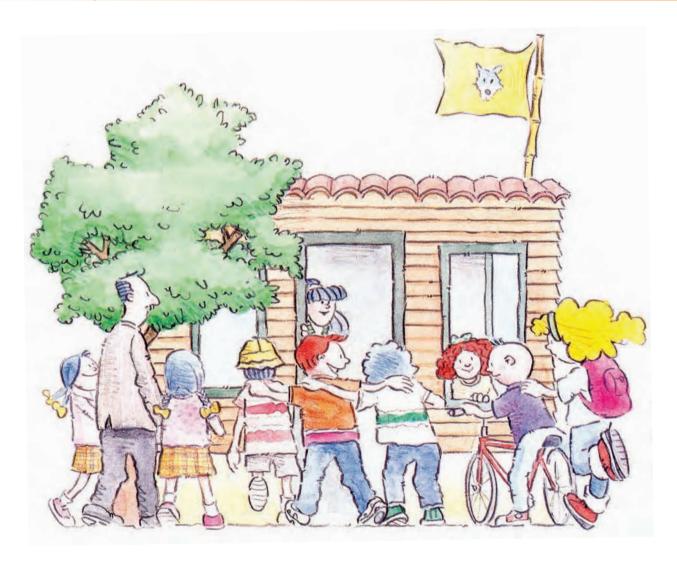
together the materials you need after you get to camp.

Take a variety of games equipment (e.g. balls, bats), and make it readily available to your Cubs. When something unexpected happens and you have to cancel an event or move inside because of bad weather, this games equipment is a life-saver.





# Chapter 16 Program Resources



The quality and variety of resources you and your team draw upon will have an immense impact on your pack and its program. Seek out all the resources in your community and use as many as you can.

Consult with other section leaders in your group. Ask your members, group committee, Area support team, and other Scouters about the people, places and things you can use to support your program.

# What Is a Resource?

A resource is any person, place or thing that might make it easier to conduct an exciting Cub program. Availability and practicality: these are two criteria to consider in choosing pack resources.

Availability is a prime consideration. A resource is no good to you if you can't bring it to the pack or take the pack to it. Practicality is equally important.

The resource must fit a specific need and make it easier for you to present fun, excitement and adventure to your Cubs.



To start, it's a good idea to list all the resources you know are available. Like brainstorming, making a list can stimulate ideas for program activities. Then, narrow the list by considering how each resource might fit your program. For example, if there's a sugar bush operation in your area, use it to build a program activity around an outing, or expand the idea into a three or four-week theme on trees and their importance. The sugar bush fits your program needs for outings, exploring the natural world, caring for the environment, world conservation, and a variety of star, badge and activity area requirements.

Would a whitewater wilderness rafting tour fit into the Cubbing program? Not really. It is far too demanding for most Cubs, and it focuses on survival skills beyond Cub age abilities.

# Typical Sources



The tremendous variety offered by a Wolf Cub program based on all seven program elements means that almost everyone can contribute in some way.

Parents and friends often will be glad to help if asked, but you need to learn how they can help and you must ask. The Parent Talent Survey Form in the chapter on Support Systems can help you do this.

Don't forget other enthusiastic resource people like Scouts, Venturers, Rovers, young people in specialized groups, brothers, sisters, and high school students.

### Scouting life

The Magazine Scouting Life is published 6 times a year; it offers an excellent source of information and new program ideas.

#### Visuals

Films, videos, and slides are also available. Make sure you preview them before showing them to the pack. The content of some may be dated or not appropriate for Cubs.

Many community colleges/universities also have films and videos available. Film libraries located in major centres often include a mail service to remote areas.

#### Visits/Tours

Keep an eye on your local paper for visit and tour possibilities. Most newspapers have someone who writes about local history and suggests interesting places to see. Tourist information centres usually carry a wide assortment of promotional pamphlets and maps.

Check around for a local historical society or similar interest group. Societies and groups like these provide another good resource when planning projects or outings.



#### Recycled Items

Recycled items such as thread spools, empty toilet paper rolls, wax paper or paper towel rolls, foil, buttons, scraps of cloth and yarn, broken hockey sticks, old magazines and greeting cards – anything that might help you with a game, craft or project you have planned. Sources for clip art collages and props for skits include tourist magazines, government departmental handouts, and wall charts promoting wildlife protection. Find an old chest or make a box to hold your collection.

# Pack Inventory List of Resources



With your leadership team, create a pack resource inventory. Use a notebook divided into sections for people, places and things.

For each resource, identify: who, what, where, contact numbers, conditions, and how you can use it in your program. Leave a space at the end of each to evaluate and note if you'd use the resource again, and how. The inventory guide that follows may help trigger some ideas.

Keep your Resource Inventory Notebook up-to-date. Add items as you hear about them, using the criteria of availability and practicality. List even those that don't spark immediate ideas. You never know when you might need them.

# Guide to Local Resources

This guide provides a skeleton inventory of the potential resources available in most communities. Work with your group committee and support team members to add names and details for your program resource inventory.

#### A. Community

- Leaders
- Public officials
- Community centre instructors
- Sport coaches
- Youth leaders

#### **B.** Places

- Parks and natural areas
- Private and commercial business
- Sport facilities
- Cultural attractions

#### **C.** Groups/Associations

- Lodges
- Ethnic or cultural societies
- Service clubs
- Individual sports teams
- Private clubs
- Societies and associations
- Union locals
- Arts and crafts clubs
- Literary groups

- Music and drama schools
- Special interest groups
- Professional associations
- Veteran's associations
- Other clubs

# **D.** Religious Groups and Institutions

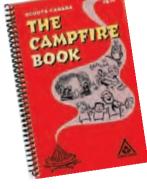




# Scouting Resource Books

- Add these books and support materials available from Scout Shops to the list already suggested.
- The Wolf Cub's Handbook: B.-P.'s original writings and thoughts for leaders on the Wolf Cub Program. Product no. 20258
- Weekly Record Book: Keeps track of dues, attendance, and six members' addresses and telephone numbers. A good way for sixers to learn about keeping records. Product no. 25200
- The Campfire Book: Complete how-to-do book with a large skit selection. Product no. 20626
- The Song Book: All of Scouts Canada's favourite songs. Product no. 20627
- Cub Achievement Chart: A wall chart that displays all Cubs' progress on Activity Area work. Product no. 25202
- Wolf Cub Home Chart: A chart for Cubs to keep track of their progress using stickers.
   Product no. 25203
- Fun with Knots: Traditional and new knots, and their uses. Product no. 20603















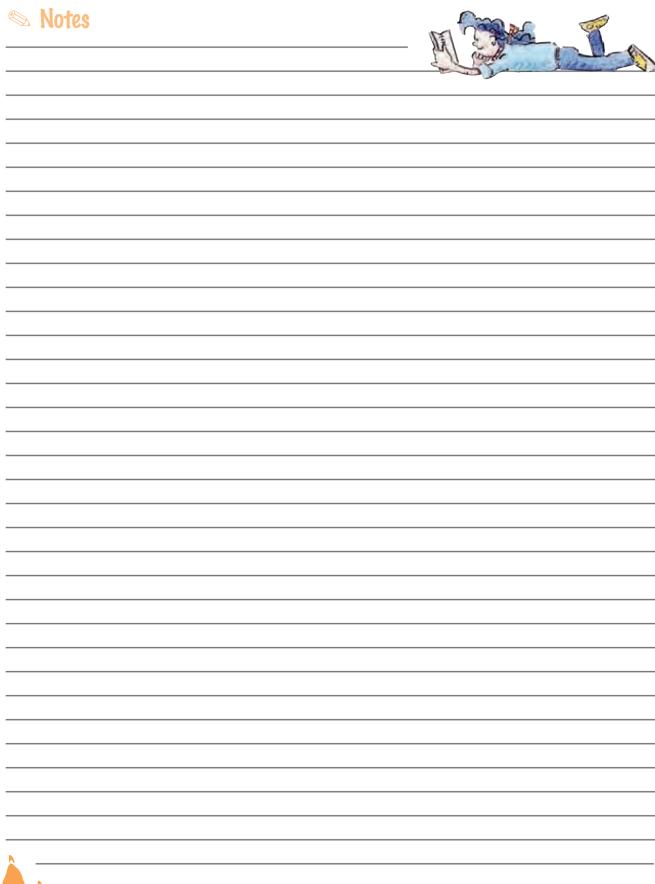
- First Aid Books: The latest St. John Ambulance books on essential first aid.
- Games... from A to Z: Over 300 games to keep you going. Product no. 20504
- Scouting Life: Offers a wide range of program activities (games, crafts, songs, plays, etc.) for all members of the Scouting family.
- Fieldbook of Canadian Scouting: The complete book of information and tips on preparing any group for a safe, fun and challenging outing. Product no. 20667
- By-law, Policies and Procedures: All Scouts Canada's By-laws, Policies and Procedures. Found on Scouts Canada's web site, www.scouts.ca.
- The On-Board Manual: Produced by the Canadian Red Cross, it is a complete safety guide and boating safety resource. Product no. 20515
- JUMPSTARTS for Cubs: A variety of one-month, theme based packages containing all resources to run the program.
- Scouts Canada's Web Site (www.scouts.ca): Find the *By-Law, Policies and Procedures* (containing the *Camping/Outdoor Activities* section, *Duty of Care*, and necessary forms and applications), program resources, and up-to-date information about Scouting.



#### Other Books

Because there are so many titles available, it's difficult to include a current list of resource books in a handbook like this. Become familiar with your public library, browse book stores, scan newspaper and magazine book reviews, keep your eyes open for publishers' catalogues, and ask fellow Scouters for advice. Children's books are often good sources for games, songs, legends and other stories, crafts, science and conservation activities, and other subjects.









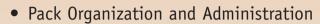












- Leadership and the Team
- Linking with Colony and Troop
- The Support System
- A Brief History of Scouting























# Chapter 17 - Pack Organization

# **And Administration**



How can you organize your pack for optimum benefit to Cubs and leaders? What support can you expect from other levels of Scouting, including the group committee and partner; the Area and/or Council; Scouts Canada; and the World Scout Organization?

# Your Pack

Your pack needs one Scouter for every six Cubs. Although it can be larger or smaller, a pack size of 24 Cubs is ideal for several reasons:

- 1. The average meeting hall can accommodate 24 Cubs easily; Cubs have room to play active games together, and space for working on projects in smaller groups.
- 2. A pack with 24 youth members gives a Cub a wide choice of other kids for friends.
- 3. With 24 Cubs, leaders can offer a variety of large and small group activities, while maintaining reasonable control.
- 4. The pack is small enough to let you get to know all Cubs, and give them the personal attention each needs. At the same time, it's large enough to let individuals melt into the group when they want to. Cubs need personal attention, but not all the time.

The number 24 isn't too critical. If you have enough leaders, a somewhat larger pack will work quite well, but if it grows larger than 36 youth members, you might want to consider splitting it in half. With a pack that large, it becomes more difficult to keep things under control and find space for your activities.

Dividing the pack will make a major change in your routine; also, it can be upsetting to many Cubs. Explain the reasons for the change to them, and let them participate as fully as possible in making it work. The best time to reorganize is at the beginning of the Cub year, before your pack's routine is established.

# Sixes and Other Small Groups

You'll conduct most pack activities in small groups, even if everyone is doing the same thing. Cubs work and learn best in groups of six or seven because:

- They can voice their opinions and share ideas.
- They can identify with a small group, and feel a part of it by sharing its success.
- They can more readily and successfully practise leading, following, and being responsible and resourceful.
- A leader can easily supervise and help them in their activities.

The groupings you use will be changing all the time. During a typical meeting, you might use four or five different combinations:

- Evenly matched teams for games.
- Cubs working on the same Activity Area requirements.
- Older Cubs helping younger ones in crafts.
- Older Cubs working by themselves on more challenging craft.
- Cubs with similar tastes planning a skit for Parents' Night.

For various activities and tasks you might choose to organize the pack:

by six – members of the six are already familiar with each other, and likely work well together.

by age – allows you to tune the program to reflect the Cubs' level of maturity and concentration (ie. 10 year olds can go on a longer hike than eight year olds).

**by interest** – allows a small group to work on common interests, therefore meeting their needs and interest. (ie. you may have a few Cubs particularly interested in some specific elements of an award).

by skill level – allows the leadership team to help Cubs together while making a craft; less skilled Cubs get the support from the leaders and are not worried about what their peers are doing.

**by random selection** – mixes the group up – Cubs learn to work with new peers, allowing for some diversity in activities.

However you group your pack for activities, you need to keep in mind that your Cubs' level of attention, abilities, dexterity, skill, strength and patience will vary. When you are planning activities, keep these factors in mind. You may need to adjust how the activity is conducted to keep everyone happy. Having completed models as examples, easy step by step processes, or perhaps Sixers or leaders ready to spend more time with someone who is struggling can make a big difference.

The six is one group that remains stable while others change. It's a Cub's home base in the pack. Cubs begin and end every meeting in their six, and often do other activities with it during the evening.

They develop some of their closest friendships in their six, and recognize that group as their personal place.

Here are some standard operations for sixes:

- Cubs form by sixes in the circle for opening and closing ceremonies.
- A different six each week serves as the Duty Six responsible for setting up and taking down pack equipment, and leading the Grand Howl.
- The sixers and seconds keep records of attendance and weekly dues.
- Each six has a lair its own space in the hall where members keep their personal gear, line up for inspection, and gather together between activities. Cubs often decorate their lairs in their six colours.
- In many packs, one adult leader takes personal responsibility for each six. The Scouter keeps track of the Cubs' progress and is ready to give each special attention when needed. Sometimes the leader helps them plan special activities to do apart from the pack.

No single grouping of Cubs will work effectively in all situations. In organizing sixes, the best you can expect is a group that allows members to work together reasonably often. How you organize them will depend on your leadership style and pack routine.

Some leaders like to mix older and younger Cubs in each six. Sometimes the sixers and seconds are final-year Cubs who hold their appointments for the entire year. Other packs rotate sixers and seconds every three to six months without too much consideration of age. The way you choose to organize may be influenced by your Cubs or your Sixers' Council.

Here are some useful ideas to consider when forming sixes.

- 1. Place close friends in the same six.
- 2. It's sometimes best to put siblings in different sixes.
- 3. If a Cub is unhappy in a six, move the youth but try to avoid wholesale changes in the middle of the year. Some Cubs don't like it when established routines are upset.
- 4. If you plan to change sixers and seconds during the year, explain your idea to all the Cubs from the start to avoid suggestions that the original sixers and seconds are being "demoted." Remind the pack of the coming change a few weeks before it happens.

Because no style of six works well in all situations, you might form temporary groups from different sixes for some activities. You'll probably find that the Cubs spend some time each meeting in other groups for certain activities anyway. If you find that they spend little or no time in their sixes, take another look at how you organized the sixes, and consider trying a different method next year.

There are times in your program where an activity is best done in a larger group setting or sometimes, a smaller setting such as sixes is best. Consider how the activity may work by experiencing it as a large group or in a more intimate group such as a six. When working with a larger group:

- It may be easier to plan or require fewer materials for an activity,
- Everyone will get the same experience, such as a story,
- And your Cubs will benefit from a sense of belonging.



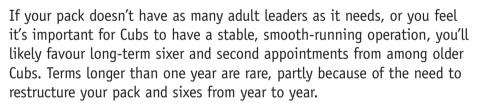
In smaller groups,

- Youth are more likely to participate,
- Good opportunities are provided for leaders to know youth better,
- And activities such as crafts may be more successful due to closer supervision.

#### Role of Sixers and Seconds

After appointing a sixer and second, consider some of the responsibilities you may want to assign to them. These might include:

- Phone members of the six with messages.
- Prepare the six for inspection, or opening and closing ceremonies.
- Mark attendance and collect dues.
- Help introduce White Tail Beavers to the pack's program when they visit.
- Help run pack games and get equipment ready.
- Give leaders' feedback from the Cubs in their six.
- Provide a good model for other Cubs in behaviour, actions, uniform, etc.
- Participate in Sixers' Council meetings.





If your leadership team feels the pack will benefit from frequent changes that give more Cubs leadership opportunities, you'll probably favour short-term sixer and second appointments.

Here are a few other things to consider.

### **Piscipline**

An older Cub may have greater leadership skills and command greater authority than a younger one, but asking a 10-year-old to maintain discipline is asking a lot. This is a job for adult leaders. Sixers can help with discipline in their sixes by reminding Cubs of expected behaviour. If this reminder doesn't work, it's time for a Scouter to step in.

#### Ceremonies

Ceremonies such as the Grand Howl that require leadership from a Cub are important. Sixers or seconds may do the best job, but give other Cubs a chance to lead from time to time, too. One way to arrange this is to assign the duty to a six and let it, through the sixer and second, choose a Cub to lead. Or you can select a different Cub at each meeting's opening and closing ceremony.



#### Sixers' Council

The Sixers' Council is a regular meeting of leaders, sixers and, possibly, seconds. The Council gathers to share ideas on future pack activities, evaluate programs, and deal with issues of pack activities and discipline. Although older, long-term sixers may be able to contribute more realistic ideas, sixers and seconds of any age who serve for shorter times may provide a more representative sample of ideas the Cubs want to try.

#### Records

Most sixers need some adult help with marking attendance, collecting dues and keeping *The Weekly Record Book* up-to-date.

#### Leadership

It's important to give all Cubs a chance to learn and practise leadership under the guidance of adults who understand their individual capabilities and limitations. If you rotate sixers and seconds among six members for short terms (six months), it gives most Cubs a chance at a formal leadership position. It's also important to encourage all Cubs to take on informal leadership roles through leading games, sharing ideas or volunteering to serve in other ways.

#### Recognition

Sixers and seconds wear special yellow epaulets as signs of their positions. A sixer's epaulette has two green stripes; a second has one stripe.

Cubs naturally see the positions of sixer or second (and Keeo, too) as a form of recognition for achievement or tenure. Look for other ways to recognize Cubs for such things as achievement, tenure, reliability, or simply being a Cub. A pat on the back, a presentation of a star, badge, or award and other forms of recognition are all very useful.

# The Pack in the Group, Area, and Worldwide Organization

"You are now a Wolf Cub and a member of the worldwide Scouting Movement." All Cubs hear these words at their investiture.

The Cub becomes not only a Cub in the pack, not only a member of the Group, Area, Council or even the country, but also a member of the largest youth movement in the world.

Scouters in the pack are also Scouters of the group. It's important to know about the other sections' activities and to cooperate with other section Scouters. The way your group is organized helps you do this.



### The Group/Section Committee

Typical positions on the group committee include: Group Commissioner, Administrator, Registrar, Secretary, Treasurer and other positions assigned to specific tasks, like equipment, fund-raising, and events.

Group committees act on behalf of the partner and Scouts Canada to administer to the needs of the sections. You can find the duties of the committee in the current edition of *By-Law, Policies, and Procedures* and the *Group Committee Handbook*.

The Scouter in charge of the pack is a member of the group committee; this person needs to be prepared to report on the pack's activities.

### The Scouting Auxiliary

Parents of Cubs, spouses of Scouters and committee members, and other interested adults often form an auxiliary to the group/section committee. Scouting auxiliaries can help parents understand and appreciate the program, and do many things to support the pack.

#### The Partner

Every Scout group must be sponsored by a partner organization. Generally, partners are established institutions such as churches or other religious bodies, schools and local clubs.

Occasionally, a group is sponsored without institutional backing. In this case, a number of parents or other interested citizens organized for the purpose may form a community group. It should include representatives of the religious, educational, civic and business life of the community.

In return for a charter and the right to use Scouts Canada's programs, resources and training opportunities, the partner agrees to provide support with a suitable meeting place, adequate facilities, supervision, leadership and opportunities for a healthy Scouting life for Cubs under its care.

Thus the partner lends its name and prestige to the group, and lays down the general operating policy. The group/section committee carries out the policy, and reports to the partner on the group's activities.

There are several places for you to turn to get help in developing and running your program.

Your Area probably offers Scouter's Club meetings, where leaders meet to exchange interesting ideas on developing programs. Your Area also provides a Support Team — a group of volunteers dedicated to offering advice and assistance to help you solve any problems.

Your Area is a part of a Council. Your Council can help you with issues like registration, fund-raising and training. Councils also usually provide a number of staff and a Scout Shop to help you deliver your program. Councils also administer and manage Scouting.



The national operation is responsible for administration and management of Scouting across Canada. It also develops and provides many of the resources you need to provide an engaging program to youth. Some of these resources include:

- Youth and leader handbooks.
- Scouting Life Magazine, a publication sent to all registered section leaders in Canada. It's filled with games, crafts, outdoor activities, and other program ideas submitted from Scouters across Canada.
- Program HELP Centre: If you have a question or are looking for help, e-mail helpcentre@scouts.ca.
- Scouts Canada's web site (www.scouts.ca). This site includes valuable Scouting information, program resources, current information and updates.

All levels of Scouting work to provide information and feedback from youth and leaders on the policies, programs and directions of Scouts Canada.

# Administering the Pack

Paperwork is an important feature of your pack's operation. Pack administration is not difficult or particularly time-consuming, but neither is it the kind of job everyone enjoys. It might work best if you assign it to someone with a taste for accurate record-keeping, perhaps a conscientious parent who wants to help, but not as a registered Scouter.

Failure to keep adequate records of pack operations can have serious results that may not appear until months later. Because of this, ask your administrator to submit the records for frequent audits to ensure that they are accurate and up-to-date.

The following administrative tasks must be done.

#### 1. Register Cubs and Leaders with Scouts Canada.

Although your group registrar is responsible for this task, you need to do everything asked of you to make sure your pack is registered in Scouts Canada's Membership Management System. You reap the general benefit of being a Scouts Canada member and a number of important specific benefits.

- a) Cubs and Scouters are covered by liability and indemnity (accident) insurance.
- b) All registered leaders receive a copy of *Scouting Life Magazine*.
- Akela (and sometimes all leaders) receives announcements of Council events, such as leader training and development opportunities and camps.
- d) Your pack is made known to the Council support team, which is available to help you operate more effectively.



- **2. Physical Fitness Certificates.** At the beginning of each Scouting year, all Cubs and leaders fill out registration forms (*Youth Program Participant Enrolment Form* and *Application for Membership and Appointment of Adult Volunteer*). These forms also include Medical information as well as emergency contact information. This provides the leaders with an up-to-date medical history of each leader and Cub. It is the parent/guardian/leader's responsibility to tell the leader of any changes in the medical condition of their child/ward. The a copy of the *registration forms* should be kept by the leader, and taken on all camps or outings.
- **3. Administrating Camping/Outdoor Activities.** Scouts Canada provides policies and procedures for conducting camping or outdoor activities. This requires a certain amount of administration. Appointing a leader to become familiar with Scouts Canada's *Camping/Outdoor Activities section* in *B.P.&P.*, as well as the forms/applications, will make everyone's job easier.
- **4. Maintain Scouting Records.** Your Cubs will want you to keep up-to-date requirement records. They like to earn recognition, and deserve immediate credit for requirements completed.

You have a number of ways to keep track of Cubs' achievements. These include:

- The Cub Book provides space for Cubs to record completed Activity Area requirements. The Wolf Cub Home Chart included in The Cub Book lets Cubs see their progress. They can post it on their wall at home so parents can also monitor their achievements.
- The Annual Pack Record Book has space for all data. You can keep it as part of the pack's history when the year is over. It also includes a summary sheet for Cubs to take if they move away.
- The Weekly Record Book enables a sixer to record attendance and dues paid at weekly meetings.
- The *Cub Achievement Chart* has space for each Cub in your pack and can track the progress of the whole pack.
- **5. Keep Financial Records.** Scouts Canada requires pack funds to be under the control of two people, and accounts to be audited by the group committee at least once a year. This makes good sense when you consider that most of the money comes from your Cubs' families to use for the Cubs' benefit.

Though you may not think so, your pack goes through a surprising amount of money each year. Select two people who understand the importance of keeping accurate records and are willing to take the time to do it.

- **6. Accidents and Insurance.** If one of your Cubs or leaders has an accident while on a Cubbing activity:
  - Provide appropriate assistance/first aid, if necessary.
  - Call appropriate emergency response services.
  - Inform parents/guardians/spouse immediately.



Report any incident that might lead to a claim against Scouts Canada's insurance policies by:

- a) Immediately following the incident, call Scouts Canada at 1-800-339-6643 and select the menu option instructing you to report on an incident which might lead to a claim.
- b) Follow up by immediately completing and submitting an *Incident Report Form*, available in either *B.P.&P*. in the *Forms section*, from your local Council office, or by calling the above 1-800 number.

Your provincial health insurance plan covers all, or most, of the medical expenses resulting from an accident to one of your members.

### Your Hall

Most communities have halls, gyms or other facilities that will satisfy your meeting needs. The hall may be less than ideal for your purposes, but the Cub program is flexible enough to operate in almost any kind of accommodation. Here are several ideas to make it more satisfactory.

- 1. Have a clear understanding between you, the group committee and the building's owners about the day and hours the hall is available to your pack. If you might be "bumped" occasionally for special events, ask the owners to give you several weeks notice so you can make other plans.
- 2. Ensure that you, the owners, and the caretaker agree on what condition the hall should be in when you arrive, and what clean-up you should do before leaving. Keep on friendly terms with the caretaker, and make his or her job as easy as you can.
- 3. If you have been assigned permanent storage space in the building, check to make sure the owner's property insurance covers your equipment. If not, inform your group committee; it is responsible for making sure equipment is insured.
- 4. If you don't have permanent storage space, keep your equipment simple and portable.
- 5. Ask if the owners will allow you to put permanent displays on the walls. If they do, make sure your displays are well done and show a good image of Scouting to the community.
- 6. Ensure that a leader arrives first on meeting nights to check the hall for potential hazards. Leave the hall in top shape when you finish for the night.
- 7. Make sure that Cubs (and leaders) understand that they are guests of the owners, and obligated to treat the hall and everything in it with care.



### Communications



Effective communication is one of the most vital requirements for a successful program, yet it is the one most often overlooked. Communication does not just happen. It is the essence and fruit of careful planning.

#### Get ready for the year

Take time at the beginning of the year to review the registration forms your parents filled out to review any special needs, allergies or other issues your youth or leadership team may have. Contact parents for more information or advice on how to accommodate special needs where possible; involve parents into your weekly meetings and activities. Think about how this may affect your weekly meetings or any special activities or outings your pack may plan.

#### With Parents or Guardians

Parents are eager to learn what their Cubs will be doing in the Cub program. They appreciate knowing well in advance when a Cub will need a costume, craft materials or some cookies for a special meeting. If they know dates for special events, outings and camps well ahead of time, they can perhaps juggle their busy schedules and finances to make sure their Cubs can attend. They might also be able to free up time to help with the event.

You don't need to provide a detailed outline, but it's most helpful to advise parents or guardians of certain things as early as possible. These might include:

- Dates and types of special events
- Dates and locations of weekend camps/outings
- Program outlines for outing or camps
- Themes you will introduce to the pack
- Materials and services you will need during the year (e.g. craft supplies, costumes)
- Estimated costs.

Consider how your team will communicate with parents or guardians. (One of the most effective ways is through a pack newsletter.) A few days after distributing the newsletter, follow it up with a phone call to ensure the newsletter made it home, and answer any questions or concerns.

Decide who will be responsible for preparing the newsletters and making the calls. Try to divide the task among all members of the leadership team by rotating it on a regular basis.



#### With the Group or Section Committee

To work effectively, the group or section committee needs to know the pack's plans, and how and when you will require its help. A good working relationship with your group or section committee is one of your most valuable assets.

Provide the group/section committee with an outline of your long-term plans and a proposed budget so that it can:

- Approve your plans
- Raise enough group funds to make your pack program possible
- Arrange needed transportation, telephone relays, etc.
- Help your program meet the aims, principles, and objectives of Scouts Canada
- Help with recruiting where necessary
- Arrange for adult assistance for special events, outings and camping activities.

Establish a good, open relationship with the group/section committee; this is essential. When the committee understands your program and sees how it works, it will be much more apt to provide leader training/development and other resources your pack needs.

Decide how your leadership team can maintain effective communications with your group/section committee. Have the whole team meet with the committee before the Scouting year starts, and introduce new and junior leaders. Present your proposed budget and your long-term plans and goals for the year. Point out the areas in your program where you will need committee assistance.

As a team, decide who will attend subsequent committee meetings during the year. Akela usually attends, along with one or two other leaders in turn. It's important for all leaders to participate at some time during the year.

Ensure that your team representatives are prepared to report briefly on past pack activities, and outline program plans for the next period, pointing out areas where the committee could help out.

#### With the Area

Your leadership team needs to maintain good communications with Scouting at the Area level, too. Contact your Service Scouters/Group Commissioner and invite them to a pack meeting. Advise the Area of planned special pack events, inter-pack activities, and trips outside of the Area.

Invite your Service Scouter or Commissioner to your special events, and share the details of your successes with the rest of the Area through the Area newsletter or Scouters' Club.

#### With the Community

The sight of a pack of enthusiastic, energetic Cubs on a pack outing or community project is the best kind of advertisement for Scouting; it's probably your best recruiting tool. It shows the community that Scouting is rewarding and fun. You may spark some interest and find you have a youth or adult wanting to join your group.



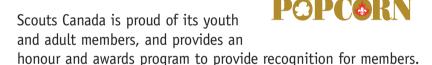
Use newspapers and other local media. When you plan special outings, think about how to publicize them and designate a leader to do it. Media will rarely contact you; you must let them know what adventures your Cubs are experiencing.

### Fund-raising

You need money to operate; that's one of the necessary aspects of working with Cubs. Membership fees and weekly dues alone are unlikely to provide enough money to meet your needs. Normally, your group committee will take on the task of organizing fund-raising events with support from your Area. Involving your Cubs in fund-raising is important as it's through fund-raising that they learn the value of what they receive (e.g. camping trips, equipment). But be careful not to fund-raise too much, and that the type of fund-raising is appropriate to the age group. If Cubs are fund-raising door-to-door, have your members work in teams. For more information, consult Scouts Canada's Policies and Procedures on the web.

Scouts Canada supports group/section fund-raising through the provision of nationally approved activities such as the Scoutrees and Scout Popcorn sales. Proceeds from these activities are normally shared with the Group, Area, Council and national level.

### Honours and Awards



There are five classes of awards:

- a) For High Character And Courage: Medal of Fortitude, The Jack Cornwell Decoration.
- b) For Gallantry (with personal risk to the person performing the act): Certificate for Gallantry, Bronze Cross, Silver Cross, Gold Cross.
- c) For Meritorious Conduct (not involving personal risk): Certificate for Meritorious Conduct, Medal for Meritorious Conduct.
- d) For Service To Scouting (by adults): Certificate of Commendation, Medal of Good Service, Medal of Merit, Silver Acorn, Silver Wolf, Silver Fox.
- e) Other Awards: Long, faithful and effective service to Scouting is recognized by conferring a medal or service pin. These awards are: Five Year Service Pin, Long Service Medal, Long Service Pin.

Scouts Canada provides more specific details on types of awards and how to prepare an honours or awards application. Any member of Scouts Canada may initiate a recommendation for an award. Forms are available from Scout offices and on Scouts Canada's web site (www.scouts.ca).













# Risk Management

Risk Management is a discipline for dealing with the possibility that some future event will cause harm. It provides strategies, techniques and an approach to recognizing and confronting any threat faced by an organization in fulfilling its mission.

Risk Management may be as uncomplicated as asking and answering three basic questions, with a fourth question being answered by the corporation – Scouts Canada.

- What could go wrong and cause injury to a person or damage to property?
- How can we prevent the harm from occurring in the first place?
- If the harm nevertheless occurs, what can we do to minimize the injury and damage to property?
- How can Scouts Canada compensate for the injury to the person or damage to property (prime example insurance)?

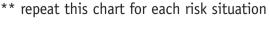
The key to successful risk management, and thus a safe environment for all concerned, is preplanning, preparation and training. Please refer to the *FieldBook for Canadian Scouting* and *By-law, Policies and Procedures, Section 10,000*, Camping and Outdoor Activities for assistance.

Risk is a factor in all activities. How we manage it determines the degree of risk.

Negligence is conduct falling below what would be expected of a reasonable person of ordinary prudence in the same circumstances.

Scouts Canada covers the legal liability of all its registered members as a result of bodily injury or property damage to third parties arising out of the premises and operations, providing they are acting within the scope of their duties and are in compliance with the *By-law, Policies and Procedures* of Scouts Canada.

Event Description:						
Possible Situations and Responses	Chance of Occurring:	Consequence or result if it happens				
1. Description of situation:	□ low					
2. Actions to reduce risks:	☐ medium					
3. Emergency services notes:	□ high					





#### Tips for a Safe Program

- 1. Brainstorm at least 10 situations that could happen during your event (see previous chart).
- 2. List how you can minimize the risk in each. Include required safety equipment, or actions needed to run a safe event.
- 3. Modify or reject activities if your group is unable to reduce the risks.

When you decide to proceed with an event, make up an *Emergency Action Plan* as your next step. (See *By-law, Policies and Procedures, Section 10,000*, Camping and Outdoor Activities.)

Three individuals will have to be appointed to specific roles for your Emergency Action Plan. In the event of a medical emergency, these people assume the roles of:

- Person in charge
- Call person
- Control person.

Here is a breakdown of roles and tasks for people fulfilling these positions.

#### Person in Charge

- The most qualified person available with first aid training.
- Familiar with emergency equipment available (e.g. first aid kit).
- Takes control until medical authorities arrive.
- Assesses the severity of emergency.

#### Call Person

- Seeks emergency assistance.
- Knows the location of the nearest emergency facilities.
- Carries a list of emergency phone numbers available from *Registration forms*.

#### **Control Person**

- Controls all other people, keeping them away from the Person in Charge and the injured.
- Discusses *Emergency Action Plan* with authorities upon arrival.
- Ensures clear access to site for emergency vehicles.
- Seeks highly trained personnel (e.g. MD, nurse) if requested by Person in Charge.

Note: Make sure everyone is aware of your *Emergency Action Plan*. Rehearse it occasionally.

Safety requires teamwork. By actively identifying, assessing and minimizing risk, and by being prepared for serious injuries, Scouting can provide safe, challenging activities for Canadian youth.



# Chapter 18 - Leadership and The Team

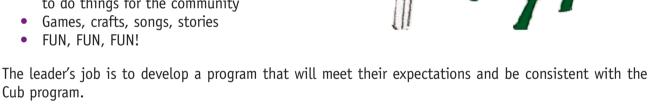
As a Cub leader, you are part of the leadership team responsible for fulfilling Scouts Canada's Mission. The leadership team includes the Cub leader, assistant Cub leaders, sixers, seconds, Scouters-in-Training, activity leaders, and Kim.

Successful leaders accept and live by Scouts Canada's Principles, and do their best to model them through personal example.

What do your Cubs hope to gain from belonging to the pack?

Most kids who join, want:

- A chance to explore the outdoors
- Adventure
- Friendship
- A sense of achievement
- An opportunity to work with others to do things for the community



THE LEADERSHIP TEAM - WHAT DOES IT TAKE?

# Cub Leader/Assistant Cub Leader Volunteer Job Description

**Position:** Scouters in a Wolf Cub pack are called Cub leaders and assistant Cub leaders; they work as part of a leadership team. A pack will have at least two registered Scouters, both of whom are 18 years of age or older.

Accountable to: Group Commissioner.

**Average Time** 12-14 hours per month for planning and regular meetings, plus one day/ **Required:** weekend meeting or outing per month. As well, additional time may be needed training, and group committee and council meetings.



#### Major Area of Responsibility

This position requires working as part of a leadership team conducting pack programs in accordance with guidelines in Wolf Cub program handbooks and *By-Law, Policies and Procedures*.

#### **Puties and Responsibilities of the Position**

- Provide an exciting 1½ hour weekly program from September to June with monthly outings. At least two outings will include overnight camping.
- Ensure that the health and safety of all members is maintained continually. This is a primary concern.
- Help each child to have an adventurous personal growth experience while in the pack that includes all program elements.
- Maintain good relationships with parents/guardians, and encourage parental co-operation and involvement in pack programs.
- Work closely with other members of the leadership team and share the responsibility of operating the pack.
- Plan and conduct all pack activities.
- Support and participate in special meetings, trips, camps, and outdoor experiences.
- Encourage recruitment of members, and help the group committee recruit other leaders.
- Know and use the resource material available, including handbooks.
- Maintain good relationships with leaders in other sections and attend group council meetings.
- Meet specific requirements of the sponsoring body, where applicable.
- Take training, including special interest courses.
- Participate in district/area/council events and meetings.

#### Attitudes Required by a Cub Leader

"Selective recruitment" and "appropriate training" are two key ways to get and keep volunteers who will provide quality program opportunities to the children and youth in Scouting's sections. New Scouting leaders will have been recruited principally because of their attitudes. Those involved in the recruiting process must be satisfied that the individual is:

#### Prepared to:

- Accept, and demonstrate personal values compatible with, Scouting's Mission and Principles.
- Subscribe to the Wolf Cub program goals.
- Be comfortable with, enjoy, and care about Cub-aged children in developmentally appropriate ways.
- Ensure that Cub-aged children in the pack experience the outdoors on a frequent basis.
- Be accountable for his/her own actions.
- Follow Scouting's policies and procedures.

#### Willing to:

- Acquire the knowledge and skills appropriate to his/her volunteer role in Scouts Canada.
- Work co-operatively with other adults.
- Be open and honest.



- Be objective in evaluations.
- Provide a role model of appropriate adult behaviour.
- Wear the official Scouter uniform.
- Participate in, and support, Scouting's volunteer screening measures.

The team usually gives new assistant Cub leaders specific duties, such as running games. As their experience and confidence increase, they move to other responsibilities until they become confident in all areas of the pack program. Because many assistants eventually take over as Akela, it's important for them to be involved and trained/developed in all aspects of pack operations.

### SCOUTER-IN-TRAINING (S.I.T.)

Although Scouters-in-Training and Activity Leaders play valuable roles, they are never left in charge of the pack without a registered Cub leader or assistant Cub leader in attendance.

Scouters-in-Training and Activity Leaders must be registered with Scouts Canada, either with the section to which they belong as youth members or the pack.

#### Requirements

- 16 to 17-years-old
- Willing to live by Scouts Canada's Principles
- Willing to participate in training/development programs for Scouters-in-Training
- Often members of a Venturer or Rover section

#### **Puties**

- Usually involved in leading games, songs, stories
- Help with crafts, outdoor activities
- Often work with smaller groups of Cubs
- Help with administrative duties (e.g. dues, attendance)
- Involved in program planning

#### Uniform

Scouters-in-Training may wear the uniform of the section to which they belong as youth members, or they may wear the adult uniform. (See B.P.&P., Section 8000, Uniforms and Insignia, for more information about uniforms.)

Scouters-in-Training are a valuable source of leadership. They are our future assistant Cub leaders and, eventually, Cub leaders.





#### **ACTIVITY LEADERS**

#### Requirements

- 14 to 15 years-old
- Have good character
- Willing to live by Scouts Canada's Principles
- Willing to take training/development for their age group

#### **Puties**

- Work with other leaders to help with games, songs, stories, crafts, etc.
- Help Cubs in small groups or on an individual basis
- May help with some administrative duties
- Involved in program planning

#### Uniform

Activity Leaders may wear the uniform of the section or youth organization to which they belong; or, alternatively, the adult scouter uniform. In the event they do not wear a uniform, they shall wear appropriate activity dress. See *B.P.&P.*, *Section 8000*, *Uniforms and Insignia*, for more information about uniforms.

### SIXER

#### Requirements

- Registered member of the pack
- Usually an older, responsible member of a six

#### **Duties**

- Provide leadership and help maintain discipline in the
- Lead ceremonies
- Serve on Sixers' Council
- Take attendance and collect dues
- Bring problems in the six to a leader's attention
- Work with the second to make sure the six is running smoothly

#### Uniform

A sixer wears the Wolf Cub uniform, and wears Cub epaulets with sixer stripes.

### SECOND

#### Requirements

- Registered member of the pack
- A responsible member of the six





#### **Puties**

• Work with the sixer in all required duties

#### Uniform

A second wears the Wolf Cub uniform, and wears Cub epaulets with the second stripe.

Note: See the chapter on Pack Organization, for a more detailed description of the duties of sixers and seconds.

### **KIM**

The name "Kim" is closely associated with Scouting. In 1901, Rudyard Kipling (author of *The Jungle Book*), wrote a novel called Kim about the adventures of a Scout-aged boy in India. Although he's not directly part of the jungle theme, there is a close relationship, and Cubs are familiar with the Kim theme through activities such as Kim's games. Kipling's story can be a valuable base for introducing Kim to your program.

#### Requirements

- Usually a second or third-year Scout
- Demonstrates reliability and responsibility
- Has enough time to devote to the position
- Sets a good example for Cubs
- Communicates well with both Cubs and adults

#### **Puties**

- Act as liaison between pack and troop, informing leaders of each section's activities
- Help with crafts, games, stories, etc.
- Introduce older Cubs to Scouting to make their transition from pack to troop easier
- Participate in the Swim-Up Ceremony
- Join in pack activities and work with sixes
- Help Cubs with Scout requirements to facilitate their investiture into the troop
- Act as a link between pack and troop at joint functions

#### Uniform

Kim wears a regular Scout uniform.

#### Selecting Kim

When you select a Scout for this position, ask the youth to fill the role for a set period of time; this may be for one Cubbing season or at least six months. More frequent changes don't give Cubs a chance to get to know Kim well enough.



Begin with an agreement that, if the Scout doesn't like the job after a month or the leaders feel the youth isn't performing as expected despite their guidance and training, the Kim will be excused. Bear in mind that this Scout is already committed to the troop, school, and probably other activities as well.

As a member of the pack leadership team, Kim is entitled to explanation and guidance on what the job involves and how best to do it. Make the Scout fully aware that he or she is part of the leadership team and expected to help plan pack meetings and programs. Give Kim training, and encourage the youth to take any council courses designed for the Kim position, but not adult training programs. *The Kim Book* explains this role in youthful language; it also serves as a workbook, and becomes a memento of Kim's assignment.

The Kim role is an important growing experience for a Scout. It gives the youth a chance to work with a team of adults in program planning. Also, it gives Kim an opportunity to see the results of his or her work in the pack meeting. Your Kim can develop and use inherent leadership skills by helping Cubs think for themselves. It provides the Scout an opportunity to contribute to Scouting.

Remember to show Kim that you appreciate his or her contribution to your pack.

### **KEEO**

Keeo — an older Cub — is an important member of the colony leadership team, and serves as a link between the Beaver and Wolf Cub programs. Because the Cub is close to Beaver age, Keeo sometimes is better able than adult leaders to see things from the Beavers' point of view.

The Beaver leadership team may ask you to help select a Keeo from your pack. Discuss Keeo's role with them. Visit a colony meeting to see how Keeo might be involved, then draw up a list of suitable Cubs. Sit down with the Beaver leaders again to discuss your list. They may already know some of the Cubs you suggest because they worked with them when they were Beavers.

#### Look for Cubs who are:

- Warm, friendly and able to get along with the Beaver age group
- Reliable when asked to do things
- Responsible and able to set a good example for Beavers
- Able to work with others, and communicate both with Beavers and adults
- Older Cubs. (Young Cubs may be so close to Beaver age they are more likely to participate as Beavers than leaders.)
- Able to express themselves and respond to needs expressed by others
- Able to gain satisfaction through giving as well as getting
- Eager to join in gathering activities, and work with lodges
- Available to help leaders plan programs
- Willing to do the job for four or five months.

#### Uniform

While working with the colony, Keeo wears the Cub uniform and a silver neckerchief with a Keeo badge on the point. In the pack, Keeo wears the pack neckerchief.



# Shared Leadership

Shared leadership means all members of the leadership team work cooperatively to implement the pack program. Each team member is equally involved and responsible for all aspects of the program.

Shared leadership has many advantages:

#### To the leaders...

- No leader is obligated to contribute to the program beyond his or her time constraints.
- The door is open to potential leaders hesitant to become involved, due to shift work or other commitments. If they can't be there, the program will carry on because another leader can easily step in.
- All leaders become trained in every aspect of the program.
- The leadership role is more challenging and rewarding because it involves people in all areas.
- Not all aspects of pack operations offer the same degree of accomplishment and challenge. By sharing the administrative duties (e.g. financial records, Activity Area charts), you ensure no one leader is burdened with the task.
- Every leader has an equal opportunity to get to know the Cubs personally and enjoy their fellowship.

#### To the Cubs...

- The leadership team provides Cubs with a model of cooperative behaviour.
- The program always works because all leaders are well-trained, experienced and able to run a meeting.
- The pack routine is consistent.
- The knowledge and experience of a wide range of leaders of varying backgrounds and ages enriches program offerings.
- Cubs have opportunities to be leaders and followers. In their sixes, on the Sixers' Council and in the pack generally, they can emulate the adult leadership team in problem-solving and decision-making, and accept responsibilities at a level their age allows.

#### To the program...

- The program reflects the united goals of the leadership team.
- Input from leaders of all backgrounds, experiences, and ages provides a wide range of program ideas and resources.
- The program carries on each week, even in the absence of a particular leader, because any leader is able to step in and take over that person's responsibilities.
- Input from Keeo, sixers and seconds keeps the leadership team thinking at the Cubs' level, and developing a program for them rather than adults.

#### To Akela...

- It relieves the load of responsibility on Akela's shoulders.
- Every leader is equally trained and able to conduct the meeting in Akela's absence.
- Akela has more time to develop good lines of communication with parents.





#### Can Shared Leadership Really Work?

Some skeptics don't believe several adults can share responsibilities without one emerging as the leader. If you're trying shared leadership for the first time, everyone on the leadership team needs to understand how it works and consciously strive to make it work well. Once you establish the practice of shared leadership, you'll wonder how you accomplished anything before. Even in *The Jungle Book*, Akela had to hunt and share the work with all the other wolves.

#### Implementing Shared Leadership

- 1. Hold a meeting of all leaders to plan for at least a three-month period.
- 2. Determine which meetings will be regular meetings and which will involve outings or resource persons. Divide up the responsibility for making necessary arrangements for outings or resource people. Have at least two leaders work together on each outing or special event preferably one experienced and one new leader.
- 3. Look at regular meetings, and divide responsibilities into workable areas for your team (e.g. ceremonies, games, songs, administration).
- 4. Set up a schedule showing which leader will look after which event for a period of a month or, preferably, three months. Make it flexible. One suggested way to do this is to set up a rotation schedule with a cycle of one, two or three months.

ROTATION SCHEPULE (By period eg. month/3 months/week)					
ACTIVITY	1	2	3	4	
EARLY	Potty	Pam	Al	Claude	
	Betty				
CEREMONIES	Betty	Pam	Al	Claude	
GAMES	Pam	Al	Claude	Mei	
ADMIN	Pam	Al	Claude	Mei	
ACTIVITY	Al	Claude	Mei	Chris	
ACTIVITY	Claude	Mei	Chris	Betty	
CAMPFIRE	Mei	Chris	Betty	Pam	
LATE	Mei	Chris	Betty	Pam	
FREE	Chris	Betty	Pam	Al	



#### Rotation Schedule Role Definitions

**Early.** Be at the meeting hall before the Cubs arrive to ensure it is in order, the heat is on, the area is clean, etc. Greet arriving Cubs, and engage them in a pre-meeting game or activity while other leaders are setting up their activities. Ensure lairs are prepared and Cubs are ready to start the meeting promptly.

**Ceremonies.** Conduct opening, closing, prayers, investitures and badge presentations.

**Games.** Manage steam-off games and any other games in the evening's program. Relate them to the theme or planned activity. Consult with the activity leader to learn what kinds of games are needed.

**Activity.** Find out whatever the program calls for that evening; craft, outdoor activities, games, Activity Area work, etc. Plan the activity and engage other leaders to help.

**Campfire.** Plan the fire, setting and program. Involve all leaders in helping to carry it out.

**Late.** See Cubs safely on their way home, hand out newsletters, turn off heat, ensure everything is put away and the building is secure.

**Administration.** Record dues, mark attendance, keep recognition charts up-to-date and update *Pack* Annual Record Sheets.

**Free.** Be available to help in whatever way necessary. Fill in the gaps if another leader is absent.

Note: Although leaders are responsible for organizing the area assigned to them, all leaders participate in activities with the Cubs, and help where needed.

- 5. After the first month, organize a leadership team meeting to evaluate the success of the shared leadership program. Ask yourselves:
  - Are we alternating duties to ensure responsibilities are equally shared?
  - Are we all getting experience at running pack meetings, or do we leave it to one or two people?
  - Is every leader able to take over at any time?
  - Are we encouraging and listening to ideas from all team members during our planning meetings?
- 6. Although some pack jobs may rotate less frequently than every week, it's important that every leader does them for part of the year. The jobs include such things as:
  - Collecting and organizing craft supplies
  - Maintaining game box
  - Preparing newsletters
  - Preparing newspaper clippings
  - Keeping badge, star and award inventories
  - Other areas where a need becomes apparent.
- 7. The job of contact person is the only one you can't rotate during the year. The pack need to have a consistent address and phone number for mailing lists, bulletins, newsletters, etc.



- 8. After the initial meeting, meet regularly to ensure your plans are in place for the next three months, plan the meetings in detail, and develop the theme you have chosen. Encourage ideas from all members, and ensure everyone has a responsibility.
- 9. Weekly pack meetings are the only other time you need to get together. Sit down briefly after each meeting to evaluate the evening's program as a team so that you can learn from its successes and mistakes, and check that everything is lined up for the next program.

When everyone is prepared and knows his or her job, you can probably expect a smooth-running program. That means happy leaders and happy Cubs, and that's our goal.

### Sixers' Council

Members of the Sixers' Council include sixers, seconds and Scouters. Sixer Council meetings provide opportunities for sixers and seconds to develop leadership skills, and help them appreciate the importance and responsibilities of their position. The Council gives Scouters an opportunity to know their older Cubs and help their progress through special personal instruction.

Hold Sixers' Council meetings about once a month after a regular pack meeting or on a special evening at a leader's or Cub's home (upon parents' invitation). A meeting at a Cub's home helps parents understand and appreciate the value of Cubbing. Refreshments are a much appreciated element of home meetings.



Sixers' Council meetings are completely informal, although you may want to open and close with an appropriate prayer led by one of the Cubs.

Meeting topics may include the following: what program interests the Cubs; six or pack discipline problems; sixers' and seconds' responsibilities in future meetings; coming programs and outings; evaluation of past programs; remembering sick Cubs; community service; and more.

Given your guidance, these Cubs can develop and exercise their judgment in pack matters within the limits your team establishes. Respect and accept their opinions with an open mind.

# **Recruiting New Leaders**

Although recruiting is primarily the group committee's responsibility, leaders are in the best position to become aware of potential new leaders. They may identify interested parents, resource people or others who come in contact with the pack. It's important not to give a prospective leader a glorified picture of the job. Be fair; tell the person exactly what kind of commitment you expect. It is important not to give a prospective leader a glorified picture of the job. Be fair; tell the person exactly what kind of commitment you expect. It is important not to give a prospective leader a glorified picture of the job.

tant to make sure that all potential new leaders understand that Scouts Canada has a very comprehensive Screening Process, including Police Record Checks, that all new leaders must go through. Further details can be found in the *Volunteer Recruitment and Development (VRAD) Handbook*. This is available in *B.P&P*. on Scouts Canada's web site and through your Council office.

Your Group Commissioner is a great resource person to work with as you identify potential new leaders. After new leaders are screened, accepted and registered, get them into uniform and active as quickly as possible. Provide them with an orientation, then you are ready to invest your new leader.

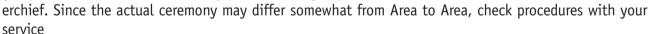
### **Investing Leaders**

To be invested, Scouters must subscribe to Scouting's Principles, and make the Scouter's Promise:

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

Scouters who are not Canadian citizens, but temporarily reside in Canada and desire membership in Scouts Canada, must also make the Promise, but may substitute "the country in which I am living" in place of the words "the Queen."

The leaders' Promise differs from the Cub Promise. A service team member or an invested pack leader generally conducts the investiture ceremony at a pack meeting. While the new leader makes the Promise, Cubs give the Cub salute and leaders make the Scout sign. A representative of the partner or group or section committee usually presents the group neck-



team representative.

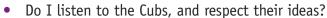
### Leader Evaluation

The leadership team as a whole takes time to evaluate its program. Equally important is the necessity for leaders to do a self-evaluation by asking themselves:

- Have I met the Program Standards?
- Am I enjoying the pack?
- Do I take part in all pack activities?
- Am I able to devote enough time to be an effective leader?
- Have I taken time to get to know the Cubs as individuals?
- Have I made an effort to understand individual Cubs' behaviour in light of their family backgrounds, abilities, etc?







- Do the Cubs respond readily to my suggestions and ideas?
- Have I kept an open mind to suggestions theother leaders make?
- Have I treated all Cubs fairly and impartially?
- Do I work well with other leaders on the team?
- Have I contributed my share to the programs?
- Am I able to carry on any aspect of the program when required?
- Have I taken advantage of training/development sessions offered to me?
- Have I set a good example for the Cubs of living by Scouting's Principles?
- Have I upheld the leadership team's standards of pack discipline and controls?
- Do I give all members of the leadership team an equal opportunity to become involved?
- Do I feel good about myself as a leader of this pack?

### Leader Recognition

It's as important to recognize the efforts of leaders in the pack as it is to recognize the Cubs' efforts. The leadership team's recognition of a team member's work is one of the most personally satisfying rewards Scouting offers.

In the Cubs' presence, recognize leaders who have successfully completed training and development programs. A banquet, campfire, church service, or some other special occasion is an especially fitting time. (Refer to the chapter on Pack Administration for more details on other Scouts Canada's Honours and Awards.) Your group committee should appoint someone to look after compiling and submitting award applications on behalf of leaders and youth in the pack.





# Chapter 19 - Linking With Colony and Troop



Cub leaders have a natural tendency to feel responsible for children between the ages of 8 and 10. Although this is the Cub age range, we also have the opportunity to influence their development before they come to the pack and after they leave our care. We can do it by maintaining close links with the colony and troop.

The Cubs we like so much at age nine were once six, and soon will be 12. They're the same youngsters, and leaders hope they'll receive positive guidance through all their growing up years, not just during the few years they spend in Cubs. If we believe in Scouting, we're glad they had a chance to be Beavers

during their very impressionable years, and we are glad they have a chance to be Scouts during the challenging years moving into puberty. We want to encourage them to move from Beavers to Cubs to Scouts and, later, to Venturers. We want to do what we can to ensure they have as happy and productive an experience in the other sections as they do in Cubs.

Is your pack part of a group that has a colony, troop, and perhaps a Venturer company? If it does, maintaining contact between sections is fairly easy because section leaders meet regularly at group committee meetings. Perhaps your group doesn't include all sections, and the closest colony or troop meets many kilometres away. You might decide to work towards getting other sections started after reading this chapter.

# Linking Beavers to the Cub Program

Linking a colony with your pack is critically important when encouraging Beavers to move on to Cubs. For the Beaver, a sudden change to the pack environment can create a high level of anxiety in a seven to eight-year-old child who has grown accustomed to colony routines. To guarantee a successful transition from Beavers to Cubs, plan to gradually expose White Tail Beavers to pack activities over the course of the year. In keeping with their age characteristics, consider all White Tail Beavers in a transition time from Beavers to Cubs. Scouts Canada suggests the following linking concepts:

#### Linking Colony and Pack Leaders

In the beginning of the Scouting year, colony and pack leaders should meet to discuss having White Tail Beavers participate in a series of pack meetings and events. It's essential that you maintain close cooperation between section leaders to create a positive experience for all youth members. Compare and schedule program plans to accommodate both sections. Don't make White Tails wait until the spring before you involve them in the pack. Let them visit a number of times over the course of the year; this will build their comfort level, and familiarity with pack routines and Cub leaders.

Since White Tail Beavers are in a transition from colony to pack, they could participate in four to eight Cub meetings (or more). White Tail Beavers have changing personal development needs; blending the security and familiarity of Beavers with the excitement and challenge of Cubs is a positive step in meeting these needs. How often White Tails go to the pack will depend on the individual children involved, as well as the programs offered in both the colony and pack at certain times of the year. Keep parents informed as much as possible about program changes.

#### Role of the Beaver Leaders

After making arrangements with Cub leaders, Beaver leaders will spend time meeting with their White Tails to introduce them to the idea of visiting the pack for special activities. Keeo can help tell the White Tails what goes on in a pack.

When it's time for White Tails to begin visiting pack meetings, a colony leader should accompany the Beavers. What's the Beaver leader's role? The colony leader provides a friendly adult face to the White Tails, and helps pack leaders manage the extra children. Colony leaders can rotate this job, but it's more desirable to have a colony leader who plans to move up to Cubs the following year. This will provide additional emotional support to White Tail Beavers who plan to swim-up to the pack. Having a Beaver leader involved who plans to move to Cubs establishes a steady contact for both pack leaders and Beaver parents who have questions about White Tails attending Cub meetings. When White Tails are visiting the pack, they should not feel compelled to attend colony meetings also during the same week unless they want to do this.

#### Role of the Cub Leaders

After making arrangements with the colony, a Cub leader visits the White Tails at a Beaver meeting. Talk to the children about what happens at Cubs, and what activities the pack does. Take time to dispel fears or answer questions the White Tail Beavers may have.

Go over the pack's schedule of activities that White Tails are invited to attend. Include a note home to parents about the pack and meeting details. Find out which Beaver leader will be accompanying the White Tails, and make the necessary introductions.

You may only have time to visit the colony once, but if possible, drop in several times. Depending on the time available to you, choose to do one or more of these activities with the Beavers.

- Take older Beavers aside (perhaps with Keeo) to talk to them about Cubs. Show them *The Cub Book*. Ask Keeo to describe the badges he or she has earned. Tell the White Tails about a few Cub activities particularly outdoor activities, and others you think might fire up their imaginations. (If you aren't able to get very involved in the colony, talking to Beavers like this is the most important linking activity.)
- Bring a six or another small group of Cubs with you to present a skit.
- Lead a game. Discuss it with the Beaver leaders first, so you know what kinds of games the Beavers enjoy.
- Ask the Beaver leaders to invite older Beavers' parents to part of the meeting. Talk to them about the Cub program. You can do this with or without the Beavers present. Parents will want to know about slightly different aspects of Cubbing than the Beavers.



Before the White Tails visit your pack, spend time with the Cubs talking about the upcoming visits. Discuss the importance of making the White Tails feel welcomed, and how the Cubs can look out for the Beavers. Creating a caring big brother or sister attitude in Cubs will foster a warm and friendly meeting atmosphere. If you twin each White Tail with an older Cub it might also help make the Beavers feel secure.

#### White Tail Beavers Visit the Pack

When the White Tails first arrive, greet them with a special Grand Howl. After teaching the Beavers about the Grand Howl and how to perform it, let them take part in the ceremony.

All children who participate in Cubs should be made to feel part of the group. With brief instruction, any child may participate in the Grand Howl, which serves to create a sense of belonging in the child, and team spirit in the pack.

After pairing the White Tails with a six and/or a Cub, let the Beavers get involved in all pack activities. Play Cub games within the Beavers' capabilities. Remember differences in age and size, and steer away from rough games. Have a craft Beavers and young Cubs can enjoy together while the older Cubs do something else. Reserve part of the meeting to instruct White Tails in Tenderpad requirements. If White Tails have the opportunity to participate in a program that leads to the successful completion of a star or badge, the White Tail Beaver may be given the badge. But, make it clear that the badge or star must be saved and worn on the Cub sash when the Beaver becomes invested as a Cub. Beavers are not to wear Cub badges on the Beaver uniform, nor are Cub badges to be worked on during Beaver meetings.

When leaders follow these guidelines, they preserve the non-competitive emphasis of the colony. At the same time, White Tail Beavers receive the extra program challenge they desire at this age, while they become gradually more familiar with Cubs, and build anticipation to swim-up.

Try to include White Tails in a variety of pack programs throughout the year, such as on outings, camping trips, banquets and other events beyond meetings. Before Beavers swim-up to Cubs, encourage them to complete their Tenderpad requirements. At Swim-up, the White Tails can be invested as Cubs and presented with their Cub epaulets, along with their Cub sash and any previously earned stars or badges sewn on it.

Beaver meetings are generally shorter than Cub meetings, so you might want to dismiss the Beavers early. Make sure their parents know when to pick them up.

Remember that Beavers need to keep moving; they like to try a lot of different activities. You may have to take more time to explain rules or give directions, or help with activities.

If you haven't been able to meet the Beavers' parents in person, send them a letter describing the Cub program and inviting the Beavers to join.

By providing White Tails with a coordinated and gradual exposure to pack activities, the Beavers should eagerly anticipate the move. It will seem like a natural progression in the child's program experience.



#### Appoint a Keeo

Encourage one of your Cubs to serve as Keeo in the colony. Because Keeo is a member of the Beaver leadership team, select the youth with care. Choose a Cub who:

- Is able to be an older friend of the Beavers and help them in their games and other activities without trying to be boss.
- Enjoys being a Cub and will arouse the Beavers' interest in Cubbing.
- Is a responsible person you can count on to do a job.
- Is articulate, and able to talk freely with both Beavers and leaders.
- Has enough time to attend Cubs, Beavers, and colony leader planning meetings. During the youth's appointment, you will expect the Keeo to attend most pack meetings and outings. Being a Keeo is not a job for just any Cub. Make parents or guardians aware of what you are asking their youngster to do. Consult closely with the Beaver leaders when making a choice. See Chapter 17 for more detail on Keeo.

# Preparing Cubs to Go Up to Scouts

Cubs will want to advance to the next section if:

- They know enough about it to reduce their fear of change.
- They are persuaded that the new program will be fun.
- Their friends will be advancing with them.
- Their parents approve of the move.
- They already know, and are friends with, some of the Scouts in the troop.

To satisfy these conditions, bring the Cubs, their friends, and their parents into contact with the Scouts and Scout leaders; let them see for themselves what's in store for them.

#### Linking Pack and Troop Leaders

The process used for linking colony and pack leaders applies equally to linking pack and troop leaders. At the beginning of the Scouting year, leaders from the pack and troop should meet to determine the best times for having older Cubs visit the troop or participate in troop outings and events. The more opportunity to build familiarity with the troop program in Cubs, the better the chances the Cub will feel at ease in going up to Scouts.

# The Role of Cub Activity Awards in linking to Scouts

Linking to Scouts actually begins when Cubs work on and earn an Activity Award. The Activity Awards require skills just below the Scout achievement badge requirements; they were specifically designed to do this to prepare Cubs for going up to Scouts. In this way, the Activity Awards serve as "pre-Scout" badges. Cubs are permitted to transfer any earned Activity Awards from the Cub sash to the

Scout sash as soon as they move up into Scouts.





There's an excellent reason why Cub Awards are carried to the Scout sash. In the past, many Cubs experienced a certain amount of anxiety and disappointment at having to start over with an empty sash in Scouts. When Cubs earn "pre-Scout" badges it helps blend the sections, and promotes stronger interests and security in the Cubs as they move up to Scouts. Upon earning the Voyageur level of the corresponding Scout activity badge, the Cub Activity Award is removed and replaced by the activity badge. The Awards make a very tangible link from Cubs to Scouts, and provide a clear, progressive and integrated learning path for the child to follow.

#### Troop Scouter Visits the Pack

The Troop Scouter will want to talk to older Cubs and perhaps their parents. The Scouter might bring along a patrol to demonstrate a Scout activity or lead a game for the pack. The Troop Scouter and Scouts could also work with Cubs who are earning Activity Awards.

#### Older Cubs Visit the Troop

At a troop meeting, the older Cubs will see Scout activities first-hand and have a chance to try some of them. The Scout leaders might help Cubs learn a Scout skill they can use on an outing with the troop, or as it relates to an Activity Award.

#### Older Cubs Take Part in a Troop Outing

Encourage troop members to take older Cubs on an outing that isn't too challenging but does give them a chance to sample outdoor skills at the Scout level. It may or may not be desirable for a Cub leader to go along. Talk it over with the Scout leaders, and base your decision on the nature of the Cubs involved. Some Activity Awards suggest visiting the troop for activities.

#### Troop Sends a Letter to Older Cubs' Parents

The troop's letter to parents will be similar to the one you send to Beaver parents. It will describe the troop program and invite the Cubs to join.





#### Appoint a Kim

Kim is a Scout who serves as a junior leader in the pack, just as Keeo serves in the colony. More information on Kim's role appears in the chapter on Leadership and the Team.

### When to Advance

In many groups, Beavers move to Cubs and Cubs to Scouts in the spring as regular meetings wind down. That way, the new Cubs and Scouts start in their new sections at the beginning of a new program year in the fall.

Because youth mature at different rates, you may find you have Cubs ready to advance in the middle of the year. Here are tell-tale signs to look for:

- Cubs no longer seem to have as much fun as they once did.
- Some youth complain that the games they once enjoyed are too childish.

If you try to hold these Cubs until the end of the year, they may drop out and never return to Scouting. It's far better to let these youth move up to the next section and start meeting new challenges as soon as they're ready.

Advancing in the middle of the year is not easy for Beavers or Cubs if they're moving up alone. One reason is, they won't have friends to share their apprehensions. All alone, they'll have to fit into an established program where the others know what is happening, but they won't. Your leadership team, the Cub or Beaver, and the leaders of the other section need to work together to make the transition as smooth as possible for these youth.

Coordination between sections is fairly easy when you're members of the same group, but you can do it even if your group doesn't have a colony or troop. Your group committee may have some suggestions. If not, ask the local council office for the name and phone number of the nearest Beaver and Scout leader, and arrange to meet with them.

# Section Program Linking

Section Program Linking									
							SE PREDATE O		
Section	BEAVERS			CUBS			SCOUTS		
Age Grouping	Brown Tails	Blue Tails	White Tails I	1st year I	2nd year	3rd year I	1st year I		
Linking Tool	PA( ACTIV						TY AWARDS ACTIVITIES		



# Chapter 20 - The Support System





Other groups and people who offer training/development and resources form the support system that helps you deliver an effective Cub program. They bring a wealth of experience and skills from Scouting and other walks of life to your team.

# Partner and Group Committee

Scouts Canada enters into a partnership with a partner; these 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 support teams, leader training/development, uniforms, books, resources, and camping facilities. The partner may provide meeting facilities, financial support and other forms of assistance. They may also establish guidelines for recruiting and training leaders to meet its own ideals and goals. Scouts Canada, in consultation with the partner, ensures that a group committee is elected or 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 pack with:

- Administrative services such as registration, screening and enrolment of new leaders, auditing financial records of the sections, annual reports to the council and the partner.
- Fund-raising.
- Financial support for leader 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 banguet.
- 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 for their effort and contribution.

In return, your pack and the other sections support the group committee by:

- Having a representative on the group committee and sharing the discussion and decisionmaking on all matters, not just those of interest to the pack.
- Reporting on pack events.
- Giving notice of planned outings.
- Providing Cubs, leaders and parents for fund-raising 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 other sections in joint activities, including advancement of Beavers to Cubs, and Cubs to Scouts.
- Sharing scarce resources fairly between sections.
- Abiding by partner and Scouts Canada's 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 Cubs and don't often get the immediate job satisfaction that comes from making a successful activity happen. Be clear about the support you require and how it will benefit the youth.

Good communication with the group committee is one of the duties of the leadership team. Make committee members aware of pack 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 the pack's time-consuming details to allow the leadership team more "quality time" with their Cubs.



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. *The Group Committee Handbook* describes these duties, and suggests ways to carry them out. (Both publications are available on Scouts Canada's web site, www.scouts.ca.) Scouts Canada also has a *Camping/Outdoor Activity Section in B.P.&P.* to assist leaders and group committee members to plan and prepare for camping/outdoor activities. This section contains:

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

The pamphlet, *In Partnership for Youth*, available at your local council office and on Scouts Canada's web site (www.scouts.ca), describes the relationship between Scouting and partners.

It takes work to build and maintain an effective group committee. Be prepared to do your share to find members. Let them do their jobs. Fulfill your pack's responsibility to support them, and acknowledge their contribution with thanks. In return, your group committee will ease your workload, help you run your pack better, and unite all sections into a successful team.

### **Parents**

At registration, it's wise to tell parents you will need their help from time to time; also, identify the type of help you will need. Parents rarely flatly refuse to become involved, but if it happens, tell them you still welcome their youngster. Parents are truly your best resource. Because they want their children to have good Scouting experiences, you have the right to ask them to help provide those experiences. Parents or other adults who help out on a regular basis should become part of the leadership team and be screened accordingly. Adults not on the team require supervision when working with the youth.

If you can initially get unwilling parents to do a small, but meaningful task, you may spark their interest in further help. You won't get 100 percent participation, but don't be discouraged. Cultivating enthusiastic parent support takes time.



Give parents simple, short-term tasks they can do for the pack without too much difficulty. Provide choices so they can pick and choose from activities that might interest them. Some parents have small children at home or heavy career responsibilities. Tailor your requests to their situation. Most important, be sure to recognize their contributions. Everyone likes recognition.

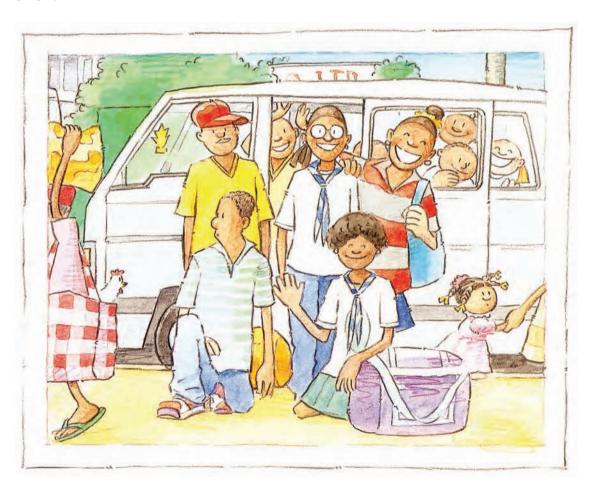
Parents can do many jobs to relieve the leadership team and allow its members more time to spend with the Cubs. Although the group committee often assumes responsibility for getting parent volunteers, you'll find your direct requests for help bring positive responses. Be enthusiastic.

Here are some ideas that you might want to ask parent volunteers to do:

- Arrange telephone communication
- Organize and print newsletters
- Make neckerchiefs
- Help with lunch on special occasions
- Make popcorn for movie nights
- Repair camping or games equipment
- Help collect and organize craft materials
- Provide musical accompaniment (e.g. guitar) for a campfire
- Help collect money or forms for special trips

Parents are responsible for transporting their own children to and from local activities. At registration, ask parents for permission to add their name and phone number to a parent master list that will be distributed to all members. This will allow parents to organize their own car-pooling when required.

Parents also make excellent resource people. Cubs love to have a parent recognized as "an expert" at a meeting. You may have a nurse willing to give First Aid badge instruction, or an avid fisherman, skilled woodworker or market gardener willing to help with other badges. Parents can also be valuable contacts for arranging special tours.





# Parent Talent Survey Form

Many new packs find the sample form, shown below, a good way to involve parents. Use it at any time of year, but it's most effective when you include it with registration material.

	SponsorPack
	Date
Dea	r Parents:
ents	come to our Cub family. Cubbing is a program for the family as well as for children. We have a fine group of pars who have indicated willingness to help according to their abilities. We invite you to add your talents and inters to that we may develop the best possible program for the Cubs.
This	survey will help the committee discover ways you can enjoy helping. Please answer as completely as possible.
Nar	ne
Add	Iress
Hor	ne phone Business phone
E-m	ail
1.	What are your hobbies?
2.	What are your sports?
3.	What aspects of your job, business, or profession would be of interest to Cubs?
4.	Are you willing to help:  On the Group committee  As a leader  As a resource person
5.	What other youth groups have you belonged to?
6.	What youth leadership positions have you held?
7.	Experience in:
8.	Please check categories you may be willing to help with.
	□ Carpentry projects       □ Radio/Electricity       □ Swimming       □ Outdoors         □ Games       □ Drama/Skits       □ Nature         □ Sports       □ Music/Songs       □ Typing         □ Drawing/Art       □ Crafts       □ Cooking/Basic         □ Other skills (Please list)       □ Cooking/Basic
Plea	ase return this form to:
You	r cooperation and help will be appreciated.
	(On Behalf of the Committee)

### Group Commissioner

This person is recognized as the principal point of contact for the Group and assumes the leadership of the Group Committee, directly accountable to the Area Commissioner. The Group Commissioner's prime function is to ensure compliance with Scouts Canada's Policies and Procedures and Program Standards, and ensures that section leaders receive appropriate program service and support.

# Service/Support Scouter

Each Council has a team of Support Scouters especially trained to assist leadership teams. The job of Support Scouters is to help you by:

- Providing advice for problems you may be experiencing with program planning, discipline, leadership, etc.
- Making contact with other Area leadership teams to set up inter-pack events.
- Learning about other program ideas and activities that have proved successful in other packs.
- Orienting and guiding new leaders.
- Accessing training opportunities.



If no one else seems to have any answers, call your Council office. If people there can't answer your questions, they can find someone who can. (Note: The titles of these support volunteers may vary.)

# Chaplain/Spiritual Adviser

The group chaplain or spiritual adviser can contribute greatly to your pack. Refer to the chapter on Spiritual Fellowship for more details.

# Training and Development

Because Scouts Canada believes leaders need skills and ongoing support to deliver an effective program, it provides opportunities for leaders to acquire the necessary attitudes, skills and knowledge to conduct successful programs.

Scouts Canada encourages both formal (training) and informal (coaching/mentoring, self study, on-the-job training) means of personal development. Leaders commit to acquiring the necessary knowledge and skills for their position within the first year.

### Orientation

Your leader development begins with a discussion between you and your commissioner or service team member. The discussion includes:

- Your role and responsibility as a leader
- How your Area or Council is organized
- What your Support team can do to help you
- Other details about Scouting in your Area.

Working together, you will determine what development you need to deliver a good Cub program.



# Woodbadge I

Woodbadge Basic Program Planning and Delivery introduces you to the fundamentals of running weekly meetings and outings. Completion of Woodbadge I qualifies you to wear the Gilwell woggle or the tie pin of your section. This should be completed within the first year.

# Woodbadge Advanced II

Woodbadge Advanced expands on the skills and knowledge associated with weekly meetings and outings. It's best to start after you've had time to become familiar with the program, learn basic skills, and see some of the problems. Completion of Woodbadge II qualifies you to wear the Gilwell neckerchief and beads, or the tie pin of your section.

# Other Pevelopment Opportunities

Most Areas or Councils provide opportunities for development on particular subjects, such as nature, first aid, campfire programs and camping. Sessions may take an evening or a day, and are usually very practical. Some Areas bring in outside resource people for specialty topics.

One-on-one discussions with other leaders are important and rewarding means of training/development. When you visit other packs and talk with their leaders, you pick up priceless information. When your Support Scouter or Group Commissioner visits your pack, sit down after the meeting to discuss your program and any concerns. Chosen because of their experience and skills; they are invaluable sources of help.

Some Areas have Scouters' Clubs that meet regularly in an informal setting to discuss a variety of subjects, plan Area events, and exchange ideas and concerns. It's a great opportunity to get to know the other Scouters in your Area.

Many Areas also hold annual conferences where leaders get together to explore topics of mutual interest, have a lot of fun, and develop team spirit.

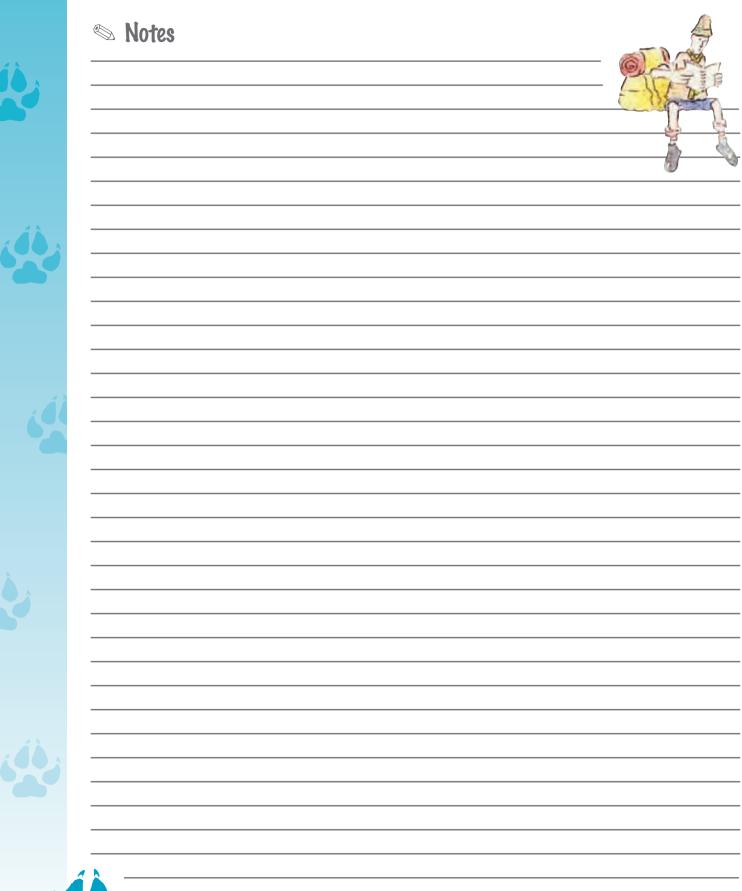
### Other Resources



Scouts Canada's web site (www.scouts.ca) is an excellent source of information and publications to help you deliver an outstanding program. Every registered leader receives The Magazine *Scouting Life* six times a year. *Scouting Life* is an excellent source of program information and updates. See the chapter on Resources for more information.









# Chapter 21 - A Brief History Of Scouting

# B.-P. and History

Robert Stephenson Smyth Baden-Powell was born in London, England, on February 22, 1857. To this day, we celebrate his birthday by observing that week in February

as Scout-Guide Week. He entered Charterhouse School, London, in 1870. He had boundless energy, but was not much of a scholar or team athlete. Instead, he preferred music, acting and sketching. He could use his left hand as well as his right 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, he discovered a nearby wooded area known as "The Copse." Here, B.-P. practised many of the backwoods skills he later brought to Scouting.

Given a commission in the army at 19, B.-P. served for many years in India, South Africa and

Afghanistan. During his time in Africa, he acquired a long necklace of wooden beads that had belonged to the Zulu Chief Dinizulu. Later, a pair of these beads were presented to each successful candidate at early Woodbadge training courses. Woodbadge beads presented today are replicas of those originals.

The idea of the Scout left handshake was also born in Africa. B.-P. learned that Ashanti warriors

extended their left hand as a symbolic gesture of trust. The left handshake required that the shield (their means of defence) be set aside.

Also at this time, B.-P. 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.

B.-P. was in South Africa when war with the Boers broke out. In 1899, as a colonel, he was ordered to raise two battalions of mounted rifles and proceed to Mafeking, a town in the heart of South Africa. When the town was besieged, he and his 800 men held out for 217 days until they were relieved. This event made him a national hero in Britain. The Manitoba towns of Baden-Powell and Mafeking are named in remembrance of his victory.



During this famous siege, boys as young as nine years old ran messages and served as orderlies, thereby releasing men for the battle line. The boys were organized in groups, each with its own boy leader. These groups were the forerunners of the Scout patrol system.

England greeted B.-P. as a hero when he returned home in 1901 as a Major General. Appointed Inspector General of Cavalry in Britain, he became a prolific writer and illustrator. About this time, young boys all over the country discovered his book *Aids to Scouting* and began using it as a quide for club activities.

In 1904 he visited the annual demonstration of the Boy's Brigade and was asked to apply his camping or "Scouting" skills to youth development. Then came an experimental camp on Brownsea Island in 1907, Scouting for Boys in 1908, and the great Crystal Palace rally in 1909 where 11,000 Scouts attended.

When King George V made him a baron in 1929, B.-P. chose Lord Baden-Powell of Gilwell as his title, and continued to promote Scouting all over the world. He encouraged each country to interpret the Movement in its own way. He also continued to write on Scouting subjects, illustrating articles and books with his own sketches.

At the age of 80, he retired to his beloved Africa with Lady Baden-Powell. He died four years later in Kenya on January 8, 1941.

The founder of the World Brotherhood of Scouting lived two separate lives:

- Soldier, hunter and man of action until 50,
- Then promoter of world peace, conservationist and youth leader until his death.

# History of Canadian Scouting

The Scouting Movement was officially organized in Canada in 1908. The following year B.-P. and two Scout patrols visited our country and the United States. (An American publisher promoted Scouting in the United States after being helped in London by a Scout doing his good turn.)



By 1914 an increasing number of younger boys wanted to join Scouts. Growth called for new plans. B.-P. believed that these younger boys needed a separate organization with its own uniform, character and activities suited to their age. In 1916, he wrote *The Wolf Cub's Handbook*, using Rudyard Kipling's first *Jungle Book* as a basis for the program.

During two world wars, Scouts proved their worth. In both wars, former Scouts distinguished themselves as soldiers, sailors and airmen. In World War II, Canadian Scouts collected many thousands of tons of paper, rubber and scrap metal. They raised money for war victims, worked for the Red Cross and supported other causes. Since World War II, Scouting has been a leader in youth development.

Every year, Scouts put their first aid and rescue training to work by helping other people in distress. Many thousands of Scouts have received recognition for saving lives or risking their own life. Annually, Scouts Canada presents over 300 awards for acts of meritorious conduct, gallantry and heroism.



In 1973, Scouts Canada launched a national reforestation program, now called Scoutrees for Canada. Since then, hundreds of thousands of Scouts have planted trees — approximately three million each year.

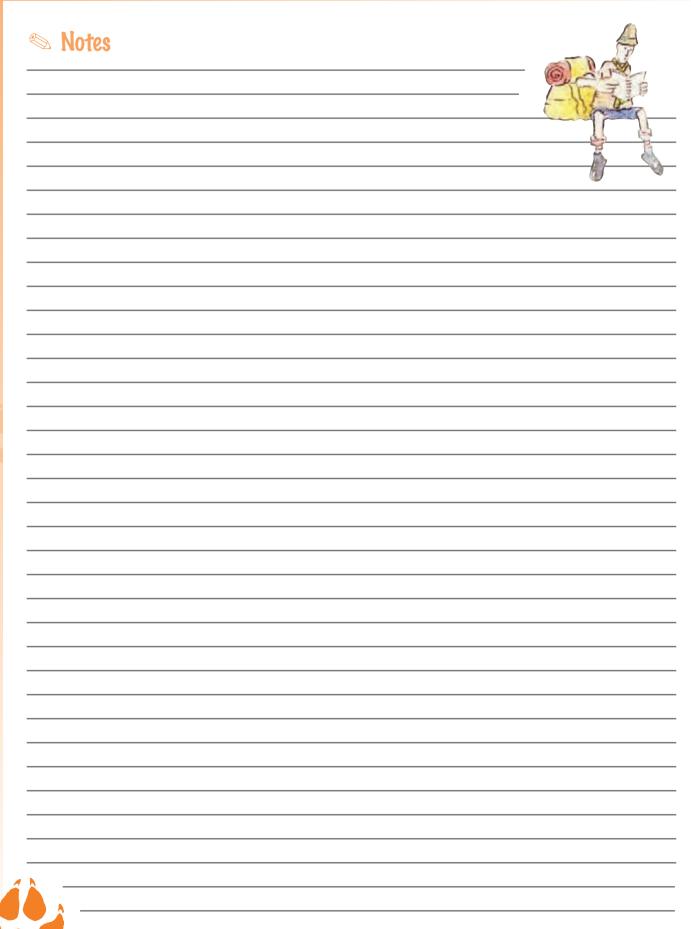
Part of the Scoutrees for Canada program involves earning funds not only for local Scouting sections but also groups in developing countries. After World War II, Scouts Canada recognized an opportunity to help rebuild countries shattered by war, and later, countries struggling to develop their youth. Since 1949 Scouts Canada has raised \$5 million for the Canadian Scout Brotherhood Fund. Monies have gone to support health care facilities, food production, job training, irrigation and well construction, and tree planting. Scouting youth carry out all these projects in developing countries.

Today, over 28 million youth worldwide in 155 countries and territories enjoy Scouting programs. Thanks to Baden-Powell's idea of "Peace Scouts" and promoting world peace and understanding through youth, the legacy is continuing with your help.

# Good Hunting!

Notes			







# Index

ACCIDENTS Insurance Prevention	17-8, 17-9
ACTING (see PLAYACTING)	
ACTIVITY AREAS Canada and the World Activity Area Creative Expression Activity Area Cub Activity Awards Health and Fitness Activity Area Home and Community Activity Area Involving Cubs Levels Music and Activity Areas Natural World Activity Area Outdoor Activity Area Spiritual Emphasis Structure Tips Work presentations	
ACTIVITY LEADERS	18-4
ADMINISTRATION (Chapter 17)  Administering the Pack	
AKELA (See also CEREMONIES and JUNGLE)  Duties/requirements  Leadership	18-1 to 18-3
ALCOHOL	2-4
ANNUAL RECORDS	17-8
AUXILIARY, SCOUTING	17-6
AWARD PROGRAMS Canadian Arts Award Canadian Camper Award Canaidan Emergency Preparedness Award Canadian Family Care Award Canadian Healthy Living Award Canadian Heritage Trails Award Canadian Wilderness Award Cub Awards compared to Scout badges Integration of Awards with Scout badges	





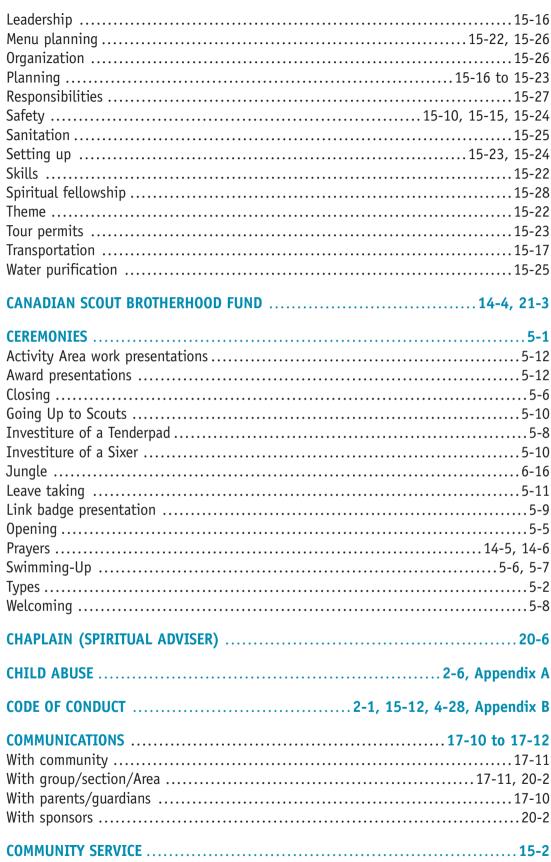






Photographer	
Reader	
Recycling	
Religion-in-Life Emblem	8-23
Skater	8-5
Skier	8-5
Snowboarder	8-6
Space Exploration	8-21
Spirituality Award	
Swimmer	
Team Player	
Trailcraft	
Watercraft	
Winter Cubbing	
· · · · · · · · · · · · · · · · · · ·	
World Conservation	
World Cubbing	
World Religions	8-22
BEAVERS	E 6 to E 7
Role of leaders	19-2
BY-LAW, POLICIES AND PROCEDURES (B.P.&P.)	16-5
On camping	
, 3	
First aid	
Fund-raising	
Spiritual emphasis	14-3
CAMPFIRES	15.7
Artificial fire	
Cheers	
Closing	
Opening	
Programs	
Resources	
Skits	15-9
Songs	15-7, 15-8
Yarns	15-9
CAMPING (see Chapter 15)	
Application and notices	15-23
Be Prepared	15-28
Campsite	15-16, 15-24
Clean-up	15-27
Clothing tips	
Equipment	
Finances	
First aid	
Informing parents	
Thromming Parente	







CONSERVATION AND ECOLOGY	15-4
Resources	
60111671	4- 4
COUNCIL	17-6
CRAFTS (Chapter 10)	
Organizing	10-2
Outdoors	
Projects	
Resources	
Spiritual	
With stories	
Wolf head woggle	
CUB BOOK, THE	1 5
·	
On Activity Area record-keeping	
OII CIAILS	10-1
CUB SALUTE	5-8
DISABILITIES	3-5
Adapting	
Learning	
Others	-
DISCIPLINE	2222174
Outings	
Outiligs	
DISCRIMINATION	2-4
DUES	4-17
	4-17
DUTY OF CARE (Chapter 2)	
DUTY OF CARE (Chapter 2) Alcohol	2-4
DUTY OF CARE (Chapter 2) Alcohol	2-4 2-6
DUTY OF CARE (Chapter 2) Alcohol	
DUTY OF CARE (Chapter 2) Alcohol Child abuse Code of conduct Discrimination	
DUTY OF CARE (Chapter 2) Alcohol Child abuse Code of conduct Discrimination Duty	
DUTY OF CARE (Chapter 2) Alcohol Child abuse Code of conduct Discrimination Duty General Conduct	
DUTY OF CARE (Chapter 2) Alcohol Child abuse Code of conduct Discrimination Duty	
DUTY OF CARE (Chapter 2) Alcohol Child abuse Code of conduct Discrimination Duty General Conduct Guidelines Harassment	
DUTY OF CARE (Chapter 2) Alcohol Child abuse Code of conduct Discrimination Duty General Conduct Guidelines	
DUTY OF CARE (Chapter 2) Alcohol Child abuse Code of conduct Discrimination Duty General Conduct Guidelines Harassment Physical contact	
DUTY OF CARE (Chapter 2) Alcohol Child abuse Code of conduct Discrimination Duty General Conduct Guidelines Harassment Physical contact Position statement	
DUTY OF CARE (Chapter 2)  Alcohol Child abuse Code of conduct Discrimination Duty General Conduct Guidelines Harassment Physical contact Position statement Positive behaviour (Discipline)	
DUTY OF CARE (Chapter 2) Alcohol Child abuse Code of conduct Discrimination Duty General Conduct Guidelines Harassment Physical contact Position statement Positive behaviour (Discipline) Privacy	
DUTY OF CARE (Chapter 2)  Alcohol Child abuse Code of conduct Discrimination Duty General Conduct Guidelines Harassment Physical contact Position statement Positive behaviour (Discipline) Privacy Responsibilities	





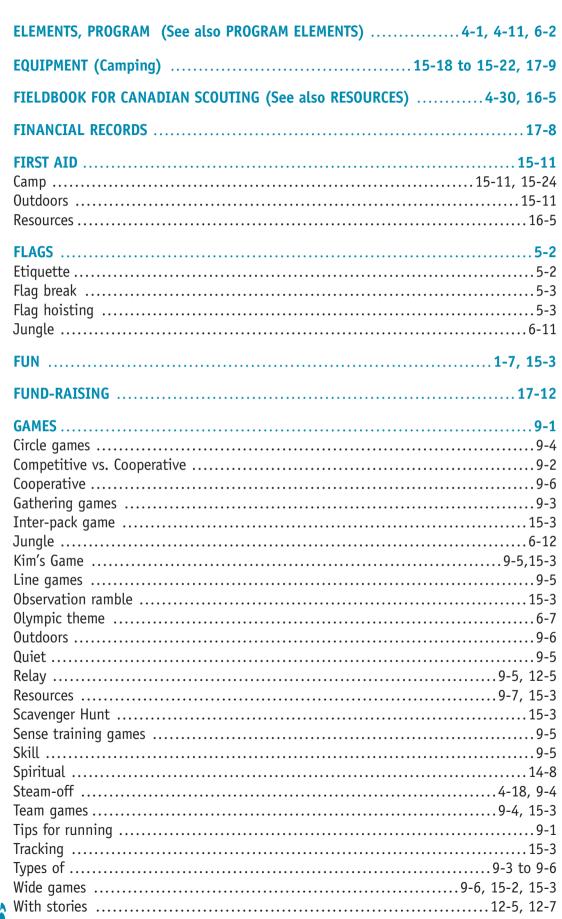














GOING UP TO SCOUTS  Ceremony  Timing	5-11
GRAND HOWL (See also CEREMONIES)	
GROUP	17-6
GROUP/SECTION COMMITTEE	17-6. 20-1 to 20-3
Finances	
Role and duties with partner	
Resources	
Group Commissioner	
HAND SIGNALS	5-2
HANDICRAFTS (see Chapter 10)	
Hot dish mat	10-7
Hot dish stand	
Leaf plaque	
Letter holder	
Napkin holder	
Pencil holder	
Periscope	
Plaster casts	
Resources	10-1, 10-8
Totem pole	
Wolf head woggles	
HIKES	15-14
Clothing tips	
Safety	
HISTORY OF CANADIAN SOUTING	21-2
HONOURS AND AWARDS	17-12, 18-12
INSURANCE	17-8, 17-9
TAIN/ECTITURE /C CERSIA CATECA	F.O. (2.14)
INVESTITURE (See also CEREMONIES)	
Leaders	
Sixer Tenderpad	
JOB DESCRIPTIONS	
מסט אראכועזו וואואס ייייייייייייייייייייייייייייייי	10-1 to 10-0







71	ш	N I			-
Л	U	N	u	L	t

JONGLE	
Akela	1-5
Award presentation	6-18
Ceremonies	6-16
Closings	6-17
Dances	6-12 to 6-15
Flags	6-11
Games	6-12, 6-18
Grand Howl	5-3
Names	1-5
Openings	6-16
Props	
Resources	
Songs/chants	
Stories	
Theme ideas	
Visitors	
13.55.5	
JUNGLE BOOK, THE	4-29, 6-9
Names	1-5, 6-10, 18-5
Stories	6-15
JUNGLE DANCES	
Dance of Bagheera	
Kaa's hunger dance	
Small pack variations	
Teaching	6-13
KEEO	10.4
Selection	
Swimming-up role	5-0, 5-/
KIM	18-5
Selection	
Sciention	
KNOTS	9-6, 16-5
LAIRS	6-11
LAW, CUB	
Applying spiritual fellowship to	
Learning through playacting	



LEA				

	(See also AKELA, KIM, SHARED LEADERSHIP, SIXER, SECOND) (C	napter 18) .15-16
	Activity leaders	•
	Behaviour	3-7
(	Camp	15-16
(	Cub	17-5
	Keeo	5-6, 18-6
	Kim	18-5
	Linking	19-1
	Recognition	
	Recruiting	18-10
	Requirements	
	Seconds	
	Sixer	17-4
	Shared	
	LEADERSHIP TEAM	18-1
(	Ceremonies	18-9
	Investing	18-11
	Jungle names	1-5
	Requirements	18-1 to 18-3
	Shared	18-7 to 18-10
	LINK BADGE	5-9
	I INIVING (Chapter 10)	
	LINKING (Chapter 19)	10.2
	Beavers visit Cubs	
	Appoint a Keeo	
	Cub badges	
	Cubs visit the troop	
	Linking leaders	•
	Role of Awards	•
	Role of Kim	
	Section Program Linking Chart	
	To colony	
	To troop	
	Troop Scouter visits the pack	
	Troop sends letter to Cub parents	
1	When to advance	19-6
	MEETING HALL	17_0
	TELIZING TIMEE	
	MEETING SCHEDULE TEMPLATES	
		4-31
1	MEETING SCHEDULE TEMPLATES	4-31
	MEETING SCHEDULE TEMPLATES	4-31

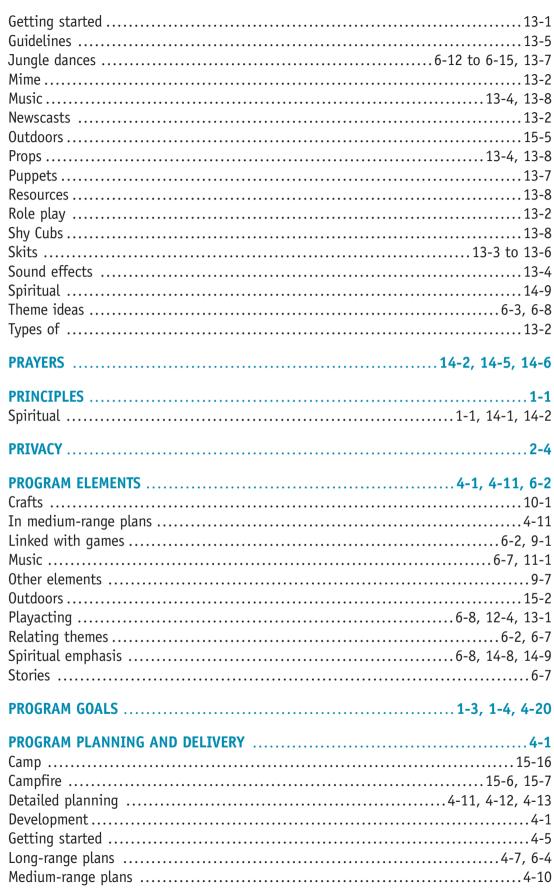


# MUSIC (Chapter 11) Theme ideas .......6-7 OPENINGS AND CLOSINGS .......5-5, 5-6, 14-6 OUTDOORS (Chapter 15) Program building .......15-1, 15-2



piritual
tories
wimming
racking game15-3
Vater purification
Veather
Vinter Olympics
Time otympies
ACK
Organization/Administration17-1
Pack Size
ARENTS
ctivity Work8-3
amping15-17, 15-22
ommunication with15-13, 19-1
lecruiting
alent survey
roop sends letter to
ARTNER
PHYSICAL CONTACT2-3
PHYSICAL FITNESS CERTIFICATE
PLANNING (Chapter 4)
PLANNING (Chapter 4) Senefits
<b>PLANNING (Chapter 4)</b> Senefits
PLANNING (Chapter 4)       4-5         Senefits       4-5         Samp       15-16 to 15-28         Evaluation       4-2, 4-19, 4-20
PLANNING (Chapter 4)         Benefits       4-5         Samp       15-16 to 15-28         Evaluation       4-2, 4-19, 4-20         Suidelines long-term       4-5 to 4-10
PLANNING (Chapter 4)       4-5         Senefits       4-5         Samp       15-16 to 15-28         Evaluation       4-2, 4-19, 4-20         Suidelines long-term       4-5 to 4-10         Medium-term       4-10
PLANNING (Chapter 4)       4-5         Senefits       4-5         Samp       15-16 to 15-28         Evaluation       4-2, 4-19, 4-20         Guidelines long-term       4-5 to 4-10         Medium-term       4-10         Outings       15-10
PLANNING (Chapter 4)         Benefits       4-5         Samp       15-16 to 15-28         Ivaluation       4-2, 4-19, 4-20         Suidelines long-term       4-5 to 4-10         Medium-term       4-10         Outings       15-10         Parade       14-3
PLANNING (Chapter 4)         Senefits       4-5         Samp       15-16 to 15-28         Evaluation       4-2, 4-19, 4-20         Suidelines long-term       4-5 to 4-10         Medium-term       4-10         Dutings       15-10         Parade       14-3         Chedule       4-6
PLANNING (Chapter 4)         Senefits       4-5         amp       15-16 to 15-28         valuation       4-2, 4-19, 4-20         suidelines long-term       4-5 to 4-10         Medium-term       4-10         variade       15-10         variade       14-3         chedule       4-6         couts' Own       14-9, 14-10
PLANNING (Chapter 4)         Senefits       4-5         Samp       15-16 to 15-28         Valuation       4-2, 4-19, 4-20         Suidelines long-term       4-5 to 4-10         Medium-term       4-10         Puttings       15-10         Parade       14-3         Chedule       4-6         couts' Own       14-9, 14-10         hort-term       4-13
PLANNING (Chapter 4)         Senefits       4-5         Samp       15-16 to 15-28         Evaluation       4-2, 4-19, 4-20         Suidelines long-term       4-5 to 4-10         Medium-term       4-10         Variande       15-10         Parade       14-3         Chedule       4-6         couts' Own       14-9, 14-10         Hort-term       4-13         Themes (see Chapter 6)
PLANNING (Chapter 4)         Senefits       4-5         Samp       15-16 to 15-28         Valuation       4-2, 4-19, 4-20         Suidelines long-term       4-5 to 4-10         Medium-term       4-10         Puttings       15-10         Parade       14-3         Chedule       4-6         couts' Own       14-9, 14-10         hort-term       4-13
PLANNING (Chapter 4)         Senefits       4-5         Samp       15-16 to 15-28         Evaluation       4-2, 4-19, 4-20         Suidelines long-term       4-5 to 4-10         Medium-term       4-10         Variande       15-10         Parade       14-3         Chedule       4-6         couts' Own       14-9, 14-10         Hort-term       4-13         Themes (see Chapter 6)
PLANNING (Chapter 4)         Senefits       .4-5         Jamp       .15-16 to 15-28         Valuation       .4-2, 4-19, 4-20         Juidelines long-term       .4-5 to 4-10         Medium-term       .4-10         Jutings       .15-10         Jarade       .14-3         Chedule       .4-6         couts' Own       .14-9, 14-10         hort-term       .4-13         Themes (see Chapter 6)       .4-6         Vorship service       .14-3
PLANNING (Chapter 4)         Senefits       .4-5         Samp       .15-16 to 15-28         Valuation       .4-2, 4-19, 4-20         Suidelines long-term       .4-5 to 4-10         Medium-term       .4-10         Outrings       .15-10         Variade       .14-3         chedule       .4-6         couts' Own       .14-9, 14-10         hort-term       .4-13         hemes (see Chapter 6)       .4-6         Vorship service       .4-6         PLAYACTING (Chapter 13)
PLANNING (Chapter 4)         Senefits       .4-5         Samp       .15-16 to 15-28         Valuation       .4-2, 4-19, 4-20         Suidelines long-term       .4-5 to 4-10         Medium-term       .4-10         Jutings       .15-10         Parade       .14-3         Chedule       .4-6         Couts' Own       .14-9, 14-10         hort-term       .4-13         Themes (see Chapter 6)       .4-6         Vorship service       .4-6         PLAYACTING (Chapter 13)       .13-7
PLANNING (Chapter 4)         Senefits       4-5         amp       15-16 to 15-28         valuation       4-2, 4-19, 4-20         dedium-term       4-5 to 4-10         Medium-term       4-10         dutings       15-10         darade       14-3         chedule       4-6         couts' Own       14-9, 14-10         hort-term       4-13         hemes (see Chapter 6)       4-6         Vypes       4-6         Vorship service       14-3         PLAYACTING (Chapter 13)       3-7         3-P.'s love of acting       13-7
PLANNING (Chapter 4)         Benefits       4-5         Samp       15-16 to 15-28         Evaluation       4-2, 4-19, 4-20         Buildelines long-term       4-5 to 4-10         Medium-term       4-10         Butings       15-10         Barade       14-3         Chedule       4-6         Couts' Own       14-9, 14-10         Hort-term       4-13         Hemes (see Chapter 6)       14-3         EVAYACTING (Chapter 13)       13-7         Budience enjoyment       13-7         Budience enjoyment       13-1         Bampfire skits       13-4
PLANNING (Chapter 4)         Benefits       4-5         Samp       15-16 to 15-28         Evaluation       4-2, 4-19, 4-20         Suidelines long-term       4-5 to 4-10         Medium-term       4-10         Suttings       15-10         Barade       14-3         Chedule       4-6         Couts' Own       14-9, 14-10         Hort-term       4-13         Themes (see Chapter 6)       14-3         EVAYACTING (Chapter 13)       14-6         Sudience enjoyment       13-7         SP's love of acting       13-1         fampfire skits       13-4         harades       13-2
PLANNING (Chapter 4)         Benefits       4-5         Samp       15-16 to 15-28         Evaluation       4-2, 4-19, 4-20         Buildelines long-term       4-5 to 4-10         Medium-term       4-10         Butings       15-10         Barade       14-3         Chedule       4-6         Couts' Own       14-9, 14-10         Hort-term       4-13         Hemes (see Chapter 6)       14-3         EVAYACTING (Chapter 13)       13-7         Budience enjoyment       13-7         Budience enjoyment       13-1         Bampfire skits       13-4

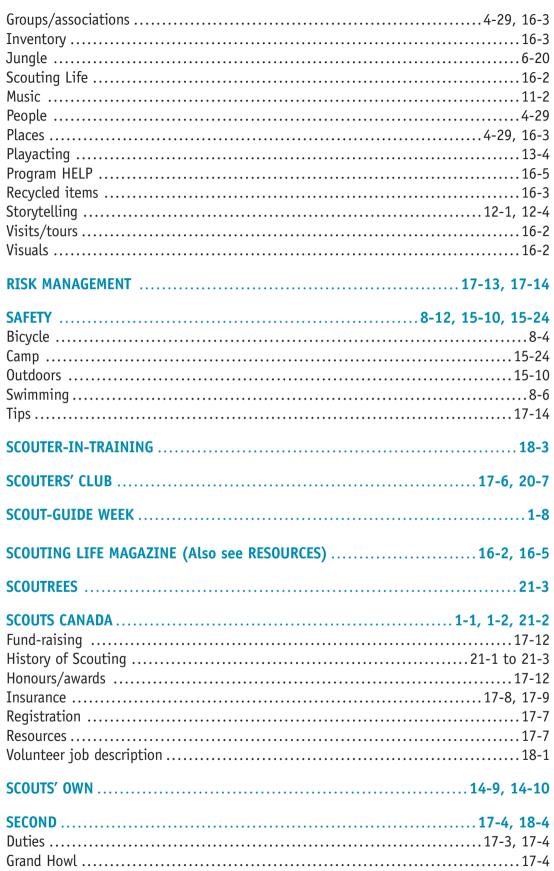






Outdoors	15 1
Planning hanefits	
Planning benefits	
S .	
Program evaluation	
Resources	•
Sample programs	
Setting goals	
Sharing the work	
Short-range plans	
Special days	
Spirituality (see Chapter 14)	
Themes (see Chapter 6)	
Types of plans	4-0
PROGRAM POLICY Structure chart	1-4
PROGRAM PRACTICES	1-4
PROGRAM RESOURCES (Chapter 16)	
, , ,	
PROGRAM STANDARDS	1-3, 4-4
PROMISE, CUB	1-1
Applying spiritual fellowship to	
Learning through playacting	
Scouters	
RECORDS	•
Annual records	
Cub	
Financial	17-8
Resources	
Nessuarees	16-5
RECRUITMENT	
	18-10, 20-3
RECRUITMENT	18-10, 20-3
RECRUITMENT	18-10, 20-3 17-7 20-3
RECRUITMENT  REGISTRATION  Parents at  RELIGION-IN-LIFE	
RECRUITMENT  REGISTRATION  Parents at  RELIGION-IN-LIFE  RESOURCES (Chapter 16)	
RECRUITMENT  REGISTRATION  Parents at  RELIGION-IN-LIFE  RESOURCES (Chapter 16)  Books	
RECRUITMENT  REGISTRATION  Parents at  RELIGION-IN-LIFE  RESOURCES (Chapter 16)  Books  Community	
RECRUITMENT  REGISTRATION  Parents at  RELIGION-IN-LIFE  RESOURCES (Chapter 16)  Books  Community  Crafts	
RECRUITMENT  REGISTRATION  Parents at  RELIGION-IN-LIFE  RESOURCES (Chapter 16)  Books  Community	







SECTION (Youth)
SERVICE TEAM
SHARED LEADERSHIP       17-4, 18-7         Benefits       18-7, 18-8         Evaluation       18-11         Implementing       18-8         Planning       18-8 to 18-10         Rotation schedule       18-8
SIX       1-7, 17-2 to 17-4         Duty six       .4-18, 17-3         Honour six       .4-18
SIXER ( See also LEADERSHIP)       17-4 to 17-5, 18-4         Discipline       17-4         Grand Howl       5-4, 17-4         Jungle names       1-5, 6-10         Recognition       17-5         Record Book       17-5         Role       17-3, 17-4         Swim-up       5-7
SIXERS' COUNCIL       3-2, 4-1, 15-12, 17-5, 18-10         Meetings       18-10         Small Groups       17-2
SMOKING2-5
SONGS (see MUSIC)Campfire15-7 to 15-8Cheers15-9Closing15-9Jungle6-16Leading and learning11-2Songs to get you started11-3Tied into badges11-10Resources11-2
SPECIAL NEEDS (See also DISABILITIES)
SPIRITUAL FELLOWSHIP (Chapter 14)6-8, 15-28Applying Scouting's Principles14-1Applying the Cub Promise, Law and Motto14-7At camp15-28Church parades14-3Closing ceremonies14-6













Common threads	14-1
Crafts	14-8
Cubs need	14-7
Definitions	14-1
Evaluation	14-7
Games	14-8
Grace	14-6, 14-7
Guidelines	14-3
Hikes	7-20
Informal prayers	14-6
Inter-faith celebrations	14-4
Johnny Appleseed grace	14-7
Leaders' role	14-1, 14-2
Many faiths	14-4
Meeting specific needs	14-2
Music	14-8
Olympic theme	6-5
Other ideas	14-9
Outdoors	14-9, 14-4
Parades	14-3
Playacting	14-9
Prayers and grace	14-5, 14-6
Program ideas	14-7
Religion-in-Life	14-5
Scouts' Own	14-9, 14-10
Scout Sunday	14-4
Silent prayer	14-2
Spiritual adviser	14-5
Spiritual development	14-1, 14-2
Storytelling	12-5, 14-8
CT. DC / CI . T I O	
STARS (see Chapters 7 and 8)	76176
Black Star and theme ideas	
Blue Star and theme ideas	
Green Star and theme ideas	· ·
Purple Star and theme ideas	
Red Star and theme ideas	
Tawny Star and theme ideas	
STORYTELLING (Chapter 12)	
Animated stories	12-6
Campfire	
Cherokee legend	
Crafts	
Creating a mood	
Formation for telling	12-2



Game stories	
In the outdoors	12-5
Jungle stories	6-15
Korean folk tale	12-7
Listening to sounds	12-6
Marooned	12-7
Preparing	12-2
Program ideas	12-5 to 12-7
Props	12-4
Resources	12-1, 12-4
Spiritual	12-5, 14-8
Telling	12-3
To read or tell	12-3
Tying into the program	12-4
Types of	
When to tell	
SUPPORT SYSTEM (Chapter 20)	20-1
SWEARING	2.2
SWEAKING	2-3
SWIMMING-UP	5-6
Ceremony	
Preparations	
TENDERPAD	5-7
Investiture	5-7
TERMINOLOGY	1-5 to 1-7
THEMES, PROGRAM (Chapter 6)	
Activity awards	7_/
Brainstorming	
Grouping ideas	
Involving Cubs	
Jungle	
Jungle props and equipment	
Long-range themes	
Picking a date	0-4
Planning (see Chapter 4)	6.3
Relating to the seven elements	
Sample theme	
Spiritual	
Timing	
Wolf Cub Law	6-9
TOTEM, WOLF HEAD	5_12
Totem craft	
TOTAL CIAIL	



















	Woodbadge	20-7
	UNDERSTANDING CUBS	3-1
	UNIFORM	1-8
áð,	Activity leaders	18-4
	Alternate	
	Keeo	18-6
	Kim	
	Scouter in Training (S.I.T.)	
	Second	18-5
	Sixer	18-4
	Star/badge placement	
	WOODBADGE	20-6
a di	WORLD SCOUTING	8-22, 21-2





# Appendix A - Child Abuse:



# A Guide For Scouters

Volunteer youth leaders are a very important part of our society. Because of their effort and enthusiasm there is a wide range of valuable programs available in our communities.

We join organizations like Scouts Canada for many reasons, but primarily to assist with the physical, mental, emotional and spiritual development of our society's most precious resource - our children.

As we work hard to come up with interesting, informative and challenging programs, an essential aspect is safety, - protecting the child from physical, mental, emotional and spiritual harm.

Sometimes we learn of a danger that may pose a safety risk to the children under our care. In these cases, responsible volunteers have always done their part to assist in removing and preventing dangerous situations to keep children safe. Child abuse is a safety issue, just as much as a busy road, unsafe play area, or unfenced swimming pool. As volunteers it is essential that we recognize this danger so that we can do our best to prevent it.

The purpose of child abuse awareness is to give Scouters a better understanding of, and comfort level with, child abuse so that they can protect children by:

- responding appropriately to the needs of a child who may be suffering from or at risk of abuse,
- reporting suspected child abuse to the proper authorities, and
- conducting themselves in a manner which allows them to show warmth to children while protecting their own and the child's integrity.

# WHAT IS CHILD ABUSE?

Child abuse is any form of physical harm, emotional deprivation, neglect or sexual maltreatment, which can result in injury or psychological damage to a child.

# WHAT CAN YOU DO ABOUT CHILD ABUSE?

Caring and responsible leaders often establish close relationships, based on mutual trust and respect, with the children in their care. Where this type of relationship exists, the leader may become aware of some physical or other danger, which may be posing a threat to a child. As discussed above, the leader has a clear responsibility to do what he or she can to protect the child. Here are some suggestions for dealing with child abuse.

# REPORTING ABUSE TO CHILD PROTECTION AGENCIES AND/OR POLICE

While child protection legislation varies by province, every person who believes on reasonable grounds that a child is or may be in need of protection must report promptly the belief and the information upon which it is based to a child protection agency or the police. Every community has one or more agencies whose mandate it is to protect children. They work with police, health-care workers, teachers and families to investigate and resolve child abuse issues. If the abuse may involve scouting it should also be reported to the nearest appropriate scouting official (commissioner or scout executive) who will ensure that Scouting procedures are followed. To protect privacy and the integrity of any investigation, do not report or discuss an abuse situation with anyone else.















# HOW SHOULD A VOLUNTEER TALK WITH A CHILD WHO DISCLOSES?

Even if you have read widely about child abuse or attended various kinds of training seminars, it may be a shock if a child comes forward to talk about abuse. Your duty is not to investigate the matter but rather to report. It is, therefore, most helpful to:

- 1. Believe in the child
- 2. Listen openly and calmly
- 3. Reassure the child
- 4. Write down the facts
- 5. Report immediately to the child protection authorities and Scouts Canada.

#### 1. Believe In The Child

There have always been cynics who say that children have terrific imaginations and that stories about sexual abuse are just part of their fantasy worlds. For most children, sexual abuse is not a fantasy. Children who disclose sexual abuse often do not attach the same moral values of right and wrong to the sexual event that an adult would. They may be describing something that is confusing to them, such as the promise they had to make to the adult "never to tell." A young child may be preoccupied with the concern that s/he has been awakened in the night to do something that is hard to understand and is a "nuisance" to a drowsy child. Often children are more upset by a threat or the psychological manipulation that has accompanied the sexual abuse than the physical nature of the violation itself.

Children who speak about sexual, physical or emotional abuse struggle with the desire to protect their abuser. They sense that by telling they may be responsible for bringing even more discomfort to their lives. Victims of all ages often believe that they are responsible for the abuse they receive and they hope the violence will just go away. They may delay the disclosure and endure the abuse a long time before telling.

As a volunteer, keep in mind your belief that this child has come to you with something to tell because of powerful, hurting feelings. Understand that your relationship has allowed that child to open up to you. Trust that the child is speaking from a great need and open your heart to believe what you hear.

## 2. Listen Openly and Calmly

As the child speaks, you may be overwhelmed with your own feelings of anger, of pain, and perhaps also of fear. At the time of disclosure, put your own feelings aside (you will have time to explore them later). Be emotionally available to the child, and listen. Give your full attention to the child and nod understandingly as the story pours out. Do not be judgmental or disparaging of the child, the family, or the abuser.

To ensure that others do not overhear the child's message, remove yourselves the necessary distance from the others but stay in view of the group.

#### 3. Reassure The Child

Let the child know that you believe in him or her. You must be honest with the child by saying that you cannot keep this a secret, that there are other people who need to know. Explain that you are going to do your best to help. You cannot promise that the offender will be punished or sent away, nor can you promise that you can find another home for the child. All that you can promise is that

you will do your best to get the right kind of help. You know where to go for more information and how to bring the best helpers into the situation. You may also be able to promise that the child can count on your friendship and support, whatever happens.

Try not to ask questions. Do not suggest interpretations or solutions that might cause problems





in a court case. You do need to establish the immediacy of the danger to the child; you must not allow the child to return to a situation where his or her life would be in immediate danger. It would be best if you remained close by to provide comfort.

# What if the Child Asks You Not to Tell Anyone Else?

Being an emphatic listener does not mean that you can abandon your own beliefs or that you can ignore your responsibilities. Children who tell you about abuse sometimes ask that you keep the information a secret. The first thing to do is to explore why the child wants to keep the information a secret. You may unlock fears about others in the family being hurt or even feelings of guilt. You need to let the child know that you understand why you are being asked not to tell. However, you must be honest with the child about your duties and responsibilities. You can be reassuring in offering to stay near by or in telling the child that the people who will pick up the investigation know about children and want to help. But you must let the child know what to expect from you and what should happen next. Don't make promises you cannot keep.

Remember, as an empathic listener you lend yourself for awhile to another to try to see the world as the other sees it, but the you must always return to your own frame of reference. It is when you return to your own perspective that you are able to turn the new understanding you have gained into helpful action. It is expected that, as a youth leader, you have the knowledge and strength to assure that an abused child gets needed help.

#### 4. Write Down The Facts

Record the child's name, address and telephone number. The date and place of your conversation with the child are important. Details of what the child has reported should be recorded using the actual words that the child used. Do not try to interpret what the child said in your own words; if you do, make it clear that you are reporting as closely as possible or that you are inferring from what the child said. If the child has named someone, write down the identify of that person as the child has described him. Include information about how to locate that person. Write down as much as you know.

It is important to understand that children often "recant" or deny having been sexually abused even after they have disclosed to an adult and steps have been taken to bring the case to court. They do so because they feel guilty about causing trouble for the offender or because they have been threatened by the offender and are afraid of the consequences of telling. Sometimes children recant to protect others in the family. This kind of reversal can lead to anger and confusion on the part of those who have tried to help the child. As a volunteer who has to make considerable effort to help a child abuse victim, you should explore your own feelings and convictions about the sexual abuse.

Understand that you cannot control the events which will occur. Nevertheless, your recording of the information at the time when the child discloses can be a very important step in the investigation process; it must be done well.

# 5. Report Immediately To The Child Abuse Authorities

The volunteer, on becoming aware of a situation where a child is a victim, should immediately contact the child protection services or the local police and Scouts Canada.

Scouts Canada's officials understand both the requirements of Scouts Canada and those of the child protection agencies. They will support volunteers in the organization who receive disclosures, provide reliable information to volunteers about making reports to child protection services and assist volunteers, where necessary, in making the contact with the child protection officials.





# APPROPRIATE BEHAVIOUR, PUTTING THE CHILD FIRST

It is important to show caring and to encourage children. There are sensible ways for volunteers to continue to show warmth to children while still protecting their own integrity.

- 1. Make a point of showing affection to all your children in open places where others can see and share in the warmth. If you are comfortable with others watching what you are doing with children, you are probably OK.
- 2. Touch children in safe places on their bodies, avoiding private places. The back, the head and the shoulders are acceptable; the buttocks, the breasts, the thighs and the groin are not acceptable.
- 3. If a child is hurting or feeling ill and needs to be examined, ensure that another person of the same sex as the child is present in the room while you are carrying out the examination. If possible, leave an examination of private places to health professionals. Don't force the child to remove clothing for an examination.
- 4. If a child is sad and needs to be comforted, show affection by placing your arm around a shoulder and giving a gentle hug or a good squeeze from the side.
- 5. If the child needs to have a private conversation with you, remove yourselves the necessary distance from the others but stay in view of the group.
- 6. Follow the policies and procedures of Scouts Canada concerning camping.
- 7. Don't be alone and naked with children anywhere. If you must change at public swimming pools, use the usual kind of discretion that is appropriate for such places.
- 8. Be cautious about any conversations with children that involve sex. It is understood that children ask honest questions about sexuality and teenagers might seek advice. Listening with respect for the child is appropriate; it is also appropriate to distribute and discuss Scouts Canada approved information which is part of a general educational program about sexuality. Joking around with youth in ways that encourage promiscuity or the acceptance of sexually explicit material is danger ous for you and the children.
- 9. In all things, respect the integrity of the child. Use your common sense and good judgement to guide you in protecting the personal space of the children in your care.

# Scouts Canada Resources

- How to Protect Your Children From Child Abuse: A Parent's Guide (refer to Scouts Canada's website, www.scouts.ca and Youth Handbooks)
- Duty of Care: (refer to Scouts Canada's website, www.scouts.ca and Section Leader Handbooks)



# Appendix B - Code of Conduct



# **GATHERING ACTIVITIES**

# Toothpaste Pemonstration

Words cannot be taken back once they are out there.

With all the Cubs sitting, ask someone to volunteer to do an experiment with you. Bring them to the front and ask them to squeeze some toothpaste onto some paper. Then when they have done so, ask them to put the toothpaste back into the tube. The youth will quickly discover that it is an impossible feat! Explain to them that you used the toothpaste to demonstrate what hurtful words are like. Once you have squeezed out hurtful words at someone - there is nothing you can do to take them back in much like the toothpaste. Stress to them that the words are out there - you can't take them back. Therefore, if you think you will want to take them back - don't squeeze them out in the first place!

# Setting Respect Goals

Have a discussion with your youth about what they think respect means. Help them to define respect. Then distribute a paper with the following sentences on it and ask them to fill in the blanks.

# Setting your respect goals:

- I will respect my leaders by:I will respect my pack by:
- After they have filled out their goals, ask each youth to talk about one of their goals and why they chose it as being important to themselves.

# GAMES

# The Blob

This is a classic game where youth have to work together and cooperate in order to maneuver their "blobs" successfully. Introduce the activity by saying that cooperation and working as a team is needed in the game.

#### Directions:

Two players join hands to form the "Blob". The Blob grows by chasing other players and touching them. Note: Only the free hands at the end of the Blob can be used to touch players. The Blob continues to grow until everyone is caught by the Blob!

Version for older youth (older Cubs and Scouts): Once Blobs become as big as four people, they should split off into Blobs of two, which will then grow again to four and split again.

# The Lava Pit

A Team Building/Communication Exercise

Materials: 20 paper plates

#### How to play:

Make up a story that the Cubs are being chased. They need to escape across a field of hot lava. Divide the Cubs into two teams. Give each team paper plates explaining that when they step on these plates they will not sink into the lava. Each team receives a third of the number of plates













as there are players (i.e., twelve player team gets four plates). The group must figure out how to get the entire group from point A to point B (marked on the floor with tape), from one side of the hot lava pit to the other. Only one person can be on a plate at a time, and the plates may be picked up and moved. The key to the game is that only one person will need to work their way back across the field to help the rest cross. A time limit can be placed on this game to make it interesting.

## THEME ACTIVITY

## Golden Rule Skits

Teach and talk about the Golden Rule with your youth: "Treat others as you wish to be treated yourself." (See the November 2005 Leader Magazine for more on the Golden Rule throughout religions. This can be found on the Scouts Canada web site.) Then give them these skit ideas. Ask them to plan a short skit, acting out the Golden Rule in action.

- You find a watch in the parking lot after your meeting. What could happen next?
- Everybody is in a hurry. A child near you trips and falls down. What could happen next?
- Your leader asks the section to be quiet after somebody said something really funny. What could
- happen next?
- You borrowed a book from the leader and lost it. What could happen next?
- You think somebody is being cruel by making fun of another kid. What could happen next?
- You are being watched by your neighbour, while your parents are out. They call and leave a message on the phone for him about your bedtime. You listen to it before your neighbour can. You really want to stay up later than your bedtime to watch a show. If your parents catch you, they would blame the neighbour for not getting the message. What do you do?
- You're at a picnic and there's a long line for buying cold drinks. You're really thirsty. You see a friend of yours far ahead of you in line. What do you do?
- You are in a dodge ball game at your meeting. One youth is throwing the ball too hard. A couple of youth have already quit the game, but most don't want to because they think quitting would make them seem weak. What do you do?
- A bunch of the "cool" youth are picking on someone because his/her clothes aren't a brand name. They call out to you as you walk by, "Isn't so-and-so such a loser?" What do you do?

## SONG

# Rules Rap

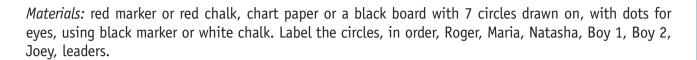
Respect! Respect! Respect is the key. For we can be successful when we work as a team. Following directions is important for you.
Really can be learning
when you know what to do.
Respect! Respect!
Respect is the key.
For we can be successful
when we work as a team.

# STORY:

# Red Poison Parts

An Interactive Story

This story will explain the hazards of name-calling to your youth. It does so in a visual way, by showing that put-downs and name calling are like "red poison".



#### Directions:

Start by discussing with the youth what put-downs and insults are, and how they can make people feel bad, hurt or like they are not worthwhile. Have them list some examples like, "dissing", making fun of appearances etc. Explain you will be reading a story about put-downs and how they hurt others. As you read the following story, you or another leader use the red marker/chalk to show how the red poison is spreading. Colour in the drawings at the appropriate time in the story.

### Red Poison Parts

One day Roger was doing a knot-tying exercise at his meeting and he was having a lot of trouble tying a butterfly knot. [Point to first circle]. He was getting really frustrated and started to put himself down. "I'm so stupid", he said to himself. "I never get anything right." [Colour in circle red.] He was so mad at himself it was as if he had filled up with red poison. Maria, who was sitting next to him, asked "Hey Roger, can I borrow some of your rope to practice with?"

Roger snapped, "Shut your big mouth!" at her, "I am trying to work." It was as if Roger had shot a poison red dart at Maria. [Draw a line from Roger to Maria.] Maria felt hurt and felt like she had been filled up with red poison. [Colour in circle.] "You shut up!" she said. [Draw a line back to Roger].

Natasha came over at that time and asked Maria, "Can you help me set up for our next game?" Maria shot a red poison dart at Natasha. [Draw a line from Maria to Natasha.] "You are so stupid, you always need help setting up," she said. "Do it yourself." [Colour in circle.]

Natasha sat down. Two boys near her were talking. She gave them a dirty sneer and shot poison darts at them too. [Draw a line from Natasha to the two boy circles.] They filled up with red poison [colour in circles] and when Joey ran by them, they called him names and said unkind things about how he ran. [Draw a line from the two boys to Joey.] Joey filled up with poison too. [Colour in circle.]

Soon the whole section, even the leaders, was filled with red poison and shooting poison darts at each other over and over again. [Draw more circles and colour them in.] They had created a poisonous atmosphere.

After you have read the story ask the Cubs if they ever been in a poisonous atmosphere and how it felt to be there. Ask them how to prevent others and an atmosphere from becoming poisoned.

# THEME ACTIVITY

# Co-operative Monster Making

The purpose of this activity is for the Cubs to co-operate and create monsters by completing their assigned roles.

Materials: construction paper, crayons, scissors, tape, Role cards (one set per group). Each card contains a head, middle body, arm, leq - as many body pieces as per number in group.



#### Directions:

Divide the Cubs into groups of four. Explain that the group is to create a monster and invent a description of the monster. The rules are simple: everyone in the group helps decide what the monster will be like, and everyone in the group makes the monster. The decision making is very simple because each Cub is in charge of a body part. The youth can make the body part look however he or she wants it to look. Give out role cards to the group face down. Cubs pick up the cards and discover which part of the monster he/she needs to complete.

Provide each group with the materials they need to create their monsters and have them begin. Provide assistance to those that may need it.

When the groups have finished and assembled their monsters, have them share them with everyone. Ask them how being given specific tasks affected how they worked together. Ask what other roles people could have in groups. Ask them what kind of problems can occur in group work and how to solve them.

# MEETING DEBRIEFING

# Reflect, Reflect, Reflect

It is important that during the activities the youth "lose themselves" in what they are doing and just have fun. But it is also important that you bring all the activities back to reality and reflect on them. It gives you a chance to tie it all back into the reason you are doing them in the first place - which is to establish why there is a need for a Code of Conduct and what the Code of Conduct is meant to address. Use these types of questions while reflecting:

#### *Open ended and Guidance questions:*

(prevents yes and no answers, steers youth towards purpose of activities)

What was the purpose of <activity name> today? What did you learn from it? How is it related to the items on our Code of Conduct?

#### Feeling Questions:

(reflect on how they feel about what they did)

How did it feel to work as a team? How did you feel during <activity name>?

#### Judgment Questions:

(ask them to make a decision about things)

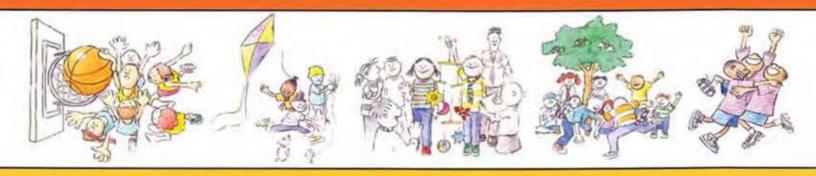
How important were the activities to our Code of Conduct? Which activity was most important/had the most impact on you?

#### Closing Questions:

(helps youth draw conclusions)

What did you learn? What will you do differently from now on? How will you take this information and use it from now on?









# Wolf Cub Leader's HANDBOOK





It starts with Scouts.