



FIX IT



RATIONALE FOR ADVENTURE

This adventure will help Scouts develop their motor skills and increase their knowledge of tools and safety procedures. Each Scout will gain the confidence they need to react properly and help out if certain home or auto repairs are needed.

TAKEAWAYS FOR CUB SCOUTS

- Home repair knowledge and skills
- A Scout is helpful. 

ADVENTURE REQUIREMENTS

Webelos Handbook, page 354

Complete the following requirements.

1. Put a Fix It Toolbox together. Describe what each item in your toolbox can be used for. Show how to use three of the tools safely.
2. Be Ready. With the help of an adult in your family, do the following:
 - A. Locate the electrical panel in your home. Determine if the electrical panel has fuses or breakers.
 - B. Determine what heat source is used to heat your home.
 - C. Learn what you would do to shut off the water for a sink, a toilet, a washing machine, or a water heater. If there is a main shut-off valve for your home, show where it is located.
3. Describe to your Webelos den leader how to fix or make safe the following circumstances with help from an adult:
 - A. A toilet is overflowing.
 - B. The kitchen sink is clogged.
 - C. A circuit breaker tripped, causing some of the lights to go out.
4. Let's Fix It. Select and do eight of the following. You will need an adult's supervision for each of these Fix It projects:
 - A. Show how to change a light bulb in a lamp or fixture. Determine the type of light bulb and how to properly dispose of it.
 - B. Fix a squeaky door or cabinet hinge.
 - C. Tighten a loose handle or knob on a cabinet or a piece of furniture.
 - D. Demonstrate how to stop a toilet from running.
 - E. Replace a furnace filter.
 - F. Wash a car.
 - G. Check the oil level and tire pressure in a car.
 - H. Show how to replace a bulb in a taillight, turn signal, or parking light, or replace a headlight in a car.
 - I. Help an adult change a tire on a car.
 - J. Make a repair to a bicycle, such as adjusting or lubricating the chain, inflating the tires, fixing a flat, or adjusting the seat or handlebars.
 - K. Replace the wheels on a skateboard, a scooter, or a pair of inline skates.
 - L. Help an adult prepare and paint a room.
 - M. Help an adult replace or repair a wall or floor tile.

- N. Help an adult install or repair a window or door lock.
- O. Help an adult fix a slow or clogged sink drain.
- P. Help an adult install or repair a mailbox.
- Q. Change the battery in a smoke detector or a carbon monoxide detector, and test its operation.
- R. Help an adult fix a leaky faucet.
- S. Find wall studs, and help an adult hang a curtain rod or a picture.
- T. Take an old item, such as a small piece of furniture, a broken toy, or a picture frame, and rebuild and/or refinish it. Show your work to your Webelos den leader or another adult.
- U. Do a Fix It project agreed upon with your parent or guardian.

NOTES TO DEN LEADER

This elective adventure may be covered in one meeting—with requirement 2 and at least parts of requirements 1 and 3 completed at home with the Scout's family. Or you can arrange for as many meetings as you want, inviting parents and other volunteers to help the Scouts do some Fix It projects at the meeting site.

Before starting the adventure, print out copies of the two Talk Time worksheets in Meeting 1 Resources. Give a copy to each Scout and tell them to write what they learn for requirements 2 and 3 so they can share at the meeting. Each member of the den should also keep the worksheets for reference the next time one of those situations occurs at home.

A den outing might provide more opportunities for the Scouts. Examples include a trip to a lumberyard or to a home improvement store that offers repair demonstrations. At an auto repair shop, the Scouts could learn how to check oil levels and tire pressure, and how to change a tire.

Make sure an adult is present to supervise all the Fix It projects in requirement 4. The safety of the Scouts is of utmost importance.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for Gathering game: screwdrivers, safety glasses, picture hanging equipment, etc.
- Select a few Fix It projects from the requirement 4 list. The needed materials should be portable and easy to collect for the meeting. Make sure each job can be completed at the meeting location in the time allowed.
- The meeting could also be done as an outing at a lumberyard, an auto repair shop, or a hardware or home improvement store. A store might provide meeting space and other resources like project plans and classes for children.
- Identify parents or others in the pack who are handy with tools and could assist at the meeting. They could include woodworkers, carpenters, plumbers, mechanics, handymen, or anyone with practical homeowner Fix It skills.
- For requirement 1, if desired, you may request the Scouts prepare their toolboxes before the meeting and bring them for review.
 - Many families have various hand tools in their home, yet when a problem arises the right tool can't always be found. The purpose of the box is to store all the tools in one container so they will be there when needed.
 - A Scout may be able to put together their box simply by organizing what the family already has at home. If they need to purchase tools, inexpensive options are available at home improvement stores, discount stores, etc.

GATHERING

- Arrange a scavenger hunt of common household items, tools, etc. As each Scout arrives, team them with a buddy to find as many hidden things as they can before the meeting starts.
- You may ask the den chief to come early and hide the items. Be sure to tell the teams if you want them to quietly leave what they find for others to discover.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Lead the den in singing the “Toolbox Song” (see Meeting 1 Resources).

TALK TIME (REQUIREMENTS 1, 2, AND 3)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- If Scouts prepared their toolboxes (requirement 1) and brought them to the meeting, take time to review them along with the safety rules for each tool. Reflect on any differences between the tools from box to box; sometimes tools can serve multiple purposes.
- If Scouts completed requirement 2 at home, have each share what they learned. Does the electrical panel at their family’s home have fuses or breakers? What type of heat does the home have? How can you shut off the water to a sink, toilet, water heater, or washing machine?
- Did anyone practice the requirement 3 fixes at home? If some of the Scouts did, ask them what they learned about fixing an overflowing toilet or clogged sink and resetting a tripped circuit breaker. Are there any differences in the answers due to different types of housing (e.g., single-family home versus multi-unit apartment building)?

ACTIVITIES

◆ Activity 1: Safety First (Requirement 1)

- If Scouts brought their toolboxes, have each demonstrate the safe use of three different tools from their box. Be sure to cover a variety of tools in this activity.
- If this meeting is at a location unfamiliar to the den or in someplace other than the usual meeting site, point out any potential safety hazards they must consider.
- Emphasize the need for listening and paying attention *at all times*.

◆ Activity 2: Fix It Projects (Requirement 4)

- Have Scouts carry out the Fix It projects you selected for the meeting. As noted above, choose only projects that you know can be completed at the meeting site within the time you have available.
- If your den is large, you may want to arrange multiple Fix It stations and have a group working at each one. Recruiting additional parents or other helpers will be critical in this situation.
- Some Fix It activities that could work as stations at a group meeting site include the following:
 - Requirement 4A: Bring a small light fixture and several types of light bulbs.
 - Requirement 4C: Bring a drawer from a cabinet and extra knobs, and have screwdrivers on hand so Scouts can practice changing the knobs.
 - Requirement 4F: Ask an adult to volunteer to have his or her car washed, and bring enough car soap, sponges, buckets, and rags for Scouts to help. Position the station near a hose.
 - Requirement 4G: Have a tire pressure gauge and several rags on hand for testing the oil level and air pressure of a car.
 - Requirement 4K: Bring extra wheels, new bearings, a set of wrenches, and a sample skateboard or scooter.
 - Requirement 4Q: Bring a smoke detector and/or a carbon monoxide detector to the meeting along with extra batteries.

CLOSING

- Hold a Den Leader’s Minute that focuses on the Helpful point of the Scout Law: *Just as our tools are always ready to help other people, so should Webelos Scouts. You can be a big help to your families and neighborhoods by doing a Good Turn each day.*
- Say: “A Scout is helpful. A Scout cares about other people. They help others without expecting payment or reward. They fulfill their duties to their to their family by helping at home.”

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place, including the areas used for the Fix It projects. Have Scouts clean the tools they used and put them away.
- Record completion of requirements 1, 2, 3, and 4.

MEETING 1 RESOURCES

OPENING

Toolbox Song

(tune: “I’m a Little Teapot”)

*I’m a pair of pliers just because.
Here is my handle, here are my jaws.
Keep me in your toolbox bright and new.
Take me out, and I’ll work for you.*

*I’m a big strong hammer, a mighty tool.
Hit the nails only, that’s the rule.
Keep me in your toolbox bright and new
Take me out, and I’ll work for you.*

*I’m a happy C-clamp, tell you what I do:
I eat board sandwiches filled with glue.
Keep me in your toolbox bright and new
Take me out, and I’ll work for you.*

*I’m a handy wood plane, give me a try.
I can help you out if your door’s too high.
Keep me in your toolbox bright and new
Take me out, and I’ll work for you.*

TALK TIME

“Be Ready” Worksheet (Requirement 2)*

a. My electrical panel is located in _____ .

The electrical panel has (circle one): fuses breakers

b. What type of heat does the home use? _____

c. How do I shut off the water for these places?

Sinks _____

Toilet _____

Washing machine _____

Water heater _____

Is there a main shut-off valve for the water in our home? Yes No

If “Yes,” where is it located? _____

** Depending on where you live, you may not be able to check all these places. If so, go to a friend’s home, a relative’s home, or visit with an apartment building supervisor.*

“Common Fixes” Worksheet (Requirement 3)

Describe to your Webelos den leader how to fix or make safe the following circumstances with help from an adult:

a. A toilet is overflowing.

I would _____ .

b. The kitchen sink is clogged.

I would _____ .

c. A circuit breaker tripped, causing some of the lights to go out.

I would _____ .

If you live in a leased house, an apartment building, or other multiple-family building, whom should you call if there is a problem with the lights, heating or cooling, or the bathroom?

If my lights go out I should call _____ ,

whose phone number is _____ .

If my heating or cooling goes off, I should call _____ ,

whose phone number is _____ .

If my toilet or shower/tub has a problem, I should call _____ ,

whose phone number is _____ .

ACTIVITIES

Activity 2: Fix It Projects (Requirement 4)

Here are expanded instructions for a few of the Fix It options in requirement 4.

Requirement 4M. Help an adult replace or repair a wall or floor tile.

Cracked or broken tiles in the floor or on a wall will need to be replaced. Be sure to wear safety glasses to protect your eyes from chips and dust. You will also want to wear old work clothes. If you don't own the necessary tools to complete this Fix It project, you may borrow them from a family friend or a neighbor.

Apply painter's tape around the edges of the adjacent tiles to protect them.

Rake out the grout around the broken tile using a carbide-tipped scoring tool. Apply just enough pressure to remove the grout but not so much that a slip will gouge the neighboring tiles. This portion of the project may need to be performed by an adult. Cub Scouts may not use power tools.

Working from the center out toward the edges, gently tap out the broken pieces with a hammer and a narrow ($\frac{3}{8}$ - or $\frac{1}{4}$ -inch) chisel. If you don't have a tile chisel, a cold chisel or even a flat-blade screwdriver will also do the job. Start with the chisel at 90 degrees to the tile, and switch to a 45-degree angle after you penetrate the glaze.

Once the broken tile is removed, use a wider chisel to clean all the old thinset off the floor or wall (thinset is the adhesive that is used to glue the tile into place).

Comb a small amount of thinset mortar over the place for the new tile in straight furrows using a $\frac{1}{4}$ -inch notched trowel. For best adhesion, also trowel adhesive on the back of the new tile.

Set the tile in place and press down firmly to level it with the surrounding tile. Adjust it so the spacing is even on all sides. Wait at least two hours for the thinset to dry completely, then mix up a batch of grout.

Swipe the grout into the joints with a rubber grout float held at a 45-degree angle, then wait 15 minutes for it to harden. When the grout no longer feels tacky to the touch, clean off the excess with a damp sponge or rag.

If this feels like a really big Fix It project, check with your nearest home improvement store to see if it offers a class on tile repair. This project takes multiple steps, but a Webelos Scout can do it!

Requirement 4P. Help an adult install or repair a mailbox.

In this project you will definitely need to have an adult assisting you. If you are installing a new mailbox, it is important that you check first with your local U.S. Postal Service office to discover what rules may need to be followed. Sometimes there are rules determining the exact location or height of a mailbox. If you live in a rural area, you will need to know if a post must be installed, or if one is already waiting. The mailbox will be secured to the top of the post using a board and nails or screws driven through holes on the side lip of the mailbox. Sometimes people purchase ornamental mailboxes, which may have their own set of instructions.

If you are repairing a mailbox, you will need to determine which parts you need to replace. If the door isn't working properly, you will need to repair the fasteners at the lower hinge. If the flag is not working properly, you will need to repair the fastener that makes sure the flag stays up when mail is to be picked up.

To complete this Fix It project, you will need to determine what needs to be repaired or installed, discuss and plan with an adult, gather supplies and tools, then do your project.

Requirement 4Q. Change the battery in a smoke detector or a carbon monoxide detector, and test its operation.

Most detectors require a 9-volt battery, which should be replaced at least once or twice a year. Fire officials and utility companies recommend replacement of smoke detector batteries when we adjust clocks for daylight saving time. Check the manufacturer information that came with the device for more information.

Most homes have multiple detectors, so be certain you check each of them.

You will probably need a ladder or step stool to reach the detector. Be sure to have the help of a parent for this portion.

Push the test button located on the front of the detector. You should hear a high-pitched tone, meaning your battery is still functioning. If you do not, remove the front cover of the detector. Most are of the snap-on type. You will then remove the dead battery and replace it with a new one, then replace the cover. Retest with the new battery to make sure the detector is functioning normally.

Be certain you have everything you need before you begin, and return everything to its proper place when finished.

Requirement 4R. Help an adult fix a leaky faucet.

Faucets come in many styles, and they work differently inside. An adult will help you determine which type of faucet you are repairing and which tools will be needed.

Before applying any wrench or screwdriver to your faucet, make sure your water supply is turned off. This will be done underneath the sink.

Using a rag or the sink stopper, be sure to stop up the drain hole area in case you drop a small piece of the faucet insides. (This is one of those “better safe than sorry” instructions.)

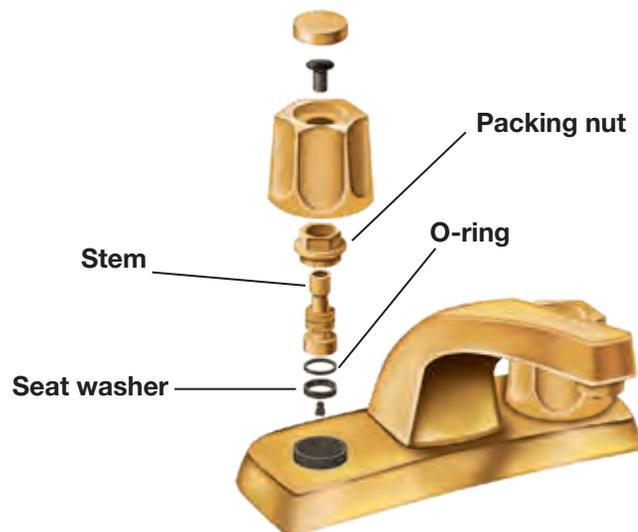
If your faucet has two handles, remove any decorative parts of the handle knobs. A simple prying with a flat-head screwdriver should take care of that. Underneath each knob, there will be a screw that mounts the handle to the stem. Unscrew and then gently remove the handle with your flat-head.

Use your wrench to loosen the packing nut. From there you should notice the stem. Remove that as well. Depending on the faucet, some stems pop right off, while others twist off from the valve. Check the removed parts for any damage.

If everything is intact at this point, inspect the O-ring and washer inside the valve seat—they could be the reason for your leak. Remove the washer and put a replacement inside the seat.

You must make sure your replacement washers and O-rings are an exact fit. An adult will help you with this. New replacement parts can be found at lumberyards, home improvement stores, or hardware stores.

Once you have finished, carefully reassemble all the parts (in order of washer/O-ring, stem, packing nut, screw, and handle). Turn the water supply back on. Slowly and gently turn the knob to test the running water and check to see if you’ve fixed the leak.



Requirement 4S. Find wall studs, and help an adult hang a curtain rod or a picture.

Finding wall studs can be a challenge sometimes. You may wish to borrow or purchase a stud finder, which is a small tool you place on the wall where you think the stud may be. The stud finder will indicate to you when it has passed a stud.

However, if you do not wish to purchase a stud finder, you may find wall studs by knocking on the wall. Begin with the spot where you wish to hang the curtain rod or picture, and knock several times on the wall. If you hear a hollow sound, there is not a wall stud in that spot. If you hear a thud sound, there is a wall stud in that spot.

It is important when we are hanging items that we have a secure base to hang them from. Gypsum wallboard or Sheetrock cannot support the weight of items being hung and a damaged wall will occur. Paneling on the walls will not support much weight either.

But what happens if you really want to hang something in a spot that has no wall stud behind it? Visit your local lumberyard, hardware store, home improvement store, etc., and ask for wall anchors. There are many sorts of anchors that can be secured in the wall and will hold the weight of the item you wish to hang.

The size of the item you are hanging will also determine if you need one or multiple hangers secured to a wall. If the item is large and requires multiple hangers, you will need a level or a measuring tape to be certain you install the hangers at the same height so your picture will hang properly. An adult can help you with this portion.



Upon completion of the Fix It adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.





GAME DESIGN



RATIONALE FOR ADVENTURE

Scouts will use technology safely in this adventure to make fun games fueled by their own ideas. They will learn to plan, organize, and execute those ideas while working as a team to create a finished product.

TAKEAWAYS FOR CUB SCOUTS

- Using technology to create something fun
- Learning, then teaching others
- Teamwork
- Internet safety
- A Scout is trustworthy. 

Webelos Handbook, page 386

ADVENTURE REQUIREMENTS

Complete the following requirements.

1. Decide on the elements for a game.
2. List at least five of the online safety rules that you put into practice while using the internet on your computer or smartphone. Skip this if your Cyber Chip is current.
3. Create your game.
4. Teach an adult or another Scout how to play your game.

NOTES TO DEN LEADER

Before the adventure, you should do some research on what makes a good game and develop an understanding of the various game components. Reading the *Game Design* merit badge pamphlet is a great start. Review the suggested websites ahead of time and download any software the den might use.

If the Cyber Chip has not already been introduced, this would be a good opportunity to do so. Make sure that parents are aware of what Webelos Scouts will be doing in this elective. The Scouts should be reminded not to download anything from the internet without first getting permission from their parents.

You may want to invite parents to Meeting 2 where the den will review internet safety, the Internet Safety Pledge, and what to consider when downloading gaming software. This would give parents a chance to ask questions and get a better understanding of the elective.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for Gathering games: narrow-mouth jar; 10 clothespins per Scout; large hat or bucket; deck of playing cards
- Whiteboard and markers (or blackboard and chalk)
- Paper and pencils
- Computers for Scouts to use (or one computer with screen projector)

GATHERING

- As Scouts arrive, have them play these two games:

Clothespin Drop. Place a narrow-mouth jar upright on the floor. Give each Scout in turn 10 clothespins and have them stand over the jar. They hold the pins at eye level and try to drop them in one at a time. Keep score on the number of pins each Scout drops into the jar.

Card Toss. Place a hat or bucket on the floor about 6 feet from a chair. Have Scouts take turns sitting in the chair and tossing playing cards one at a time into the hat or bucket. Keep score on the number of cards each Scout tosses in.

OPENING

- The den forms a tight circle with the den flag in the center. Each Scout grasps the flagstaff with their left hand, makes the Scout sign with their right hand, and says the Scout Oath.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the Game Design adventure to the members of your den and explain that at this meeting they will learn about game design and have some fun creating a game together. Review the different types of physical and virtual games they enjoy playing and what they like about each one. What parts of those games are the most fun? What makes some games more fun than others?
- Have the Scouts as a group come up with their own definition of what a game is. Examples include:
 - A game is something you play and can win.
 - A game is something you play with rules.
 - A game is something you can play by yourself or with others.
- Tell the Scouts that today, everyone will get to be a game designer. Review the following points with the den for designing a game. Write them on chart paper for Scouts to reference when creating their games. (In addition to the *Webelos Handbook*, you can find two good resources for this discussion at www.eduweb.com/schaller-games.pdf and serc.carleton.edu/introgeo/games/goodgame.html.)

Narrative or Story. What is the game about? What is the point of playing it?

Goals and Mechanics. What are the challenges you have to overcome in the game? How does a player win and what can players do to advance in the game?

Aesthetics. How does your game look and sound? Will it be colorful? What will your characters (players) see, feel, smell, and taste?

Medium. What are the materials and/or technologies needed to make your game possible? This may range from paper, pencils, and blocks to computers and lasers, etc.

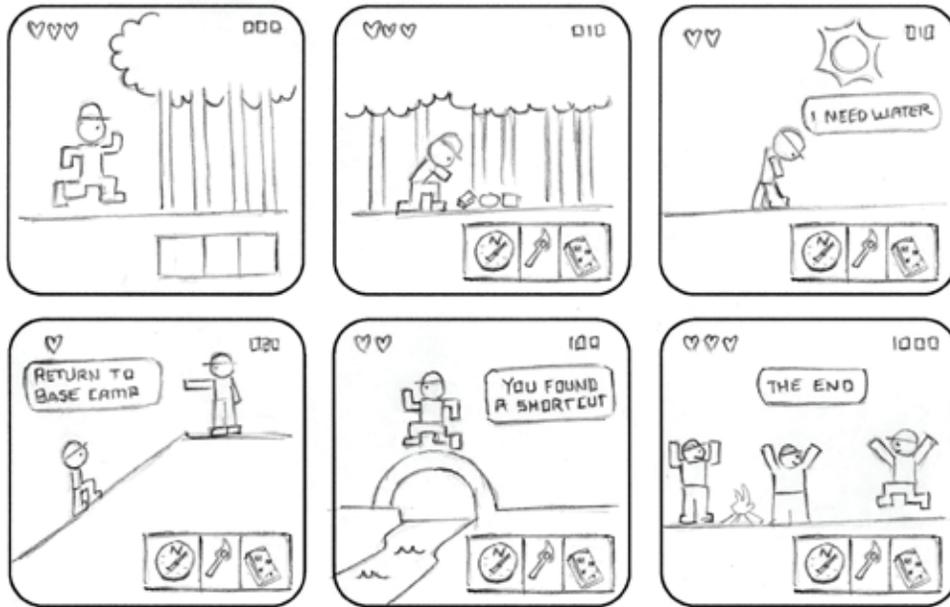
ACTIVITIES

◆ Activity 1: Gamestorming (Requirement 1)

- Divide the den into game design teams of three or four Scouts each. Have each team brainstorm an idea for a game—asking and answering the questions above to make sure their game contains the four basic elements.
- They should then create a design document to record and organize their ideas for the game. The document must be written clearly in a way that a reader who is unfamiliar with the game can understand. It must address all four of the basic elements. The ideas in a design document are not necessarily final; they may change or add things after the document has been written. However, the document should then be updated to reflect the changes.
- Now, to help the teams better visualize their game ideas, have them create storyboards with scenes of what happens in the game and the sequence of events. The Moviemaking adventure has a basic storyboard template to copy, or Scouts could create their own on poster board. The storyboards may include but are not limited to:
 - Background (or setting where the game takes place)
 - Character(s)
 - Sounds
 - Levels
 - Points
 - Colors

◆ Activity 2: Presentation

- Each team will present its idea to the rest of the den using storyboards and game design documents.
- Have Scouts point out what they like about the ideas each team came up with. Remind everyone to be supportive—not discouraging—if they have any suggestions to offer, and to be patient when listening to other teams' ideas. (A Scout is helpful, courteous.)



◆ Activity 3: Game Creation Software

- Ask whether any of the Scouts have used game creation software programs before and, if so, which ones they used. Mention some of the free programs online like Scratch (<https://scratch.mit.edu>) that they can use to make their own games.



Do-at-Home Project Reminder:

Before the next meeting—and with the permission and supervision of their parents—Scouts will browse the Scratch website and, if possible, download the program and watch a few tutorials to get acquainted with it. Scouts designing a non-video game should bring any necessary supplies to the next meeting.

CLOSING

- Form a circle. Starting with the denner and moving right, have the Scouts mention something they enjoyed learning at this meeting.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirement 1.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for Gathering activities: dried beans, pencils, and the Computer Match game (one copy per Scout)
- Copies of the following handouts (one per Scout; see Meeting 2 Resources):
 - Internet Safety Pledge
 - Create Your Own Game Using Scratch
 - Appropriate Video, Computer, and Mobile Games
- Markers and paper for Activity 1
- Materials for Making Games (Activity 2):
 - Set up computers with the Scratch program loaded for making video games (for teams that designed video games last week).
 - If any team designed a non-video game, have those Scouts bring the items and supplies they need to create the game.

GATHERING

As Scouts arrive, have them play these two games:

- **Bean Balance.** Give these directions to Scouts: Pick up a dried bean with your left hand. Transfer the bean to your right hand, then put the bean on the back of your left hand. While still balancing that bean, pick up another one with your left hand, transfer it to the right, and back again—repeating the process until a bean falls off. The Scout who balances the most beans wins.
- **Computer Match.** Give each member of the den a copy of this game (in Meeting 2 Resources) to see how many computer terms can match with the definitions.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Proudly stand together and give your den yell!

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- If any of the teams didn't get a chance to present their game idea in the first meeting, have them do so now.
- Ask the Scouts what games they have played on the internet. Do they know the safety rules to follow when doing anything online? Review the Internet Safety Pledge (Meeting 2 Resources).

ACTIVITIES

◆ Activity 1: Bringing Your Game to Life

- Explain to Scouts how real-life game designers test to see if their game ideas work by role-playing the games. Have each team test their idea together. They can do this by acting out what they put in their storyboards and game design documents.
- This may require materials like markers and paper to bring their games to life, so provide as needed. Ask Scouts if they discovered anything that can improve their ideas and to share it with other game design teams.

◆ Activity 2: Making Games (Requirement 3)

- Give each team the following options:
 - If the game they designed last week was a video game, see if the team can create it here using the computers you set up and the “Create Your Own Game Using Scratch” handout. If necessary, the games may be finished at home, but make sure each Scout has parental permission.
 - If a team designed a non-video game, have them create it here using the items and supplies they brought. These games may also be finished at home.
- All teams will share their games with the rest of the den at Meeting 3.

CLOSING

Form a circle and have den members pass the Scout handshake around until it reaches the Scout who started it. As Scouts receive the handshake, they silently make a wish and pledge to do their best and Be Prepared.



Do-at-Home Project Reminder:

Teams that haven't yet finished their games will do so at home before Meeting 3. If working on a computer and/or browsing online, each Scout must have parental permission. Next week the Scouts will teach their games to the other den members, and everyone will get a chance to play them (requirement 4). Invite parents to attend and join in the fun.

Also at Meeting 3, each Scout will say the five rules they follow when going online with a computer or smartphone, according to the Internet Safety Pledge (requirement 2).

Finally, suggest that each Scout play one of the video, computer, or mobile games, with approval from a parent or guardian, that you listed in another handout (see Meeting 2 Resources)—and be ready to identify the story, goals, aesthetics, and medium of that game.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.

MEETING 2 RESOURCES

GATHERING

◆ Computer Match

Match each of these computer-related terms with its definition.

- | | |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Data | A. A set of steps or a list of instructions that tells a computer to do something. |
| 2. Input | B. The process that a computer goes through when you turn it on. It gets itself ready for you to use. |
| 3. Process | C. A portable, battery-powered computer, small enough to comfortably fit on a person's lap. |
| 4. Output | D. A worldwide network of computers that allows people to exchange information with machines all over the world. |
| 5. Internet | E. A small package containing important electronic circuits. |
| 6. Program | F. Material that is stored in a computer. It can be letters, words, paragraphs, decisions, pictures, or even ideas. |
| 7. Laptop | G. Convert data into information. |
| 8. Computer Chip | H. Information that is given out by the computer. This information may be displayed on a screen, printed on a printing device, or shown in other ways. |
| 9. Hard Disk | I. Data that is given to a computer. Usually this data will be processed into information. |
| 10. Booting | J. Permanent memory device. |

Answers (by letter): A-6; B-11; C-7; D-5; E-8; F-1; G-3; H-4; I-2; J-9; K-10
Answers (by number): 1-F; 2-I; 3-G; 4-H; 5-D; 6-A; 7-C; 8-E; 9-J; 10-K; 11-B

TALK TIME

Internet Safety Pledge

1. I will tell my trusted adult if anything makes me feel sad, scared, confused, or uncomfortable.
2. I will ask my trusted adult before posting photos or sharing information like my name, address, current location, or phone number.
3. I won't meet face-to-face with anyone I meet in the digital world.
4. I will respect the online property of others.
5. I will always use good "netiquette" and not be rude or mean online.

ACTIVITIES

Activity 2: Making Games

Create Your Own Game Using Scratch (<https://scratch.mit.edu>)

To get started:

<https://resources.scratch.mit.edu/www/guides/en/Getting-Started-Guide-Scratch2.pdf>

To create your own program:

https://scratch.mit.edu/projects/editor/?tip_bar=home

You can create a simple character by either uploading an image, choosing from the available library of images, or drawing one in Paint. Then you can easily give it a simple animation using the basic kid-friendly coding language where you place one command (“Walk 10 steps”) into another command (“When I press space bar”).

Video tutorials: <https://scratch.mit.edu/search/projects?q=tutorials>

Intro article on the whys and hows of Scratch:

<http://web.media.mit.edu/~mres/papers/Scratch-CACM-final.pdf>

Intro video, webinars, and video tutorials for making your first Scratch project:

<http://scratched.gse.harvard.edu/resources/new-scratch>

Appropriate Video, Computer, and Mobile Games

Video games on consoles:

- Mario Kart
- Skylanders Spiro’s Adventure
- Lego Harry Potter
- Super Mario 3D Land

Computer Games:

- Roblox: www.roblox.com
- Minecraft: <https://minecraft.net>
- Super Hero Squad: www.theheroup.com/new-visitor

Mobile (iPad/iPhone) Games:

- Cut the Rope: www.cuttherope.net
- Words With Friends: <https://zynga.com/games/words-friends>
- Angry Birds: www.angrybirds.com

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Computers
- Computer games
- 26 index cards with a letter of the alphabet on each one (three sets)

GATHERING

- As Scouts arrive, they will choose seven letters from the index cards and then try to make words out of those letters that relate to Scouting.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Have Scouts reflect for a minute on the Scout Law. Choose one of the 12 points of the Law and discuss how it relates to playing games. Include the parents in the Opening.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Discuss the five rules of the Internet Safety Pledge and how to put those rules into practice when using the internet (requirement 2).
- Ask if the Scouts played some of the suggested video, computer, and mobile games. Did they see how the four basic elements—narrative or story, goals and mechanics, aesthetics, and medium—fit into those games?

ACTIVITIES

◆ Activity 1: Sharing the Games (Requirement 4)

- Scouts will teach and play each other's games. It may be best to do this in rotation, with separate stations set up for each game. Be sure to have enough computers on hand for games that require them.
- Consider posting a parent or volunteer at each station so they can also learn the game. As the games are being taught, adults should lead the Scouts in reviewing how the game uses the four basic elements.
- After each game has been played, Scouts will discuss how it went, what they enjoyed about the game, and how it might be improved.

CLOSING

- Scouts and parents join hands in a circle. The den leader or den chief begins by squeezing the hand of the person on the right. As they each squeeze a hand, have them think about something that they are thankful for.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 2, 3, and 4.

Upon completion of the Game Design adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.





INTO THE WILD



RATIONALE FOR ADVENTURE

In this adventure, Scouts will learn about our ecosystem and grow in their appreciation of nature.

TAKEAWAYS FOR CUB SCOUTS

- Being knowledgeable, responsible, and comfortable in the outdoors
- A Scout is kind. 

ADVENTURE REQUIREMENTS

Webelos Handbook, page 394

Complete at least six of the following requirements.

1. Collect and care for an “insect, amphibian, or reptile zoo.” You might have crickets, ants, grasshoppers, a lizard, or a toad (but be careful not to collect or move endangered species protected by federal or state law). Study them for a while and then let them go. Share your experience with your Webelos den.
2. Set up an aquarium or terrarium. Keep it for at least a month. Share your experience with your Webelos den by showing them photos or drawings of your project or by having them visit to see your project.
3. Watch for birds in your yard, neighborhood, or area for one week. Identify the birds you see, and write down where and when you saw them.
4. Learn about the bird flyways closest to your home. Find out which birds use these flyways.
5. Watch at least four wild creatures (reptiles, amphibians, arachnids, fish, insects, or mammals) in the wild. Describe the kind of place (forest, field, marsh, yard, or park) where you saw them. Tell what they were doing.
6. Identify an insect, reptile, bird, or other wild animal that is found only in your area of the country. Tell why it survives in your area.
7. Give examples of at least two of the following:
 - A. A producer, a consumer, and a decomposer in the food chain of an ecosystem
 - B. One way humans have changed the balance of nature
 - C. How you can help protect the balance of nature
8. Learn about aquatic ecosystems and wetlands in your area. Talk with your Webelos den leader or family about the important role aquatic ecosystems and wetlands play in supporting life cycles of wildlife and humans, and list three ways you can help.
9. Do one of the following:
 - A. Visit a museum of natural history, a nature center, or a zoo with your family, Webelos den, or pack. Tell what you saw.
 - B. Create a video of a wild creature doing something interesting, and share it with your family and den.

NOTES TO DEN LEADER

This adventure has several choices based on which activities you choose to do with your den. This den meeting plan, when followed as written, meets the requirements to earn this adventure. If you choose to make adjustments, be sure you complete at least the minimum requirements.

Meeting 4 will be a den outing to visit a museum of natural history, nature center, or zoo (requirement 9A). In advance of the outing, the leader will need to make arrangements with the outing location and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure activity consent forms are distributed, signed, and collected.

Before the first meeting, have each Scout decide what type of insect, reptile, or amphibian they would like to keep for a week in their “zoo” (requirement 1). The Scouts may catch their specimens at home or during the meeting, but remind them that each creature must be released back into the same environment in the same area where it was found.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for Bird Match game (if weather prevents going outside): Pictures of birds that live in your area, printed small—about the size of playing cards. Print two of each so they can be paired.
- Items for Talk Time:
 - Worm jar, prepared a week in advance (see Meeting 1 Resources)
 - Bird flyway map
- Items for making insect zoos (Activity 1; see Meeting 1 Resources):
 - For crickets: small plastic or glass jars; screen mesh; rubber bands; bottle caps
 - For ants: large-mouth bottles; large piece of white cloth or paper; cardboard; garden trowel; screen mesh or cheesecloth; rubber bands; bottle caps

GATHERING

- As Scouts arrive, weather permitting, send them outside to look for insects in the grass, under rocks, or near the sidewalk. Ask each member of the den to observe what the insects are doing and where they might be going. Have them look up and around for any birds in the area; can they identify them?
- If unable to go outside, try one or both of these options:

Inchworm Walk. Each Scout supports their body on their hands and feet with their legs extended backward. Keeping their hands in place and their knees stiff, they walk on tiptoe with short steps until their feet are near their hands. Then, without moving their feet, they walk forward on their hands with short steps until their original position is attained. They continue “walking” alternatively with feet and hands, like an inchworm.

Bird Match. Shuffle the two sets of bird picture cards and stack them facedown. The Scouts will take turns turning over the cards and looking for a match. The Scout with the most matches wins. When a Scout makes a match, see if they can tell what bird it is. You may want to have a sheet with all of the birds listed to help the Scouts identify and learn about them.

OPENING

- The den forms a tight circle with the den flag in the center. Each Scout grasps the flagstaff with their left hand, makes the Scout sign with their right hand, and says the Scout Oath.

TALK TIME (REQUIREMENTS 4 AND 6)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the Scouts to the Into the Wild adventure. Explain that they will be exploring the world of animals, insects, reptiles, fish, arachnids (spiders), and amphibians. The den will look at how these creatures affect our lives and how we affect theirs.
- Show the Scouts the worm jar. Explain what the worms have been doing and how what they do can help the environment and the world we live in. Explain the work that the worms do in helping air and water to get into our soil. Remind the Scouts that all living creatures, even the smallest ones, have a part in creating our environment. This is just one example of how we help each other.
- Ask the Scouts to share about what they found outside; were they able to identify the various birds, insects, and other creatures?
- Ask Scouts if they have observed birds in their own neighborhoods. Do the birds live there year-round or only at certain times of the year? Show the bird flyway map and lead a discussion about seasonal bird migrations (requirement 4).
- Ask the Scouts if the same animals live all over the country. If they say no, ask why not. Ask: *What types of conditions affect wildlife?* Answers could include climate, availability of food, altitude, or other wildlife in the area. Can the Scouts think of one insect, reptile, bird, or wild animal that is found only in their area? Why does it survive only there (requirement 6)?
- Discuss plans for the Meeting 4 den outing to a museum of natural history, nature center, or zoo (requirement 9A).

ACTIVITIES

◆ Activity 1: Keeping a “Zoo” (Requirement 1)

- Each Scout will start an “insect, amphibian, or reptile zoo” of their choice, using the materials you collected or things the Scouts have brought. (The *Webelos Handbook* also includes several options; see Meeting 1 Resources for directions on keeping a cricket or ants. Scouts may catch the specimens near the meeting site or somewhere else before or after the meeting; however, each creature must be released within seven days in the same place where it was found.) Creating these zoos and sharing what they discover will give everyone an opportunity to study and learn about different creatures.
- Scouts will need to check on their specimens every day and care for them. They should consider the creatures as visitors and return them to their natural outdoor habitat after observing them for several days.

◆ Activity 2: Habitat Knee-Sit

- See Meeting 1 Resources for directions.
- Explain that food, shelter, water, and space are the basics of life on earth. We can do without one of those basic elements for a short time, but eventually, like every living thing, we need all four of the basics to survive. This game will help demonstrate that truth.

CLOSING

- Gather the den together and recite the Scout Law. Reflect on the 12 points of the Law and discuss which ones might relate to this adventure: A Scout is kind, thrifty.
- Say: *Being thrifty means preserving our resources, and being kind means not harming or killing another living thing.*



Do-at-Home Project Reminder:

During the next week the Scouts will study the creatures in their zoos. They must set the insects, reptiles, or amphibians free in the same place after several days and share what they learned with the rest of the den (requirement 1).

Each Scout will also watch for birds in the local area. They will keep a written record of which birds they saw, and when and where they saw them (requirement 3).

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 4 and 6.

MEETING 1 RESOURCES

TALK TIME

Worm Jar

- One week before the first meeting, prepare a worm jar to help Scouts see how some creatures work hard to aerate (let air and water into) our soil, which in turn allows plants to grow and gives other creatures food to eat.
- Put 4 to 5 inches of moist, rich soil in a large glass jar with six earthworms. Add water if necessary, but not enough to cause the soil to drip water when you ball the soil in your fist and squeeze.
- On top of the soil, put an inch of light, dry sand. Sprinkle a layer of cornmeal on top of the sand. If possible, take a picture of the jar at this point so Scouts will know what the jar looked like before the worms began to work. Wrap black paper around the jar to shut out the light, and cover the jar with a section of black pantyhose secured with a rubber band. Keep the jar out of the sun.
- When you uncover the jar one week later, Scouts will see that the worms have moved dark soil up into the sand and sand down into the soil. They will see tunnels along the walls of the jar that mark where the worms have traveled.

ACTIVITIES

◆ Activity 1: Keeping a “Zoo” (Requirement 1)

Crickets

- To catch a cricket, place a small plastic or glass jar into the soil so the top of the rim is level with the surface of the ground. Put a small amount of a sweet, goey mixture in the jar. You could use a mixture of two parts molasses and one part water or the mashed pulp of an overripe fruit. The smell will attract beetles or crickets and they will fall into the jar. You can also look for crickets under rocks or logs.
- After you catch them, you will need to make a home or “zoo.” You can use a wide-mouthed plastic jar as a home for the cricket. Punch air holes in the lid (to avoid accidents, make sure only an adult does this) or make a lid out of screen mesh and put a rubber band around it to secure it to the jar. Put in an inch of moist soil; you can use the soil from the area where you found the cricket. Use a bottle cap for a water dish and add a rock or small stick—crickets like to crawl underneath things.
- Keep the jar out of direct sunlight. For food, try lettuce, a very small wedge of a raw potato, or some dry cat or dog food. Give the cricket food and clean water every day. Keep the jar clean by removing leftover food and any droppings. Remember that crickets can be noisy as they like to chirp!

Ants

- To capture ants, you need a 2-foot-square piece of white cloth or paper, two large-mouth bottles with lids, a piece of cardboard, and a trowel.

- Find an anthill or ant nest under rocks. (**Caution:** Don't try to collect fire ants or other aggressive ants. Black carpenter ants are the most common ant in North America and are least likely to be aggressive toward humans.) Stir the anthill gently with your trowel. When the ants come out to investigate, use the cardboard to guide them into one jar. Put some dirt from the anthill in with them. Some ants may be carrying white objects, which are the larvae and pupae, two stages of ant development. Collect some of these too.
- Now find the colony's queen—if you can. Some ant queens live very deep in the ground, and when the nest is disturbed, the other ants carry her off to safety. That is because the queen produces all of the colony's young. She will be larger than the other ants. As you look for the queen, spread the dirt on the white cloth, and she should show up against the white background. Put the queen into the second bottle and add some dirt.
- To create an ant house, you can use a wide-mouthed jar with screening (if the holes are small enough to keep ants from climbing out) or cheesecloth on top to let in air. Put your ant colony in the jar, including the queen, along with the dirt from the anthill. Add ordinary soil until the jar is about two-thirds full. Keep the soil moist, but not wet, by putting in a few drops of water when it looks dry. Fill a bottle cap with water for the ants to drink.
- Keep the house covered when you aren't watching the ants at work. Ants like to work in the dark. You can cover the jar with black paper or cloth held on by rubber bands. Handle the ant house with care, and don't jerk or jiggle it. For food, put in bits of sugar, peanuts, apples, and bananas every few days. Remove uneaten food each time you put in new food.

◆ Activity 2: Habitat Knee-Sit

- Have Scouts stand shoulder to shoulder in a circle. Assign each Scout a name as follows: 1 = "food," 2 = "water," 3 = "shelter," and 4 = "space"—then back again to 1.
- Ask Scouts to turn toward their right, at the same time taking one step toward the center of the circle. They should be standing close together, with each Scout looking at the back of the head of the Scout in front of them. Scouts place their hands on the shoulders of the person in front of them. The leader says, *Food, water, shelter, and space are what is needed to have a good habitat for all living things on earth.*
- Now ask the Scouts, on the count of three, to slowly sit down on the knees of the person behind them—keeping their own knees together to support the person in front. When this is done, the leader says, *Each component is important to our life, but sometimes, these necessities are no longer available. We will see what happens. Remember which necessity each of you are—food, water, shelter, or space.*
- Say: *It is a drought year. The water supply is reduced by the drought conditions. Water is no longer available. Water, move away from the circle. Everyone else, try to keep together!* Scouts should try to keep their circle together.
- Say: *Conditions are getting even worse. Fire has burned our shelters and our crops have burned. Food and shelter, leave the circle.* At this point the circle will collapse.
- Explain that food, shelter, water, and space are the basics of life on Earth. For a short period, we can do without one of these things, but eventually, we, along with all other living things, need all of them to survive.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for making animal track casts during nature hike (Activity 1):
 - Plastic zip-top bags filled with ½ cup of dry plaster of paris
 - Strips of cardboard 1½ inches wide
 - Paper clips
 - Water
- Pens and note pads for taking notes during the hike
- Bag and gloves for picking up litter

GATHERING

- Have Scouts play Nature Hide and Seek before the meeting starts.
- The first Scouts to arrive will be the “prey.” They must hide or camouflage themselves so that predators will not notice them. They can do this by crawling under something, holding very still, or staying out of sight, but they must always be somewhere in the designated playing field.
- The last Scouts to arrive are the “predators.” Send them to the field to find their prey. As they point to Scouts they see, the prey come out and join the predators. Any prey that hasn’t been discovered will come out at the end of the game.
- If time permits, let everyone take a turn as predator and as prey.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME (REQUIREMENTS 1, 3, AND 7)

- Carry out business items for the den.
- Give each Scout time to tell about their “zoo”—which creature(s) they collected and what they found out about them (requirement 1).
- Have Scouts been observing birds during the last week? Ask which birds they identified and where and when they saw the birds. Have them discuss the information they recorded (requirement 3).
- Introduce the subject of producers (plants, trees), consumers (those that eat what the producers provide), and decomposers (those that return organic matter to the soil to be recycled). Ask each Scout to give two examples of each (requirement 7).
- Lead a discussion about how humans can affect the balance of nature and what each person can do to protect that balance. Encourage each Scout to take part in the conversation (requirement 7).
- If any Webelos Scouts chose to create a video of a wild creature (requirement 9B), give them an opportunity to show it to the rest of the den.

ACTIVITIES

◆ Activity 1: Nature Hike (Requirement 5)

- Take Scouts on a walk through the neighborhood to see how many wild creatures they can spot along the way. Make sure each Scout observes at least four—reptiles, amphibians, arachnids, fish, insects, or mammals—and write down where they found the creatures and what they were doing. Remind everyone that they must walk carefully and quietly, just as they did when pretending to be prey, so the creatures won’t be frightened.
- Look for signs in nature such as scat, nests, scratch marks on trees, holes in the ground, or holes in leaves or trees. Do the Scouts know what creatures might have left those marks?
- If possible, bring ingredients for making plaster casts of animal tracks during your hike (see Meeting 2 Resources for directions). Also bring a bag and gloves so Scouts can pick up litter during their walk.
- You may want to take the walk yourself before the meeting to look for interesting stopping points. The purpose of this activity is to teach Scouts to notice animals and other creatures in their environment. Help them by stopping now and then so they can discover signs of wildlife activity that they would not ordinarily notice. Mention that many creatures are active while we sleep, or the creatures are small and usually escape our attention.

CLOSING

- Form a circle and recite the Outdoor Code.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 1, 3, 5, and 7.

MEETING 2 RESOURCES

ACTIVITIES

Activity 1: Nature Hike (Requirement 5)

Making Plaster Casts of Animal Tracks

- You will find the best tracks for casting near streams, muddy banks, or beaches. After you find some tracks you want to cast, brush away any twigs, stones, or dirt from around them.
- Surround the tracks with a cardboard strip in the shape of a ring and fasten the ends of the strip with a paper clip. Push the cardboard into the mud around the track.
- Add a little water to each Scout's bag of plaster. Have them knead the securely sealed bags until the mixture inside is smooth (about the consistency of oatmeal). Bring a little extra plaster to add if needed, to ensure the right thickness in each bag.
- Slowly turn the bag inside out, carefully pouring the plaster from one side to the other over the tracks inside the ring. This way, the air will be pushed out of the plaster and there will be no bubbles.
- After about 15 minutes, depending on humidity, the plaster should be hard enough for the cast to be removed. While the casts are still damp, have the Scouts mark their cast in some way, such as with initials, leaves, or twigs. When the track cast is thoroughly dry, remove the cardboard ring and lift the cast from the ground.
- If desired, the casts may be used later to make prints for each Scout.

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for making aquariums or terrariums (Activity 1; see *Webelos Handbook* and Meeting 3 Resources)
- Thank-you notes that Scouts can sign for anyone who helps with the Meeting 4 den outing

GATHERING

- **Frog Handstand.** As Scouts gather for the meeting, have them squat and place their hands flat on the floor between their legs. Then they lean forward slowly, shifting the weight of their bodies onto their hands and elbows, until their feet swing free of the floor. (This is the first step in learning to do a handstand.) See how long each Scout can remain in that position.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Sing "The Bear Song" (see Meeting 3 Resources).

TALK TIME (REQUIREMENT 8)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.

- Lead a discussion about aquatic ecosystems and wetlands in your area. Talk about the important role these play in supporting the life cycles of both wildlife and humans. What are three ways that Scouts can help preserve these systems? Allow time for each Scout to come up with ideas (requirement 8).
- In preparing for the conversation, you can get information from the U.S. Fish and Wildlife Service at www.fws.gov.

ACTIVITIES

◆ Activity 1: Aquariums and Terrariums (Requirement 2)

- Each Scout will make an aquarium or terrarium using the collected materials. They will take the project home and photograph or draw pictures throughout the next month so they can share what happens with the rest of the den. (See fish aquarium and terrarium directions in the *Webeles Handbook*, and directions for an insect aquarium in Meeting 3 Resources.) Tell Scouts to bring to the next meeting photos or drawings of their projects to share their progress with the den.

◆ Activity 2: “Into the Wild” Game

- See Meeting 3 Resources for directions.

CLOSING

- Form a circle and pass the Scout handshake from one to another until it reaches the Scout who started it. As Scouts receive the handshake, they silently make a wish and pledge to do their best and Be Prepared.
- Review details for the upcoming outing in Meeting 4. Make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirement 8.
- Have Scouts sign their thank-you notes for guests at this meeting or those who will help with the outing.

MEETING 3 RESOURCES

OPENING

“The Bear Song”

(tune: “Sipping Cider Through a Straw”)

The leader sings a line, which the den repeats. After the verse is complete, all sing the verse together. Then the leader moves on to the next verse.

*The other day
I met a bear
Out in the woods
Away out there.*

*He looked at me,
I looked at him.
He sized me up,
I sized up him.*

*He said to me,
“Why don’t you run?
I see you ain’t
Got any gun.”*

*And so I ran
Away from there,
And right behind
Me was the bear.*

*And then I see,
Ahead of me,
A great big tree,
O glory be!*

*The lowest branch
Was 10 feet up.
I’d have to jump
And trust to luck.*

*And so I jumped
Into the air.
I missed that branch
Away up there.*

*Now don’t you fret,
And don’t you frown,
I caught that branch
On the way back down.*

*That’s all there is,
There ain’t no more,
Unless I see
That bear once more.*

ACTIVITIES

Activity 1: Aquariums and Terrariums (Requirement 2)

Aquatic Insect Aquarium

Materials: Aquatic insects, wide-mouth gallon jar, wire mesh, sand, rocks, plants, tank

- This project requires aquatic insects, which should be collected before the meeting or during a family or den visit to a brook, pond, swamp, or lake. All of these aquatic insects are common and can be easily caught:
 - The *water strider* walks and runs on spiderlike legs across the water’s surface.
 - A beetle called the *backswimmer* clings to the underside of the water surface while its hind legs propel it along.
 - *Whirligig beetles* skate over the surface of the water, chasing one another in a crazy patch of circles.
 - A scuba diver insect, called the *water boatman*, keeps its air supply in a bubble between its front legs and moves through the water with its oar-like hind legs.
 - *Naiads (nymphs)* swim through the water, catching and eating smaller insects, and then finally crawl onto a log or rock above the surface and turn into dragonflies and damselflies.
- Using a wide-mouth jar, put sand, rocks, and plants on the bottom of your aquarium as you would for fish. Fill the tank halfway with water, and add your specimens. Cover the aquarium with wire mesh. Feed flies, mosquitoes, mosquito wrigglers, ants, and grasshoppers to the aquatic insects by dropping them on the surface of the water.
- After enjoying your aquarium, return the insects to their natural environment.

Activity 2: “Into the Wild” Game

- This game will offer a good opportunity for Webelos Scouts to show what they are learning in this adventure.
- Divide the den into two teams. Set up a table and have the teams line up on either side. Provide two noisemakers (e.g., squeak toys) that the Scouts can use to determine which team answers a question first; the leader will ask each question and the team that makes the noise first will get to answer it.

- A Scout may answer the question alone or may confer with their team. If the Scout answers the question incorrectly, the other team tries to answer it. The team that gives the correct answer gets the first turn with the next question. The team with the most points wins. Have some fun!
- Below are sample questions that you could ask. Feel free to adapt them to the area in which you live and to add others that you talked about as a den:
 - What is a “producer”?
 - What is a “consumer”?
 - What is a “decomposer”?
 - Name three birds you can see in our area.
 - What is a bird flyway?
 - What is the closest bird flyway to our area?
 - Where do birds go when they leave this area?
 - What types of animals will you find in the forest?
 - What do insects eat?
 - What is an arachnid?

MEETING 4 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Contact the outing location at least a month in advance to schedule the visit. Give the staff a copy of the requirements so they can see what the Scouts are doing in this adventure and possibly plan a hands-on activity.
- Confirm that transportation to and from the location is in place. Secure signed activity consent forms.
- The den leader should bring a copy of the *Guide to Safe Scouting*.
- Review any questions the Scouts want to ask to ensure all are appropriate. To avoid forgetting, have them carry the questions on index cards.
- Remind Scouts of any gear they need to bring, especially if the den is going to a nature center or other outdoor location.
- Bring the signed thank-you notes for those who help.

GATHERING

- If visiting a nature center or zoo, review the Leave No Trace Principles for Kids and how they relate to this outing.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME (REQUIREMENT 2)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Have Scouts share the drawings or photos of their aquarium/terrarium projects. What have they learned so far from the project?

ACTIVITIES

◆ Activity 1: Visit or Tour (Requirement 9A)

- If a tour guide or host will be leading you through the museum of natural history, nature center, or zoo, introduce this person and mention that the Scouts have questions they would like to ask during or after the visit.
- When the visit ends, be sure the Scouts show appreciation and give their thank-you notes to everyone who helped.

CLOSING

- Gather the den together and have each Scout share something they enjoyed learning during the outing or the rest of the adventure.

AFTER THE MEETING

- Serve refreshments if desired and appropriate.
- If the visit was outdoors, work to leave the location cleaner than you found it.
- Record completion of requirements 2 and 9A.

Upon completion of the Into the Wild adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.



NOTES





INTO THE WOODS



RATIONALE FOR ADVENTURE

In this adventure, Scouts will learn to identify plants and trees and how they differ in locations around the world. They will gain knowledge about ecosystems and the importance of conserving our natural resources.

TAKEAWAYS FOR CUB SCOUTS

- Understanding our interconnection with the plant world
- Being knowledgeable, responsible, and comfortable in the outdoors
- A Scout is reverent. 

Webelos Handbook, page 418

ADVENTURE REQUIREMENTS

Complete requirements 1-4 and one other.

1. Identify two different groups of trees and the parts of a tree.
2. Identify four trees common to the area where you live. Tell whether they are native to your area. Tell how both wildlife and humans use them.
3. Identify four plants common to the area where you live. Tell which animals use them and for what purpose.
4. Develop a plan to care for and then plant at least one plant or tree, either indoors in a pot or outdoors. Tell how this plant or tree helps the environment in which it is planted and what the plant or tree will be used for.
5. Make a list of items in your home that are made from wood and share it with your den. Or with your den, take a walk and identify useful things made from wood.
6. Explain how the growth rings of a tree trunk tell its life story. Describe different types of tree bark and explain what the bark does for the tree.
7. Visit a nature center, nursery, tree farm, or park, and speak with someone knowledgeable about trees and plants that are native to your area. Explain how plants and trees are important to our ecosystem and how they improve our environment.

NOTES TO DEN LEADER

This adventure has activities that have seasonal considerations. Read through the complete adventure to determine the best time of year the related activities can be done.

This adventure has several choices based on which activities you choose to do with your den. This den meeting plan, when followed as written, meets the requirements to earn this adventure. If you choose to make adjustments, be sure you complete at least the minimum requirements.

Meeting 3 will be a den outing to visit a nature center, nursery, tree farm, or park (requirement 7). In advance of the outing, the leader will need to make arrangements with the outing location and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure activity consent forms are distributed, signed, and collected.

Note also that part of Meeting 1 will be a hike to complete requirements 2 and 3 by identifying trees and plants in the area.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- For Gathering activity: a stethoscope for listening to a tree OR materials for the “What Kind of Leaf Am I?” game: paper, pencils, nontransparent bags, tree and plant identification book
- Items for making bark rubbings during the Nature Hike (Activity 1): crayons, masking tape, rice paper or other thin paper

GATHERING

Scouts may do one or both of these activities while waiting for everyone to arrive:

Listen to a Tree

- Find a deciduous tree in your area at least 6 inches in diameter with thin bark. Have Scouts stand near the tree and listen to the leaves and branches moving in the wind.
- A tree is a living, growing thing. It eats, rests, and has circulation just as we do, as water comes in through the roots, moves through the trunk, and then goes out the leaves. The “heartbeat” of a tree—that is, the water and sap moving through it—is a wonderful sound. The best time to hear that heartbeat is in early spring when the tree sends the first sap upward to its branches, preparing them for another season of growth.
- Some species of trees have a louder heartbeat than others. Help the Scouts to press the stethoscope firmly against the tree, keeping it motionless so they won’t hear any interfering noises. They may need to try several different places on the tree trunk before they find a good listening spot.

“What Kind of Leaf Am I?”

- On a table, set out pencils, paper, and samples of leaves from the three basic tree types listed below. Place each sample in its own bag labeled only 1, 2, or 3. Scouts will reach into each bag and try to identify the type of leaf they feel without looking at it. On a sheet of paper, have them draw and identify the leaf as they imagine it. (The samples may be real, plastic, or silk artificial leaves. Replicas may also be cut from felt to the correct shape.)

Conifers. These trees can be either deciduous (loses its leaves in autumn) or evergreen (has leaves all year long)—but most of them are evergreen. Conifer leaves are narrow and sharply pointed (e.g., pines, firs, juniper).

Broad-Leaved. This means having relatively broad rather than needle-like or scale-like leaves. The leaves on all broad-leaved trees are arranged in one of two ways: opposite or alternate. Examples include oak, elm, and eucalyptus trees.

Palms. These trees (e.g., palmetto, Washingtonia, California fan) have divided leaves that grow from a single stem with no branches. The trees do not increase in girth with age. Though considered part of the broad-leaf family, palms are technically not considered true trees because they have no wood in their trunks.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, the Scout Oath and Scout Law.
- Lead the den in singing “This Land is Your Land.”

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Explain that the den will be going “Into the Woods” this month, experiencing the life of trees and plants, and how they help us.
- If Scouts played the “What Kind of Leaf Am I?” game, review the tree types. Tell Scouts that the game helped them complete half of requirement 1 as they identified different types of trees by feeling the leaves.

- If Scouts did the “Listen to a Tree” activity, tell them that now they know for sure that a tree is a living thing. Ask them what they think they heard. Explain that this demonstrates the parts of a tree and how water and minerals move from the roots and through the trunk toward the crown.

ACTIVITIES

◆ Activity 1: Nature Hike (Requirements 1, 2, and 3)

- Take Webelos Scouts on a walk through the neighborhood, a large backyard, or a nearby park to observe trees.
- Begin your hike by asking everyone to smell the trees and plants. (Some have very distinctive odors, especially pines and eucalyptus.)
- Bring pencil and paper to make bark rubbings. Have Scouts determine which type of leaves each tree has, and see if they can identify the different parts of each tree. Bring a tree and plant book as well, so the Scouts can take turns looking through it as they make their identifications. If there is any confusion, help them come to a consensus about each tree and plant.
- Have Scouts call out when they see something made from wood. How many different things can they find?
- Before returning to the meeting place, record how many trees and plants the Scouts identified that are common to your area. Make sure you discuss how both wildlife and humans use those trees and plants.

CLOSING

- Gather the den together and recite the Outdoor Code.



Do-at-Home Project Reminder:

Each Scout will complete requirement 5 before the next meeting—listing useful items in their home that are made from wood so they can share with the den.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 1, 2, and 3.

MEETING 1 RESOURCES

ACTIVITIES

◆ Activity 1: Nature Hike (Requirements 1, 2, and 3)

Bark Rubbings

- At each tree, allow Webelos Scouts to make a bark rubbing by taping a sheet of paper to the trunk and rubbing a crayon over the paper to copy the texture. Different types of trees have very different bark—thick and deeply furrowed, smooth with pock marks, etc.
- Make sure the Scouts identify other characteristics of each tree, such as leaves, fruit, nuts, height, and girth. Together, these things will help them to identify the tree. Tell them: *To positively identify each tree, you have to narrow the possibilities.*
- This activity will give each Scout the tools to identify many trees. They may want to create an identification booklet by putting leaf and bark rubbings from a different tree on each page with the name of the tree written below the rubbings. The den members could use these booklets on their next hike!
- Another option is for Scouts to photograph the leaves and bark of each tree with a camera or smartphone, and print those photos to make their booklets or make a digital presentation.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for Gathering activity: pens or pencils, slice of a tree stump, strips of paper, and nails, pins, or thumbtacks. Tree “cookies,” or slices, can be purchased from a number of online retailers or might be donated by a lumberyard or town dump.
- Paper or cardboard tree leaves for the Opening—one per Scout, each with a phrase from the Scout Oath written on it (e.g., “On my honor,” “duty to God,” “and to obey the Scout Law”)
- Items for planting a tree or plant: seedlings, water, mulch, and a pot (if needed). Your local nursery or home improvement center might help you to choose the right plants or seedlings (infant trees). The Arbor Foundation is also an excellent source for seedlings.

GATHERING

As Scouts arrive, have them play History Stump (from the *Cub Scout Leader How-To Book*):

- Have a large slice of a tree trunk that shows the rings (sanding the slice can help bring the rings out).
- Count the rings and calculate what year each ring represents. Scouts write down important events and the date they happened on small strips of paper. Attach them to the corresponding rings on the stump with pins or small nails.
- You might like to mark birthdays or some dates from Scouting’s history or the history of your pack along with other historical events.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Provide each Webelos Scout with a paper or cardboard tree leaf on which is written a portion of the Scout Oath (if the den is large, you may need to limit each phrase to only a few words). Begin the meeting with each member of the den reading their portion of the Oath in the proper sequence.
- When finished, have each Scout put the leaf in their pocket. They must carry it with them until they do one of the responsibilities under the Oath during the coming week.

TALK TIME (REQUIREMENTS 5 AND 6)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Discuss how all the elements they see in a tree cutting (outer and inner bark, cambium, sapwood, heartwood, thinning, and fire scars) tell part of the tree’s life story. (See the *Webelos Handbook* for diagram.)
- Discuss what bark does for a tree and the different types of bark the Scouts found when they made their rubbings.
- Have each Scout report on the useful items they found in their home that come from wood.
- Talk about or demonstrate the proper way to plant a tree or plant (see the *Webelos Handbook*).

ACTIVITIES

◆ Activity 1: Planting (Requirement 4)

- Have Scouts work together to start a tree or a plant, either outdoors or indoors in a pot. (See the *Webelos Handbook* for directions.)
- After the planting is done, discuss how the plant or tree will help the environment and what it may be used for.

- A Scout may also want to plant a tree at home or in their neighborhood. This will help them to understand their connection to the natural world. Planting new trees is the key to sustainable forestry, which could allow people in the future to have the same abundant forests that we enjoy today.

◆ Activity 2: Squirrel in a Tree

- Start this game by lining up the Scouts and giving each one a number: 1, 2, or 3.
- Scouts with numbers 1 and 2 will team up to form “hollow trees” by holding hands, facing each other. Scouts with number 3 become the squirrels. (Be sure there are fewer trees than squirrels. Increase the number of squirrels if necessary.)
- When the leader calls out, “Squirrel in the tree!” the “trees” will hold their arms high so a “squirrel” can go under them. Once a squirrel is standing inside, the trees lower their arms so no other squirrel can enter.
- When the leader calls out, “Squirrels out of the tree!” the trees hold up their arms again, and each squirrel must go to a different tree. This gives any “homeless” squirrel a chance to claim a tree. If the squirrel reaches it in time, they get to be part of the tree—and one of the tree Scouts becomes a squirrel.

CLOSING

- Gather the den and have the Scouts name some of the roles trees serve in the world. These might include:
 - Food for insects and animals
 - Food for us
 - Shelter for insects and animals
 - Shelter for us (in the form of lumber for homes)
 - Furnishings for our homes (beds, chairs, tables, etc.)
 - Keeping us cool in the summer by giving shade
 - Keeping us warm in the winter by guarding us from the wind
 - Helping to filter the air and remove pollutants and dust
 - Adding oxygen to the air, without which none of us could survive
 - Providing fuel for our campfires and fireplaces
 - Providing beauty
 - Protecting the soil from erosion
- Keep track of how many things the Scouts name. When they reach the 12th one, mention that there are also 12 points of the Scout Law. The Law is how we as Scouts serve in the world. Finish by reciting the Law together.
- Ask everyone to be creative and think during the next several days about which benefits of trees might relate directly to points of the Scout Law (e.g., *helpful* for all the reasons listed above). They can follow up next week by discussing any connections they made.
- Review details for the upcoming outing in Meeting 3. Make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 4, 5, and 6.
- Have Scouts sign thank-you notes for those who will help with the outing.

MEETING 3 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Contact the outing location at least a month in advance to schedule the visit. Give the staff a copy of the requirements so they can see what the Scouts are doing in this adventure and possibly plan a hands-on activity.
- If a tour guide won't be available on-site, arrange for an expert on ecosystems to accompany you so he or she can show Scouts some of the trees and plants that are native to the area and talk about the importance of ecosystems.
- Confirm that transportation to and from the location is in place. Secure signed activity consent forms.
- The den leader should bring a copy of the *Guide to Safe Scouting*.
- Review any questions the Scouts want to ask to ensure all are appropriate. To avoid forgetting, have them carry the questions on index cards.
- Remind Scouts of any gear they need to bring, especially if the den is going to a nature center or other outdoor location.
- Bring the signed thank-you notes for those who help.

GATHERING

- Together as a den, recite the Leave No Trace Principles for Kids and ask the Scouts how they relate to the outing location.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- As Scouts arrive, ask them what connections they thought of between the benefits of trees and points of the Scout Law. (One answer might be that trees allow us to be *thrifty* because wood products are recyclable.)

ACTIVITIES

◆ Activity 1: Visit or Tour (Requirement 7)

- If a tour guide or host will be leading you through the nature center, nursery, tree farm, or park, introduce this person and mention that the Scouts have questions they would like to ask during or after the visit.
- When the visit ends, be sure the Scouts show appreciation and give their thank-you notes to everyone who helped.

CLOSING

- Gather the den together and have each Scout share something they enjoyed learning during the outing or the rest of the adventure.

AFTER THE MEETING

- Serve refreshments, if desired and appropriate.
- If possible, work together to leave the location cleaner than you found it.
- Record completion of requirement 7.

Upon completion of the Into the Woods adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.



NOTES





LOOKING BACK, LOOKING FORWARD



RATIONALE FOR ADVENTURE

Webelos Scouts will learn in this adventure that few things ever remain the same: Information from the past has helped shape our world today, and information from today will help shape the future.

TAKEAWAYS FOR CUB SCOUTS

- Seeing how actions of the past have influenced the present
- Understanding that they can help make productive changes in the future



ADVENTURE REQUIREMENTS

Webelos Handbook, page 434

Complete the following requirements:

1. Create a record of the history of Scouting and your place in that history.
2. With the help of your den leader, parent, or guardian and with your choice of media, go on a virtual journey to the past and create a timeline.
3. Create your own time capsule.

NOTES TO DEN LEADER

Scouts may do this adventure with their families or with the den. If it is done with the den, you may want to invite parents to attend both meetings and assist with activities.

Scouts will need to decide in advance whether their record of Scouting history (requirement 1) will be created electronically or manually.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Materials for the Artifacts Game (Gathering):
 - Dozen or more Scouting-related artifacts (e.g., books, camping gear, old issues of *Boys' Life*, badges and pins from years ago)
 - Cloth large enough to cover those items (e.g., pillowcase, blanket, tablecloth)
 - Paper and pens or pencils
- Computers if the Scouts' scrapbooks will be electronic
- Printer loaded with paper
- Printed copies of Scouting history and the 1908 Scout Law (see Meeting 1 Resources)

GATHERING: ARTIFACTS GAME

- Set a dozen or so Scouting-related items on a tray or table. If possible, include several artifacts from earlier generations that the Scouts may have never seen. Cover them with a large cloth.
- After all the Webelos Scouts have arrived, gather them around the table and uncover the collection for a short time. Then cover it again.
- Hand out paper and pens and give each Scout one minute to write down all the items they remember seeing. When the minute is over, divide the Scouts into buddy pairs to compare notes and see how many items they can record in teams. The teams should do better than the Scouts did solo—two heads really are better than one!

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Inform the Scouts that in this adventure they will learn about the history of Scouting. They will see how and when Scouting began and how it traveled from England to America. This information will be helpful when they make their scrapbooks.

ACTIVITIES

◆ Activity 1: Scouting History Scrapbooks (Requirement 1)

- Review Scouting history to help the Scouts get a sense of where and when the movement began, and how it traveled to America. Discuss or display original uniform parts and tell how the uniforms have changed.
- Assist the Webelos Scouts in beginning their scrapbooks. Computers and printers will be needed for those who are making electronic scrapbooks. Remind them to bring the finished scrapbooks to the next pack meeting to put on display.
- Help them construct their scrapbooks in three parts:
 - Part 1 will contain the history of Scouting that they have just discovered in this meeting and in reading their *Webelos Handbooks*. They should record the important dates in their scrapbooks as well as other items of interest. They will illustrate their scrapbooks with photographic images or drawings.
 - Part 2 will show each Scout's personal experience in Scouting. Have the Scout enter important dates (such as when they started Scouting), the rank badges they have earned, drawings or photos from Scouting events, special awards, and people who have helped them along the Scouting trail. The den leader may be able to help the Scouts with important dates if he or she has access to individual Cub Scout records.
 - Part 3 will require some thinking and possibly discussion with the Scouts. First, have them take a look at parts 1 and 2 of their scrapbooks. Do they see some ways that Scouting has changed through the years? Have them list two changes that they would like to see happen in Scouting and one thing that they can do to help Scouting be successful in the future.

CLOSING

- Close by reminding everyone of what they learned in the Gathering game: Two heads are better than one. Cooperation and teamwork have been essential to the Scouting program since it began.
- Recite the Scout Law. Review the original Scout Law written in 1908 (see Meeting 1 Resources).



Do-at-Home Project Reminder:

Tell the Scouts that the den will assemble a time capsule at the next meeting (requirement 3), and they will need to bring items to put in the capsule. Have a brief discussion on items to bring. Review what might not be safe in a time capsule, such as food or anything that could deteriorate and damage the other items.

In addition, each Scout will create a timeline that shows the development of two things in their community (requirement 2; see directions and list of topics in the *Webelos Handbook*). Research may be done online (with a parent or guardian's permission), at a library, or by talking to friends and family members. The Scout should add the timeline to their scrapbook and bring it to Meeting 2 to share with others in the den.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirement 1.

MEETING 1 RESOURCES

HISTORY OF SCOUTING

- 1908: The Scouting movement is founded in England by Lord Baden-Powell.
- 1909: William D. Boyce, an American businessman visiting London, learns about Scouting when a Scout helps him to find his way in a heavy fog. This inspires him to start a Scouting program in America.
- 1910: The Boys Scouts of America is chartered.
- 1930: The Cub Scout portion of the program is launched.
- Lion was the name of the program for 4th- and 5th-grade boys before it was called Webelos.
- Scouting programs exist today in more than 160 countries. (More information may be found by searching the internet for "international Scouting.")
- Girls may join Scouting in the U.S. at age 14 (or age 13 with the completion of eighth grade) as part of a Venturing crew.
- 2018: Lion Scouts was reintroduced as a program for kindergarten-age youth.
- 2018: Girls are welcomed to join Cub Scouting.
- 2019: Girls are welcomed to join Scouts BSA troops.



Vintage Uniforms



1908 SCOUT LAW

The original Scout law appeared with the publication of *Scouting for Boys* in 1908:

1. A SCOUT'S HONOUR IS TO BE TRUSTED. If a scout says "On my honour it is so," that means it is so, just as if he had taken a most solemn oath. Similarly, if a scout officer says to a scout, "I trust you on your honour to do this," the scout is bound to carry out the order to the very best of his ability, and to let nothing interfere with his doing so. If a scout were to break his honour by telling a lie, or by not carrying out an order exactly when trusted on his honour to do so, he would cease to be a scout, and must hand over his scout badge and never be allowed to wear it again.
2. A SCOUT IS LOYAL to the King, and to his officers, and to his country, and to his employers. He must stick to them through thick and thin against anyone who is their enemy, or who even talks badly of them.
3. A SCOUT'S DUTY IS TO BE USEFUL AND TO HELP OTHERS. And he is to do his duty before anything else, even though he gives up his own pleasure, or comfort, or safety to do it. When in difficulty to know which of two things to do, he must ask himself, "Which is my duty?" that is, "Which is best for other people?"—and do that one. He must Be Prepared at any time to save life, or to help injured persons. And he must do a good turn to somebody every day.
4. A SCOUT IS A FRIEND TO ALL, AND A BROTHER TO EVERY OTHER SCOUT, NO MATTER TO WHAT SOCIAL CLASS THE OTHER BELONGS. If a scout meets another scout, even though a stranger to him, he must speak to him, and help him in any way that he can, either to carry out the duty he is then doing, or by giving him food, or, as far as possible, anything that he may be in want of. A scout must never be a SNOB. A snob is one who looks down upon another because he is poorer, or who is poor and resents another because he is rich. A scout accepts the other man as he finds him, and makes the best of him—"Kim," the boy scout, was called by the Indians "Little friend of all the world," and that is the name which every scout should earn for himself.
5. A SCOUT IS COURTEOUS: That is, he is polite to all—but especially to women and children and old people and invalids, cripples, etc. And he must not take any reward for being helpful or courteous.
6. A SCOUT IS A FRIEND TO ANIMALS. He should save them as far as possible from pain, and should not kill any animal unnecessarily, even if it is only a fly—for it is one of God's creatures.
7. A SCOUT OBEYS ORDERS of his patrol leader or scout master without question. Even if he gets an order he does not like, he must do as soldiers and sailors do, he must carry it out all the same because it is his duty; and after he has done it he can come and state any reasons against it: but he must carry out the order at once. That is discipline.
8. A SCOUT SMILES AND WHISTLES under all circumstances. When he gets an order he should obey it cheerily and readily, not in a slow, hang-dog sort of way. Scouts never grouse at hardships, nor whine at each other, nor swear when put out. When you just miss a train, or some one treads on your favourite corn—not that a scout ought to have such things as corns—or under any annoying circumstances, you should force yourself to smile at once, and then whistle a tune, and you will be all right. A scout goes about with a smile on and whistling. It cheers him and cheers other people, especially in time of danger, for he keeps it up then all the same. The punishment for swearing or bad language is for each offence a mug of cold water to be poured down the offender's sleeve by the other scouts.
9. A SCOUT IS THRIFTY, that is, he saves every penny he can, and puts it in the bank, so that he may have money to keep himself when out of work, and thus not make himself a burden to others; or that he may have money to give away to others when they need it.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for the Archaeology Box Dig or “What Was It?” (Gathering activities; see Meeting 2 Resources)
- Timelines created by Scouts (Talk Time)
- Materials for time capsule container (one for the whole den or one for each Scout)
 - Schedule 40 PVC pipe (4 inches or more in diameter, about 2 to 3 feet long)
 - Two end caps
 - Packets of drying agent
 - Quality sealant
 - Acid-free paper
 - Waterproof membrane
- Items selected for the time capsule(s): Photos, newspaper clippings, small toys, ticket stubs, newly minted coins, etc. **Note:** Scouts will put together individual or collective time capsules for preserving their objects. The goal is for others in the future to open the capsule and learn about the person(s) who buried it, so it is important to choose contents that last a long time and will not deteriorate quickly.
- Index cards for the Timeline Matching Game (Activity 2). Label five of the cards as follows: “100 Years Ago,” “50 Years Ago,” “20 Years Ago,” “Five Years Ago,” and “Now.” Save five cards (per Scout) to be prepared during the Talk Time.

GATHERING

- Engage Scouts in one or both of these activities while waiting for everyone to arrive.

Archaeology Box Dig. This game will help reinforce the basics of archaeology as Scouts search for hidden artifacts. It teaches the logic of horizontal excavation, and the importance of keeping records and preserving the context of the items found.

“What Was It?” Scouts will learn that things left behind by others may “speak” to us today, giving us information about who was here before and, possibly, how they lived. Likewise, the things we leave behind today will tell Scouts of the future about us.

OPENING

- The denner or den leader calls the roll, and each member of the den comes forward and gives the Scout handshake. When all have shaken hands, stand and recite the Pledge of Allegiance.

TALK TIME (REQUIREMENT 2)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Review the timelines the Scouts created at home. Then, give each Scout five blank index cards and a pen or pencil. Each Scout—keeping what they write a secret from the rest of the den—will put on each card a fact in their timeline (e.g., “There were no computers!” or “Computers were so big they filled entire rooms”). **Note:** Do NOT include the time when this was true.
- Scouts will turn in the cards to be used later in the meeting when they play the Timeline Matching Game (Activity 2).

ACTIVITIES

◆ Activity 1: Time Capsule (Requirement 3)

- A time capsule is a collection of objects put together to preserve the memory of a place, experience, or group of people at one period in time. People often bury time capsules at special public occasions for others to open many years in the future. You can make one to celebrate a family event, to remind you of a special experience, or to tell others about your friends, family, or school—anything that is important to you.
- Time capsules are meant to preserve things over time, so this is an opportunity to learn the basic science of preservation! All materials decay, but some deteriorate very, very slowly and others very fast. The amount and speed of damage depend on:
 - Chemicals that make up an object, and how they react with each other in that object
 - Chemicals in items stored together
 - Mechanical damage from folding, handling, pressure, abrasion, and other actions
 - Temperature, water, air, and light
- All of the above may work together to damage objects, whether they are inside a time capsule, in your home, or in a library, archive, or museum collection. The good news is that the better you control these factors, the longer things will remain in good condition in your time capsule.
- Start by properly cleaning one end of the PVC pipe and capping it. Clean the inside of the cap too, and use the sealant. (It is best to do all of this inside the meeting place while the air conditioner is running to reduce humidity.)
- Drop several packets of a drying agent into the pipe for preservation. Then insert the objects for the time capsule, fill the empty spaces with acid-free paper if desired, and seal the other end. Allow a few hours for the sealant to fully cure. Before burying, the capsule should be wrapped in the waterproof membrane.
- Do the burying as a group and include a flag ceremony. Set a date in the future for your time capsule(s) to be retrieved and opened. Den members may pick a date that relates to an upcoming milestone in their lives (e.g., high school graduation, becoming an Eagle Scout). **Note:** This type of time capsule is meant for short-term use of a few years. It can eventually deteriorate and release acid that affects the contents of the capsule. See the Smithsonian Institute website for more information and suggestions: www.si.edu/mci/english/learn_more/taking_care/timecaps.html.

◆ Activity 2: Timeline Matching Game

- Set the five labeled index cards on a table. Then, in turn, have each Scout take a stack of cards you collected earlier; have them lay each card down next to the time period they think it belongs to: “100 Years Ago,” “50 Years Ago,” “20 Years Ago,” “Five Years Ago,” or “Now.”
- If a Scout is given one of their own cards, have them put it back and pick another. See how quickly the den can match up all the cards!

CLOSING

- Gather the den together and have each Scout share something they enjoyed learning during the adventure. Then recite the Scout Oath or Scout Law.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 2 and 3.

MEETING 2 RESOURCES

GATHERING

Archaeology Box Dig

Preparation and Materials:

- Shoeboxes (or similar cardboard or plastic boxes)—one for each Scout or for two Scouts to share. Boxes should be labeled on the outside with a number and a cardinal direction (North, South, etc.).
- Material for each layer:
 - Sand at the bottom (layer C). Playground sand is readily available at your local building center. Fine or dusty sand is not recommended.
 - Potting soil in the middle (layer B), mixed with birdseed—not too fine, and a couple of different colors/textures is desirable.
 - Potting soil at the top (layer A), mixed with a fragrant additive (e.g., oregano, sesame, coffee)
- Artifacts—perhaps three items of four different types for each layer (total of 12 artifacts). The artifacts may be coins, small plastic bugs, beads, etc.
- Excavation tools:
 - Spoons
 - Container to hold excavated dirt
 - Small strainer or sieve
- Small plastic bags to hold the artifacts
- Markers to label the bags
- Pencils
- Inexpensive paint brushes
- Record sheets for each layer—used to keep a list of the artifacts found in each layer and their location
- If you do your “dig” inside, you will need a plastic tablecloth to cover everything.

The Webelos Scouts will use their tools to dig and clean up their finds. As they do this, they will record their finds.

A sample record sheet might look like this:

Record Sheet, Box # _____
Layer A (soil with fragrant additive)
Artifacts found _____
Location (top right, center, etc.) _____
Layer B (middle layer with birdseed)
Artifacts found _____
Location (top right, center, etc.) _____
Layer C (bottom layer with sand)
Artifacts found _____
Location (top right, center, etc.) _____

“What Was It?”

Materials:

- Small cardboard or plastic box (if the den is large, consider multiple boxes)
- Soil or sand
- Broken pieces of pottery (from a clay pot, bowl, cup, or plate)
- Brushes or cloth for cleaning
- Glue
- Work gloves

Hide the broken pieces of pottery throughout the soil in the box. Have the Scouts carefully search and find the pieces, clean them, and try to re-create the object and glue it back together. Then guide them in a reflection about how difficult the activity was, what they learned about the pottery, and what might have happened if environmental changes or other circumstances had caused further damage. For teaching purposes, an additional box may be assembled containing a different item that has missing pieces (used during the reflection).

Upon completion of the Looking Back, Looking Forward adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.



NOTES





MAESTRO!



RATIONALE FOR ADVENTURE

Listen! There is noise all around you. What changes noise into music? What is the difference? In this adventure, Webelos Scouts will discover ways to make and play music that sounds good to them.

TAKEAWAYS FOR CUB SCOUTS

- Simple, inexpensive musical instruments are fun to make and play.
- Creating music is one way to share feelings and express ideas.
- A Scout is courteous. 

Webelos Handbook, page 446

ADVENTURE REQUIREMENTS

Complete the following requirements.

1. Do A or B:
 - A. Attend a live musical performance.
 - B. Visit a facility that uses a sound mixer, and learn how it is used.
2. Do two of the following:
 - A. Make a musical instrument. Play it for your family, den, or pack.
 - B. Form a “band” with your den. Each member creates his or her own homemade musical instrument. Perform for your pack at a pack meeting.
 - C. Play two tunes on any band or orchestra instrument.
 - D. Teach your den the words and melody of a song. Perform the song with your den at your den or pack meeting.
 - E. Create original words for a song. Perform it at your den or pack meeting.
 - F. Collaborate with your den to compose a den theme song. Perform it at your pack meeting.
 - G. Write a song with words and music that expresses your feelings about an issue, a person, something you are learning, a point of the Scout Law, etc. Perform it at your den or pack meeting, alone or with a group.
 - H. Perform a musical number by yourself or with your Webelos den in front of an audience.

NOTES TO DEN LEADER

This adventure has several choices based on which activities you choose to do with your den. This den meeting plan, when followed as written, meets the requirements to earn this adventure. If you choose to make adjustments, be sure you complete at least the minimum requirements.

Meeting 1 is a den outing to a live musical performance (requirement 1A) OR a facility that uses a sound mixer (requirement 1B). If you choose the first option, check your community, university, and local school calendars for upcoming performances. In advance of the outing, the leader will need to make arrangements with the outing location and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure activity consent forms are distributed, signed, and collected.

You may also ask families if they participate in private music recitals that are open to the public. Check the Family Talent Survey Sheet to see if any parents or family members are local musicians and could be invited to perform for your den. Check also with your den chief to see if members of their troop play musical instruments.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Confirm that transportation to and from the event is in place. Secure signed activity consent forms.
- The den leader should bring a copy of the *Guide to Safe Scouting*.
- Thank-you notes signed by the Scouts for anyone who helps with the outing or performs for the den

GATHERING: HUM THAT TUNE

- Give each Scout a different fragment from a familiar tune like “Old MacDonald Had a Farm” or “Row, Row, Row Your Boat.” Then have them hum and walk around the room until they find someone humming the fragment that precedes or follows their own. See if the Scouts can form the complete song.

OPENING

- As the denner or den chief calls roll, each Scout responds by naming a musical instrument.
- After roll call is complete, stand and recite the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the Maestro! adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Discuss what the den will be experiencing during this outing. Review concert etiquette and remind the Scouts that they should be courteous and obedient to the rules of the location they are visiting.
- If the den is hosting a guest in its usual meeting place, remind Scouts to be respectful. Select one Scout to introduce the guest and another to say thank-you after the performance.

ACTIVITIES

◆ Activity 1: Den Outing or Guest Performance (Requirement 1)

- Enjoy the performance or visit to a sound-mixing facility.
- After the performance or visit, make sure Scouts show appreciation with applause—or a preselected cheer, if appropriate for the setting. They should also present their thank-you notes to the guest(s) or anyone who hosted or made arrangements.

CLOSING

- Gather the den in a circle and recite the Scout Law.
- If you heard a musical performance, have each Scout tell what they enjoyed most about it.



Do-at-Home Project Reminder:

Invite Scouts who play in a band or orchestra to bring their instruments to the next meeting.

Each Scout will be making their own instrument at the meeting (requirement 2A). Hand out a list of homemade instruments and the parts they require so each Scout can bring their own materials (see list to print out in Meeting 2 Resources).

AFTER THE MEETING

- Serve refreshments, if appropriate and desired.
- Work together to clean up if needed.
- Record completion of requirement 1.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Kazoos for Gathering and Activity 1. Materials include
 - Large craft sticks (or tongue depressors), two per Scout
 - Three rubber bands per Scout (one thick, two thin)
 - Plastic straws
 - Scissors
 - Permanent markers (to decorate)
- Supplies brought by Scouts to make their musical instruments (Activity 2; see Meeting 2 Resources)
- Tape, colored pencils, and other craft items to supplement what they bring

GATHERING

- Assemble a sample kazoo before the meeting (see Meeting 2 Resources), and have each Scout make their own when they arrive.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Invite the Scouts who brought their band or orchestra instruments to play a song for the den.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Tell Scouts that this will be another fun meeting: They will make their own instruments to play as a band at the next pack meeting.

ACTIVITIES

◆ Activity 1: Name That Tune

Every Scout selects a tune to play on the kazoo they made earlier—but they must not reveal what they choose. Have one Scout start playing; the Scout who guesses the tune will be the next player, and so on.

◆ Activity 2: Making Musical Instruments (Requirement 2A)

- Each Scout will make their own musical instrument using the supplies they brought and any extra items you collected. (See Meeting 2 Resources for materials and directions; more options are suggested in the *Webelos Handbook*.)
- Help the Scouts identify ways to create simple tunes with the instruments.

CLOSING

- Gather the den together and recite the Scout Oath or Scout Law.
- Play a closing tune with the instruments the Scouts made.



Do-at-Home Project Reminder:

Tell Scouts to think at home about songs they might like to sing and play at the next pack meeting. Next week they will choose some songs, and they need to bring their homemade instruments to the meeting.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirement 2A.

MEETING 2 RESOURCES

ACTIVITIES

GATHERING

How to Make a Kazoo

- Stretch a thick rubber band across the length of one tongue depressor or wide craft stick.
- Using scissors, cut two 1-inch pieces from a drinking straw.
- Place one of the straw pieces under the rubber band about $\frac{1}{2}$ inch from one end of the stick, and place the other piece above the band on the other side, $\frac{1}{2}$ inch from the other end.
- Place the second craft stick over the first one and wrap a rubber band around each end several times so that it holds the sticks together.
- You now have a kazoo. You can use stickers or permanent markers to decorate it. (Washable markers would come off too easily.)
- Now your music can begin. Blow into the instrument to create wonderful music!

Activity 2: Making Musical Instruments (Requirement 2A)

Materials Needed (see directions below)

- Test tube tunes—eight test tubes all the same size (or eight identical water bottles); test tube rack if using test tubes; dropper; metric ruler
- Straw oboe—drinking straw
- Glove-a-phone—one glove, powder free, latex or latex-free (if there are allergies in your den); rubber band; sturdy tube (cardboard or plastic); masking tape; drinking straw
- Homemade trumpet—construction paper; 2-liter soda bottle; packaging tape; empty paper towel roll; sharp knife

Test Tube Tunes

- Number the test tubes 1 through 8. Place the tubes in the rack.
- Add water to tubes 2 through 8 so that each tube has a little more water than the preceding tube. Leave tube 1 empty.
- Blow across the top of each test tube and listen to the tone this produces.
- Use the dropper to add or remove water from individual tubes so that they sound like the tones of a musical scale.

Straw Oboe

- Remove the straw from any protective wrapping and cut it in half.
- Using your teeth, flatten about 1 inch of the straw on one end.
- Cut the flattened end of the straw into a point at about the half-inch mark. **Note:** Clean the scissors after each use to avoid spreading germs.
- Bite down slightly on the straw just beyond the cuts.
- Now blow into the straw. It may take some practice to get the right pressure to make a sound, but keep trying!

Glove-a-Phone

- Poke or cut a small hole in the end of the glove's pointing finger.
- Push a 3- to 4-inch section of the straw through the hole from the inside of the glove, leaving about 1 inch inside the glove.
- Place tape around the area where the straw pokes through the glove, making an airtight seal. Use plenty of tape, and check that the straw is firmly connected to the glove.

- Place the wrist of the glove over the cardboard tube and tuck the rest of the glove into the tube. (This makes the next step easier.)
- Use the rubber band to secure the glove to the tube. Wrap the rubber band several times if needed.
- Gently pull out the straw and glove from inside the tube.
- Hold the tube vertically in front of you with one hand while gently pulling the straw with the other hand. Pull and angle the glove so its palm covers the tube opening completely and makes a smooth, tight seal against the round end of the tube—with no wrinkles.
- Blow through the straw to inflate the glove and make a loud honking noise!
- If the glove fails to inflate, smooth out any wrinkles and pull the glove more tightly over the opening.
- If the glove inflates but makes no sound, adjust the angle between the tube and the glove.

Homemade Trumpet

- With an adult's help, carefully cut the spout off of the soda bottle, making the hole a bit larger than the width of the cardboard tube. Then insert the tube and secure it to the spout with the packaging tape—this will become your trumpet mouthpiece.
- Roll the construction paper into the shape of a funnel. The small part of the funnel should wrap around the bottom end of the tube. When the funnel is in place, tape it to the tube.

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Recorded examples of different musical genres (Activity 1)
- Tips on songwriting (Activity 2; see Meeting 3 Resources)
- Homemade instruments from the last meeting

GATHERING

- Have Scouts practice different songs using the instruments they made. Suggest tunes if you want, or have them play songs they are considering for the pack meeting.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Sing a patriotic song.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Explain to Scouts that they will learn at this meeting about different musical genres and then have some fun trying their hand at writing songs.

ACTIVITIES

◆ Activity 1: Musical Genres

- Introduce the Scouts to different musical genres. Play examples of a range of genres—rock 'n' roll, classical, jazz, rhythm and blues, country, Latin, etc. (See Meeting 3 Resources for information to share.) As you play each sample, have Scouts stand up if they like the type of music they are hearing.
- Find out which patriotic songs they know. Lead a discussion about why these songs are considered patriotic. Select one or two patriotic songs to sing together.
- Have the Scouts select which song(s) they will perform at the next pack meeting. Have them write down the words to the song—or give them a copy later—so they can practice before the event.

◆ Activity 2: Songwriting (Requirement 2)

- Select one of the songwriting activities in requirement 2. Start the activity by asking the Scouts how they think music is created. Lead a discussion about the songwriting process. (See the *Webelos Handbook* for suggestions and resources.)
- To encourage Scouts to write a theme-related song, begin with a familiar tune. Some easy ones to consider are “My Darling Clementine,” “Row, Row, Row Your Boat,” and “She’ll Be Coming ’Round the Mountain.” Then brainstorm some key words to create new lyrics related to your theme. The critical point is matching the syllables to the beats of the song. Here is an example:

Theme: Space

(tune: “Row, Row, Row Your Boat”)

Brainstorm key words: stars, spaceship, planets, rocket, launch, aliens, Martians

The new lyrics could be:

*Launch, launch, launch your ship,
Fly among the stars,
Bring your rocket back to Earth,
Back to driving cars.
Venus, Saturn, Mercury,
Planets all around.
Martians here, aliens there,
Landing on the ground.*

CLOSING

- Gather in a circle and pass the Scout handshake from one den member to another until it reaches the one who started it.
- As Scouts receive the handshake, they silently make a wish and pledge to do their best.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirement 2, as applicable.
- Copy the songs selected for the pack meeting and make sure to distribute them to Scouts before the pack meeting.

MEETING 3 RESOURCES

ACTIVITIES

Activity 1: Musical Genres

These are six of the most popular genres. There are many others that could fall into subcategories.

Rock 'n' roll is a popular form of music invented in the 1950s that developed from other forms of music such as blues, jazz, rhythm and blues, country, and gospel music. “Rock” became especially popular during the 1960s through the 1990s, and has inspired many other forms of music that continue to change and grow into new styles.

Classical music is a broad term that includes a wide range of serious or “art” music. It is generally written and performed by musicians who have studied music in depth. “Classical” also refers to a specific period of time, but we generally associate the term with forms that originated in Europe. In public, classical music is most often performed by symphony orchestras, opera companies, and chamber ensembles, and in some churches.

Jazz is a uniquely American form of music that developed in the early 20th century as a result of the strong influence of African traditions—combined with folk music, blues, American slave spirituals and field hollers, marching bands, Caribbean music, Creole music, and others. Jazz has developed into a wide array of styles over the years, but commonly includes syncopated music and improvisation. Jazz also played a major role in the development of other types of American music.

Rhythm and blues is a form of music that is difficult to describe, but it is largely rooted in the influences of jazz and blues. It can be traced to the 1930s and 1940s, but became especially popular during the 1960s in a form known as soul music. This music is still very popular today and often includes rap or hip-hop.

Country is another uniquely American form of music with many of the same roots as jazz and rock 'n' roll, but also counts bluegrass, Appalachian folk music, gospel, and even Hawaiian music among its influences. Today, country music takes many forms such as rockabilly, country rock, zydeco, and country and western.

Latin music refers to a wide range of music originating in Latin America, and represents many of the influences from the geography, language, and culture of those countries. Latin music has impacted much of the music in the United States, particularly jazz. Forms of Latin music include salsa, merengue, Latin jazz, tango, and more.

Other genres of music that you might consider discussing are: alternative music, blues, bluegrass, hip-hop/rap, inspirational (including gospel), new age, opera, pop (popular music), and reggae.

Upon completion of the Maestro! adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.





MOVIEMAKING



RATIONALE FOR ADVENTURE

Webelos Scouts will use old and new media in this adventure to bring stories to life as movies. Lights! Camera! Action!

TAKEAWAYS FOR CUB SCOUTS

- Creating projects with technology
- Teaching others about that technology

ADVENTURE REQUIREMENTS

Webelos Handbook, page 464

Complete the following requirements.

1. Write a story outline describing a real or imaginary Scouting adventure. Create a pictured storyboard that shows your story.
2. Create either an animated or a live-action movie about yourself. Your movie should depict how you live by the Scout Oath and Scout Law.
3. Share your movie with your family, den, or pack.

NOTES TO DEN LEADER

This adventure does not include plans for a den outing. If an outing is desired and there is an appropriate outing location in your area, such as a small film studio, an outing could be arranged. If an outing is added, the leader will need to make arrangements with the location in advance and confirm the plans with families, including transportation and any additional items they need to bring. Make sure activity consent forms are distributed, signed, and collected.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Paper for drawing storyboards
- Pencils and crayons or markers
- Magazines and photographs brought by the Scouts
- 3-foot sections of rope (one per Scout) for the Closing

GATHERING

- Have the Scouts do a storytellers' "warm-up exercise":
 - Sit in a circle, facing each other and staying very quiet. Everyone will need to listen carefully so they can follow the tales being told. They should especially keep an ear out for names of people and places.
 - Have one storyteller start by saying a single word, like "once." The next storyteller quickly says their word—maybe "upon"—so the sentence doesn't miss a beat. The key is to make the story sound seamless, like one person is telling it: "Once upon a time ..."
 - Keep going back and forth until the story has reached its natural conclusion or disintegrated into total nonsense. Don't worry—if it becomes nonsense, that's all part of the fun!
 - As more Scouts arrive, they can join the circle and take a turn in order.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the Moviemaking adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Explain that this meeting will center on storytelling and creating storyboards, which are pictures—similar to comic book panels—that show how the story will progress on screen.
- Ask: *What are some of your favorite stories in movies or in books? What do you like about them? How could they be made better?*

ACTIVITIES

◆ Activity 1: Storyboarding (Requirement 1)

- Start by reviewing the elements of a story:
 - Characters (the *who* in the narrative)
 - Plot (the *what*): This includes the beginning, middle, and end of the story's action. There should also be conflict, a point of climax, and a resolution.
 - Setting (the *when* and *where*): It can be your hometown in the present day, or some other place—hundreds of years in the past or thousands of years in the future!
- Introduce storyboards as the way that moviemakers (working in either animation or live action) draw out their plans for each scene before actually going on the set with the cameras and actors. Refer to the *Webelos Handbook* for more about storyboards.
- First, each Scout will use their new knowledge of narrative elements to write a brief story (one or two paragraphs) about a favorite activity they have done in Scouting. Then they will turn that story into a set of storyboards using the materials you collected. Or you may divide the den into teams so they can pick a story and draw storyboards as a group.
- Have the Scouts use a template similar to the one in Meeting 1 Resources. If they brought photos or magazine articles with pictures (such as those in *Boys' Life*), suggest using those images as inspiration for their drawings.
- When the storyboards are finished, invite the Scouts to have even more fun acting out the stories like actors rehearsing a scene!

CLOSING

- Give each Scout a 3-foot section of rope. Have them tie their ropes together with square knots to form a complete circle. Then they lean back carefully to form a taut circle. Explain that this represents their connection as they help each other and work as a team.
- Give Scouts a “preview” of their next meeting, when they will develop their skills as storytellers and team players by working together to create an animated movie.
- Close by reciting the Scout Oath or Scout Law.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirement 1.

MEETING 1 RESOURCES

Activity 1: Storyboarding

Storyboard Template

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Paper and pencils for Gathering game
- Digital cameras or smartphones with cameras for shooting the movie(s)
- Materials for creating animations—action figures, Legos, etc.
- Paintings or sheets to provide colorful backdrops
- Computer with video-editing software—Have an adult download this for free from the internet or use PowerPoint.
- If the above technology isn't available, see Meeting 2 Resources for steps to create flip-book animations.

GATHERING

- Have various animation materials available to Scouts as they arrive. Encourage them to try out the materials and begin considering them for use in their movies.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.

ACTIVITIES

◆ Making the Movie (Requirement 2)

- Divide the Scouts into movie production teams (three or four Scouts per team), and have them plan a short stop-motion animation related to Scouting. Each team's idea can be something new or it can be based on one of the storyboarded ideas from Meeting 1.
- If Scouts have trouble thinking of a subject, here are two suggestions:
 - Create an animation about one of the points of the Scout Law ("A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent."), as interpreted by the team! For example, what does "reverent" mean to them? What would be a simple way to portray that interpretation using animation?
 - Find a way to depict one of the leadership roles in the den through animation.
- Help the Scouts choose the "actors" for their animation. Possibilities include people, puppets, toys, Lego characters, clay sculptures, food, and magnets. Pick something that can be moved in small increments, but also remain still when necessary.
- Scouts will then plan the scene and the action that takes place in it. They should avoid making the action too elaborate as that could be very time-consuming; small, universally understood gestures are best—like a Scout character smiling and waving to represent "friendly."

- Now they can shoot their movies. This will require adult supervision as Scouts may need help setting up their scenes as well as using the technology. To animate a motion:
 - Place a figure (character) on the set in its starting position.
 - Take one photo at a time, stopping in between to adjust the figure a little bit so the motion will seem natural when all the photos are placed in sequence. In the “friendly” example above, the figure’s arm could be raised slightly at first, then gradually go higher until it unbends at the elbow so the hand can wave.
 - Remind the Scouts to include themselves in their animations as a character or a pop-up in a few of the frames (individual photos).

◆ Activity 2: Watching the Movie (Requirement 3)

- If the photos were taken on a digital camera or smartphone, you can simply scroll through them in rapid motion to “play” the stop-motion animation. Alternatively, you could download any number of free programs online that will string together a series of JPEG (photo) files into a video. The software would likely also allow you to add music or sound.
- You could also upload the images to a computer and place them one by one in a PowerPoint presentation, then click through it quickly to get the same effect as playing a stop-motion animation.
- If there is time to watch all the animations during this meeting, that would be ideal. However, Scouts could also watch them as the Gathering activity at the next meeting.

CLOSING

- Gather the den together and form a friendship circle: Cross arms with the right arm over the left and grasp the hand of the Scout or adult leader on either side.
- Sing taps:

*Day is done,
Gone the sun.
From the lakes,
From the hills,
From the sky.
All is well,
Safely rest,
God is nigh.*

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 2 and 3.

MEETING 2 RESOURCES

ACTIVITIES

Activity 1: Making the Movie (Requirement 2)

Flip-Book Animation

Consider this option if the technology required for activities in the Meeting 2 Plan isn't feasible for your den. Each Scout could make their own flip-book animation.

Materials:

- One small memo pad (about 3X4 inches), glued or stapled at the top, NOT spiral-bound. You could also use a stack of sticky notes.
- Dark felt-tip pen

Instructions:

- Have each Scout decide how they want to portray their subject. Remind them that they will need to draw an entire shape or object on every page, just in slightly different positions—so they should keep the concept simple. For beginners, consider using a stick figure or easy shapes and outlines.
- Only work on one half of the page. When flipping, you will not really be able to see the other half.
- Start on the last page. The flip book will go from back to front.
- First, draw a simple shape on the last page. Then put the next page on top of it. Under a light, the paper should be transparent enough for the Scout to see through it and trace the shape from the first page, but in a slightly different position. (Example: If drawing a bouncing ball, it might start on the ground. On the next page it would be slightly off the ground, on the next page a little more, and so on.)
- Whenever the Scouts want to test how their animation is coming along, they can stop and flip the book, holding it from the blank side and flipping the side with the drawings.
- The Scouts can experiment with pacing and timing by increasing or reducing the number of drawings. The more pages it takes for the subject to move, the slower the animation will appear.

Upon completion of the Moviemaking adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.





PROJECT FAMILY



RATIONALE FOR ADVENTURE

There are many different kinds of families, related by birth, marriage, or adoption. Through the Project Family adventure, Webelos Scouts will experience new ways of taking part in family life and showing their family members that they love and care for them.

TAKEAWAYS FOR CUB SCOUTS

- Finding out more about their families
- Understanding and accepting responsibility
- A Scout is loyal. 

Webelos Handbook, page 472

ADVENTURE REQUIREMENTS

Complete the following requirements.

1. Interview a grandparent, another family elder, or a family friend about what life was like when he or she was growing up.
2. With members of your family or a family friend, discuss some of your family names, history, traditions, and culture. Do one of the following:
 - A. Create a family tree of three generations.
 - B. Make a poster or webpage that shows the places that some of your family members came from.
 - C. Choose a special celebration or holiday that some of your family members participate in, and create a poster, picture, or photo slideshow of it.
3. Show your understanding of your duty to family by creating a chart listing the jobs that you and other family members have at home. Choose three of the jobs you are responsible for, and chart them for two weeks.
4. Select a job that belongs to another family member, and help that person complete it. Some examples would be to create a grocery shopping list for the week, to take out trash for a week, to do the laundry for your family one time, to prepare meals for your family for one day, or to complete some yard work.
5. With the help of an adult, inspect your home and its surroundings. Make a list of hazards or security problems you find. Correct one problem you found, and tell what you did.
6. Complete one of the following:
 - A. Hold a family meeting to plan an exciting family activity. The activity could include:
 - A family reunion
 - A family night
 - A family outing
 - B. Create a list of community service or conservation projects that you and your family can do together, and present it to your family. Select one project, plan it, and complete it with members of your family.

NOTES TO DEN LEADER

All or part of each requirement for this adventure will be completed by the Scouts at home with the participation of their families. Activities and discussions in the two den meetings will reinforce the relevant themes (A Scout is loyal) and prepare the Scouts for completing the requirements.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Puzzles and scissors for Gathering
- Whiteboard or dry-erase board for Talk Time
- Materials for Pack Family Tree (Activity 1): posters, photos brought by the Scouts, scissors, cloth, pens or markers
- 3-foot sections of rope (one per Scout) for the Closing

GATHERING: PUZZLES

- Print one copy of the puzzle template (see Meeting 1 Resources) for each Webelos Scout. Have Scouts cut out the puzzles on the dotted lines and rearrange the pieces to create the new shapes shown.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Have the denner call roll. As each Scout's name is called, have them step forward and name one reason their family is special.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the Project Family adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned. This adventure will give each Webelos Scout the opportunity to learn about their family members by working with them on fun projects.
- One of the adventure requirements is to interview a grandparent, other family member, or a family friend to record their memories of growing up in an earlier generation. Lead a discussion on what types of questions they should ask in their interviews (see the *Webelos Handbook* for suggestions).

ACTIVITIES

◆ Activity 1: Pack Family Tree

- This activity will introduce the Scouts to the concept of a family tree if they are not already familiar with it. As a den, create a pack family tree that shows the pack and all of the dens. Make sure to list the individual members of your den.
- When the tree is finished, spend some time reviewing what was done and how each Scout can use a similar structure to create a three-generation tree, or a similar type of tree as is appropriate, of their own family. Scouts will do this at home and bring the tree to the next meeting. Help establish an inclusive tone by reminding Scouts that all family trees will look different and that Scouts should make their trees fit their own special family situation. Scouts can reference the design of traditional family trees, but they should feel free to include all important family members.

◆ Activity 2: Planning At-Home Projects

- Have each Scout decide which options for requirements 2 and 6 they want to complete for the adventure.
- You may want to hold a “mock family meeting” to help den members see how a family meeting might lead to a successful family reunion, family night, or family outing. How can a Scout be sure that everyone in their family, from the youngest to the oldest, has an opportunity in the meeting to suggest ideas and express his or her opinion?
- What if a family decided to have a cleaning day at home? How could they plan the day so it would feel like a game but also get the work done quickly and efficiently? After all, a big part of being active in your family is to have FUN with your family! Ideas might include:
 - Use a timer to give each family member a limited number of minutes or hours to complete a task. Have a friendly race to see who finishes first!
 - Break down the chores on a chart, and have each person do only one chore at a time.
 - When a chore is finished, put a check mark, happy face, or star next to it on the chart. Then move on to the next chore!
- Tell Scouts that the ultimate goal of these activities is for them to HELP their families. One way to do this is by communicating well with their parents or other family members. Have Scouts write down the ideas they will bring home to share with their families.

CLOSING

- Give each Scout a 3-foot section of rope. Have them tie their ropes together with square knots to form a complete circle. Then they lean back carefully to form a taut circle. Explain that this represents the connection between family members as they help each other and work as a team.



Do-at-Home Project Reminder:

During the next week, Scouts will hold their family meetings to decide on and plan a family activity (requirement 6A). If they do the activity before Meeting 2, they can give a report on how it went.

Each Scout will also need to conduct an interview with a family elder or family friend (requirement 1), and use information about their family history to create a family tree or one of the other projects listed in requirement 2. They can make their family tree using old photos, drawings, and perhaps even add multimedia elements with recorded voices or videos of family members. They can play the role of the family historian and investigate their family! Remind them to cover three generations in the family tree or create an alternative tree structure that will represent their own special family situations. Every tree will be different, and all Scouts should be encouraged to celebrate the important family members in their lives.

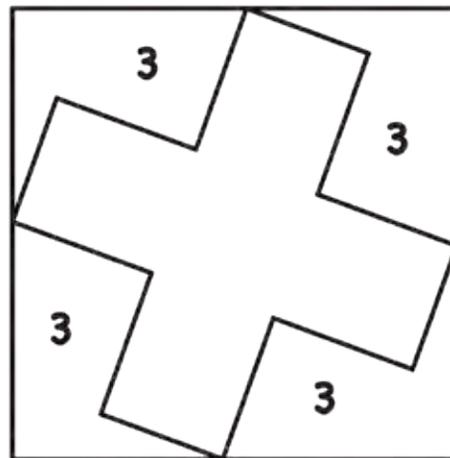
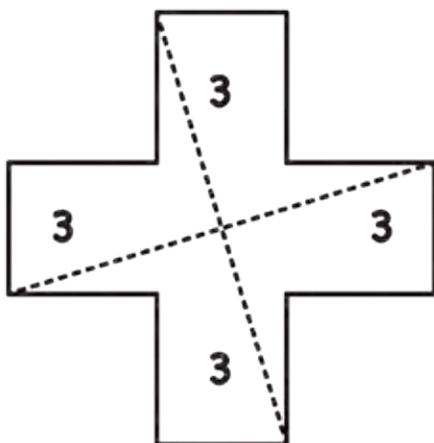
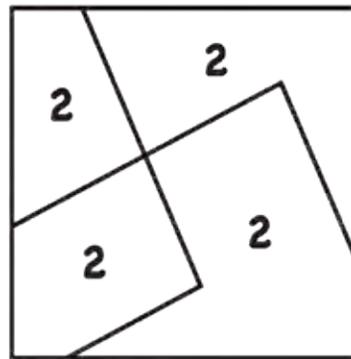
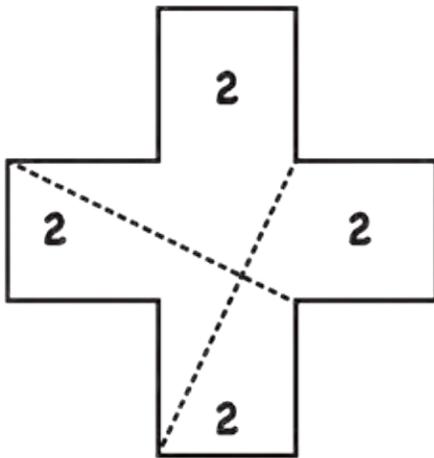
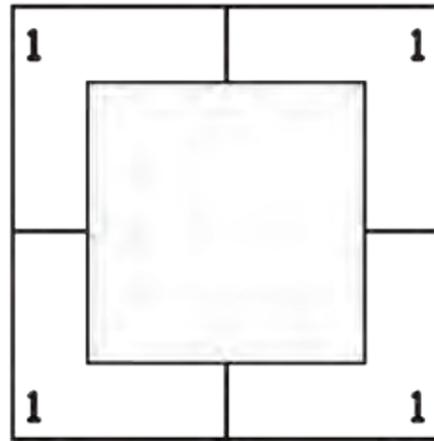
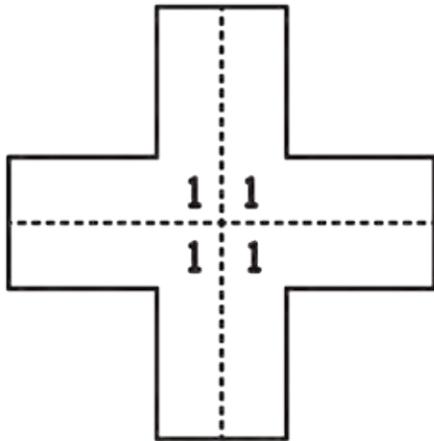
At the next den meeting, Scouts will share their projects and tell what they learned from their interviews.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.

MEETING 1 RESOURCES

GATHERING: PUZZLES



MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
 - Items for Gathering: pens; 15 index cards (one set for each Scout), each card labeled with one of these family jobs:
 - Take out the garbage
 - Set the table
 - Clear the table
 - Put groceries away
 - Wash clothes
 - Feed the pet(s)
 - Dust the living room
 - Clean the bathroom
 - Wash the dishes
 - Put toys away
- Clean your room
 - Recycle the newspapers
 - Shop for groceries
 - Mow the grass
 - Pick up clothes
- A room set up with different potential hazards for Scouts to identify and fix (Activity 1). Choose the situations you want to set up from the Safety Checklist in Meeting 2 Resources, and print a copy for each Scout.

GATHERING

- Give each Scout a pen and a set of 15 index cards when they arrive. Have them write one of these two category labels at the top of each card:
 - “Personal” (tasks that are usually the Scout’s responsibility at home)
 - “Family” (tasks that rotate among family members or that are usually done by someone other than the Scout)

OPENING

- The den forms a tight circle with the den flag in the center. Each Scout grasps the flagstaff with their left hand and makes the Scout sign with their right. Recite the Scout Oath and Scout Law.

TALK TIME (REQUIREMENTS 1, 2, AND 6)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts. How did the planning meetings go with their families (requirement 6A)?
- Have Scouts share the family trees or other projects they completed for requirement 2.
- Discuss the interviews they conducted for requirement 1. What stories were told in the interviews? Did each Scout come away with a better understanding of their family’s history and traditions?
- Lead a discussion about energy saving, recycling, and different types of conservation or community projects the Scouts might do with their families if they opt to complete requirement 6B.
- Explain that at this meeting Scouts will focus on how to be safe in their homes. The den will practice doing home safety checks.

ACTIVITIES

◆ Activity 1: Helping at Home (Requirements 3 and 4)

- Have Scouts compare the ways they labeled the family job cards in the Gathering. Each Scout will pick three chores they will be responsible for at home during the next two weeks; they should keep a record of this in the “My Chores” chart in their *Webelos Handbook* (requirement 3). Ask: *What points of the Scout Law relate to doing your chores at home?* (A Scout is trustworthy, helpful.)
- Each Scout will also pick a task that is normally done by someone else in the family, and help that person complete the task (requirement 4). Examples include:
 - Create a grocery shopping list for the week.
 - Do the laundry for your family one time.
 - Prepare meals for your family for one day.
 - Complete some yard work.

◆ Activity 2: Home Safety Checks (Requirement 5)

- Tell Scouts they are now members of a safety inspection team. Their mission: to walk through a room where you have set up at least four or five potential hazards, check off the problems that need to be addressed on the Safety Checklist (see Meeting 2 Resources), and make sure the hazard is eliminated. **Note:** This gives them some practice for completing requirement 5 at home.
- If possible, have one situation that the Scouts can fix with a screwdriver or other tool. Give each member of the den a pen and a copy of the Safety Checklist to fill out as they go through the room.
- Remind everyone that these jobs are meant to be helpful to their families. A Scout is helpful!

CLOSING

- Gather the den in a circle and have each Scout say one part of the Scout Oath. They will then explain what the phrase means to them (e.g., “On my honor I will do my best,” “my duty to God and my country,” “mentally awake,” “morally straight”).



Do-at-Home Project Reminder:

Scouts will complete requirements 3, 4, 5, and 6 at home during the next two weeks and share their experiences at a later den meeting.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 1, 2, and 6A.
- Completion of requirements 3, 4, 5, and 6B will be recorded later. Check on the Scouts’ progress at the next meeting.

MEETING 2 RESOURCES

ACTIVITIES

Activity 2: Home Safety Checks

Safety Checklist

- No toys scattered on the floor or other items that might cause someone to trip.
- Poisons and any potentially hazardous substances are stored in their original containers and out of reach of children.
- Matches are kept where children cannot get them.
- Knives are stored in a safe location.
- Pot holders can be easily reached from the stove or oven.
- No furniture is blocking emergency exits.
- Smoke detectors are installed and working.
- No flammable materials are stored near stoves, furnaces, or heaters.
- Tools are stored neatly and securely, out of the reach of young children.
- Electrical sockets are equipped with safety plugs if there are young children in the house.
- Flashlights are kept where they can be found if electricity goes out. Check for batteries.

Upon completion of the Project Family adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.



NOTES





SPORTS



RATIONALE FOR ADVENTURE

Sports are all about honesty, respect, fair play, and being physically fit. Playing a sport will build a Webelos Scout's body and improve their skills—and learning to play more than one sport will help develop a lifelong habit of physical activity.

TAKEAWAYS FOR CUB SCOUTS

- Experiencing new sports individually and in teams
- Practicing good sportsmanship and learning its importance
- A Scout is clean. 

ADVENTURE REQUIREMENTS

Webelos Handbook, page 488

Do all of these:

1. Show the signals used by officials in one of these sports: football, basketball, baseball, soccer, or hockey.
2. Participate in two sports, either as an individual or as part of a team.
3. Complete the following requirements:
 - A. Explain what good sportsmanship means.
 - B. Role-play a situation that demonstrates good sportsmanship.
 - C. Give an example of a time when you experienced or saw someone showing good sportsmanship.

NOTES TO DEN LEADER

This adventure has several choices based on which activities you choose to do with your den. Note that requirement 2 can be completed in Meeting 2 (individual sports) or in Meeting 3 (team sports). If your den prefers, you can use an activity from each of those meetings so Scouts participate in one individual sport and one team sports.

Before starting this adventure, discuss and try to get a consensus on sports the Scouts would like to participate in as individuals (e.g., bicycling, disc golf, fishing, skating, skateboarding, and swimming) and sports they would like to play in teams (e.g., badminton, basketball, bowling, doubles tennis, kickball, ultimate, or volleyball). Be sure to check the *Guide to Safe Scouting* to find approved sports for Webelos Scouts, and highlight those options for the den.

Many team sports can work well with small groups, even if the rules need to be adjusted somewhat (example: two three-person teams for basketball). If two dens wish to combine for team sports, baseball, flag football, soccer, or softball could be added to the list. This discussion should help you decide whether requirement 2 will be completed at the regular meeting site or during den outings to one or more locations. The sports selected will depend upon interest and available resources, including space and equipment.

If Meeting 2 and/or Meeting 3 will be outings, the leader will need to make arrangements with the outing location(s) and confirm the plans with families, including transportation, seasonal weather considerations, and any additional items they need to bring. If desired, a fourth den meeting can be planned as an outing to watch a local sports event. Invite parents to participate at each meeting. Make sure activity consent forms are distributed, signed, and collected.

See the appendix for optional den meeting activities, including openings, gatherings, and closings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Board games for Gathering
- Knowledge of hand signals for baseball, basketball, football, hockey, or soccer (Activity 1; see the *Webelos Handbook*). A junior high or high school coach may be able to help, or you may consider inviting a sports official to attend the meeting and demonstrate not only the signals but also some of the equipment he or she uses.
- Strips of paper (one for each Scout) with the Scout Law printed on one side and the word “Sportsmanship” on the other side (Activity 2)
- Sportsmanship scenarios (Activity 3; see Meeting 1 Resources)
- Foam ball for Closing
- Thank-you notes for the Scouts to sign if a guest is attending

GATHERING

- Set out several board games for Scouts to play before the meeting.
- Choose games that are easy to set up and finish in a short time frame (e.g., checkers, mancala, marbles).

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Remind the Scouts that many sporting events traditionally begin with the national anthem. So because the den is working on a sports adventure, open this meeting with “The Star-Spangled Banner.”

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Ask questions about the Gathering games: *Were you using your mental skills or your physical skills as you played? What materials did you need? Were the rules complicated?* The answers should establish the contrast between games that are played for casual fun and sports, which are more complex and require both physical and mental skills.
- Introduce the Sports adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.

ACTIVITIES

◆ Activity 1: Hand Signals (Requirement 1)

- Have the Scouts stand in a circle and mimic the hand signals that you give them, following the rules of Simon Says.
- Use the signals for baseball, basketball, football, hockey, or soccer, as shown in the *Webelos Handbook*.
- Ask: *Why might these signals be important when you are playing the sport? What would happen if no signals or the wrong signals were used? Have you ever played a game where there weren't any rules? What happened?*

◆ **Activity 2: Sportsmanship and the Scout Law (Requirement 3A)**

- Recite the Scout Law. Say: *What does “good sportsmanship” mean? What parts of the Scout Law relate to playing a sport?*
- Give each Scout one of the slips of paper with the Scout Law on one side and the word “Sportsmanship” on the other, as a reminder that all points of the law relate to sportsmanship in one way or another.

◆ **Activity 3: Sportsmanship Scenarios (Requirement 3B)**

- Divide the den into buddy pairs. Give each pair one of the scenarios from Meeting 1 Resources. Give them a few minutes to get ready, and then have each pair act out how the scenario would end if players showed good sportsmanship.
- As time allows, relate each scenario to the Scout Law and to the elements of honesty, fair play, and respect that combine to make someone a good sport.

CLOSING

- Gather the den in a circle and have them throw a foam ball from one Scout to another. As Scouts receive the ball, they will tell about a time when they saw good sportsmanship or experienced it firsthand.
- Review plans for the next meeting, where each Scout will play two individual sports (requirement 2). If the meeting will be a den outing to another site, make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 1 and 3.
- Have Scouts sign thank-you notes for any guest who came to this meeting and/or anyone who is scheduled to help at Meetings 2 and 3.

MEETING 1 RESOURCES

ACTIVITIES

Activity 3: Sportsmanship Scenarios (Requirement 3B)

Here are some scenarios Scouts can use for their role-play demonstrations of good sportsmanship.

- Your team is behind by one point. There is only one minute left in the game, and the ball goes out of bounds. You think the ball should go to your team, but the referee says that it belongs to the other team.
- Your team played hard but lost the game. Your friend refuses to congratulate the winning team because he is angry about the loss. What do you do?
- Your team is about to play a big game against one of its key rivals. How can you prepare to play your best game ever, but also be ready in case of defeat?
- A player from the other team does not follow all the rules during the game. What should your team do?

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags, if meeting will be held at the regular site
- Several index cards, each labeled with a different sport (if Scouts will be playing the charades Gathering game)
- Equipment needed for playing the selected individual sports
- If this is a den outing:
 - Contact the location a few weeks in advance to schedule the visit.
 - Confirm that transportation to and from the location is in place. Secure signed activity consent forms.
 - The den leader should bring a copy of the *Guide to Safe Scouting*.
 - Bring the signed thank-you notes for those who help.

GATHERING

- **Charades.** One Scout picks up a card and reads it but does not reveal the sport written on it. They then act out the game, using actions but no words. Have other Scouts watch for at least 10 seconds before trying to guess the sport. The first to guess correctly will pick the next card.
- **What Are You Doing?** Line up the den members single file, and have Scout 1 stand in front of the others, silently acting out a sport of their choice—perhaps golf. Scout 2 asks, “What are you doing?” Scout 1 replies, “I’m swimming” (or any sport other than the one being demonstrated) and goes to the back of the line. Scout 2 then stands in front and pretends to be swimming. Continue this pattern, switching to a new sport for each player, until the den has played one or two rounds. Tell Scouts they need to act out and name a different sport each time so there will be a variety represented.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Have the denner or another Scout call roll. Each Scout answers with the name of their favorite sports figure. Then finish with the den yell.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Review all of the essential safety rules for the planned sports at this meeting and ensure that everyone has the necessary equipment, especially safety gear such as cycling and skating helmets.
- With help from the Scouts, outline the rules of the sport(s) that they are about to play. Expectations for good sportsmanship should also be covered.

ACTIVITIES

◆ Activity 1: Individual Sports (Requirement 2)

- Play the sports agreed upon earlier. If desired, play can be limited to 15–20 minutes for a sport before moving on to the next one.
- Remind the Scouts to cheer on their den mates and support them in their individual sports. If space or equipment are limited and Scouts have to take turns, one Scout could play a sport while their buddy watches and makes constructive suggestions—sportsmanship in action!

CLOSING

- Line up the Scouts and have them high five or fist bump each other. Coaches (leaders or parents) should also display good sportsmanship by shaking hands.
- Review plans for the next meeting, where each Scout will participate in two team sports (requirement 2). If the meeting will be a den outing to another site, make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place or to leave the outdoor location cleaner than you found it.
- Record completion of requirement 2.
- Give thank-you notes signed by the Scouts to anyone who helped.

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags, if meeting will be held at the regular site
- Equipment needed for playing the selected team sports
- Pencils and copies of the Invent a Team Sport form (Meeting 3 Resources) for Activity 2 (optional)
- Consider these tips for playing den-sized team sports:
 - Reduce the size of the playing area. For example, a volleyball court that is about 15 feet wide and 30 feet long will work for two-person teams.
 - Use an oversized, undersized, or under-inflated ball, whatever will limit the distance the ball travels when hit or kicked, or use a foam ball for the same effect.
 - Baseball can be played with plastic bats and balls, or a foam swimming noodle can serve as a bat.
 - For baseball, an offensive team could have fewer than nine players by employing “ghost runners” to occupy bases, and they advance no farther than the batter. Defensive players can rotate in to become offensive players.
- If this is a den outing:
 - Contact the location a few weeks in advance to schedule the visit.
 - Confirm that transportation to and from the location is in place. Secure signed activity consent forms.
 - The den leader should bring a copy of the *Guide to Safe Scouting*.
 - Bring the signed thank-you notes for those who help.

GATHERING

Lead-Up Games. Divide Scouts into buddy pairs as they arrive (or pair a Scout with their parent), and have them play lead-up games to practice team sports. These are small-scale adaptations of games—good for practice when you don’t have enough players for the large-scale versions. For example, your meeting site may not allow 18 holes of golf, but Scouts can still practice putting with a few golf balls and a tin can.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.

ACTIVITIES

◆ Activity 1: Team Sports (Requirement 2)

- Play the sports agreed upon earlier. If desired, play can be limited to 15–20 minutes for a sport before moving on to the next one.
- Remind Scouts to cheer for their own team but to also congratulate their opponents for a good play or the final outcome.

◆ Activity 2: Invent a Team Sport (optional)

- Ask: *If you could invent a team sport, what would it be? Be open to ideas from all the Scouts.*
- If possible, group together Scouts who have similar ideas and give them time to develop their team sport using the form in Meeting 3 Resources.
- Allow Scouts time to practice playing their new sports. Then bring the whole den back together for a reflection. How did the games turn out? Did they find ways to show good sportsmanship as they played? Would they be able to explain the rules to other Scouts so they, too, might play the game? If so, consider presenting the new sports at an upcoming pack meeting.

CLOSING

- Bring the Webelos Scouts and leaders together in a Living Circle. Have the denner recite or lead this fair play pledge: I promise to do my best at work or at play. I will follow the rules and never cheat and will help other members of my team. I will always try to make my family, my neighborhood, my school, my pack, and my friends proud of the things I do.
- If the den will be holding an optional fourth meeting to go a local sports event, make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place or to leave the outdoor location cleaner than you found it.
- Record completion of requirement 2.
- Give thank-you notes signed by the Scouts to anyone who helped.

MEETING 3 RESOURCES

Activity 2: Invent a Team Sport (optional)

Game name: _____

Number of players needed: _____ Equipment/materials needed: _____

Space needed: _____

Rules of play:

1. _____

2. _____

3. _____

4. _____

Game ends when: _____

Notes:

MEETING 4 PLAN (OPTIONAL DEN OUTING)

PREPARATION AND MATERIALS NEEDED

- Copies of officials' signals for the sport being observed
- Attend any sports event—football, baseball, soccer, hockey, tennis, etc. This may include professional or semiprofessional events, local college or high school sports teams, local youth sports, or even junior high/middle school events, particularly if the Scouts in the den will be attending that school.
- Another option is to attend a high school team's practice session. At most high schools, football and basketball games will be relatively crowded, while other sports teams may well be begging for fans!
- If needed, contact the location a few weeks in advance to make arrangements.
- Confirm that transportation to and from the location is in place. Secure signed activity consent forms.
- The den leader should bring a copy of the *Guide to Safe Scouting*.
- Bring the signed thank-you notes for those who help.

GATHERING

- A Gathering activity will depend on where the den is meeting and the type of facility. For example, meeting at the usual location before departing will afford opportunities that would be out of place at the local high school or other public arena. Here are two options:
 - **Soccer Dodge Ball.** This is played like regular dodge ball, except that the players around the circle kick the ball at the player inside the circle instead of throwing it. If any of the Scouts lack experience with soccer, have a short period of instruction in soccer-style kicking.
 - **Backyard Hockey.** Lay out a backyard hockey rink on a driveway or in the grass. Play parents against Scouts, or divide everyone into equal teams. Teams stay outside the rink along their sideline and defend the goal to their right. Sticks may not be swung above knee height. When the "puck" goes out of bounds, have a face-off between opposing players who were nearest to it.

ACTIVITIES

◆ Activity 1: Visit to a Sporting Event

- During the event, tell the Scouts to observe whether players and teams are showing good sportsmanship.
- Lead a reflection after the game about what was observed.

CLOSING

- Gather the den together and have each Scout share something they enjoyed learning during the adventure. Then recite the Scout Oath or Scout Law.

AFTER THE MEETING

- Serve refreshments, if desired and appropriate.
- If needed, work together to leave the outdoor location cleaner than you found it.
- Give thank-you notes signed by the Scouts to anyone who helped.

Upon completion of the Sports adventure, your Webelos Scouts will have earned the adventure pin shown here. Make sure they are recognized for their completion by presenting the adventure pins, to be worn on their uniforms, as soon as possible according to your pack's tradition.



APPENDIX

The appendix gathers information that you may find helpful for leading any of the adventures.

Appendix 1: Parts of Your Meeting

◆ Gathering ActivitiesA-7

Baden-Powell Says.....	A-7
Concentration	A-7
Craft Stick Puzzles.....	A-7
Hot or Cold	A-7
Marble Golf	A-7
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APPENDIX 1

PARTS OF YOUR MEETING

GATHERING ACTIVITIES

◆ BADEN-POWELL SAYS

This game is played like Simon Says. The leader is at the front and gives a command to perform an action (i.e. “Stand on your left foot.”). If the leader begins the command with “Baden-Powell says,” then everyone does the action. If the action is done incorrectly, the Cub Scout is out. If the command does not begin with “Baden-Powell says,” and the action is performed, the Cub Scout is out.

◆ CONCENTRATION

Select pairs from a deck of cards depending on the size of the den. Lay the cards out on the top of the table face down. Each player turns over two cards. If they match, the Cub Scout keeps the pair and wins a point. If they do not match, the Cub Scout turns the selected cards face down in the same place, and the game continues to the next player. The Scouts can make their own sets of cards by selecting pictures from magazines to cut in half and mount on card stock.

◆ CRAFT STICK PUZZLES

Give each Scout the same number of craft sticks, laying them side by side to form a square. Each Scout draws a picture covering all the sticks. Once drawn, they trade pieces with another Scout, and try to put the puzzle back together.

◆ HOT OR COLD

Select a player to leave the room while an object is hidden. Select an item to hide in the meeting room. Once the player leaves the room and the item is hidden, the player comes back in and tries to locate the object. The player is given clues to the location by getting directions from the den such as “You’re getting hotter” as they move closer, or “You’re getting colder” as they move away from it. Signals can also be given by beating on the bottom of an aluminum pie plate with a spoon. As the player nears the item, the drum beats faster and louder; as the player moves farther away, the drum beats slower and softer.

◆ MARBLE GOLF

Create a three-hole marble “golf” course using items such as coins or buttons as the tee boxes and cups as the holes. Place each cup on its side several feet away from its tee box. Each Scout shoots a marble from the tee box toward the hole. The Scout should count the number of shots needed to get to the hole. Once the first hole has been conquered, the Cub Scout moves on to the next hole. The Scout with the lowest score wins. You can make the course harder by putting obstacles in the way.

◆ MILK JUG TOSS

Gather enough milk jugs for each member of the den to have one. Cut the bottom of the milk jug out so that it is large enough to catch a bean bag, ping-pong ball, rolled up sock, or Wiffle ball. Make sure to toss an item that will not hurt if it strikes the player and is soft enough not to break whatever it strikes.



◆ ODD OR EVEN

Every player starts with five pennies. They select a number between 0 and 5, and put that number of pennies in one fist. Go to different players and ask, “Odd or even?” If the players guess right, they win a penny. If they guess wrong, they lose a penny. Continue circulating among the players until time is up. (It is acceptable to ask the same player multiple times.)

◆ PONG

Create pairs of players, and seat them across from each other with table space between them. Each player has a straw, and each pair of players has a pingpong ball or cotton ball. Put the ball between the two players and say “Go!” The object is to blow the item off the table on your opponent’s side.

◆ PUZZLE MANIA

Provide one small puzzle for each Scout. Place each puzzle in a plastic bag; however, put some of the pieces in different bags so that Scouts will each have to go to the other Scouts to hunt for the pieces that match their puzzles. To make this more challenging, do not show them the completed puzzle pictures.

◆ STOPLIGHT (SIMILAR TO RED LIGHT, GREEN LIGHT)

The caller stands at the front of the room with one green bandanna, one red bandanna, and one yellow bandanna. The other Cub Scouts should be lined up away from the leader. With their back to the players, the leader will hold up one bandanna at a time. The leader should keep the bandannas as hidden as possible to keep the next action a surprise. Red means stop, green means go, and yellow means go slow. The first one to reach the leader becomes the leader and the game begins again.

OPENING CEREMONIES AND IDEAS

The following guidelines will help the den participate in ceremonies that are well prepared and well received:

- An opening ceremony signals the beginning of the den meeting. It also sets the tone for the meeting. Most opening ceremonies include a flag ceremony, which provides an opportunity to teach youth how to handle and present the U.S. flag in a respectful way. A closing ceremony brings the meeting to a close for the Scouts.
- Know your audience. Keep your openings and closings appropriate for children of Cub Scout age. Simple ones are more effective than long, elaborate ones because children this age have short attention spans.
- Rotate responsibilities among the Cub Scouts in your den for the opening, flag, and even closing ceremonies at your den meeting. When Scouts are involved, it is easier to hold their attention during the meeting.
- Use a variety of ceremonies to hold everyone’s interest. Keep track of which ones you use and avoid repeating them meeting after meeting. Variety is as important as length. Den openings and closings should be kept short. Openings should be no longer than two or three minutes. Closings may be a little longer but still should be age-appropriate.
- You may adapt any ceremony to meet your needs. Dens come in many different sizes, and youth come with different skill levels. Younger children may need to have someone read their lines while they perform an action or hold a sign. No ceremony is written in stone. Feel free to make changes to work for you!
- **NOTE:** A prayer can also be added to each opening or closing.



CUB SCOUT/WEBELOS SCOUT LIGHT

The den leader asks den members to sit on the floor in a circle and dims the lights. Have a small candle and larger candle, plus matches, on a table. Flashlights or battery-operated candles may be used instead of regular candles and matches.

DEN CHIEF: I will light this small candle. It represents the goodwill given by one Cub Scout. See how it shines? The rays from several Cub Scouts make a brighter light. Each Scout lets their light shine by doing their best and helping other people.

DEN LEADER: I'll light this large candle. This represents that there is a brighter light that leads us all. Let us always think first of God, second of others, and finally of ourselves.

◆ DEN FLAG OPENING

The den forms a tight circle with the den flag in the center. Each member of the den grasps the flagpole with their left hand, makes the Cub Scout sign with their right hand, and says the Scout Oath.

◆ DEN YELL OPENING

Give your den yell.

◆ HANDSHAKE OPENING

The denner calls the roll, and each member of the den comes forward and gives the Scout handshake.

◆ OPENING/CLOSING SONG CEREMONY

Select a song from the *Cub Scout Songbook* to sing as your opening or closing. You might also select a song related to the adventure to sing as the opening or closing ceremony.

◆ OUTDOOR CODE OPENING

Preparation: Five Cub Scouts walk in with the U.S. flag.

CUB SCOUT 1: *As an American, I will do my best to be clean in my outdoor manners.*

NARRATOR: I will treat the outdoors as a heritage. I will take care of it for myself and others. I will keep my trash and garbage out of lakes, streams, fields, woods, and roadways.

CUB SCOUT 2: *As an American, I will be careful with fire.*

NARRATOR: I will prevent wildfire. I will build my fires only where they are appropriate. When I have finished using fire, I will make sure it is cold-out. I will leave a clean fire ring or remove all evidence of my fire.

CUB SCOUT 3: *As an American, I will be considerate in the outdoors.*

NARRATOR: I will treat public and private property with respect. I will use low-impact methods of hiking and camping.

CUB SCOUT 4: *As an American, I will be conservation minded.*

NARRATOR: I will learn how to practice good conservation of soil, waters, forests, minerals, grasslands, wildlife, and energy. I will urge others to do the same.

CUB SCOUT 5: *Let us think about these responsibilities as we stand and sing "America the Beautiful."*

◆ PLEDGE OF ALLEGIANCE OPENING

The den gathers in a semicircle or horseshoe formation. One Cub Scout presents the colors (the U.S. flag) at the open end of the horseshoe. In turn, each Scout steps forward, gives the Cub Scout salute, and steps back. Follow with the Pledge of Allegiance.

◆ ROLL CALL OPENING

The denner calls roll, and the Cub Scouts respond by naming an item related to the adventure.

◆ SCOUT LAW OPENING

The den forms a circle, gives the Cub Scout salute, and says the Scout Law. (Webelos Scouts may give the Boy Scout salute.)

◆ SCOUT OATH OPENING

The Cub Scouts form a large circle. Their parents, guardians, or other caring adults (if present) form an outer circle by standing behind their Scouts. All say the Scout Oath in unison.

◆ SCOUT OATH OR SCOUT LAW MEANING OPENING

Select a phrase from the Scout Oath or Scout Law, and talk about its meaning.

◆ ROLL CALL OPENING

(Can be adapted for Wolf or Bear Scouts)

As the den meeting host calls roll, each Tiger team responds with a loud tiger growl.

FLAG CEREMONIES TO OPEN AND CLOSE DEN MEETINGS

Most den meetings will include the Pledge of Allegiance to the U.S. flag. It is appropriate to have a presentation of the colors and the Pledge of Allegiance at the beginning of the den meeting, with the retirement of the colors at the conclusion. On occasion, you can vary the opening ceremony and not use the flag. Patriotic ceremonies should be meaningful and inspirational. During flag ceremonies, those who are leading the ceremony or holding the flag should be in complete uniform and well groomed.

◆ FLAG CEREMONY PLANNING

When you take the time to plan ahead, the Cub Scouts will be prepared for a successful experience.

- When younger Cub Scouts are responsible for a flag ceremony, make sure the flags are not too heavy for the Cub Scouts to carry.
- Check the ceiling height beforehand to determine whether the flags will clear it. If they won't, post the colors before the meeting.
- Rehearse the ceremony. Make sure everyone knows their part and walking route.

◆ CREATE YOUR OWN OPENING CEREMONY WITH THE U.S. FLAG

Use the following suggestions to make your ceremony effective:

- Have the color guard post the colors and retreat.
- Post the flag, and then create a slight breeze with an electric fan.
- Shine a flashlight or spotlight on the flag.
- Follow the flag with a flashlight or spotlight while the color guard walks in.
- Use background music.
- Prerecord music and play it, making it louder or softer as your ceremony progresses.
- Use songs that are appropriate for the occasion, such as "The Star-Spangled Banner," "America, the Beautiful," "You're a Grand Old Flag," "God Bless America," seasonal songs, marching songs, or spiritual songs.

◆ FLAG CEREMONY COMMENTS

Keep in mind the following guidelines:

- When in uniform, stand at attention and salute with your right hand.
- When not in uniform, stand at attention and place your right hand over your heart. You should remove your non-uniform hat.
- When in uniform, with your head covered or uncovered and either indoors or outdoors, stand at attention and salute with your right hand when the U.S. national anthem is played, the colors are raised or lowered, the Pledge of Allegiance is recited, or the U.S. flag passes by in a parade.
- The color guards do not participate in saluting, singing, or saying the Pledge of Allegiance with the group because their job is to guard the flag at all times. They should salute after the U.S. flag is posted.
- The U.S. flag is posted on the left, as you look toward the front.
- Any person can write to their U.S. senator or U.S. representative and, for a reasonable fee, receive a flag that was flown over the U.S. Capitol in Washington, D.C.
- For more information regarding the U.S. flag, refer to the BSA booklet *Your Flag*.
- You can find additional information on the U.S. flag from government websites and from veterans' groups.
- Make sure that you include all youth in your flag ceremonies at different times of the year. Scouts with physical disabilities can proudly act as narrator or even flag bearers when adults see these events as possibilities instead of barriers.
- Sometimes we hear people say the phrase "one nation (pause) under God." When this phrase was added by House Joint Resolution 243 and approved by President Dwight D. Eisenhower on June 14, 1954, it was added without a comma or pause after the word "nation." The correct phrasing is "one nation under God."

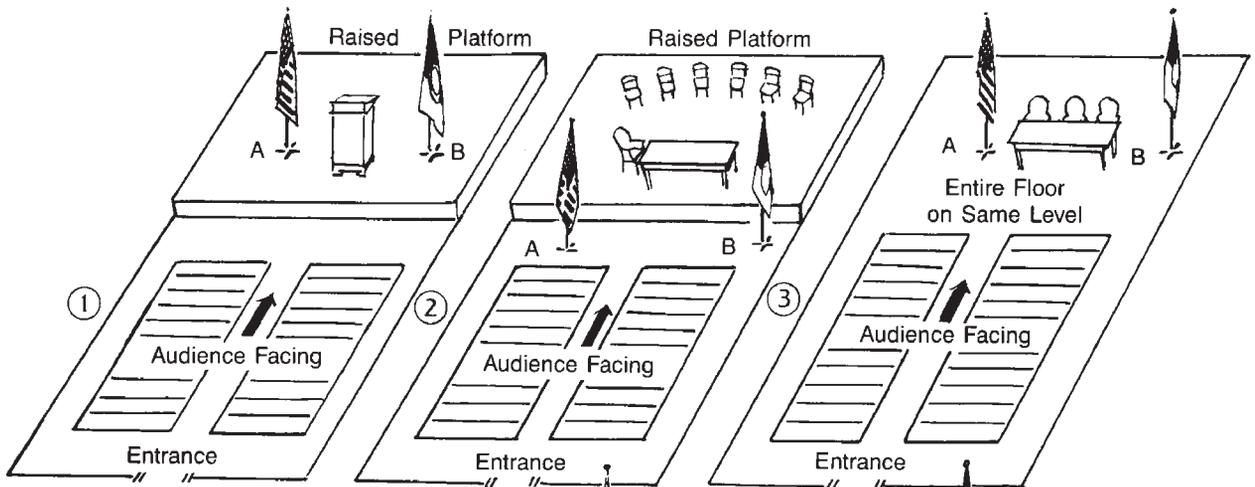
◆ STANDARD INDOOR FLAG CEREMONY USING FLAG STANDS

Preparation: Put flag stands in place at the front of the room. Looking to the front, the U.S. flag stand is on the left. Flag guards are in the back of the room holding the flags. They have already checked to make sure that the flags fit in the flag holders and that the flags clear the ceiling.

Personnel: Narrator and color guard

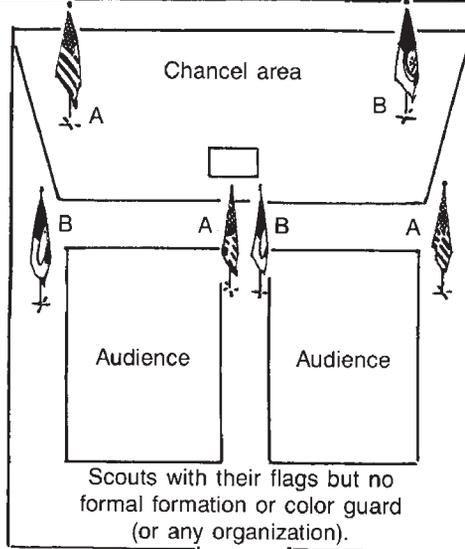
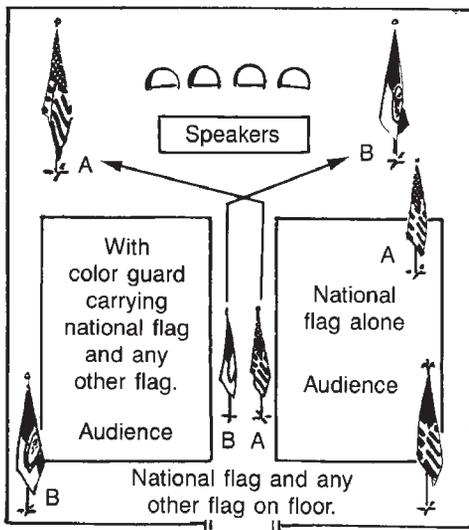
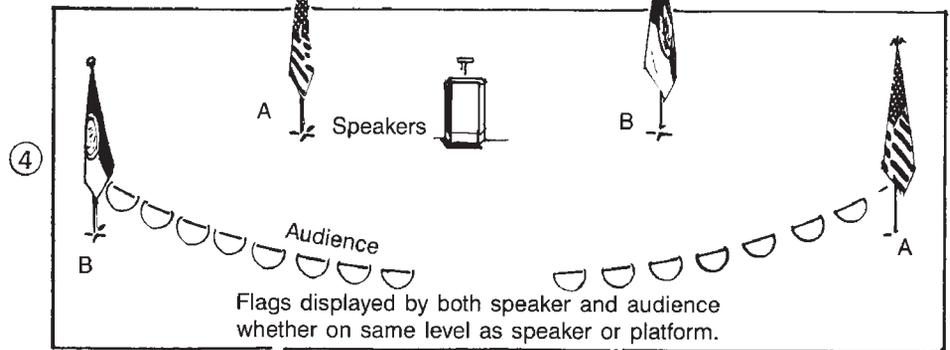
Materials: U.S. flag and a den flag if available

NARRATOR WILL CALL:	ACTIONS
<i>Attention. Will Scouts please rise.</i>	(Pause.) The color guard waits in the back of the room for the Scouts to stand and become quiet.
<i>Color guard, advance.</i>	The den flag guards and bearer are on the left, and the U.S. flag guards and bearer are on the right. With the U.S. flag in the lead, they walk in and cross so that the U.S. flag will be on the left side of the room when you look toward the front. The bearers and guards take their positions near the flag stands, facing the audience and holding the flags vertically.
<i>Hand salute.</i>	Everyone, with the exception of the flag bearers and guards, salutes.
<i>Please say with me the Pledge of Allegiance.</i>	All join in. The bearers and guards stand at attention and continue to hold the flags. The den flag is lowered slightly so that the U.S. flag stands taller. The U.S. flag guards and bearer and den flag guards and bearer do not salute or say the Pledge of Allegiance.
<i>Two.</i>	The den drops its salute. The den flag is raised to its vertical position again.
<i>Color guard, post the colors.</i>	The den flag is placed in its stand. Its guards and bearer step back into place. The U.S. flag is then posted. Its guards and bearer step back into place. The U.S. flag is then posted. The color guards then salute the flag.
<i>Color guard, dismissed.</i>	The U.S. flag guard leads the procession to the back of the room with the narrator following last.



Note: A stands for the national flag, B stands for any other flag.

Diagrams 1-2-3-4 apply to lecture halls, classrooms, club rooms, churches, auditoriums, etc.



◆ RETRIEVAL OF COLORS INDOORS

NARRATOR WILL CALL:	ACTIONS
<i>Attention. Will Scouts please rise.</i>	(Pause.) The color guard waits in the back of the room for the audience to rise and become quiet.
<i>Color guard, advance.</i>	The U.S. flag guard and bearer and pack flag guard and bearer walk down the aisle and to the flags. They stand behind the flags, facing the audience.
<i>Color guard, salute.</i>	The guards and bearers salute.
<i>Color guard, retrieve the colors.</i>	The U.S. flag is removed first (just slightly ahead of the den flag).
<i>Hand salute.</i>	Everyone, with the exception of the guards and bearers, salutes. The U.S. flag stays on its “marching right” as the guards and bearers proceed down the aisle to the rear of the room.
<i>Two.</i>	Everyone drops the salute.

◆ STANDARD OUTDOOR FLAG CEREMONY USING A FLAGPOLE

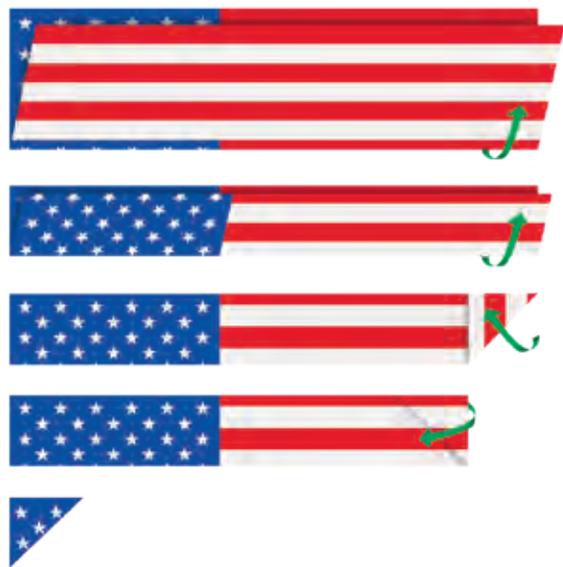
Preparation: Check the flag against the rope to make sure the attachments line up before the flag ceremony. It helps to lower the loops to the base of the flagpole so it is ready for the ceremony. Rewind the cord to hold in place.

Personnel: Narrator and color guard

Materials: U.S. flag and a pack flag

Remember that the outdoor program runs like a thread through the Scouting program. When dens and packs are outdoors, ceremonies are appropriate—and important!

- Outside noises from wind and water can make it difficult to hear voices. Keep the group close together and have the speaker face the crowd.
- Plan your flag ceremony carefully. If you do not have a secure flag holder, have the Scouts present the flag and continue to hold it during your flag ceremony. Then have them retreat with the flag. Whether you are inside or outside, give the U.S. flag the same respect and handle it properly.
- Use nature as a backdrop. Look around and choose a location that showcases your event.
- Sweep the area and walkways, looking for loose rocks and tree roots that might trip a child or adult.



NARRATOR WILL CALL:	ACTIONS
<i>Attention. Will the audience please rise.</i>	(Pause while everyone stands and remains quiet.) The color guard waits in the rear for the audience to become quiet.
<i>Color guard, advance.</i>	The U.S. flag guards and bearer walk in and take their positions near the flagpole, facing the audience.
<i>Color guard, prepare to raise the colors.</i>	The line is unwound. The flag is unfolded and attached to the rope.
<i>Hand salute.</i>	Everyone, with the exception of the U.S. flag guards and bearer, salutes.
<i>Color guard, raise the colors.</i>	Then the flag is raised quickly to the top of the pole, and the cord is wound back in place.
<i>Please say with me the Pledge of Allegiance.</i>	The U.S. flag guards and bearer stand at attention. (All join in.) The U.S. flag guards and bearer do not salute or say the Pledge of Allegiance.
<i>Two.</i>	The den drops its salute.
<i>Color guard, salute.</i>	The U.S. flag guards and bearer salute.
<i>Color guard, dismissed.</i>	The color guard retreats to the back of the group.

◆ RETRIEVAL OF COLORS—FLAGPOLE

NARRATOR WILL CALL:	ACTIONS
<i>Attention. Will the audience please rise.</i>	(Pause.) The color guard waits in the rear for the audience to become quiet.
<i>Color guard, advance.</i>	The U.S. flag guards and bearer walk to the flagpole. They stand behind the flag, facing the audience.
<i>Color guard, salute.</i>	The U.S. flag guards and bearer salute.
<i>Color guard, prepare to retrieve the colors.</i>	They unwind the cord and wait.
<i>Hand salute.</i>	Everyone, with the exception of the U.S. flag guards and bearer, salutes. The U.S. flag is quickly lowered.
<i>Two.</i>	As soon as the flag touches the hands of the guard, this command is given. Everyone drops the salute. The U.S. flag guard and bearer remove the flag from the rope and fold it correctly.
<i>Color guard, retreat.</i>	They return to the back of the group.

TALK TIME SUGGESTIONS

This section of the meeting is set aside to cover the “business items” that need to be covered for den and pack activities in the near future. Some of these items will be covered every meeting, some may only be covered once a year.

It may be handy to have a prepared handout to send home with the Scouts or hand to their parents, especially if it involves logistics—such as meeting somewhere different for a tour or items the Scouts need to bring from home for the next meeting, etc. Communicating with parents and guardians of Cub Scouts can be done several different ways. In the Family Talent Survey, parents and guardians are asked what method of communication they prefer. Some dens or packs use social media sites, while others use text messages.

◆ DUES

If your pack uses the dues you collected to fund your den operations, then you will need to come up with a system to collect them regularly and record who has paid and who has not. This is a perfect job for an assistant den leader, if you have one, or it could be taken care of by a parent who is willing to help. You may want to collect something every week or on a monthly basis. Some parents prefer to pay for the entire year so their Scout is taken care of. Decide how much (based on the expenses of providing the program supplies), when you want to collect it, and how it will be recognized; then tell the Scouts’ parents so they are aware of your process.

Obviously, it will be important for you to keep good records of your den purchases and dues collections in case there are any questions. Some packs do not use individual den dues, but instead cover den expenses from the pack budget or sponsoring organization. You will need to find out how your pack handles this.

It may be convenient to collect dues as part of your gathering activity time.

◆ ADVANCEMENT

Your Scouts may work on advancement with their parents as well as in your den activities. You may also assign them “Do-at-Home Projects” from time to time—items to finish at home and bring back to show the rest of the den. It may be convenient to record this information during this part of the meeting. An assistant den leader will work well for this duty as well.

You will need to have a method to record this advancement. The BSA has colorful wall advancement charts that can be used to keep track of each of your Scouts’ adventures. Using colored pencils or a signature to designate a requirement as completed can work well with this type of chart. You may also choose to use Scoutbook, which is an online tool to help you track advancement digitally instead of filling out advancement reports. You can learn more at Scoutbook.com. You can learn more about digital tracking at my.scouting.org. There are also paper pages available from BSA and other sources to assemble a binder and mark off individual requirements.

However you decide to track advancement, it is an important part of your den leader job. Figure out a method that works for you, and go for it!

If Cub Scouts have completed an advancement item with their family or at school, have them give a short report to the rest of the den, so they can see that all advancement does not have to happen in the den meetings.

This may also work well in the gathering activity time if you have help and the activity will not be interrupted.

Name	Rank	Age	Sex	Date of Birth	Date of Advancement	1	2	3	4	5	6	7	8	9	10	11	12
						◆	◆	◆	◆	○	○	○	○	○	○	○	○

◆ OUTINGS OR TOURS

Traveling with Cub Scouts and their families can be a lot of fun! It can also create opportunities for confusion and misdirection. To keep the experience positive for all families in the den and yourself, be sure to communicate—and communicate often—with everyone.

Preparing a printed or electronic handout, flier, or brochure to give to the families with *ALL* the information needed will save you a lot of headaches. Depending on the trip, you may have a few items to pass along or a couple of pages. Here are some samples:



Den 1 TV Station Tour!

Den 1 and their families will be touring TV station KCUB next Wednesday, May 14. We will be meeting at Tamkin School at our regular meeting time, 6:30 p.m., and then carpooling to the station together. The tour is free, but we will be stopping for ice cream at Dairy Village on the way home. Cones can be purchased for \$2, and of course, their full menu will also be available.

The station needs to know an approximate head count, so please contact me by Friday, May 9, with the number of family members attending. You can reach me by email at dljanet@email.com, or call 702-555-0111.

This should be a very interesting trip, and the Scouts will be completing our current adventure with this trip. Hope to see you all there!

DL Janet



Flaming Arrow Den Spring Campout

ALOHA! The Flaming Arrow Webelos den will be holding our Spring Campout next month at the Rocky Willows Scout Camp near Random Lakes on June 10-12. The theme this year is "Hawaiian Luau"!

Cost for this event is \$15 per person, which will include all meals, supplies, and a cool patch! Webelos Scouts and their parents are invited to attend (no siblings on this trip). The fee is due on June 6 at the pack meeting.

We will meet at the camp. The physical address of the camp is 342 Scout Camp Drive [city, state, and zip code]. Attached is a map. The trip is about 20 miles and will take about 30 minutes.

Attached to this sheet is a gear list that each person will need. We have access to camping gear if you need to borrow sleeping bags or tents for your group. The weather is always a little cooler at the camp, so be sure to pack warm clothes.

We will be holding a planning meeting at 6:30 p.m. on May 20 at Spohn Elementary. Everyone planning on attending should be there. All of your questions will be answered!

The Webelos Scouts had a great time on this event in the fall, and are looking forward to another exciting weekend!

Any questions? Email camperbob@email.com, or call 702-555-0112.

Always be sure to provide all the important information you can, including:

- Dates
- Location (include physical address)
- Cost
- Transportation method
- Items needed
- A contact person

Try to put yourself in the place of new parents, and give them all the information they need to feel welcome and ready! Asking the new parents from last year what information they would have liked to have known early will help you identify information to include.

Here is a good extended version of a trip planner from the BALOO (Basic Adult Leader Outdoor Orientation) training. While you may not need to fill in all the blanks, it may help you uncover some holes in your planning.

Cub Scout Outdoor Program Checklist

Date(s) _____

Location _____

BSA facility

Council-approved non-BSA facility

I. Administration

Guide to Safe Scouting reviewed

Camp reservation made

Parent permission slips

Camp deposit/fee paid

Health forms

Local requirements

Insurance

Licenses and permits
(fishing, boat, campfire, parking, etc.)

II. Leadership

Event leader _____ Phone (____) _____

Assistant _____ Phone (____) _____

Program leader _____ Phone (____) _____

Assistant _____ Phone (____) _____

III. Transportation

Driver	No. of seat belts	Driver License No.	Auto Insurance Yes/No
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Equipment hauled by _____

IV. Location

Maps prepared _____

Assembly location _____

Departure time _____

Camp arrival time _____

Camp departure time _____

Anticipated return time _____

Stops en route (meal Y/N) _____

V. Equipment

- Personal equipment lists
- Program equipment
- Group
- Emergency

VI. Feeding

- Menu planned by _____
- Who buys food? _____
- Fuel supplied by _____
- Duty roster by _____
- Food storage _____

VII. Sanitation

- Special camp requirements _____

VIII. Safety

- Ranger contact Phone (____) _____
- Nearest medical facility Phone (____) _____
- Nearest town Police number _____
- First aid/CPR-trained leaders _____

IX. Program

- Program planned
- Special program equipment needed
 - Item(s) _____ Provided by _____
 - Item(s) _____ Provided by _____
- Rainy day activities planned

◆ COMMUNICATING THE PACK AND DEN CALENDAR TO PARENTS

Your pack will be holding some special events that may require additional help or more time to prepare than normal meetings. Some of these events might be:

Blue and Gold Banquet: Inviting other family members

Pinewood Derby/Raingutter Regatta: Distributing kits, holding workshops to help build the racers, running the race

Pack Campouts: Providing important information, gear needed, who can attend, what events will be happening, etc.

Bridging Ceremonies: Possible change in location, special guests invited, special ceremonies and inspiration

Holiday Parties or Other Celebrations: Preparing decorations, songs, skits, treats

Additional events provide by the council or district such as:

- District pinewood derby
- Fun days at the park/ballgame/zoo/trail or other special “Scout only” events
- Day camp/resident camp/overnighters

These all need to be promoted at the den level so your Scouts can take advantage of the opportunities. You should be able to find out about them at roundtable or by talking to your unit commissioner.

◆ CUB SHARING TIME

Periodically, it is a good idea to let the Scouts share what’s happening in their lives—something fun they did with their families, a good thing that happened at school, a fun game they’ve learned, or a new toy or Scout gear they have acquired. Set up some ground rules, such as:

- Time limit per Scout, perhaps only one Scout per meeting
- Only positive, fun things—nothing derogatory or hurtful
- Props—do you want it to turn into “show and tell”?
- Topic—defined by you (favorite pet, favorite game, etc.), or let them decide
- Related to the Scout Oath or Scout Law—how they helped other people or did their best that week

It may be helpful to screen the first couple you do for the year, just to make sure they get off on the right track. This can be a lot of fun for you and the Scouts, and provide some insight for you into their lives.

◆ DENNER INVESTITURE

A denner is a member of your den who has been given special responsibilities for your group for a fixed period of time, usually a month. They will be given some jobs to do at the meeting, such as:

- Setting up games for the Gathering activity and then picking them up afterwards
- Preparing a simple snack for the group, if you use one as part of your plan
- Setting up craft or activity items for the activity portion of the meeting
- General cleanup after the meeting
- Leading Opening and Closing ceremonies
- Keeping track of attendance records
- Other duties as the occasion arises

Talk Time is a great time to award the denner cord to your denner. The denner wears a denner cord over the left shoulder. The cord is removed at the end of the month, and presented to the new denner for the period of service. This responsibility mirrors leadership tasks the Scout will need for rank advancement in the troop when they get older. You should have specific tasks designated for the denner to do, and praise them when they are done, especially when they are done without being asked.



◆ MEETING INFORMATION

Use a small portion of this time to tell the den what is going to happen. Are you:

- Starting work on a new adventure?
- Finishing up one you've already started?
- Working on skills and projects for an upcoming pack event?
- Playing a new game?
- Learning a new skill?
- Preparing thank-you notes for people who have helped them out recently?

Set the stage for another exciting meeting! This will let them know what they're doing AND it will show their parents that you have a plan and are working it! Be sure to include the reason for the activities in that night's meeting.

◆ GROUNDWORK FOR FUTURE ADVANCEMENT

If part of next month's adventure requires some homework that might take a little time to complete, let them know a few weeks early and keep reminding them—and their parents! This is probably a good time to send a flier or other announcement home so the parents have all the details on what is needed.

CLOSING CEREMONIES

◆ CUB SCOUT CIRCLE CLOSING

Form the den in a circle. Each member of the den places a left arm around the shoulder of the person on the left and a right arm around the shoulder of the person on the right.

Den leader or den chief: *Now may the Great Master of all Scouts be with us until we meet again.*

◆ FLAG FOLDING CLOSING

Have three Scouts fold the flag while the other members of the den stand respectfully in a semicircle.

◆ FRIENDSHIP CIRCLE CLOSING

Den leaders and members form a friendship circle. Cross arms with right arm over left and grasp the hands of people on each side. They then sing a closing song.

◆ HANDSHAKE CLOSING

Have the members of the den form a circle and pass the Scout handshake from one to another around the circle until it reaches the person who started it. As each Scout receives the handshake, they silently make a wish and pledge to do their best.

◆ LEADER'S MINUTE CLOSING

This is a closing inspirational thought. It can be a brief story about the Scout Oath, the Scout Law, the motto, or something patriotic. It could reflect ideals such as being kind to animals and people, showing sportsmanlike behavior, or participating in school activities. It is told without moralizing.

◆ LIVING CIRCLE CLOSING

Based on an American Indian custom, the living circle may be used alone or as a part of another ceremony. It reminds a Cub Scout of the friendships made in Cub Scouting.

Cub Scouts and leaders stand in a close circle, facing inward and slightly to the right. With their right hands, they make the Cub Scout sign. With their left hands, they reach into the center of the circle. Each thumb is pointed to the right, and each person grasps the thumb of the person on their left, making a complete Living Circle with the handclasps. The Cub Scout motto can then be repeated. One version is to pump joined hands up and down seven times as all say, "Akela! We'll—do—our—best!" You can also use the Scout Oath, the Cub Scout motto, or your own personal words in place of this chant.

◆ MOUNTAIN CLIMBING CLOSING THOUGHT

Ask the Cub Scouts in your den to sit in a circle.

Den leader: *Picture a very high mountain. It is beautiful but very dangerous. It has slippery glaciers and high rocky places you can climb only with special equipment and with help from other people. Mountain climbers depend on each other. They must be able to trust their friends at the other end of the rope. When you pick your friends, think about whether this is a person you could trust at the end of that rope. Let's have a moment of silence as we think about the good friends we have chosen.*

◆ MY FLAG CLOSING

Right before the ending, the den leader asks the Cub Scouts to write a sentence about what the U.S. flag means to them. For the closing ceremony, read the statements.

◆ PATRIOTIC SONG CLOSING

Den members form a circle around the U.S. flag. Everyone salutes and sings “America,” “God Bless America,” or another patriotic song. (See the *Cub Scout Songbook* for ideas.)

◆ SQUARE KNOT CLOSING

Give each Cub Scout in your den a 3-foot section of rope. Have them tie their ropes together with square knots to form a complete circle. They all lean back carefully to form a taut circle.

Den leader: *You are part of a group of close friends, held together by the square knot—a symbol of friendship.*

◆ WE MEET AS CUB SCOUTS CLOSING

Have the Cub Scouts in your den form a circle.

Den leader: *We meet as Cub Scouts, we part as friends, as now we leave, our meeting ends. Let this circle be a token of friendship, as Akela guides us home.*

DEN OUTINGS

Excursions and field trips provide some of the most exciting parts of Scouting. Cub Scouts enjoy many outdoor experiences as they participate in the variety of activities that can be held outside, such as field trips, hikes, nature and conservation experiences, and outdoor games.

◆ OUTINGS

Children this age enjoy visiting museums, business establishments, parks, and other attractions. Here are some suggestions:

How Things Are Made: Visit manufacturing plants such as aircraft, automotive, appliance, or electronic manufacturers; chemical, paper, plastic, paint, furniture, or toy plants; and handicrafts or other small-craft industries.

How Your Community Runs: Visit power, water, and sewage plants; a gas company; police and fire stations; city hall; municipal buildings; the county jail; a telephone company; the post office; the Red Cross; hospitals; newspaper plants; and radio, television, and weather stations.

How Your Community Is Fed: Visit truck and dairy farms, flour mills, and bakeries; food processing, canning, or bottling plants; stockyards and meat or poultry packing houses; a fish hatchery; beverage, candy, and ice-cream companies; markets; and food distributors.

Learn About Your Culture and Heritage: Visit art galleries, museums, and memorials; celebrated old homes, monuments, and other historic sites; places of worship; civic centers; important local buildings; summer theaters and band concerts; and local historical celebrations.

When these field trips are coordinated with the Cub Scouting adventures, they can help bring learning to life by allowing Cub Scouts to experience firsthand the things they have been learning about.

◆ HIKES

A hike is a journey on foot, usually with a purpose, a route, and a destination. All ranks in Cub Scouting will have several opportunities for taking hikes related to specific adventure requirements. See the Outdoor Appendix for more information on hikes.

◆ PLANNING DEN OUTINGS AND EXCURSIONS

When planning a trip or excursion for your den or pack, keep the following guidelines in mind:

- Make sure that all activities are age-appropriate. Especially for pack excursions, which include Cub Scouts of various ages, make sure there's something that appeals to everyone.
- While it's OK to include some activities just for the fun of it, make sure the featured event is relevant to the values of Scouting and has educational value.
- Refer to the *Guide to Safe Scouting*, No. 34416, to ensure that all activities are conducted in a safe manner. The online version, which will always be the most current, can be found by visiting www.scouting.org and selecting "Guide to Safe Scouting" from the site menu.
- Be sure to file the proper forms and permits. An activity consent form should be signed by the parent or guardian of every Cub Scout, even if the parent or guardian is attending. The form can be accessed at www.scouting.org.

APPENDIX 2

WORKING WITH CUB SCOUTS

CHILD BEHAVIOR

Rewarding positive behavior and not accepting negative behavior is the key to teaching Cub Scouts proper behavior. Remember that each child (just like all of us) has emotional needs that need to be fulfilled. These needs include being accepted, getting noticed, belonging, receiving praise and encouragement, feeling safe and sound, letting off steam, experimenting (and making some mistakes in the process), and having fun.

How each child tries to fulfill these needs is what makes them unique. One child may be timid and quiet, and another, loud and rowdy; but both are afraid they won't be accepted. Den leaders must plan ahead and be prepared to make Cub Scouting a positive experience for everyone in their den.

HOW TO ACHIEVE POSITIVE BEHAVIOR

The den meeting is a time when the den leader and Cub Scouts socialize and plan for future activities. For the den meeting to be productive for everyone, it must run smoothly. A good atmosphere is essential to managing behavior. Many times, that simply means recognizing and rewarding good behavior. Here are some suggestions for encouraging good behavior.

◆ EXPECTATIONS

Be sure that all Cub Scouts and their parents or guardians understand the purposes of Cub Scouting, the advancement system, the structure of the den and pack, and the expectations of the family in the program. A letter to parents and guardians with a follow-up face-to-face meeting within a couple of days of joining Cub Scouts will ensure this. Encouraging parents and guardians to stay for den meetings and involving them with their Cub Scout reinforces the family aspect of Scouting.

Den leaders wear their uniforms to strengthen a visual connection between the leader and the Cub Scouts in their den. The uniform serves as a reminder for Cub Scouts to be on their best behavior. The full uniform is a method of Scouting. It provides a level playing ground by covering up all differences of social or economic background. As the den leader, you set the example. The power of a uniform is also used in team sports. It shows that regardless of the position you play, you are a member of this team. In Scouting, you are part of not only a den, a pack, but also a worldwide movement.

◆ CODE OF CONDUCT

A code of conduct is a list of behavioral expectations and consequences if the code is broken. With your guidance, Cub Scouts in your den create the code of conduct. Three or four points will be sufficient, and they should be positive; the words *no* or *don't* have no place in a code of conduct. Include a final rule such as "Have fun!" Also consider including the 3 R's: Respect for others, Responsibility for yourself and your things, and Reasonable behavior. Members of the den, including the den leader, should sign the code of conduct, and it should be displayed at every den meeting. Using the 12 points of the Scout Law can serve as a strong foundation for a code of conduct, and also reinforce the values of Scouting.

◆ TWO-DEEP LEADERSHIP

For the most up-to-date information, see www.scouting.org.

◆ THE DEN CHIEF

The den chief is a wonderful resource for the success of a den. Although den chiefs are not part of the two-deep leadership because they are not adults, they can help manage the den by being prepared with a game, story, stunt, song, or other brief activity that provides some variety in the den program. See the *Cub Scout Leader Book* and *Den Chief Handbook* for more information on den chiefs.

◆ DEN MEETING STRUCTURE

Following the den meeting structure as outlined in this den leader guide will go a long way to making a meeting run smoothly. Every part of the den meeting structure plays a vital role in the success of the meeting.

◆ LEADER/SCOUT RELATIONSHIP

The relationship between a leader and the Scouts is central to managing behavior. For instance, if the den leader enjoys the den meeting, so will the Cub Scouts and their families. Children and parents model what they see, so be a good model by having a positive attitude.

- **Be consistent and fair in all your dealings.** Treat all members of your den the same when they break any rules, but do this in a manner that allows Cub Scouts to keep their dignity. Give them a chance to tell their side of the story. Allow them the opportunity to apologize. Your example of fairness will carry over into other aspects of the Cub Scouts' lives.
- **Be a good listener.** When a Cub Scout wants your attention, look them in the eye. If you are busy, look them in the eye and ask them to wait a minute. Honor their patient waiting by turning to them with your full attention as soon as possible.
- **Give each Cub Scout a chance to participate in discussions.** To encourage members of your den to speak one at a time and to listen carefully, you might try a "talking stick." Only the person holding the talking stick is allowed to speak, and everyone else must listen respectfully without interrupting. A talking stick can be a dead branch from a tree, a dowel rod, or even a shortened broomstick handle.
- **When you notice a Cub Scout's good behavior, comment on it!** Let everyone know exactly what you liked. Soon, you'll have all the den members copying that behavior. Comments such as "I like the way you kept trying," or "Good thinking," or "Now you have the hang of it" encourage and build self-esteem. The more specific you are, the more likely the communication has been effective and the activity will be repeated. When you see a Cub Scout's parent or guardian before or after meetings, be sure to let them know about positive behavior. The Cub Scout may get additional positive reinforcement at home.

TRACKING BEHAVIOR

The methods below highlight the use of positive reinforcement to encourage good behavior. Positive reinforcement is giving something, such as a reward, to promote the behavior you want. Taking something away after it has been earned is not part of positive reinforcement and is not a method used in Cub Scouting.

◆ CONDUCT CANDLE

Use the same candle each week. The den leader or assistant den leader lights the candle at the beginning of the den meeting, and the candle is allowed to burn as long as all den members show good behavior. But if someone misbehaves or breaks the code of conduct, the candle must be blown out for the rest of the meeting. As soon as the candle burns down, the den is entitled to a special outing or special treat that they have chosen. On average, a den meeting lasts for a little over an hour. Be sure to use a candle that will take four hours to burn uninterrupted. The key to this method is making sure there is not too much time between the positive behavior and the reward. A large candle that takes six months' worth of den meetings to burn will not be as effective as a candle that only takes two months.

◆ TICKETS

Buy tickets at teacher or party supply stores, or make them yourself. Give those in a den a ticket when they do something good. (Try to give each person in the den an opportunity to receive a ticket during a meeting.) They write their names on the back of their tickets. The tickets are placed in a jar, and a drawing is held at the end of the den meeting for a small treat (gum, candy, stickers, small toy, etc.). At the end of the month, hold a drawing for a "big" winner.

◆ MARBLE JAR

Use a glass jar so it makes lots of noise when you put a marble in. Draw a line on the jar high enough so that it will take the Cub Scouts in your den six weeks or so to earn enough marbles to fill it to that point. Explain that when marbles reach the line, the den will get a treat. Drop a marble in the jar when someone in the den does something good. Make a production out of it. Celebrate with the den when they reach their goal. Do not take out marbles for bad behavior. This is not consistent with the positive reinforcement method of working with Cub Scouts.

◆ STICKERS AND CERTIFICATES

Give big flashy stickers for good behavior. Use them only occasionally, or they lose their appeal. Make certificates by hand or with a computer. Use gold seals or other decorative stickers. You can also purchase certificates at teacher supply stores.

◆ SUPERSTAR PINS

Decorate clothespins, one for each Cub Scout, with stars. As you notice good behavior, pin one on the Scout. At the end of the meeting, Cub Scouts with pins on can pick something from a "treat bag" consisting of a variety of food items; a small, healthy snack; or inexpensive items that appeal to the Cub Scouts in your den (stickers, old patches, small toys, pencils). Vary the items in the treat bag often.

◆ SUPERSTAR NOTES

These notes to parents and guardians are good for praising Cub Scouts when they get back home. You can make your own by hand or with a computer or buy them at a teacher supply store. The Cub Scouts in your den will know you really appreciate it if you tell their families how well they did.

◆ COUP STICK

Some American Indian tribes used coup sticks (“coo sticks”) as a way to display accomplishments. Items such as beads, feathers, bear claws, or eagle claws were awarded at tribal meetings for deeds of note (not unlike badges Cub Scouts earn!). These were attached to the coup stick for display, bringing honor to the coup stick owner.

Make a den coup stick by drilling a hole through a wooden dowel at the top and bottom. Loop a long piece of heavy-duty string or leather cord through the holes so it runs the length of the dowel. Award small items at den meetings for good behavior. Use beads, feathers, stamped leather pieces, stamps on poster board pieces, etc., and attach them to the string on the coup stick. Take the coup stick to pack meetings to bring honor to your den!



DEN DOODLES AND DEN FLAGS

◆ DEN DOODLES

A den doodle is a clever way to record advancement progress and other accomplishments of the Scouts as well as a colorful decoration for the den meeting place. It can be something as simple as a chart, much like the den advancement chart, or it can be a simple structure consisting of a cutout mounted on a stand. No two den doodles are alike.

With the help of members of your den, choose a design that “fits” the den. Den doodles can be made from wood, cardboard, foam board, or other materials; they can be a tabletop or floor design; or they can hang on the wall or from the ceiling. Include the den’s number and a place for each Cub Scout’s name and advancement record or accomplishment.

Add something to the den doodle at each meeting, recognizing attendance, proper uniforming, and behavior as well as completed adventures. Colored beads and shells slipped onto leather lacing are common items for symbols of progress.

Dens may earn simple awards (sometimes called dingle dangles) for a variety of things, such as perfect attendance, good behavior, participation in service projects, or responsibilities at the pack meeting. For example, the den leading the flag ceremony at the pack meeting or at school might earn a small flag to hang on their den doodle; the den that leads a song might earn a musical note made of felt. You can find more examples of den doodles in *Cub Scout Ceremonies for Dens and Packs*.

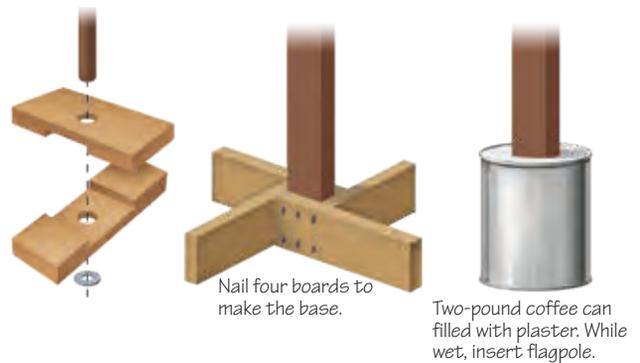


◆ DEN FLAGS

Den flags are simple flags that represent each den and give den members a sense of camaraderie and identification. The flag is blue and yellow with the den number on it. Den flags are available at your local Scout shop or at www.scoutshop.org. The flag may go home with a different Cub Scout family after each meeting or may be the responsibility of the denner for the month. The flag should be brought to each pack meeting and mark the place where the den sits.

◆ BASES FOR DEN DOODLE OR DEN FLAG

Make bases from wood or from a 2-pound coffee can filled with plaster, as shown. Cover the end of the flagpole with aluminum foil and grease with a thick layer of petroleum jelly so it will slip out easily after the plaster hardens. Or use a piece of PVC pipe that has an opening slightly larger than the diameter of the flagpole. Cover the bottom end of the PVC with foil and set it into the wet plaster. It should stick several inches out of the plaster. When dry, the pole will slip easily into the PVC pipe.



DEN LEADER “SURVIVAL” KIT

At times, even the best plans go awry. A bag packed as a leader “survival” kit comes in handy when unexpected things happen, all your planned activities for the meeting have been exhausted, or the den just needs a change of pace. Your survival kit will grow as you and your den work together and discover the things the den likes best—you will base your survival kit on those activities. The goal is to pack your bag with lightweight, multiple-use objects—and take it to every den meeting.

Here are some suggestions for your leader survival kit. Remember that each item should have multiple uses. Newspapers, for example, can be rolled and taped to become bats or batons to pass during a relay; left flat, they can become a “base” for use during a game; opened, they can act as a drop cloth for messy projects; folded, they can become hats. Newspapers can also be torn and taped and shaped into instant costumes. Your imagination is the only limit.

- Balls—a couple of tennis balls and at least one soccer ball
- Blindfolds—at least two
- Safety pins
- Duct tape
- Newspapers
- Markers, pens, pencils, chalk
- Blank paper, various colors
- Lightweight rope
- Scissors
- Balloons
- Empty 16-ounce drink bottles with caps—at least six
- Magic tricks
- Puzzles

GUIDELINES FOR SPECIFIC TYPES OF SPECIAL NEEDS AND DISABILITIES

Every child has needs. Three important ones are to feel accepted by a group, to feel a sense of competence when approaching a task, and to feel a sense of self-satisfaction at its completion.

For some, these needs are easily met. For others, it takes a little more thought and planning on the part of families and leaders. The parents or guardians of a Cub Scout with special needs will be the best resource for information about the Cub Scout’s abilities, limits, and goals. Other resources include the Cub Scout’s teachers and the *Cub Scout Leader Book*.

Many people wonder how children who are different from other members of the den will be accepted. You will find that with proper preparation of the den, they will be accepted into the fellowship of the den easily.

If a Cub Scout has any of the following disabilities, these ideas might be helpful. Always ask if they need, or want, help. Ask *how* you can help.

◆ MOBILITY IMPAIRMENTS

- Remember that people who use adaptive equipment (wheelchairs, crutches, etc.) often consider their equipment an extension of their bodies.
- Never move equipment out of the person's reach.
- Before you go out with someone who has a mobility impairment, make sure facilities at the destination are accessible.
- Never pat a person in a wheelchair on the head. This is a sign of disrespect for adults.
- When helping, ask how equipment works if you are unfamiliar with it.
- Prevent strained necks by standing a few feet away when talking to someone in a wheelchair.
- Find a place to sit down for long talks.

◆ HEARING LOSS

- Make sure the person is looking at you before you begin to talk.
- Speak slowly and enunciate clearly.
- Use gestures to help make your points.
- Ask for directions to be repeated, or watch to make sure directions are understood correctly.
- Use visual demonstration to assist verbal direction.
- In a large group, remember that it's important for only one person to speak at a time.
- Speakers should never stand with their backs to the sun or light when addressing people with hearing loss.
- Shouting at a person who is deaf very seldom helps. It distorts your speech and makes lip-reading difficult.

◆ VISION IMPAIRMENTS

- Identify yourself to people with vision impairments by speaking up.
- Offer your arm, but don't try to lead the person.
- Volunteer information by reading aloud signs, news, changing street lights, or warnings about street construction.
- When you stop helping, announce your departure.
- If you meet someone who has a guide dog, never distract the dog by petting or feeding it; keep other pets away.
- If you meet someone who is using a white cane, don't touch the cane. If the cane should touch you, step out of the way and allow the person to pass.

◆ SPEECH/LANGUAGE DISORDERS

- Stay calm. The person with the speech disorder has been in this situation before.
- Don't shout. People with speech disorders often have perfect hearing.
- Be patient. People with speech disorders want to be understood as badly as you want to understand.
- Don't interrupt by finishing sentences or supplying words.
- Give your full attention.
- Ask short questions that can be answered by a simple yes or no.
- Ask people with speech disorders to repeat themselves if you don't understand.
- Avoid noisy situations. Background noise makes communication hard for everyone.
- Model slow speech with short phrases.

◆ COGNITIVE DISABILITIES

People whose cognitive performance is affected may learn slowly and have a hard time using their knowledge.

- Be clear and concise.
- Don't use complex sentences or difficult words.
- Don't talk down to the person. "Baby talk" won't make you easier to understand.
- Don't take advantage. Never ask the person to do anything you wouldn't do yourself.
- Be understanding. People with below-average cognitive performance are often aware of their limitations, but they have the same needs and desires as those without the disability.

◆ SOCIAL/EMOTIONAL IMPAIRMENTS

People with social/emotional impairments have disorders of the mind that can make daily life difficult. If someone is obviously upset,

- Stay calm. People with mental illness are rarely violent.
- Offer to get help. Offer to contact a family member, friend, or counselor.

◆ AUTISM SPECTRUM DISORDER

Here are some tips for leaders.

- Provide consistent, predictable structure. Be patient. Allow extra time for activities.
- Provide a visual schedule with words and pictures. All Scouts will find this useful. Don't put times in the schedule because a Scout with autism may expect you to follow it to the minute!
- Let the Scout know about transitions early by saying, "In five minutes we'll be ending this activity and starting another."
- Give the Scout information about new activities ahead of time.
- Break up tasks into smaller steps.
- Alert the Scout's parents if there is going to be an activity that may cause sensory difficulties for their child. Consider moving noisy activities outside where the noise can dissipate. If the Scout has issues with food taste and texture, carefully plan the menus around these issues so the Scout can eat the same things as other members of the unit as much as possible.

◆ ATTENTION DEFICIT DISORDER

Leaders can have a positive effect on children with attention deficit disorder (ADD). Here are some ways leaders can help.

- Structure Scout meeting time, activities, and rules so that the Scout with ADD knows what to expect. Post a calendar of events.
- Be positive. Praise appropriate behavior and completion of tasks to help build the Scout's self-esteem.
- Be realistic about behavior and assignments. Many children with ADD simply can't sit for long periods or follow detailed instructions. Make learning interesting with plenty of hands-on activities.
- Monitor behavior through charts and explain expectations for behavior and rewards for reaching goals. This system of positive reinforcement can help the Scout stay focused.
- Begin a formal achievement program. Weekly reports to parents could increase their involvement.
- Work closely with parents and members of the education team. People working together can make a big difference.
- Be sensitive to the Scout about taking their medication. Avoid statements such as, "Johnny, go take a pill."
- Simplify complex directions. Give one or two steps at a time.

◆ LEARNING DISABILITIES

Learning disabilities (including minimal brain damage, perceptual abilities, communication disorders, and others) are usually disorders of the central nervous system that interfere with basic learning functions.

- Listen and observe carefully to find clues as to how this Scout approaches problems and what their difficulties are.
- Remember that praise and encouragement can help build self-esteem.
- Let other den members use their friendship and support to show the Scout that they belong.
- Use short, direct instructions that help the Scout know what is expected of them.
- As much as possible, stay with a regular den schedule, allowing the Scout to help with assigned duties.
- Give the Scout extra time when needed. Don't rush their answers. Reword instructions if necessary.
- Introduce and recite new materials (such as new songs or the Scout Oath and Scout Law) together as a group. Provide repeated opportunities for Scouts to practice and learn them.

APPENDIX 3

CRAFTS

WHY WE USE CRAFTS

As Cub Scouts work on craft projects, they not only learn to make useful items but also get valuable experience in using and caring for basic tools and materials, learning to follow directions, using their imaginations, and developing coordination and dexterity. Craft projects can be used for advancement requirements or just for fun.

Making a craft project calls for creativity in every member of the den. As Cub Scouts embark on projects, they may need to measure, trace a pattern, cut or saw, sand, and assemble a project with nails, screws, or glue. Crafts develop a child's ability to understand and satisfy an urge to experiment. Furthermore, physical development and mental growth are by-products of the craft program. Muscle coordination comes from lifting, moving, sawing, drilling, hammering, and pounding. Painting helps improve arm and hand control. Folding, cutting, shaping, filing, and sanding craft materials help develop eye and hand coordination.

As we work with crafts, we learn to shape materials into useful articles. While decorating them, we also learn that useful things can be beautiful art, gaining confidence to experiment with materials and tools and learn new ways to do things. A completed craft project enables each of us to shout "I did my best!"

TEACHING CRAFTS TO CUB SCOUTS

As a den leader, you have an opportunity to stimulate the interest and curiosity of all Cub Scouts in your den and to encourage them to "Do Your Best," the Cub Scout motto. It is important to allow them to create and be proud of their creations. They are making more than just "things"; the projects help build their mind, body, and future.

All Cub Scout leaders have different backgrounds and experiences, so their knowledge of craft techniques and tools will vary. Those with limited experience may enlist parents and other adults to teach specific techniques or to provide materials and tools.

The *Cub Scout Leader Book* provides some excellent tips for leaders on craft projects. In addition, the following steps will help leaders teach crafts:

1. Choose a project with the help of the members of your den. Make sure the project is something that has a purpose and that they will enjoy making.
2. Make a pattern, if needed. Have enough pattern pieces available so that no one has to wait to trace them.
3. Make a sample to show the Scouts. Remember that these are age-appropriate crafts, so don't go overboard and make your sample too elaborate.
4. Gather enough materials and tools so everyone can work at the same time.
5. Teach the craft step by step:
 - Cut out parts, as required.
 - Put them together.
 - Finish it (sand, polish, paint, etc.).
 - Clean up.
6. Whenever possible, start a craft in a den meeting that can be finished at home with family help. Be sure, however, that the family is aware of the responsibility and has any instructions and materials necessary.
7. Display the craft projects at a pack meeting.



Leaders should guard against crafts that are simply “busywork” of the “cut-and-paste” type that are below the abilities and interests of the Cub Scouts in your den. Crafts should be more than mere handwork: They should be a creative outlet and a form of expression, as well as a way to learn skills. Sometimes, leaders think they need to have a craft project at every den meeting. But remember that crafts are only one of many activities used to accomplish the purposes of Cub Scouting. Overemphasizing crafts may discourage families and Scouts whose interests and abilities lean in other directions.

HELPING CUB SCOUTS WITH CRAFTS

- Encourage the natural creative urge in each member of the den. If you don't, the urge may disappear and be replaced by lack of confidence in their own abilities.
- Through praise, you can help them build self-confidence in their abilities.
- Learning by doing is important.
- Show enthusiasm for progress. Don't be overly critical.
- Show them how, but don't lose patience and take a tool away because you can do it better or faster. This will be discouraging and destroy self-confidence.
- Be patient. Remember: Cub Scouts may have to be shown over and over how to use a tool.
- Be tactful. Offer your help during difficult parts of a job by saying, “Let's work on this part together.”

RESOURCES FOR CRAFT MATERIALS

Materials for crafts should be simple and inexpensive. In most cases, you can find scrap materials for crafts around the home. Most communities have many resources for craft materials. Although you may have to purchase some specialized items at craft and hobby stores, you can acquire most through salvage and surplus or donation.

Begin an internet search for places where you might be able to obtain aluminum foil, burlap, canvas, clay, cord, floor covering, leather and vinyl scraps, nails, paper bags, plastic rope, sandpaper, spools, etc.

Here's a “starter” list of possible resources for craft materials. Most of the sources listed have scrap that is available for the asking, or at minimal cost.

- **Lumber Company:** Wood scraps, sawdust, and curls of planed wood may be given away by the boxload. Make your contact and request, and then leave a marked box to return and pick up later.
- **Grocery Stores:** Check grocery stores for boxes of all sizes and shapes. Discarded soft drink cartons are excellent for holding paint cans.
- **Telephone Company:** Empty cable spools make great tables; use colorful telephone wire for many different projects.
- **Soft Drink Company:** Plastic soft drink crates may be available at a minimal charge. Use them for storage or for projects. Also, use plastic six-pack rings for various projects.
- **Gas Stations and Garages:** Tires and bike tubes are great for games and obstacle courses.
- **Wallpaper Stores:** You'll find wallpaper sample books of discontinued patterns.
- **Carpet Stores or Outlets:** Discontinued rug samples and soft foam under-padding can add to craft projects.
- **Tile Stores:** Use broken mosaic tiles for many craft projects.
- **Appliance Stores and Furniture Stores:** Large packing crates are handy for skit props and puppet theaters.
- **Newspaper Companies:** Ask about end rolls of newsprint.
- **Printing Companies:** You can never have too much scrap paper and cardstock.

- **Pizza Restaurants:** Cardboard circles are good for making shields and other craft projects.
- **Upholstery Shops and Drapery Shops:** You'll find a wide variety of fabric and vinyl scraps.
- **Picture Framing Shops:** Leftover mat boards make great awards or bases for other projects.

◆ USING SALVAGE

Many items that are destined for the trash can be used for Cub Scout craft projects. Ask families to be on the lookout for scrap materials. If you live in a community that has a manufacturing company nearby, you may be surprised at the scrap wood, plywood cutoffs, and odd pieces of metal, cardboard, leather, and plastics that you can get just by asking. Ask families to save things such as tin cans; the cardboard rolls inside paper towels, toilet paper, and wrapping paper; boxes; tree branches; plastic bottles; buttons; cloth; pinecones; and wire hangers.

Here's a partial list of useable scrap materials:

- Bottle caps—for Christmas tree ornaments, foot scrapers, wheels, construction projects, markers for games
- Bottles—for musical instruments, containers
- Broom handles—as dowels for projects
- Cardboard cartons—for construction projects, stage props, puppet stages, storage
- Catalogs—for decorations, designs, cutouts
- Chenille stems—for simple sculptures
- Clothespins—for human figures, fastening items together, games
- Coat hangers—for wires for mobiles and other constructions, skeletons for papier-mâché work
- Coffee/juice cans—for storage, planters, games
- Coloring books—for patterns for nametags, etc. Patterns can be enlarged for craft projects.
- Corrugated cardboard—for stage props and scenery, bulletin board, shields, swords
- Ice cream cartons (3-gallon)—for trash cans, drums, masks
- Ice cream spoons—for mixing paint, spreading paste, figures
- Jars—for containers for paint, paste, and brushes; decorate them for gifts.
- Juice-can lids—for tin punch projects, awards
- Leather or vinyl scraps—for key chains, bookmarks, neckerchief slides, coin purses
- Macaroni—for stringing for jewelry, pictures, and frames
- Margarine tubs—for storing small objects (lids can be used like flying saucers in games)
- Newsprint—for covering tables, papier-mâché, flip chart, growth charts, large backgrounds and scenery
- Old shirts or pajama tops—for paint smocks (cut off the sleeves), costumes
- Paper bags and old socks—for hand puppets
- Paper plates—for plaques, masks, games
- Paper towels—for papier-mâché, cleanup
- Plastic water bottles and milk jugs—for planters, games, costumes
- Shelf paper—for finger painting
- Soap bars—for carving
- Sponges—for painting, printing, cleanup
- Straws—for holiday decorations, party favors, games
- Tin cans—for metal work, storage containers, planters
- Tongue depressors and craft sticks—for mixing paint, modeling tools

- Wallpaper—for book covers, paper for painting
- Wrapping paper—for murals, painting
- Yarn—for hair for wigs and puppets, holiday ornaments

◆ TIPS FOR PAINTING

Acrylics: Jar acrylic is more economical, but acrylic paint is also available in tubes. It can be thinned with water. Brushes clean easily with water. Acrylics are nontoxic, good for painting almost anything, and don't need a finishing coat.

Tempera: Water-based paints such as tempera are great for Cub Scouts. Powdered paint is more economical but messier. Mix powdered tempera with water and add a little liquid starch, which helps the paint go further and not run.

Cleaning Brushes: Different paints need different cleaners. For tempera, poster paint, or acrylics, use water. Scouts can clean up after using these paints; adults should supervise cleanup for other media. To clean varnishes, oils, or enamels, use turpentine, mineral spirits, or kerosene. For shellac, use shellac thinner. For model paint, use the recommended thinner. For lacquer, use lacquer thinner. These solvents are flammable and should be used outside and well away from sparks and flames. Adequate ventilation and adult supervision are required when working with any of these paints or solvents.

Finishing Coats: Objects painted with tempera or poster paint will have a dull finish and will not resist moisture. For a shiny finish and for protection, spray with clear plastic or clear varnish, or finish with a coat of diluted white glue. Acrylic paint does not need a finishing coat.

Paintbrush Substitutes: For large items such as scenery, use a sponge dipped in tempera. For small objects, use cotton swabs.

Painting Plastics: For painting plastic milk containers or bottles, mix powdered tempera with liquid detergent instead of water or starch. The paint will adhere better.

Painting Plastic Foam: Some types of paint will dissolve plastic foam, so only use one that is recommended. Test it first on a scrap.

Painting Wood: It is best to give raw wood a coat of wood sealer or thin shellac before painting to prevent the paint from soaking into the wood.

Spray Painting: A spray bottle works well for spray painting large items. Use diluted tempera or poster paint. If using commercial spray paints, be sure to read the label and follow any instructions.

◆ TIPS FOR ADHESIVES

- To save money, buy white glue in quart sizes and pour into small glue containers.
- To make heavy-duty glue, mix cornstarch with white glue until the mixture is as thick as desired.
- For small glue jobs, put glue in bottle caps and use toothpicks or cotton swabs.
- Clear silicone is the best glue for plastic bottles and milk containers. It is available at hardware stores and requires adult supervision.
- Egg white is a good adhesive for gluing kite paper. It is strong and weightless.
- Tacky white glue is the best adhesive for plastic foam. A little goes a long way.
- Wheat paste (wallpaper paste) is a good paste for papier-mâché. Flour and water make a good paste too.
- Masking tape and cellophane tape can be used successfully in many projects.



APPENDIX 4

GAMES

WHY WE USE GAMES

Games are part of all the fun of Cub Scouting. Skills and interests developed early on teach self-confidence, independence, and the ability to get along with others. Children learn through play.

For these reasons, games are an important part of Cub Scouting. Games not only help to accomplish Cub Scouting's overall objectives of citizenship training, physical fitness, and character development, they have educational benefits, too. Games teach us how to follow rules, to take turns, to respect the rights of others, to give and take, and to play fair. Some games help to develop skills, body control, and coordination. Some teach self-confidence and consideration for others. Games stimulate both mental and physical growth, as well as providing an outlet for excess energy.

HOW TO CHOOSE GAMES

When choosing a game, you should consider three things: the physical aspects, mental values, and educational values of the games as they relate to Cub Scouting.

Consider first the physical aspect: the release of surplus energy. An active game should be satisfying to the strongest and yet not overtax the weakest. It should stimulate the growth and development of muscles. Most outdoor games meet this test.

Children of Cub Scout age are growing rapidly. They like to run, jump, climb, lift, balance, crawl, bend, yell, chase, and hide. Generally, long walks or runs and other exercise involving endurance are not as suitable for children of this age.

Some games are selected for their mental values because they have an element of excitement or accomplishment. Games can help develop quick thinking, alertness, and strategy. Many games offer opportunities to express feelings and emotions, which is healthy.

Children need to learn to play fair and to follow the rules. They also need to learn that they can't always be winners. Many children of Cub Scout age have not yet learned to lose gracefully. Your task as leader is to make it clear that losing a game is not the end of the world and that a loss should be an incentive for Scouts to try to improve their skills.

Some games are selected for their educational value. Children's minds are more receptive to learning when learning is fun. Their interest and concentration are probably never higher than during play. Games are a way to help Scouts learn that rules and self-discipline are necessary and that doing one's best is important. Most Cub Scout games help in character development because they require teamwork, fair play, and consideration for others.

Consider these factors when choosing games:

- Purpose (physical, mental, educational)
- Space available
- Number of players
- Equipment available
- Skills and abilities of players

Whether the game involves group competition with team winners or individual competition or is just for fun, the results should be positive and lead to building character and helping youth grow and develop.

SUGGESTIONS FOR LEADING GAMES

Cub Scouts and their families will like most games if leaders have fun leading them. Anyone can be a successful games leader by following these simple suggestions:

- Know the rules of the game and have the necessary equipment on hand. Plan not only what you are going to do, but how you are going to do it.
- Start with your best game—one that is easy to explain and enjoyable to play. In addition to bolstering your own confidence, a successful game can enhance the morale of the players.
- Make sure the space available is large enough so everyone can play. Mark off boundaries for active outdoor games with brightly colored cones.
- Remove potential hazards from the play area. Follow health and safety rules.
- Get the full attention of the group and then explain the rules of the game simply, briefly, and in proper order. Be enthusiastic.
- For team games and relay races, you must have equal numbers of players on each team. If the teams are unequal, one or more players on the smaller team must compete or race twice.
- As a rule, Webelos Scouts are larger and stronger than first-grade Tigers and second- and third-grade Cub Scouts. For some pack competitions, have Cub Scouts in the same grade compete against each other, but not against older or younger Cub Scouts. With this method, several winners can be recognized.
- An alternative is to mix the groups so that each team has Cub Scouts from each age or grade.
- Remember to adapt your game to meet the needs of any Scouts with special needs.
- Teach the game by steps or through demonstration.
- Ask for questions after explaining and demonstrating the game.
- Be sure everyone follows the rules. Insist on good sportsmanship and fair play.
- If the game is not going right, stop it and explain the rules again.
- Don't wear a game out. Quit while everyone is still having fun. When players start wanting to change the rules, it is a good sign they have lost interest in the game and that it's time to move on to the next activity.
- Have enough leaders to handle the group.
- Keep It Simple; Make It Fun (KISMIF).

Teach games with the hope that members of the den will be able to play and lead these same games independently in other settings, such as at school or in the neighborhood.

Coach your den chief in leading games. This will enhance their leadership role. Find creative ways to develop leadership skills among the Cub Scouts in your den so that they may soon be able to play on their own without the assistance of a den leader or den chief.

CHOOSING “IT” AND TEAMS

There are many ways to choose the player who will be “It” for any game. Here are some suggestions, but make up others that work for your group.

- By birthdays, starting with January 1
- By alphabet, using first or last names
- By drawing a name out of a box. After a name is drawn, it goes into a second box. When all names are in the second box, put them back in the first box to begin again.

When choosing teams, try one of these ideas:

- Even-numbered birthdays against odd-numbered birthdays
- First half of the alphabet against the last half
- Drawing names from a box. Each Cub Scout decorates a craft stick with their name on it and any other creative artwork. When you need teams for a game, pull out two sticks and put them in separate piles. Continue to pull out pairs of sticks, separating them into two piles, which will be your teams. When you are finished, replace all the sticks so they will be ready for the next team game.

COOPERATIVE GAMES

Cooperative games emphasize teamwork and creative thinking as players face a particular challenge. Leadership opportunities within the group often arise during play. Cooperation between group members is essential. Everyone “wins” as they help and cheer each other on to a successful outcome.

In general, cooperative games:

- Include questions that have no expected solution; thus there is no “right” or “wrong” answer.
- Stimulate one’s imagination and thinking process.
- Emphasize playing rather than being eliminated from the competition.
- Are fun!

MAKING GAMES COUNT— LEADING REFLECTIONS

A reflection is a discussion led by a leader that helps Scouts learn from games and other activities. It is helpful and important to ensure that Scouts and leaders learn this process well in order to benefit most from it. As their time in Scouting continues, reflections will be led by experienced Scouts for other Scouts.

Reflection really includes two processes—thinking about what occurred and making sense of it. Reflection helps to integrate the experience into life. This is how we learn from experience. A reflection can help young people see how the skills they use to overcome challenges when playing games are the same sort of skills that they can use to overcome challenges in life.

Facilitate the discussion. As a leader, avoid the temptation to talk about your own experiences.

Reserve judgment about what the Scouts say to avoid criticizing them. Help the discussion get going, then let the Scouts take over with limited guidance from you. If you describe what you saw, be sure your comments don’t stop the participants from adding their own thoughts. Above all, be positive. Have fun with the activity and with the processing session!

Use thought-provoking questions. The following types of questions are useful in reflecting:

- **Open-ended questions** avoid yes and no answers. “What was the purpose of the game?” and “What did you learn about yourself?”

- **Feeling questions** require participants to reflect on how they feel about what they did. “How did it feel when you started to pull together?”
- **Judgment questions** ask the participants to make decisions about things. “What was the best part?” or “Was it a good idea?”
- **Guiding questions** steer your Scouts toward the purpose of the activity and keep the discussion focused. “What got you all going in the right direction?”
- **Closing questions** help Scouts draw conclusions and wrap up the discussion. “What did you learn?” “What would you do differently?” “How might you use this skill in other settings?”

Reflecting on an activity should take no more than 4–5 minutes for Tiger-aged youth. For older Cub Scouts, the reflection may last up to 10 minutes. The more you do it, the easier it becomes for both you and your Scouts. Remember that the value and values of Scouting often lie beneath the surface. Reflection helps you ensure that these values come through to your Scouts.

It is very important to use open-ended questions during reflections. Your goal is to help young people learn from their experiences. Rather than direct a Scout to specific outcomes (e.g., “Did it make you feel bad?”), allow individuals to come to their own understanding of the activity. The use of closed questions and asking/telling children what they are experiencing with an initiative game and the reflection that accompanies it will undermine the value of the process.

The sequence below is a helpful way to organize the questions you pose during the reflection. You want to have your participants identify (1) the purpose of the activity, (2) the challenges they encountered while taking part in the activity, and (3) what they might do differently next time (how to better apply the skill for greater future success).

Questions	Responses to elicit
Focusing Questions	<i>What did you do?</i>
What was the purpose of the game?	Have participants identify the specific actions they were to undertake. The answer should be as concrete and specific as possible.
Analysis Questions	<i>What did you do? or, How did you do it?</i>
Ask questions that help them analyze the success or challenges they encountered while playing the game. The questions should help frame the challenges they experienced in the game or activity around actions—and not around people. Later in Scouting, they will analyze obstacles to success in terms of leadership skills that games help them explore.	Seek to elicit answers to identify challenges in completing the task and how a particular obstacle was overcome.
Generalization Questions	<i>How will you use what you learned?</i> <i>How can participants use this skill more effectively?</i>
What will happen next time the group encounters obstacles related to the application of this skill?	The Scouts should demonstrate the ability to generalize from the challenges encountered in the game or activity to “real world” applications of the skill.

GAMES

◆ ACTIVE GAMES WITH EQUIPMENT

BALLOON BATTLE ROYAL

Activity Level: High

Needed: Any number of players, balloons, string

Arrange Cub Scouts in a large circle, each with an inflated balloon tied to the ankle. On a signal, players try to break all other balloons by stamping on them, while not letting their balloon get broken. When a balloon is broken, that player leaves the game. The game continues until only one player is left.



CAT'S TAIL

Activity Level: Moderate

Needed: Even number of players; pieces of cloth or yarn, different colors for each team

Divide the group into two teams. Hide several pieces of cloth or yarn—a different color for each team. One Cub Scout on each team is a Cat Without a Tail. On a signal, all players search for “tails” of their color. As each is found, it is tied to the belt of their Cat. The winner is the team whose Cat has the longest tail at the end of five minutes.

◆ ACTIVE GAMES WITHOUT EQUIPMENT

BEAR IN THE PIT

Activity Level: High

Needed: Any number of players

Have the Cub Scouts in your den form a circle. One player inside the circle is the Bear. While the others hold hands tightly, the Bear tries to get through the ring by force or by dodging under their arms. The Bear may not use hands to break the grip of the players in the ring. When the Bear does break through, the others try to catch the Bear. The first one to tag them is the next Bear.

SHERE KHAN (THE TIGER GAME)

Activity Level: High

Needed: Large room or outdoor area, any number of players

One Cub Scout is Shere Khan, the tiger, and stands in the center of the playing area. All others line up against a wall. The object of the game is to cross to the opposite wall without being tagged. To start the game, Shere Khan says, “Who’s afraid of Shere Khan?” The others answer, “No one,” and immediately run across the open space toward the opposite side. All Cub Scouts tagged help Shere Khan tag the remaining players in the next round. The last one tagged becomes Shere Khan the next time.

Variation: With a big field and a large number of players, half can be Shere Khans and half Cub Scouts.

◆ BALL GAMES

BUCKETBALL

Activity Level: High

Needed: Large room or playing area; even number of players; ball; two baskets, boxes, buckets, etc., for goals

This basketball-type game can be played with any type of ball that bounces and a couple of large containers such as laundry baskets, bushel baskets, or large wastepaper baskets. Place the baskets (goals) about 60 feet apart (closer if necessary because of space). Divide the den into two teams and play using basketball rules. No points are scored if the ball doesn't remain in the basket or if the basket turns over.

MONKEY IN THE MIDDLE

Activity Level: Moderate

Needed: Medium-sized playing area, three players, playground ball or volleyball

Three players play this game. Choose one to be the Monkey. The other two players stand about 10 feet apart while the Monkey stands between them. The two end players toss the ball back and forth, trying to keep it high enough or moving fast enough so the Monkey can't catch it. If a player fails to catch the ball, the Monkey can scramble for it, or they can intercept it as it is thrown back and forth. If the Monkey gets the ball, they change places with the player who threw the ball.

◆ BICYCLE GAMES

BIKE RELAY

Activity Level: Moderate

Needed: Large paved area, even number of riders, bike and helmet for each rider

Establish a starting line and mark off turning lines about 50 feet away in opposite directions. Divide the group into two teams. The teams will ride in opposite directions. The teams should be about 20 feet apart to avoid collisions as the riders return to the start-finish line. On a signal, the first rider on each team races to their turning line and back. The next rider may not start until the first rider's front wheel has crossed the line. Continue until all have raced.

COASTING RACE

Activity Level: Moderate

Needed: Large paved area, any number of riders, bike and helmet for each rider

The object of this race is to see which rider can coast the longest distance. Each rider pedals as hard as possible for a set distance (at least 15 feet) to a starting line, and then must stop pedaling and coast as far as they can. Mark the spot where a rider's foot touches the ground. The next rider tries to better that mark.



◆ KNOT GAMES

GIANT SQUARE KNOTS

Two Scouts hold the free ends of a 10-foot-long rope in their right hands. Working together, they try to tie and tighten a square knot without letting go of the rope.

KNOT CARD GAME

Separate the den into groups. The leader hands to each group a set of cards. On each card is the name of a knot, hitch, or lash that the den has learned. The first group with all the knots, hitches, and lashes correct wins.

◆ NONCOMPETITIVE, COOPERATIVE, AND TEAM-BUILDING GAMES

BATTING DOWN THE LINE

Activity Level: Low

Needed: Large indoor or outdoor playing area, any number of players, inflated balloons

Two or more groups may play this game simultaneously. Arrange groups in parallel lines with members spaced about 2 feet apart. On a signal, the first player bats the balloon with either hand toward the person next to them, who bats it to the next, and so on until the balloon reaches the end of the line. If the balloon touches the ground, a group member must take it to the starting line, and the group members must begin again. Try varying the spacing between players. Is it more challenging to play the game with people closer together or farther apart?

BLANKET BALL

Activity Level: Low

Needed: Indoor or outdoor area, any number of players, two sheets or blankets, two balls or large soft objects (even rolls of toilet paper work well)

Form two groups. Group members grab hold of a blanket's edges, with a ball in the center of the blanket. Players practice throwing the ball up and catching it by moving the blanket up and down in unison, trying to get the ball as high as possible. After the groups have developed some skill in catching their own ball, they toss the ball toward the other group to catch on their blanket. Groups continue throwing the balls back and forth. Group members might reflect on how they decided to toss the ball to the other team.

Variation: Try using water balloons outdoors on a hot day.

◆ PARACHUTE GAMES

PARACHUTE VOLLEYBALL

Place a small (6- to 10-inch) playground ball in the middle of the parachute. Players distribute themselves evenly around the rim of the chute, with the players along one half being team A and the others, team B. The object is for one team to flip the ball off the parachute on the other team's side to score a point. The high scoring team after a certain time, or the first team to attain a certain score, wins.

Variation: Keep a running tabulation of the scores instead of individual team scores. Play several times to see how low the score can be after a predetermined length of time.

THE UMBRELLA

Players grasp the parachute waist-high using an overhand grip, making sure the hole of the parachute is on the ground. On the count of "one," everyone flexes their knees to a squatting position. On the count of "two, three, and UP!" everyone stands and raises arms overhead, pulling the parachute up and over their heads. As the chute billows out, the players will be pulled to their tiptoes and their arms will be stretched high in the air. The parachute is allowed to remain aloft and then slowly settle back to the ground. This can be done from a sitting or kneeling position—or even from wheelchairs.

◆ RELAYS AND RACES

BALLOON SWEEPING RELAY

Activity Level: High

Needed: Even number of players, balloons, brooms

Arrange teams in parallel lines. Place an inflated balloon on the floor in front of each team. Give the first Cub Scout in each team a broom. On a signal, they sweep the balloon to a turning line and back and then hands the broom to the second player, who repeats this action.

BALLOON KANGAROO JUMPING

Activity Level: High

Needed: Any number of players, balloons

Have the Cub Scouts in your den line up side by side, each with an inflated balloon between their knees. On a signal, everyone hops to the other side of the room and back to the starting line. The one finishing first wins. If someone breaks their balloon, they are out of the race. If someone drops their balloon, they must replace it between their knees before they can keep going.

◆ PHYSICAL FITNESS ACTIVITIES

CIRCLE HOP

Draw a circle about 6 feet in diameter and stand two Cub Scouts inside it. They face each other with their arms folded and one leg extended in front. On a signal, they try to upset or force each other from the circle by using the extended leg. They may hook or lift with the leg but must not touch their opponent with any other part of the body. Kicking or pushing with the uplifted leg is not permitted.

CRAB WALK

From a squatting position, Cub Scouts reach backward and put their hands on the floor without sitting down. They walk forward, keeping their heads and body in a straight line.



◆ QUIET GAMES WITH EQUIPMENT

CLIP IT

Materials: Small dish with paper clips for each team

Each team has a small dish filled with paper clips. On a signal, the first person joins two paper clips together and passes the dish and beginning of the chain to the next person. That player adds another clip to the chain and passes it on. After a set time (five to eight minutes), the paper clip chains are held high in the air to see which team has the longest. This can be a good game to play at a blue and gold banquet, with each table having a dish with paper clips.

BLOWBALL

Materials: Small table or large box, table tennis balls

Have the Cub Scouts in your den sit at a table small enough so they are close together. Put a table tennis ball in the center of the table. On a signal, the players, with their chins on the table and their hands behind them, try to blow the ball away from their side of the table. If the ball falls on the floor, return it to the center of the table and continue.

◆ QUIET GAMES WITHOUT EQUIPMENT

ABOVE AND BELOW

Have the Cub Scouts in your den stand in a circle. One at a time, call out the names of things that are found either above or below the ground. For example, strawberries grow above the ground; potatoes grow below the ground. When you call the name of something that is found above the ground, the players stand; if it is found below the ground, they sit down. Players who respond incorrectly are eliminated. The last player to remain in the game wins.

Variation: Call out the names of things that fly and crawl.

ELECTRIC SQUEEZE

Players form a circle and hold hands, with “It” in the center. One player starts the “shock” by squeezing the hand of one of the players next to them. That player passes it on. The shock may move in either direction. “It” watches the faces and hands of the players, trying to spot the location of the shock. When they guess correctly, the player caught becomes “It.”

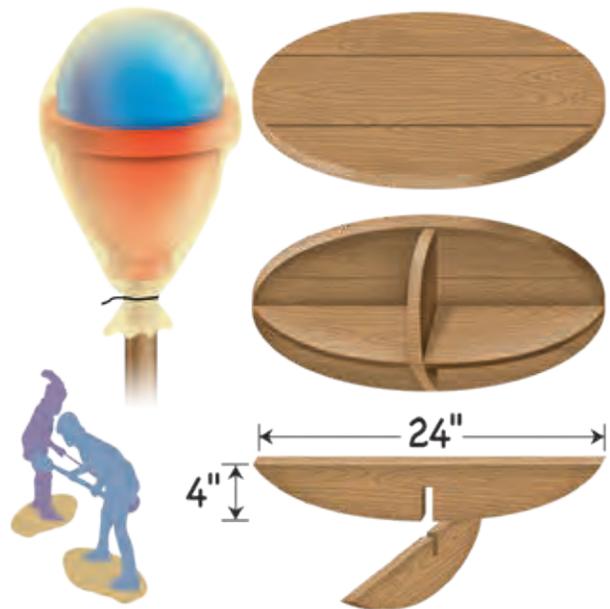
◆ HOMEMADE GAMES

HOMEMADE RING TOSS

Invert a shallow cardboard box and push old-fashioned clothespins (not the spring-type) through the cardboard. Mark each pin with a number of points. Cub Scouts toss rubber, metal, or plastic rings from a distance away.

TEETERBOARD JOUSTING

Make two teeterboards as shown (24 inches in diameter with 4-inch-high rockers). Make the padded jousting poles from plumber’s suction cups, soft rubber balls, and squares of cloth. Place the boards so that the players are just within reach of each other. Each “knight” tries to push the opponent off the board. When any part of a knight’s body touches the floor, that knight is defeated. *Only pushing is permitted; do not permit swinging or hard thrusting of the poles!*



◆ TIRE GAMES

ROLL FOR DISTANCE

Each Cub Scout rolls a tire as hard and as fast as they can up to a stopping line. The player whose tire rolls the farthest wins.

TIRE ROLLING RELAY

Form two teams and give the first Cub Scout on each team a tire. Place a stake or chair opposite each team on a turning line. On a signal, the first player rolls the tire to the turning line, around the stake or chair, and back to their team to the next player.

◆ WATER GAMES

UP AND UNDER

Swimming Ability Level: Nonswimmers and up

Materials: Playground ball

Dens line up in relay formation in waist-deep water. The first Cub Scout on each team has a large ball. On a signal, they pass the ball overhead to the second player, who passes it between their legs to the third, who passes it overhead, and so on to the end of the line. The last player runs to the head of the line and passes it as before.

CORK RETRIEVE

Swimming Ability Level: All players should be of the “Swimmer” ability level.

Materials: Ample supply of corks or wooden blocks

Scatter a dozen or more corks or blocks of wood on the far side of the pool. On a signal, Cub Scouts jump in and try to retrieve the corks, bringing them back to the starting point one at a time. The Cub Scout with the most corks wins.

LIVE LOG

Swimming Ability Level: All players should be of the “Swimmer” ability level.

Establish a goal at one end of the pool. One Cub Scout is the “log.” They float on their backs in the center of the pool. The others swim around the “log.” At any time the “log” may roll over and begin chasing the others, who race for their goal. Any player who is tagged becomes another “log,” and the game resumes. Continue until there is only one player left who has not been tagged.

◆ WINTER GAMES IN THE SNOW

FOX AND GEESE

Needed: Freshly fallen snow on an open playground

In a large flat area, make a circle about 30 yards in diameter in the snow. Inside, make crisscrossing paths in any direction. Some may be dead ends. Where the paths cross in the center, make a safe zone. Make more than one circle, depending on the number of players, and make sure the circles are connected. One player (the Fox) chases the others (the Geese), but all must stay on the snow paths. When the leader says “Go,” the Fox chases the Geese, trying to tag one of them. A Goose can’t be tagged while standing in the safe zone, but if another Goose wants to use the safe zone, the first Goose must give it up. When Geese get caught by the Fox, they become the new Fox.

SNOWBALL SHARPSHOOTING

Materials: Old sheet or blanket or piece of cardboard, clothespins, scissors

Hang an old sheet or blanket on a clothesline with plenty of clothespins. Cut three or four holes in the sheet, each 8 to 12 inches across. Players stand 12 to 15 feet away and try to throw snowballs through the holes. Each snowball that goes through a hole is worth one point. If players become real sharpshooters, have them move farther away to throw.

Variation: For Tigers or younger children, use a hula hoop as the target. Suspend it from a tree or clothesline. A player could hold the hoop and use it as a moving target, slowly moving up or down as the other players aim and shoot.

APPENDIX 5

OUTDOORS

Outdoor activities are an important part of Cub Scouting. We all learn to appreciate and care for the beautiful environment all around us as we hike, explore, and investigate the world. The Cub Scouting outdoor program is a foundation for the outdoor adventure Cub Scouts will continue to experience when they move on to a troop.

All Cub Scouts should have opportunities to enjoy the outdoors. Remember: You don't need to go far to share the wonder of nature with children. There are many opportunities for everyone to have outdoor experiences—even just in the neighborhood. Also remember that Cub Scouts with special needs can often enjoy outdoor activities with only minor modifications to the activity.

WHAT TO DO IF LOST

Have everyone learn the following suggestions using the visual cue of a stop sign.

S – T – O – P!

S = Stay calm. Stay where you are. Sit down, take a drink of water, and eat a little trail food. Stay where you can be seen. Don't hide! You are not in trouble.

T = Think. Think about how you can help your leaders or others find you. Stay where you are, and be sure people can see you. Make yourself an easy target to find. Remember, people will come to look for you. Stay put, be seen, and help them find you!

O = Observe. Listen for the rest of your group or people looking for you. Blow your whistle three times in a row, then listen. Three of any kind of signal means you need help, and everyone will try to help you.

P = Plan. Stay calm, stay put! Plan how to stay warm and dry until help arrives. Don't worry, you will be found.



HEALTH AND SAFETY

The health and safety of everyone in the den must be one of the first considerations in planning any outdoor activity. Try to anticipate and eliminate hazards—or at least warn against them. Most accidents can be prevented. The *Guide to Safe Scouting* should be the primary resource for safety policies and procedures, and the most current version is available online at www.scouting.org. Additionally, see the *Cub Scout Leader Book* for outdoor safety rules, and see Safe Swim Defense (swimming) and Safety Afloat (boating) information at www.scouting.org/health-and-safety/gss/gss02.

Also, follow these tips when planning and conducting an outdoor activity:

- Always get permission from parents or guardians for activities that are held away from the regular den and pack meeting places. Parents and guardians of the Cub Scouts in your den should always be invited and feel welcomed to participate.
- Be sure to have enough adult leaders for the activity planned. Always follow the policy of two-deep leadership.
- Check out the site before the activity. Find out about gathering places, restroom facilities, and safe drinking water. Look for hazards such as poison ivy.
- If applicable, get permission from the owner to use the property.

- Use the buddy system to prevent anyone from getting lost. Coach everyone who is attending in advance about what they should do if they get lost. (Refer to the lesson at the beginning of Appendix 5.)
- Carry a first-aid kit and know how to use it. Know basic emergency first-aid procedures.
- Have adequate and safe transportation.
- When leaving the site, take everything you brought with you. Leave the site in its natural condition.

FUN ON HIKES

When did you last watch a colony of ants scurrying about as they worked hard? Or investigate a hollow tree? Or travel an unbeaten path? These are just a few things that you can do when you go hiking. The fun lies in observing everything around you as you hike, and while observing, talking about what you see. Enjoy nature—but *don't remove growing things from their natural habitats.*

You can hike in your own neighborhood or a nearby park, or you can travel to an out-of-the-way location. Or go to a nature center. Many nature centers include wheelchair-accessible trails so all can participate.

There are many types of nature hikes, some of which include nature activities. Several nature hikes are described here. See the *Cub Scout Leader Book* for other types of hikes and for hiking safety rules. *Note: Always use the buddy system on hikes for safety and to prevent anyone from getting lost. Buddies should remain together at all times.*



TYPES OF HIKES

◆ SEASONS HIKE

Materials: Pencils and crayons, notebooks for data collection, field guides

Choose a hiking area that you can hike in each season of the year. Each season, Cub Scouts make a list of things they see along the way. Have them draw a particular area along the trail and how it changes. Which things remained the same each season? How many things changed as the seasons changed? (It's a good idea to collect and keep these notebooks between seasons.)

◆ WEB OF LIFE

Materials: Pencil, paper

Animals, plants, and habitats rely on each other and form a “web of life.” The soil nourishes the tree; the tree shelters the animal; the animal dies and adds nutrients to the soil. Everything in nature is affected by the many other things living around it.

Have the Scouts in your den draw 12 small circles on paper where the numbers would be on a clock face. In each circle they draw or write the name of something they see along the hike. Encourage them to include different types of things: rocks, animals, plants, river, etc. Then have them draw a line from one circle to everything it affects or is affected by it. Continue doing the same with the other 11 circles. They have now created a web of life for this area. Was there anything that didn't have lines and didn't affect anything else? What would happen if you covered up one of the circles and it was gone from your area? How many other things would its absence affect?

◆ TRACKS AND SIGNS

Be a keen observer whenever you are out in nature. Look for all types of signs of animals and birds. Identify bird and animal tracks. Make plaster casts of animal tracks.

◆ MICRO HIKE

Materials: Strings 3 to 5 feet long, magnifying glasses (if available)

Lay strings out along an area to study, and provide everyone with a magnifying glass if possible to add to the experience. The Scouts inch along the string trail on their stomachs, with their eyes no higher than 1 foot off the ground. They may see such wonders as grass blades bent by dewdrops, colorful beetles sprinkled with flower pollen, powerful-jawed eight-eyed spiders, and more. Ask questions to stimulate their imaginations: “What kind of world are you traveling through?” “Who are your nearest neighbors?” “Are they friendly?” “Do they work hard?” “What would life be like for that beetle—how would it spend its day?”

◆ NATURE SAFARI

Materials: Field guides, pencils, paper

This hike will help everyone learn to identify animals. See how many different species each Cub Scout can see on this local safari.

◆ SENSE OF TOUCH

This hike will illustrate the many textures of nature. Make sure that Cub Scouts are instructed to examine the objects they find, not take them. Examples of what the Scouts may look for:

- The hairiest leaf
- The roughest rock
- Something dry
- The softest leaf
- The roughest twig
- Something warm
- The smoothest rock
- Something cool
- Something bumpy

Ask questions such as: “What did you find that was dry? Why was it dry?” “How might it be different tonight? Next summer/winter?” “How did it get there?” “Does it belong there?” “Did people have anything to do with it being there?” “Has it always been the way it is?”

◆ NATURE BABIES

Look for “nature babies”—birds, ferns, leaves, snails, insects, etc. How are the babies protected? How are they fed? Do not touch baby birds or animals. Look only from a little distance. Most babies that seem abandoned by their parents really aren’t. Mother or father may be nearby.

◆ NATURE NOISES

This is a great way to help everyone on the hike notice and enjoy the sounds around them. Stop along the hike at different points. Have everyone sit or stand very still and listen. As they hear a new sound, they raise their hand as a signal. They can “collect” different sounds on their fingers, holding up a finger for each sound they hear. Can you count to 10 in between sounds? Listen for birds, animals, wind in the trees, falling leaves, or rushing water.

◆ COUNT THE COLORS

Materials: Crayons, paper, pencils

Each Cub Scout selects five crayons and colors an area on a piece of paper with each crayon. Take the paper on a hike and write each object found that matches the colors. Write them under the colored area on the paper. Ask how many colors they can see without moving from where they are.

◆ INCH HIKE

Materials: Small rulers

Find as many objects as possible that are 1-inch high, long, etc. Use the small rulers to measure. This helps Cub Scouts notice the small things that they might otherwise overlook.

◆ A-B-C HIKE

Materials: Pencils, paper

Write the letters of the alphabet vertically on a piece of paper. On the hike, find an object, sound, or smell in nature for each letter and write it down.

◆ STRING-ALONG HIKE

Materials: 36-inch piece of string

Take the piece of string on your hike. Every now and then, place the string in a circle on the ground. See how many different things you can find enclosed in the circle. Then stretch the string in a line and see how many different things touch it.

◆ SURPRISE BREAKFAST HIKE

Materials: Breakfast fixings for everyone

Make arrangements ahead of time with the parents of your Cub Scouts to go on a “surprise” hike. Everyone meets early in the morning and heads out on an early morning hike, cooking (or providing) breakfast outdoors.

◆ NIGHT HIKE

In areas where it is safe to walk at night, try a hike after dark. This activity works best during a bright full moon. See how different things look, smell, and sound at night. Don’t use flashlights, as they will lessen your ability to see and reduce your awareness of what is happening in the dark. Carry flashlights for emergency use only.

◆ SILENT HIKE

This hike can be difficult to accomplish but powerful in helping everyone on the hike appreciate the world around them. Have the Cub Scouts in your den sit alone and a few feet apart for a short period of time. On the den leader’s signal, the group begins to move along the trail tapping shoulders and pointing to share the sights and sounds of the hike. No talking!

HIKING GAMES

While out on a hike you might want to stop to have a rest, enjoy lunch, or play a game. Here are some ideas for activities while taking a hiking break.

◆ KNOW YOUR ROCK

Materials: Tape, pencil, rocks found on your hike

Each Cub Scout finds a fist-sized rock, remembering where they found it so they can return it after the game. All sit in a circle with eyes shut, holding their rocks. Tell them to “get to know” their rocks by the feel, texture, smell, etc. After a few minutes, collect the rocks, mix them up, and redistribute them. The Cub Scouts pass the rocks around the circle and try to identify their own rock with their eyes still shut. To help prevent any disagreements, affix a small piece of tape to each rock with the owner’s initials. Be sure to remember to remove the tape when you leave the rock behind!

◆ KNOW YOUR LEAF

Materials: Leaves

This is similar to Know Your Rock. With eyes open, Cub Scouts each get to know a leaf by its shape, size, color, veins, etc. Then put all leaves in a pile and let Scouts try to find their own leaves one at a time, explaining to the group how they did it and what they looked for.

◆ GRAB BAG

Materials: 15 items from nature, 15 small paper bags

Collect 15 items from nature, such as pinecones, nuts, shells, etc., and place each in a small paper bag. Pass the bags around the circle of Cub Scouts and let them try to identify the object by feeling the outside of the bag.

◆ NATURE PHOTOGRAPHER

For this activity, Cub Scouts work in buddy pairs, with one acting as the “camera” and the other as the “photographer.” The photographer guides the camera, who has their eyes closed, to an interesting nature picture. When the photographer is ready to “take the picture,” they tap on the camera’s shoulder to signal them to open and close their eyes. The photographer can “adjust” a camera to take tight- and wide-angle shots and to use interesting angles and perspectives. The camera and photographer should talk as little as possible to enjoy this experience. The photographer should also remember to guide the camera safely. After several pictures have been taken, it will be time for the photographer and camera to switch positions and begin again.

◆ NATURE KIM’S GAME

Materials: Nature items, towel or jacket

Gather nature items such as pinecones, leaves, twigs, rocks, etc. Place them in an area for the Cub Scouts to study. After a few minutes, cover the items with the towel or jacket and have them try to remember all the now-hidden items.

◆ CAMOUFLAGE TRAIL

Materials: 15 or 20 human-made objects

This game can open doors to a discussion about how an animal’s color can help protect it. Along an area of trail, place 15 or 20 human-made objects. Some objects should stand out and be bright colors. Some should blend in with the surroundings. Keep the number of objects a secret. Cub Scouts walk along the section of trail, spotting as many objects as they can. When they reach the end, they whisper to you how many they saw. Invite them to go back and see whether they can spot any that they missed. Be sure to track the objects you have placed and collect them all when the game is finished.

◆ NATURE SCAVENGER HUNT

This hunt is intended to test everyone’s knowledge of nature in an exciting competition. It is run like any scavenger hunt—each group gets a list of objects from nature with the goal of finding as many as possible within a given time limit (10 to 20 minutes). Set boundaries for the hunt, and list 20 to 50 objects from nature that can be found within the area. Objects should be common enough that a Cub Scout can identify most of them. Make sure that they are marking these items off their list and leaving the items themselves undisturbed. Your list will reflect nature items that can be found in your locale, but here are some common suggestions:

Anthill	Oak leaf	Maple leaf
Dandelion	Insect	Cocoon
Spider web	Animal track	Bird’s nest
Needle from an evergreen	Barrel cactus	Acorn

BSA OUTDOOR ETHICS PROGRAM

Wilderness conservation depends on understanding and respect for wild places. It also supports the idea that that we do not inherit wildlands from previous generations, but instead we are borrowing these places from our children. What we use now—and what we use up now—will be compromised for future generations.

The Boy Scouts of America has long had a commitment to outdoor ethics and conservation practices.

The Cub Scouting program includes outdoor stewardship and care for the environment as demonstrated through the BSA's Outdoor Code and the Leave No Trace Principles for Kids. These guiding principles serve as part of an overall program supporting ethical decision making in the outdoors and are an appropriate place to start with Cub Scouts.

THE OUTDOOR CODE

As an American, I will do my best to—

- ◆ Be clean in my outdoor manners,
- ◆ Be careful with fire,
- ◆ Be considerate in the outdoors, and
- ◆ Be conservation minded.

LEAVE NO TRACE* PRINCIPLES FOR KIDS

Know Before You Go

Choose the Right Path

Trash Your Trash

Leave What You Find

Be Careful With Fire

Respect Wildlife

Be Kind to Other Visitors



**The member-driven Leave No Trace Center for Outdoor Ethics teaches people how to enjoy the outdoors responsibly. This copyrighted information has been reprinted with permission from the Leave No Trace Center for Outdoor Ethics: www.LNT.org.*



BSA resources for outdoor ethics are available here:
www.scouting.org/outdoorprogram/outdoorethics.aspx

APPENDIX 6

RESOURCE GUIDE FOR AQUATICS ACTIVITIES

WATER SAFETY

Water activities can make good den or pack activities, but safety rules are very important any time a pack is holding an event around water. Some of the Cub Scouts are probably nonswimmers, and it is likely that some who think of themselves as swimmers can't swim very far or safely in deep water.

To ensure safe aquatics activities, the Boy Scouts of America requires implementation of Safe Swim Defense and Safety Afloat plans whenever Scouting units engage in swimming or boating activities. Swimming or boating activities must be supervised by at least one adult with current training in the appropriate program. That training may be obtained at my.scouting.org or at various other Scouting venues. (However, training not done online is valid only if the participants are shown the same video viewed online.)

Safe Swim Defense and Safety Afloat provide awareness training of the procedures and skills needed to keep youth safe in and on the water. A conscientious adult who completes the training should learn enough to decide if he or she is sufficiently experienced and well-informed to make appropriate decisions to prevent incidents and to plan for and respond appropriately during emergencies. Additional information to make that assessment is found in the BSA publication *Aquatics Supervision*, No. 34346. Refer to Appendix 9: Additional Resources for more information.

Aquatics Supervision also serves as the text for *Aquatics Supervision: Swimming and Water Rescue*, and *Aquatics Supervision: Paddle Craft Safety* training. Those two adult training courses teach the skills needed to implement Safe Swim Defense and Safety Afloat procedures in various settings. Each course takes approximately eight hours. Check with your council service center for course offerings.

Leaders may also obtain skilled help to plan and conduct safe aquatics activities by consulting with the local council aquatics committee. Check with your council service center for contact information.



BSA SAFE SWIM DEFENSE

BSA groups shall use Safe Swim Defense for all swimming activities. Go to <https://www.scouting.org/health-and-safety/gss/gss02> for detailed information about the eight principles.

1. Qualified supervision
2. Personal health review
3. Safe area
4. Response personnel (lifeguards)
5. Lookout
6. Ability groups
7. Buddy system
8. Discipline

HOME SWIMMING POOL SAFETY FOR UNIT EVENTS

All elements of Safe Swim Defense apply at backyard pools even though they may be small, shallow, and familiar. The biggest danger is probably complacency. Adult supervision must be continuous while the pool is in use. A child who can't swim can drown silently within 20 seconds of entering water over their head.

Aquatics Supervision contains safety information specific to both in-ground and above-ground backyard pools. That includes the following:

- Most such pools are too shallow for diving. Diving prohibition should be discussed at a tailgate review for all participants prior to the activity.
- Beginner and swimmer areas may be combined in small, relatively shallow pools.
- Make sure to control access. Many backyard pools are too small to accommodate an entire pack at once. If other activities are also taking place, it may be best to allow only one den into the water at a time rather than allowing Scouts to move at will in and out of the water.
- Many states require pool fencing, which may help with supervision.
- If the uniform depth of an in-ground pool is too deep for short nonswimmers, they may need properly fitted life jackets.
- Rescues, if needed, should be simple. Provide reaching and throwing devices for active victims. A wading assist may be feasible for passive victims.
- For above-ground pools without decks, have a plan to remove large unresponsive adults who suffer a heart attack or other debilitating condition.

GUARDED PUBLIC POOLS WITH LIFEGUARDS ON DUTY

Aquatics Supervision also covers swimming at public pools, waterparks, and guarded beaches.

Important items include the following:

- Dens and packs do not need to assign and equip rescue personnel. Professionally trained lifeguards provided by the venue satisfy that need.
- Unit leaders are still responsible for medical screening, ability groups, the buddy system, discipline, and supervision.
- Many public pools will have a safety line at the 5-foot mark separating shallow and deep water that can be used to help designate appropriate areas for the different ability groups. Otherwise, appoint adult lookouts to make sure nonswimmers and beginners stay in their assigned areas.

It is likely awkward to conduct frequent buddy checks. Therefore, arrange a time for everyone to leave the water and meet at a given location. Then do a head count. Otherwise rely on unit lookouts, buddies, and lifeguards to maintain vigilance. At large waterparks, leaders should accompany dens moving from one feature to another after everyone in the group is accounted for.

BSA SAFETY AFLOAT (Boating Safety)

BSA groups shall use Safety Afloat for all boating activities. Go to www.scouting.org/health-and-safety/gss/gss02/ for more information on the nine principles.

1. Qualified supervision
2. Personal health review
3. Swimming ability
4. Life jackets
5. Buddy system
6. Skill proficiency
7. Planning
8. Equipment
9. Discipline

WATER RESCUE

Water rescue training for the lay rescuer often uses a *reach, throw, row, go* mnemonic to establish a safe, effective sequence for responding to water emergencies. That sequence is important to Cub Scout leaders for two distinct reasons. First it establishes the procedure that response personnel under Safe Swim Defense should follow. If professionally trained lifeguards are not available at a swimming location, then the qualified supervisor has to provide personnel and equipment suitable for likely emergencies. Fortunately, that is often not as difficult as it might first appear. For that reason, a review of the reach, throw, row, and go sequence is appropriate. Important detail can be found in *Aquatics Supervision*.

The other reason for reviewing the sequence is for age-appropriate training of youth. Drowning is the second-leading cause of accidental death for those of Cub Scout age. Therefore, there is a chance that Cub Scouts will be faced with seeing someone in trouble. Cub Scouts have saved people from drowning.

However, there are also double drownings that occur yearly in the United States when well-meaning people of all ages attempt to save drowning victims. Those are often frantic friends and relatives whose swimming skills are no better than those of the person in trouble. Since Cub Scouts often lack swimming skills and the maturity to realize their limitations, it is important to modify the rescue sequence for Cub Scout training to reach, throw, row, and go for help.

Reach: This technique is appropriate to teach Cub Scouts, parents who are nonswimmers, and rescue personnel who are skilled in the water. People who can't swim often begin to struggle immediately after they step into or fall into water over their heads. That is likely to be very close to safety. If so, the rescuer should lie down, reach out, and grab the person. Lying down is necessary since the person in the water will likely stop all effort to remain afloat, and that sudden increase in weight can topple an unprepared rescuer into the water. If the victim is a bit farther out, an extension device such as a pole, paddle, or noodle can be used. Those should be swept to the person from the side, not used like a spear. Victims often cannot reach for an extended item, even if it is just a foot away. Rescuers should therefore be told to place the item under the person's arm or within grasp. Rescuers should also be told to provide loud, clear, simple instructions to the victim, for example "GRAB THIS!"

Throw: The second procedure in the sequence, used when the person is too far out to reach, is to throw the person an aid. A throwing rescue is also appropriate to teach to rescuers of any age and swimming ability. A float with a line attached is best, but any light floating item or a rope by itself may be used. An accurate first toss is required if a line is not attached, but throwing a line takes practice. Ring buoys are

often found at hotel and apartment pools and are good devices for Cub Scout practice. Leaders may also fashion throwing devices from light floating line and a plastic jug with just a bit of water in it for weight. A throwing rescue is best suited to poor swimmers in trouble. Drowning nonswimmers will not be able to reach for the object unless it lands within their grasp, nor will passive victims floating face down or on the bottom.

Row: A boat can be used to provide a mobile platform from which to do reaching or throwing assists. Since Cub Scouts do not have the skills needed for a safe rowing rescue, this procedure is not emphasized for that age group. A boat rescue is also not a common part of an emergency action plan for a unit swim since the swimming area is typically small and within easy reach of shore-based response personnel.

Go: For Cub Scout training, this item should be interpreted as “go for help.” That is, they should first shout for help, and if no one responds, seek out a responsible person such as a parent, lifeguard, or park ranger. Poor swimmers should not enter the water to attempt a rescue. On the other hand, a unit swim cannot rely on reaching or throwing rescues for emergency planning. An in-water assist will be needed for a parent suffering cardiac arrest in the water. At guarded swims, GO also means going with equipment since lifeguards or response personnel should never be without appropriate rescue aids.

SWIM CLASSIFICATION TESTS

The following content on swim classification tests is taken from the BSA *Aquatics Supervision* guide.

Safe Swim Defense and Safety Afloat guidelines tailor activities to swimming ability. Therefore, the unit leader needs to provide opportunities for swim classification before aquatics outings. Swim tests conducted by council personnel during or just before summer camp give the unit one way to determine swimming ability. However, not all unit members attend camp, new members may join the unit at any time, and some units plan aquatics activities in lieu of summer camp. Therefore, the unit should be able to safely conduct its own swim tests.

SWIMMER CLASSIFICATIONS

Scouting recognizes three basic swimming classifications: **swimmer**, **beginner**, and **nonswimmer**. Swim classification tests should be renewed annually, preferably at the beginning of the season.

The **swimmer** test demonstrates the minimum level of swimming ability required for safe deepwater swimming. The various components of the test evaluate several distinct, essential skills necessary for safety in the water. A precise statement of the swimmer test is:

Jump feetfirst into water over the head in depth. Level off and swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be completed in one swim without stops and must include at least one sharp turn. After completing the swim, rest by floating.

The test administrator must objectively evaluate both the ease of the overall performance and the purpose of each test element. Any conscientious adult who is familiar with basic swimming strokes and who understands and abides by the following guidelines can administer the test.

1. “Jump feetfirst into water over the head in depth. Level off . . .”



The swimmer must be able to make an abrupt entry into deep water and begin swimming without any aids. Walking in from shallow water, easing in from the edge or down a ladder, pushing off from the side or bottom, and gaining forward momentum by diving do not satisfy this requirement. If the swimming area available for the test is not quite over the swimmer’s head in depth, or does not provide a platform for jumping into deep water, then a person may be provisionally classified as a swimmer if able to easily bob repeatedly up and down in the water, then level off and begin swimming. The head must submerge without the legs touching bottom. Ideally, the feetfirst entry should be tested at the next available opportunity.

2. “. . . swim 75 yards in a strong manner . . .”



The swimmer must be able to cover distance with a strong, confident stroke. The 75 yards is not the expected upper limit of the swimmer’s ability. The distance should be covered in a manner that indicates sufficient skill and stamina for the swimmer to continue to swim for greater distances. Strokes repeatedly interrupted and restarted are not sufficient. The sidestroke, breaststroke, or any strong over-arm stroke, including the back crawl, are allowed in any combination; dog paddling and underwater strokes are not acceptable. The strokes need to be executed in a strong manner, but perfect form is not necessary. If it is apparent that the swimmer

is being worn out by a poorly executed, head-up crawl, it is appropriate for the test administrator to suggest a change to a more restful stroke. A skilled, confident swimmer should be able to complete the distance with energy to spare, even if not in top physical condition. There should be little concern if a swimmer is out of breath because the distance was intentionally covered at a fast pace. However, a swimmer who barely has the energy to complete the distance will benefit from additional skill instruction.

3. “. . . swim 25 yards using an easy, resting backstroke.”



The swimmer must demonstrate a restful, free-breathing backstroke that can be used to avoid exhaustion during swimming activity. It is placed at the end of the distance requirement to emphasize the use of the backstroke as a relief from exertion and may actually be used by some swimmers to catch their breath if they swam the first part more strenuously than needed. The change of stroke must be done without support from side or bottom. Any effective variation of the elementary backstroke is acceptable. The form need not be perfect. For example, a modified scissors kick may be substituted for a whip kick. Restful strokes

are emphasized in Scouting as important safety skills that can be used whenever the swimmer becomes exhausted or injured. Some swimmers, particularly current or former members of competitive swim teams, may not be familiar with the elementary backstroke. A back crawl will suffice for the test if it clearly provides opportunity for the swimmer to rest and catch the breath. However, individuals successfully completing the test with the back crawl should be encouraged to learn the elementary backstroke.

4. “The 100 yards must be completed in one swim without stops and must include at least one sharp turn.”



The total distance is to be covered without rest stops. It is acceptable for someone to float momentarily to work out a kink in a muscle or to tread water to avoid collision with another swimmer, but not to make up for a poorly executed stroke by repeatedly floating, grasping the side, or touching the bottom. The sharp turn demonstrates the important skill of reversing direction in deep water without support. There is no time limit for completion of the test.

5. “After completing the swim, rest by floating.”



This critically important component evaluates the swimmers’ ability to support themselves indefinitely in warm water when exhausted or otherwise unable to continue swimming. Treading water will tire the swimmer and is therefore unacceptable. The duration of the float is not significant, except that it should be long enough for the administrator to determine that the swimmer is in fact resting and could continue to do so. A back float with the face out of the water is preferred, but restful facedown floating is acceptable. If the test is

completed except for the floating requirement, the swimmer may be retested on the floating only (after instruction), provided the test administrator is confident that the swimmer can initiate the float in deep water when exhausted.

A precise statement of the **beginner** test is:

Jump feetfirst into water over the head in depth, level off, and swim 25 feet on the surface. Stop, turn sharply, resume swimming, and return to the starting place.

The entry and turn serve the same purpose as in the swimmer test. The swimming may be done with any surface stroke. Underwater swimming is not allowed. The stop assures that the swimmer can regain the stroke if it is interrupted. The test demonstrates that the beginner swimmer is ready to learn deepwater skills and has the minimum ability required for safe swimming in a confined area in which shallow water, sides, or other support is less than 25 feet from any point on the water.

Anyone who has not completed either the beginner or the swimmer test is classified as a **nonswimmer**. The title is descriptive and nonjudgmental. It may represent those just learning to swim who do not yet have the skills to safely venture beyond shallow water. It may also apply to those who have not yet been tested or who have elected to forego the test and to accept the limitations on activities imposed by the classification.

Both nonswimmer and beginner classifications prevent a Scout from gaining the full benefit of aquatics programming. Unit leaders should promote swimming ability to all members and strive to have everyone in the unit classified as swimmers. Such a goal increases each Scout's safety and confidence, provides more recreational and instructional opportunities, and makes it easy for units to administer their own aquatics programs. Note that the beginner test is a requirement for Boy Scout Second Class rank, whereas the swimmer test is a requirement for First Class rank. A unit's ability to conduct swim classification tests also makes it easier to administer rank advancement.

TESTING PROCEDURE

Beginners:

- ✓ Jump into deep water.
- ✓ Swim 25 feet.
- ✓ Turn.
- ✓ Return.
- ✓ Total: **50 feet** with entry and turn

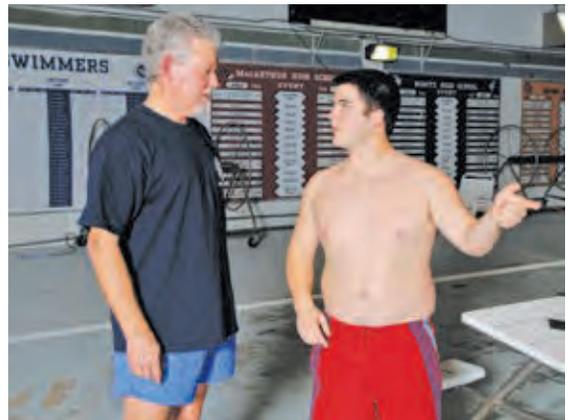
Swimmers:

- ✓ Jump into deep water.
- ✓ Swim 75 yards with strong forward stroke.
- ✓ Swim 25 yards with restful backstroke.
- ✓ Rest by floating.
- ✓ Total: **100 yards** with entry and turn

All swimming activities, including swim classification tests, follow the elements of Safe Swim Defense. The health history of each individual should be reviewed before testing. No one should be allowed in the water against the recommendations of parents, guardians, or medical providers, such as a physician (MD or DO), nurse practitioner, or physician's assistant. Those who are not allowed to enter the water for whatever reason do not automatically fall into the nonswimmer category. Normally, nonswimmers are encouraged to participate in aquatics activities as an incentive to improve their skills. If the aquatics activities are conducted by the unit, then the adult in charge of the event should know the difference between those classified as nonswimmers on the basis of skill, and those not allowed to swim due to a chronic or temporary physical condition that limits water contact.



Swim tests are done one-on-one, with the examiner and youth as buddies.



Participant is asked to describe test and confirm comfort with each task. If there is any hesitation, check ability first in shallow water.

The unit may be asked to conduct swim classification tests before participation in a multiple-unit event, such as summer camp or jamboree. In those cases, care should be taken to preclude participation in an event as a nonswimmer by someone who should not be in the water. The unit leader should discreetly communicate such situations to the event supervisor. The youth should be privately put on their honor not to circumvent any restrictions.

Situations may arise when special consideration should be given to those with temporary medical conditions. For example, yearly swim classification renewals may be scheduled just before a canoe trip. A medical provider may approve a person with an ear infection or a sutured wound to go on the trip, but caution against submerging the head or the bandage. Since it would be difficult to administer the swim test without getting the ears or the wound wet, the adult leader might classify the Scout temporarily as a nonswimmer. That, however, would prevent the Scout from paddling in a canoe with their buddy. If the unit leader has sufficient evidence that the Scout is indeed a good swimmer—one who has earned the Lifesaving merit badge, for example, or is a member of a swim team—then an extension of the Scout's previous swimmer classification is appropriate until he heals sufficiently to retake the test.

The ideal place to conduct a swim test is a swimming pool with straight stretches of 25 to 50 yards and clear water at least 7 feet deep at the point of entry. Those taking the swimmer test can then be instructed simply to swim either four or two lengths as appropriate. A pool 25 or 50 meters in length is easily adapted by placing a turning mark or line at the yard mark, or by having the person swim the short extra distance. (Recall that the swimmer test is not meant to demonstrate the maximum distance a person can swim.) The course may also be laid out such that the swimmer follows a circular pattern around the pool rather than back and forth, but be sure to incorporate the sharp turn required by both beginner and swimmer tests.

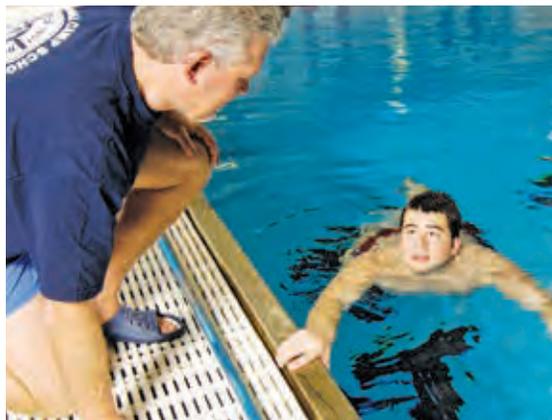
Very small backyard or apartment pools (less than roughly 20 feet in the maximum direction) are fine for a unit swim, but should be avoided as locations for swim classification tests since likely contact with the sides and bottom during all the turns makes it difficult to judge how well the person can swim. Such pools may also be too shallow to meet the criterion for a feetfirst entry into water over the head in depth.

Any natural body of water that satisfies Safe Swim Defense requirements may be used for swim classification tests. Clear water is preferred over murky water; warm water over cold water. A pier that extends from shore to deep water is ideal for the feetfirst entry in the requirements, but a floating platform can also be used.

If a pool open to the public is used for testing, try to schedule a time when the pool is less crowded. Inform pool personnel of what you are doing. A guard may be willing to clear an area briefly if you have only one or two Scouts who need the test.

During swim classification tests, the swimmer and the test administrator form a buddy pair. If there is a large group needing tests, then several testers are useful. Individual testing is required. Unit members should not be aligned at each lane and started at once, as in a swim competition.

Although the tests may be explained to the unit as a whole, the test administrators should briefly review the tests with each participant. Each person should be asked if he or she would like to first try the beginner or the swimmer test. If the person asserts the ability to easily swim 100 yards, then it is not necessary to take the beginner test before the swimmer test. Youth who are hesitant may take the beginner test first and follow it with the swimmer test if that seems appropriate. Those who fall just short of the required distances may be given a few pointers, a rest, and another try. Those who cannot complete the tests should be congratulated



Tests measure comfort in the water but do not require perfect form.



Rest stops are not allowed. However, the course should be close to the side to allow for resting and easy assists if needed.

on how far they got, encouraged to practice, and told that they will be able to retake the test at a later date. If a person in a swimsuit at the swimming area decides not to take either test, they should be encouraged to slip into shallow water and show what they do know. That is, professed nonswimmers should be part of the overall unit activity, not shunted aside in the interest of time. Everyone should be encouraged to try to swim to the best of their ability, but no one should be coerced into the water.

Some participants may be willing to jump into water over their head even though they have never done it. Therefore, every participant should be asked if they have jumped into deep water before. If they have not, first confirm that they can swim in shallow water and then see if they are comfortable in deep water with a slide-in entry at the edge. The test may proceed once the person demonstrates comfort in deep water.

With proper screening, those taking the test should not be at risk of a bad experience. Nevertheless, test administrators should be ready and able to provide immediate assistance if the swimmer does need help, perhaps due to a cramp or exhaustion. Ideally, the course for the beginner test should be alongside a pool deck or pier so that the swimmer is always within a hand's reach or a single stroke from support. The course for the swimmer test should be within reach of a pole. The best way to keep poles ready for use is to lay them along the edge of the pool or pier. A pole is then within easy, unobtrusive access at all times. If the course incorporates a floating dock in a natural body of water, then the feetfirst entry and first few strokes should be within easy reach. If the course then extends beyond the reach of a pole, the swimmers should be either within reach of rescue personnel in a rowboat or canoe or within easy throwing distance of a ring buoy on a line or a throw bag. If a person taking the test succeeds in leveling off after the feetfirst jump, then the most likely need will be to encourage a tired swimmer to come to the side under their own power. In a few cases, a reaching assist may be needed immediately after the feetfirst entry. Test administrators should be skilled in basic rescue techniques to satisfy Safe Swim Defense guidelines for trained safety personnel. If there are others in the water not taking part in the testing, then additional response personnel (lifeguards) are needed. In either case, a lookout is required to monitor all in-water activity.

SWIM TEST ANXIETY

Both the unit leader and the test administrator should be sensitive to those who may be fearful of the water, uncertain of their ability, worried about peer reaction, otherwise apprehensive, or simply confused about the process and what is expected of them. The unit leader should work with the test administrator to help prepare such Scouts for the swim test, particularly when it is conducted by someone the Scout is unfamiliar with, such as staff at resident camp or at a multiunit, council-organized swim test prior to camp.

The first day of a camp program may be an overwhelming experience for Scouts for many reasons—being away from home and the support systems that home provides, the thrill but uncertainty of what they will experience at camp, and perhaps thoughts of how they will measure up in comparison to their buddies. At summer camps, the swim test is often the first program activity where Scouts both interact significantly with those outside the unit and are asked to perform to a standard. That experience may produce significant anxiety for a small number of youth. However, there is no justification for fears to be realized. The unit leader can help prepare those Scouts both before and at camp so that the swim test is a positive experience. The following items should help leaders recognize and reduce anxiety about the testing process:

- **Early identification.** Scouts who may be anxious around the water or with the swim test process should be identified well before summer camp or other event for which the test is required. Comfort around the water should be included in the leader's discussion with parents for youth who join the unit. The leader should also talk to the Scouts themselves. For Cub Scouts, check to see if swimming is an interest. Be sure to watch for nonverbal cues to see if their body language matches what they say.
- **Year-round swimming programs.** A year-round swimming program provides meaningful and fun activities and allows the leader to observe firsthand the comfort level of Scouts around the water. It also provides an opportunity to see how unit members respond to those reluctant around the water or with lesser swimming ability.

- **Prepare the unit for the test.** The leader should familiarize Scouts with the swim test process. Explain the purpose of the test and how it will be conducted. Explain that each Cub Scout's swimming ability may be different and that the better swimmers are expected to encourage and support those with lesser ability. Remind everyone that opportunities to retake the test will be provided to those who don't make it as far as they would have liked. Encourage any Cub Scout who needs to speak with the leader away from their peers to do so. And remember that no one should be forced—whether by anyone's statement or through peer pressure—to take either test if they choose not to.

APPENDIX 7

LEADER HELPS

KNOTS AND ROPES

◆ WHIPPING A ROPE

Ropes are made of twisted fibers. When a rope is cut, the fibers separate. You can whip the ends in place with string so the rope won't unravel.



Cut off the part that has already unraveled. Take a piece of strong string, dental floss, or thin twine at least 8 to 10 inches long. Make a loop and place it at one end of the rope.

Wrap the string tightly around the rope. When the whipping is as wide as the rope is thick, slip the end through the loop. Then firmly pull out the string ends and trim them off.

◆ FUSING A ROPE

Rope and cord made of plastic or nylon will melt when exposed to high heat. Cut away the frayed part of the rope. Then, working in a well-ventilated area, hold each end a few inches above a lighted match or candle to melt and fuse the strands together. Melted rope can be hot and sticky—don't touch the end until it has cooled. Do not try to fuse ropes made of manila, sisal, hemp, cotton, or other natural fibers, because they will burn rather than melt.



◆ KNOTS FOR CAMPING

You will use rope for many purposes when you go camping. These knots will come in handy for different situations.

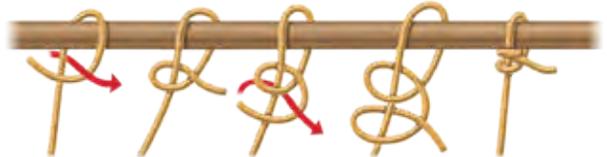
1. **Square Knot:** For tying two ropes together and for tying bandages in first aid.



2. **Taut-line Hitch:** For tightening and loosening a rope easily and for use on tent guy lines. Tighten or loosen the knot by pushing the hitch up or down.



3. **Two Half Hitches:** For tying a rope to a post or ring. This knot is strong but is easy to loosen.



4. **Bowline:** Used when you want a loop that will not slip or close up. It is often used in rescue work.



APPENDIX 8

AWARDS

AWARDS CUB SCOUTS CAN EARN

The following awards can be earned by Cub Scouts. Visit Scouting.org to learn more about each individual award and to find current requirements.

◆ CONSERVATION GOOD TURN AWARD

The Conservation Good Turn is an award packs may earn by partnering with a conservation or environmental organization to choose and carry out a Good Turn in their home communities.



◆ OUTDOOR ACTIVITY AWARD

Tiger, Wolf, Bear, and Webelos Scouts have the opportunity to earn the Cub Scout Outdoor Activity Award. Scouts may earn the award in each of the program years as long as the requirements are completed again each year. Cub Scouts complete specific requirements for each rank, including a number of different outdoor activities.



◆ NATIONAL SUMMERTIME PACK AWARD

The National Summertime Pack Award encourages packs to be active when school is out for the summer. Youth and adult pack members can earn the award by taking part in one activity per month in June, July, and August.



◆ SCOUTSTRONG HEALTHY UNIT AWARD

When Scouts recite the Scout Oath and Scout Law, they promise to keep their mind and body fit. Help Cub Scouts in your den keep that promise by following three healthy practices at all meetings and gatherings: drink right, move more, and snack smart. Your den can earn the SCOUTStrong Healthy Unit Award by fulfilling the following requirements during meeting times:

Drink right: Make water the main beverage (six meetings).

Move more: Include 15 minutes of fun physical activity (nine meetings).

Snack smart: Serve fruits or vegetables, when snacks are provided (three meetings).

When Scouts achieve and wear the SCOUTStrong Healthy Unit Award, they're creating a standard for meetings. This builds a healthy Scouting experience that can establish lifelong habits. Plus, activities for the award match many advancement requirements. Find a tracker to record your den's progress toward this award and additional resources at Scouting.org.



◆ STEM/NOVA AWARDS

The Nova awards for Cub Scouts are for Wolf, Bear, and Webelos Scouts who are interested in learning more about science, technology, engineering, and mathematics. These awards may not be earned by Lions or Tigers.

For their first Nova awards, Scouts have the opportunity to earn the Nova award patch, followed by three more π pin-on devices. The patch and the three devices represent each of the four STEM topics. The Supernova awards have more challenging requirements and recognize more in-depth, advanced achievement in STEM-related activities.



◆ WORLD CONSERVATION AWARD

The World Conservation Award for Cub Scouts provides an opportunity for individual Wolf, Bear, and Webelos Scouts to “think globally” and “act locally” to preserve and improve our environment. This program is designed to make youth members aware that all nations are closely related through natural resources, and that we are interdependent with our world environment.

Requirements for this award must be completed *in addition to* any similar requirements completed for rank. This award may not be earned by Lions or Tigers.



APPENDIX 9

ADDITIONAL RESOURCES

RESOURCES, FORMS, AND APPLICATIONS

* Items with an asterisk are available at scouting.org.

† Items with a dagger symbol are available at www.scoutshop.org or at your local Scout shop.

★ Items with a star are available at my.scouting.org or through local council training.

◆ DEN AND PACK MANAGEMENT

Bear Den Leader Guide, No. 37001 †

BSA Annual Health and Medical Record, No. 680-001 *

Cub Scout Den Record *

Cub Scout Leader Book, No. 33221 †

Den Chief Handbook, No. 33211 †

Lion Kit, No. 39003 †

Meeting Place Inspection Checklist *

Monthly Den Dues Envelope, No. 34209 †

Pack Overnighter Site Approval Form, No. 13-508 *

Tiger Den Leader Guide, No. 37002 †

Webelos Den Leader Guide, No. 37003 †

Webelos Den Record *

Wolf Den Leader Guide, No. 37004 †

◆ UNIFORMING

Adult Leader Uniform Inspection Sheet, No. 34048 *†

Guide to Awards and Insignia, No. 33066 †

Tiger, Wolf, and Bear Uniform Inspection Sheet, No. 34282 *†

Webelos Scout Uniform Inspection Sheet, No. 34635 *†

◆ TRAINING

Aquatics Supervision, No. 34346 †

BALOO (Basic Adult Leader Outdoor Orientation), No. 510-033 ★

Belay On, No. 430-500 *

Climb On Safely ★

Cub Scout Leader Position-Specific Training ★

Cub Scout Leader Fast Start Training ★

How Do I Rate as an Effective Leader? *

Safe Swim Defense, No. 34370 †★

◆ MEMBERSHIP RECRUITING AND LEADERSHIP SELECTION

Adult Registration Application, No. 524-501; in Spanish, No. 524-502 *†

Family Talent Survey Sheet *

Family Information Letter Samples (5) *

Leadership Transfer Notice, No. 28-401 *

Selecting Cub Scout Leadership, No. 522-500 *

Youth Application, No. 524-406; in Spanish, No. 524-423 *

◆ ADVANCEMENT

Advancement Report, No. 34403 *†

Arrow of Light Pocket Certificate, No. 34219 †

Bear (Den) Advancement Chart, No. 34191 †

Bear Pocket Certificate, No. 34221 †

Bear Handbook, No. 33451 †

Bobcat Pocket Certificate, No. 34218 †

Cub Scout Cycle, No. 13-027 *

Cub Scout Insignia Stickers—Large, No. 34650 †

Den Advancement Report *

Lion (Den) Advancement Chart, No. 39000 †

Pack Graduation Certificate, No. 33751 †

Tiger (Den) Advancement Chart, No. 34715 †

Tiger Handbook, No. 34713 †

Tiger Pocket Certificate, No. 34714 †

Webelos Handbook, No. 33452 †

Webelos Scout (Den) Advancement Chart, No. 34187 †

Webelos Scout Pocket Certificate, No. 34222 †

Wolf (Den) Advancement Chart, No. 34182 †

Wolf Handbook, No. 33450 †

Wolf Pocket Certificate, No. 34220 †

◆ PROGRAM PLANNING

Activity Consent Form, No. 680-673 ★

BALOO (Basic Adult Leader Outdoor Orientation), No. 510-033 ★

BSA Cub Scout World Conservation Award *

Buddy tags

Campfire Program Planner *

Climb On Safely brochure, No. 430-099 *

Cub Scout Ceremonies for Dens and Packs, No. 33212 †

Cub Scout Day Camp Administration Guide, No. 430-338 *

Cub Scout Den Meeting Program *

Cub Scout Grand Prix Pinewood Derby Guidebook, No. 33721 †
Cub Scout Leader How-To Book, No. 33832 †
Cub Scout Magic, No. 33210 †
Cub Scout Outdoor Activity Award *
Cub Scout Songbook, No. 33222 †
Cub Scout/Webelos Scout Outdoor Program Guide *†
Den Chief Handbook, No. 33211 †
Fun for the Family, No. 33012 †
Group Meeting Sparklers, No. 33122 †
Guide to Safe Scouting, No. 34416 *†
Individual Campout Checklist for Pack Overnighter *
National Camp Standards, No. 430-056
National Den Award *
National Summertime Pack Award, No. 33748 *†
Pack Meeting Planning Sheet *
Pack Meeting Plans *
Pack Program Planning Chart, No. 26-004 *
Safe Swim Defense, No. 34370 †
Unit Money-Earning Application, No. 34427 *†
Webelos Den Meeting Program, No. 33852 *
Webelos Scout Overnight Checklist *
Your Flag, No. 33188 †

◆ RECOGNITION

Assistant Denner Shoulder Cord, No. 385 †
Den Chief Badge of Office (cloth), No. 387 †
Den Chief Service Award (certificate), No. 33726 †
Den Chief Service Award (shoulder cord), No. 389 †
Den Chief Shoulder Cord, No. 388 †
Denner Shoulder Cord, No. 368 †
National Den Award Ribbon, No. 17631 †
National Summertime Pack Award pins:
 Tiger National Summertime Award pin, No. 14332 †
 Wolf National Summertime Award pin, No. 14333 †
 Bear National Summertime Award pin, No. 14334 †
 Webelos National Summertime Award pin, No. 14335 †
Pack Leader Appreciation Certificate, No. 33755 †
Progress Record for the Cub Scout Den Leader Award *
Progress Record for the Cub Scout Leader's Training Award *
Progress Record for the Cubmaster's Key Award *

Safe Swim Defense Certificate, No. 34243 †
Troop Junior Leader Certificate (for den chiefs), No. 33745 †
Webelos Den Chief Shoulder Cord, No. 457 †
Whittling Chip Certificate, No. 34223 †

◆ CUB SCOUTING FOR CHILDREN WITH DISABILITIES

Cub Scout Leader How-To Book, No. 33832 †
A Guide to Working With Scouts With Special Needs and DisABILITIES, No. 510-071 **
Scouting for Youth With Disabilities Manual, No. 34059 *

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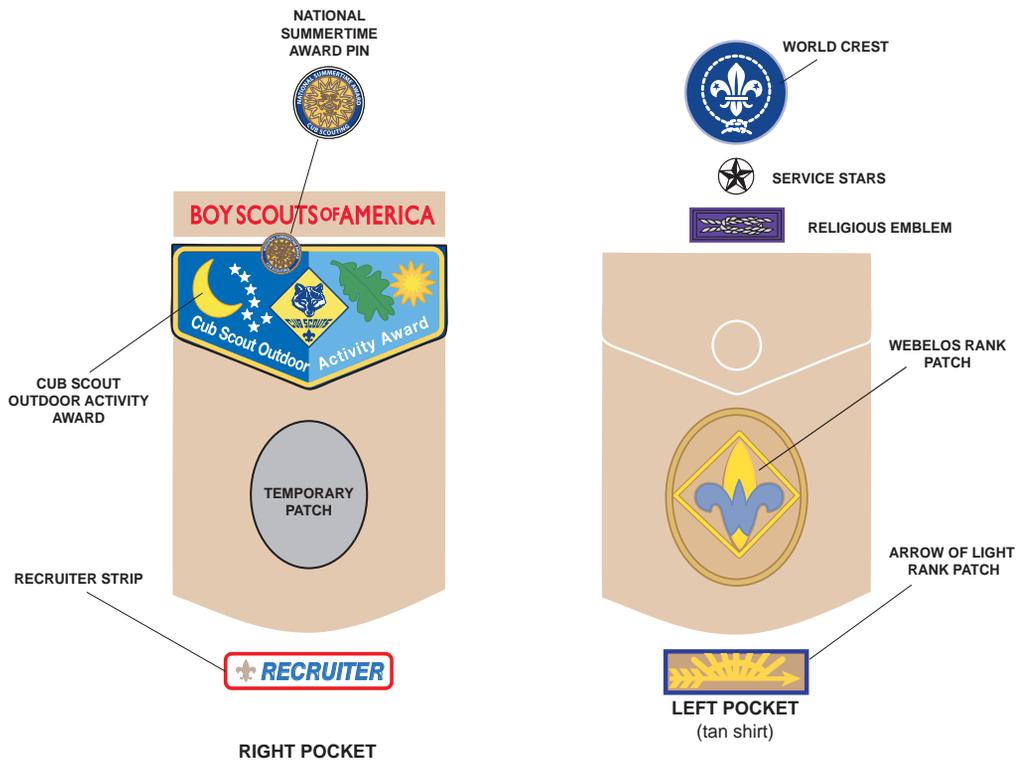
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NOTES



Official Placement of Insignia



SCOUT OATH

On my honor I will do my best
To do my duty to God and my country
and to obey the Scout Law;
To help other people at all times;
To keep myself physically strong,
mentally awake, and morally straight.

SCOUT LAW

Trustworthy
Loyal
Helpful
Friendly
Courteous
Kind
Obedient
Cheerful
Thrifty
Brave
Clean
Reverent



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