RATIONALE FOR ADVENTURE

In this adventure, Wolf Scouts will learn about the heroes within their community. By getting to know some real-life heroes and honoring their service, the Wolves will see the importance of living the Scout Oath and Scout Law, and gain an understanding of what makes a hero.

TAKEAWAYS FOR CUB SCOUTS

- Observation skills
- · Listening skills
- Following instructions
- Teamwork
- Helping others
- Living the Scout Oath and Scout Law
 - A Scout is brave. 👍

Wolf Handbook, page 246

ADVENTURE REQUIREMENTS

Complete the following requirements.

- 1. Talk with your family or den about what it means to you to be a hero. Share the name of someone you believe is a hero. Explain what it is that makes that person a hero.
- 2. Visit a community agency where you will find many heroes. While there, find out what they do. Share what you learned with your den.
- 3. With the help of a family member, interview one of your heroes, and share what you learn with your den. Tell why you think this person is a hero.
- 4. Complete one of the following:
 - A. As a den or family, honor a service member by sending a care package along with a note thanking them for their service.
 - B. With your family or den, find out about animals that are trained to help others in your community.
 - C. Participate in or create an event that celebrates your hometown hero(es).

NOTES TO DEN LEADER

In Meeting 1, the den will learn about animals trained to help people. One option for fulfilling this requirement is to include a visit from a person who works with service animals or other animals who assist people. Before the meeting, make arrangements for the visit. Prepare a thank-you note in advance for the visitor.

In Meeting 2, the den will create a care package for a hometown serviceman or servicewoman (requirement 4). A local military recruiting office or military base might be able to help in identifying a recipient. Your local council might also be able to help provide suggestions. Select a recipient in advance so you can guide the den in choosing appropriate items for the package that the person might like. Scouts will need to bring assigned items to Meeting 2.

Meeting 3 will be a den outing to the local police or fire department, or another service agency, to learn about heroes in the community (requirement 2). 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 and signed.

The den leader will need to select an appropriate local event to complete requirement 4C and coordinate details of participation with families. The adventure could be coordinated around a pack event or a special day when events are often held, such as Veterans Day, Memorial Day, National Police Day, International Firefighters' Day, or other similar days.

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 the Rescue Game (Gathering)
 - 1 large bowl
 - Drinking straws (one per Scout)
 - Paper circles or cutouts (20 to 50 of these, 2 inches in diameter)
- Dry-erase whiteboard or poster board for listing heroes (Talk Time)
- Items for Firefighter Relay Game (Activity 2)
 - 2 sets of large, adult-sized clothes (shirt or jacket, pants with suspenders, boots, and hat, plus a backpack)
 - 2 buckets
 - Blue and white paper streamers (representing water) to fill the buckets
 - Cardboard boxes
- Words of the Scout Law, written on a poster board
- Printed list (one copy per Scout) of items needed for sending a military care package (e.g., toothbrushes, deodorant, chewing gum, books or magazines, writing paper, DVDs, CDs)
- If the den will have a visit from a person who works with animals trained to help people, confirm plans with the visitor and prepare thank-you notes.

GATHERING: RESCUE GAME

- Put the paper circles on a table and give all Wolf Scouts a drink straw when they arrive for the meeting.
- Have the Cub Scouts stand single file beside the table. On the signal word, "rescue," the Scout in
 front picks up a paper circle by sucking it against the end of the straw. Then they hurry to the large
 bowl and drop the circle in—delivering the "rescued person" to safety. See how many can be saved
 by this very fine rescue brigade!

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 "Hometown Heroes" song, to the tune of "My Bonnie Lies Over the Ocean."

The firefighters, they put out the fires.
The doctors, they make you feel swell.
Our teachers, they give us all knowledge.
Scout leaders teach us to do well!

Chorus:

Hometown heroes, thank you for all that you do. Thank you! Hometown heroes, thank you for all that you do.

> Cub Scouting will help us be leaders, To help any person in need. And someday we all could be heroes, Just like our moms and dads—indeed! Repeat chorus.

TALK TIME (Requirement 1)

- Introduce the Hometown Heroes adventure to the den. Ask every Cub Scout in your den what they
 think it means to be a hero, and list their responses on the whiteboard or poster board. Have Scouts
 each name someone they consider a hero, and ask them to explain why.
- Help the Wolves decide on a military serviceman or servicewoman who is deployed overseas whom
 they will adopt as a den. Then hand out the list of items the den will need to send a care package at
 the next meeting. These should be things that remind people of home, encourage or entertain them,
 and help them pass the time. Make sure each Cub Scout is assigned to bring one or more items; they
 could also ask friends or neighbors for donations.
- · Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

Activity 1: Animal Helpers (Requirement 4A)

Have Scouts sit in a location where they will be able to listen, and introduce the visitor. If the visitor
has brought a service animal, remind Scouts that there are special guidelines for interacting with a
service animal. Tell them that they should think of questions they might like to ask when the visitor
has finished speaking. After the visitor completes his or her talk, allow time for Scouts to ask questions. Give the prepared thank-you note to the visitor and have Scouts thank him or her.

Activity 2: Firefighter Relay Game (Optional)

- Divide the Scouts into two teams, lined up single file behind a starting line. Put one set of large, adult-sized clothes and a backpack on the floor in front of each team.
- At the other end of the room (15 to 20 feet away), stack a pile of cardboard boxes that will serve as a
 "house on fire." Then give each team a bucket filled with a string of blue and white streamers—
 taped together to serve as "water."
- At your signal, the first player on each team puts on the clothes and the backpack over their Cub Scout uniform, carries the bucket to the house, and pours out the streamers to douse the fire.
- Then the player puts the streamers back in the bucket, returns to the starting line, removes the large, adult-sized clothes, and hands the bucket to the next Cub Scout on their team. This continues until everyone has run the course; the first team to finish wins.

CLOSING

Recite the Scout Law in unison. Have Scouts name a point of the Scout Law that heroes
often demonstrate.

Do-at-Home Project Reminder:

Make sure all the Scouts remember to purchase items for the military care package and bring them to the next meeting. Also, Scouts should get help from a family member to interview one of their heroes. This person might be a veteran, a police officer, a firefighter, or a schoolteacher—anyone who is open to telling his or her story. Each Scout will share what they learned with the den.

AFTER THE MEETING

- · Serve refreshments, if desired.
- Record completion of requirements 1 and 4A).
- Work together to clean up the meeting place.
- Prepare thank-you notes for the Wolves to sign at the next meeting for anyone who will be helping with the den outing.



PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Cards with names of famous heroes (Gathering)
- Words for the "Hometown Heroes" song on a poster board (Opening)
- Materials for the military care package
 - Box large enough to hold all the items
 - Packing supplies (tape, scissors, newspaper or other packaging material, marking pen)
 - Name and mailing address for package
 - Paper or a card to enclose a message signed by the Scouts
- Thank-you cards for the den outing

GATHERING: NAME THE HERO

While waiting for everyone to arrive, give all Scouts a card with the name of a famous real-life hero. They are not to show it to anyone. Then have them ask each other questions that can be answered only with "yes" or "no" (e.g., "Is your hero alive?" "Is your hero American?") to help them guess who is who.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- If desired, lead the den in singing the "Hometown Heroes" song from Meeting 1.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Ask who has interviewed a hero (requirement 3) since the last meeting. Give each Scout time to share
 what they learned from the interview.

ACTIVITIES

Activity 1: Military Care Package (Requirement 4A)

- Have Scouts prepare their care package for mailing. Before sealing it, they should sign a card with a special message to the recipient, thanking them for their service.
- Decide who will take the package to the post office, making sure a parent or other adult guardian will be there to assist. For help in addressing the package, visit www.usps.com/ship/apo-fpo-dpo.htm.

Activity 2: Do This, Do That (Optional)

- Have Wolf Scouts stand side by side in a line several feet behind a goal line. The den chief or den leader stands in front of the den and performs certain movements, saying "Do this" or "Do that" before each movement.
- If the instruction is "Do this," all the players should immediately copy the action. However, if the leader says, "Do that," they must NOT do it. A player who makes a mistake moves back one step. If they do it correctly, they move one step forward.
- · The first player to reach the goal line wins.

CLOSING

- Gather everyone together and ask each Scout to name one new thing that they learned at this meeting.
- Ask which point of the Scout Law the Wolves think of first when they are helping others. Why? Talk about how they felt when they finished preparing the military care package.
- 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.
- Record completion of requirements 3 and 4A.
- Work together to clean up the meeting place.
- Have Scouts sign thank-you notes for anyone who helps with the outing.

MEETING 3 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Cards with names of famous heroes (Gathering)
- Confirm that transportation to and from the event is in place. Secure activity consent forms.
- The unit den leader should bring a copy of the Guide to Safe Scouting.

GATHERING

Have the Wolves play another round of Name the Hero (the Gathering game from the last meeting)
until everyone has arrived for the outing.

OPENING

- Recite the Scout Law and ask Scouts to name points of the law they will demonstrate during the outing.
- Remind everyone in the den that it is important to stay together, be on their best behavior, and use the buddy system.

TALK TIME

- · Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Have Wolves share things they would like to learn about during the visit.
- Review any questions the Scouts want to ask to make certain all are appropriate.

ACTIVITIES

Activity 1: Visit a Community Agency (Requirement 2)

- Visit the location as a group, and take a guided tour if this is possible.
- Have Scouts ask the questions they prepared.
- When the visit ends, have the Wolves give their signed thank-you cards to anyone who helped, including tour guides.

CLOSING

Gather the den in a Living Circle and have the Scouts say a special thank you to their hosts for being hometown heroes.

AFTER THE MEETING

- · Serve refreshments, if desired.
- Record completion of requirement 2.

Upon completion of the Hometown Heroes adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.



RATIONALE FOR ADVENTURE

We live in an electronic world. This adventure gives Wolf Scouts the chance to rely on the power in their own bodies by blowing air, throwing planes, or using rubber bands. They will have the chance to explore propulsion in its most basic form. Motor Away, Wolves!

TAKEAWAYS FOR CUB SCOUTS

- Learning to follow instructions
- Exploring how the tension in a rubber band affects propulsion
- Seeing if shape matters in a sail
- The value of cooperation
- · Deductive reasoning
- A Scout is courteous.



ADVENTURE REQUIREMENTS

Wolf Handbook, page 256

Complete the following requirements.

- 1. Do each of the following:
 - A. Create and fly three different types of paper airplanes. Before launching them, record which one you believe will travel the farthest and what property of the plane leads you to make that prediction.
 - B. Make a paper airplane catapult. Before launching a plane, record how far you believe it will travel and explain what information you used to make this prediction. After you make your prediction, launch the plane and measure how far it flies.
- 2. Make two different model boats and sail them. Choose different shapes for your boats.
- 3. Create a model car that moves under its own power.

NOTES TO DEN LEADER

In Den Meeting 2, Scouts will create boats made from recycled materials. Collect a variety of recycled materials in advance of Meeting 2, and request that Scouts also plan to collect and bring materials for the boats to ensure a good variety.

This adventure does not include plans for a den outing. If desired, an outing could be planned to an appropriate location where Scouts could explore movement in planes, boats, or cars. 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 and signed.

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 paper airplane investigations (Gathering, Activities 1 and 2)
 - 81/2"x11" paper (enough for building at least five planes per Scout)
 - Directions printed from the Wolf Handbook for making a rubber band catapult and three types of paper planes: arrow, delta, and classic dart
 - Roll of masking tape
 - 6-foot table or 6' x 2.5' area marked off on the floor with the tape
 - Tape measure
 - Pencil
 - Scissors
- Items for the "On Base" game (Activity 3)
 - 2 placemats or squares of cardboard for each Scout
 - Chalk

GATHERING: THE RESCUE GAME

- As Scouts arrive for the meeting, have them use the table or marked-off area as an "aircraft carrier" for landing paper airplanes. Put pieces of tape through the middle of the simulated carrier to form a straight dashed line.
- Have the den chief teach the Scouts how to fold a paper airplane. Then each Cub Scout, in turn, creates and throws a plane across the room and in for a landing, without it falling into the "ocean."

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Optional: Read the following quote from Orville Wright: "We were lucky enough to grow up in an environment where there was always much encouragement to children to pursue intellectual interests; to investigate what ever aroused curiosity." Orville Wright was one of the inventors of the airplane. In this adventure, we will follow his example and explore how things work. Who knows what you will discover next? Please join in the Pledge of Allegiance to our flag.

TALK TIME (Requirement 1)

- Introduce the Motor Away adventure to the den. Build interest by describing the goals of the adventure
 and some of the activities that are planned. Ask Scouts to share different ways that people have the
 power to make things move.
- · Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

Activity 1: Up and Away (Requirement 1A)

- First, have each Scout build all three of the paper airplane models described in the *Wolf Handbook:* arrow, delta, and classic dart.
- Before the flight tests begin, have each Scout estimate and record their predictions on which model
 will fly the farthest. Have them base their decisions on various factors including the length, weight,
 and wing design of each plane.
- When all the planes have been tested, give the Scouts time to compare their results.

Activity 2: Catapults (Requirement 1B)

- Now, instead of using their arms to thrust the planes forward, it's time for each Scout to build a rubber band catapult, following the directions in the Wolf Handbook.
- Again, after everyone has launched, have the Wolves compare their results.

Activity 3: "On Base" Game

- Give each Cub Scout a pair of bases (placemats or cardboard squares), and draw start and finish lines using the chalk. Have the Scouts line up side by side behind the start line.
- Players each begin by standing on base #1 and holding base #2 in their hands. They throw or place base #2 on the ground ahead of them, and move forward by stepping or jumping onto it. Then they pick up base #1, throw or place it ahead of them, and continue the pattern until they reach the finish line. The first player to get there wins.
- Most will be tempted to play the game quickly—but remind them that, sometimes, slow and steady
 wins the race.

CLOSING

- Have the Wolves form a friendship circle: All arms are crossed with each person extending their right arm over their left and grasping the left hand of the person beside them.
- Starting with the denner and moving right, have Scouts say one thing they learned from this meeting about how to fly a paper airplane.
- Remind Scouts to collect and bring recycled materials for making boats during Meeting 2.

AFTER THE MEETING

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



PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for Sponge Boats (Activity 1)
 - Craft foam (enough for everyone to make a sail)
 - Cardboard stencil (right-angle triangle, 3 inches high with a 2-inch base; two copies for the den to share)
 - Kitchen sponges (one per Scout)
 - Pencils (one per Scout)
 - Straws cut into 4-inch pieces (one piece per Scout)
 - Children's scissors (one pair per Scout)
 - Hole punch
 - Hot glue gun with glue stick (for adult use only)
- Items for Recyclable Boats (Activity 2):
 - 1 straw and 1 large paper clip for each Scout
 - Recyclable materials (e.g., cardboard, milk or juice cartons, poster board, foam scraps, spools, corks, Styrofoam pieces, craft sticks, small plastic containers)
- 1 large container for floating boats—such as a tub or child's pool (Activity 3)

GATHERING: RUNAWAY TRAIN CARS

- Once three or four Scouts have arrived for the meeting, designate one of them to be "It," or the train's locomotive; the rest will be runaway cars. The locomotive must catch the runaway cars by tagging them. Whenever a car is tagged, that player hooks up behind the locomotive and the game continues.
- As each new Scout arrives, they join the game as another runaway car. Keep the game going until the train is completed or it is time to start the meeting.

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 Cub Scouts.

ACTIVITIES (REQUIREMENT 2)

Activity 1: Sponge Boats

- Each Scout traces a sail on craft foam—using one of the stencils—and cuts it out with the scissors. They then punch two holes in the sail, one in the corner of the right angle and one at the top, and poke the straw through the two holes to make a mast.
- Stick the bottom of the straw into the sponge. (A dab of hot glue will help to keep it in place. Make sure only adults use the glue gun.) This completes the boat.

♦ Activity 2: Recyclable Boats

- Place the recyclables on a table and have the Scouts choose any pieces they want to build their second sailboat. Remind them that the resources are limited: "A Scout is courteous," and they can practice this point of the Scout Law by sharing with others in the den.
- To make a mast for each boat, twist a large paper clip into a right angle with the two ends folded into loops. The small section of the paper clip can fit into the center of a straw, and the large side can be hot-glued to a hard surface to finish the mast.

Activity 3: Sailing

- Have each Scout float the two boats they made in the pool or tub of water.
- Then ask: How did the boats move in the water? Which type of boat worked best? Was one design better than the other to propel the boat forward?

CLOSING

• Again, end the meeting by bringing the den together in a friendship circle. Starting with the denner and moving right, have Scouts say one thing they learned about how sailboats operate.

AFTER THE MEETING

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



PREPARATION AND MATERIALS NEEDED

- Items for the "Stacking Logs" game (Gathering)
 - Toothpicks (10 per Scout)
 - 2 small-mouthed bottles
- Items for making "self-powered" cars (Activity 1):
 - Balloon option: 1 balloon, 2 straws, 4 spools, 4 straight pins, and 1 clean, dry half-gallon milk carton with the top cut off and cut in half lengthwise (If someone is allergic to latex, be sure to use latex-free balloons.)
 - Spool car option: 2 spools, 1 pencil, 2 rubber bands, 2 washers, 4 paper clips, tape
- 3-foot sections of rope (Closing, one per Scout)

GATHERING: "STACKING LOGS" GAME

- Give Wolf Scouts 10 toothpicks (or "logs") each when they arrive for the meeting. Once you have a group of three or four Scouts, hand them one of the bottles. (When the other half of the den arrives, give them the other bottle.)
- The first player balances a log across the open neck of the bottle. The next Cub Scout puts another log alongside or on top of it. The third player adds one of theirs, and so on until someone causes their own log or any of the others to fall; that Scout must pick up and keep the logs that dropped to the floor. The game continues until one of the players is left without any logs and wins.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance.
- As the den chief calls roll, each Scout responds by naming a point of the Scout Law. Then the entire den recites the remainder of the 12 points in unison.

TALK TIME

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

ACTIVITIES

Activity 1: Self-Powered Cars (Requirement 3)

- Using the directions in the Wolf Handbook, have each Scout create a spool car or a balloon car. (Note: Check to be aware of any latex allergies in the den.)
- When all the Scouts have built their cars, use masking tape to mark start and finish lines on the floor, and hold several races.

Activity 2: Tunnel Relay (Optional)

- Divide the den into two parallel teams, standing single file with their legs spread apart. The back players on both teams crawl between the legs all the way to the front, then stands with their feet apart and yells, "All clear!" The other players follow in succession; the first team to finish the cycle wins.
- Clock the Scouts on the first round and see if they can beat their time when they go again.

CLOSING

- Give each Scout a 3-foot section of rope. Scouts tie their rope to the rope on their right, using a square knot, until all the ropes are tied in a big circle. Then everyone carefully leans back to make a taut circle. Say: You are part of a group of close friends, held together by the square knot—a symbol of friendship.
- Starting with the denner and moving right, have Scouts say something they learned about propulsion and momentum from making and racing their cars.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 3.
- · Work together to clean up the meeting place.

Upon completion of the Motor Away adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.



RATIONALE FOR ADVENTURE

In this adventure, Wolf Scouts will learn the importance of teamwork and good sportsmanship, as well as keeping themselves healthy and fit.

TAKEAWAYS FOR CUB SCOUTS

- · Observation and listening skills
- Learning to follow instructions
- Helping each other as a team
- · Being fair and respectful in competition
- · Living the Scout Oath and Scout Law
- A Scout is helpful.

Wolf Handbook, page 274

ADVENTURE REQUIREMENTS

Complete at least requirements 1-4. Requirements 5-7 are optional.

- 1. Talk with your family or den about what it means to be physically fit. Share ideas of what you can do to stay in shape.
- 2. With your family or den, talk about why it is important to stretch before and after exercising. Demonstrate proper warm-up movements and stretches before and after each activity you do that involves action.
- 3. Select at least two physical fitness skills and practice them daily for two weeks. See if you can improve during that time.
- 4. With your family or your den, talk about what it means to be a member of a team. Working together, make a list of team sports, and talk about how the team works together to be successful. Choose one and play for 30 minutes.
- 5. With your den, develop an obstacle course that involves five different movements. Run the course two times and see if your time improves.
- 6. With your den, talk about sportsmanship and what it means to be a good sport while playing a game or sport. Share with your den how you were a good sport or demonstrated good sportsmanship in requirement 4.
- 7. Visit a sporting event with your family or your den. Look for ways the team works together. Share your visit with your den.

NOTES TO DEN LEADER

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

Meeting 2 will include a game of kickball or a similar team sport to be selected by the den and den leader. If your regular meeting location does not have access to an appropriate and safe space for the selected sport, you will need to make arrangements in advance for an alternative meeting location.

Meeting 3 will be an outing to a sporting event. You will need to identify a sports event in your community and contact the team at least a month in advance to arrange a visit with one of the team's players or an expert on the sport before the event starts. In advance of the outing, confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure activity consent forms are distributed and signed.

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



PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Poster board or whiteboard and marker (Talk Time)
- Jump ropes—one to three, depending on the size of the den (Activity 2)
- A copy of the *Wolf Handbook* for each Scout. Provide extra printed copies of the fitness log in the *Wolf Handbook* for requirement 3 in case some Scouts do not have their handbooks.
- Obstacle Course materials for Activity 2, such as: a table or bench; 6-foot-long 2x4 board for a
 balance beam; small balls or beanbags and a bucket; 1 pool noodle and 2 cinderblocks; a tunnel
 made from a long, wide box; several hula hoops; a sprinkler; plastic cones; playground balls or
 balloons (Check for latex allergies.)

GATHERING: STRETCHES

Have the Wolf Scouts do some stretching exercises until everyone has arrived for the meeting. (See suggestions in Meeting 1 Resources.)

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Optional opening: Stand in a circle, allowing a small circle of space around each Scout. Recite the Scout Oath, and tell Wolf Scouts that when they say the phrase "To keep myself physically strong," they should each silently take a still pose (like a statue) that shows an activity that could keep them physically strong. For example, Scouts who like baseball could show a pose depicting a batter swinging or a pitcher throwing. Have Scouts pause for a moment in their poses before continuing with the Scout Oath.

TALK TIME (Requirement 1)

- Introduce the Paws of Skill adventure to the den. Lead a conversation about ways to maintain physical fitness. Emphasize the importance of regular exercise and a nutritious diet, and give each Cub Scout an opportunity to name some healthy foods and activities.
- · Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- As a lead-in to Activity 1, talk about the importance of warm-up stretches before an exercise workout, sports game, or other physical activity.

ACTIVITIES

Activity 1: Warm-Up and Exercise Stations (Requirement 2)

- Have the Scouts perform warm-up stretches for several minutes before starting this workout to get their hearts ready for activity and to loosen their muscles so they can avoid injury. (See the Wolf Handbook for examples of these exercises.)
- Set up exercise stations so the Scouts can practice the following with the den chief's assistance and supervision: jumping jacks, sit-ups, push-ups, and jumping rope.
- To finish, the Scouts should spend a few minutes cooling down with the same slow stretches they
 practiced before the workout.
- Have Scouts look at the requirement 3 exercise log in the Wolf Handbook. Each Scout should decide
 on two exercises to do daily at home during the next two weeks. They will keep their logs updated
 and bring them to share at Meeting 3 (the den outing).

Activity 2: Obstacle Course (Requirement 5)

- Have the den develop and run an obstacle course that involves five challenging movements. Use the suggestions in the *Wolf Handbook*, or try a few of these:
 - Forward rolls or long jumps
 - Crawling through a box tunnel
 - Walking along a balance beam
 - Jumping like kangaroos with a ball or balloon between their knees
 - Tie five hula hoops together and lay them on the ground. Have everyone run through, putting one foot in each hoop.
 - Hurdle jump: Loop a pool noodle over the ground by sticking the two ends in cinderblocks.
 - Crab walk: Have Scouts sit on the ground and then rise with their backs parallel to the surface, moving backward on their hands and feet.

CLOSING

- Have the Wolves form a friendship circle: All arms are crossed with each person extending their right arm over their left and grasping the left hand of the person beside them.
- Starting with the denner and moving right, have Wolf Scouts say which exercises they plan to do at home.



Do-at-Home Project Reminder:

Scouts will need to practice the two selected fitness skills every day for two weeks. Remind Scouts that they should always start and finish their home workout sessions with the warm-up/cool-down exercises.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1, 2, and 5.
- Work together to clean up the meeting place.
- Prepare thank-you notes for the Wolves to sign at the next meeting for anyone who will be helping with the den outing.

MEETING 1 RESOURCES

GATHERING: STRETCHES

Feel free to substitute with other stretching exercises if you wish, but here are a few suggestions.

Reach for the Sky

- 1. Stand straight and tall.
- 2. Stretch your right hand with your fingers spread open toward the sky.
- 3. Bend to your left side and let your right hand stretch over your head, reaching and stretching to your left side.
- 4. Count to 10 while slowly breathing in and out.
- 5. Repeat with your left hand while leaning to the right.

Picking Cherries

- 1. Stand with your feet spread apart.
- 2. Bend over and touch the floor in front of you.
- Touch the floor immediately between your legs.
- 4. Touch the floor behind your legs.
- 5. Stand up and clap your hands.
- 6. Repeat.

Reach Out

- 1. Sit on the floor with your legs spread apart.
- 2. Reach with both hands and try to touch your right foot.
- 3. Stretch as far as you can, straight between your legs. (Can you touch your chest to the floor?)
- 4. Reach with both hands and try to touch your left foot.
- 5. Repeat.

The Lean Back

- 1. Get on your knees, keeping your thighs in a vertical position.
- 2. Put your arms out straight in front of you.
- 3. Lean back as far as you can and hold the position for 5 seconds.
- 4. Relax for 5 seconds.
- 5. Repeat.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- 1 kickball and 4 bases or other equipment needed for other sport options to be selected by the den (Activity 1)
- Thank-you cards for the den outing
- Confirm that the meeting location has an appropriate space for the selected sport and that the den has permission to use that space.

GATHERING

 As Scouts arrive, have them do the stretching exercises they learned at the last meeting as preparation for their game of kickball.

OPENING

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

TALK TIME (REQUIREMENT 6)

- · Carry out business items for the den.
- Allow time for sharing among Cub Scouts. Focus part of the time on how each Cub Scout's daily exercise routine is going.
- Have the den work together to make a list of team sports and talk about specific ways that various sports teams work. Discuss good sportsmanship, doing your best, and how it feels to be part of a successful team. Have the team select a sport to play, such as kickball, for which the leader has appropriate space and equipment.

ACTIVITIES

Activity 1: Kickball (Requirement 4)

- Divide the den into two teams and have them play a game of kickball for half an hour (see Meeting 2 Resources for directions). This will complete requirement 4.
- Make sure the Scouts follow these tips to ensure good sportsmanship:
 - Play by the rules.
 - Be courteous to everyone.
 - Cheer for good plays.
 - Try your best.
 - Play to have fun.
 - Shake hands in midair after the game or give high-fives or fist bumps.

CLOSING

- Have the Wolves form a friendship circle. Remind them of how they practiced good sportsmanship during their game of kickball.
- Starting with the denner and moving right, have Wolves each mention one way they and the others
 played like good sports.
- Confirm plans for the following meeting's den outing to a sporting event. Make sure all transportation needs are covered and that all Scouts and parents know the plans.

AFTER THE MEETING

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

MEETING 2 RESOURCES

ACTIVITIES

Activity 1: Kickball

- Similar to baseball, the object is to kick the ball and run around the bases without being tagged out.
- Arrange the four bases like a baseball diamond. Divide the Scouts into two teams, and toss a coin to
 decide which team kicks first. The other team (the fielding team) selects a pitcher, and the pitcher's
 teammates go to the field and stand ready to play.
- The pitcher rolls the ball to a kicker on the offensive team, who kicks it into the outfield and tries to run the bases. If the ball is caught before the kicker reaches first base, they are out. If the ball is caught and thrown to a field player near first base who catches it while touching the base, the kicker is forced out.
- A kicker can also be tagged out if a field player holding the ball tags them or if a player throws the ball and hits them while they aren't touching a base. If a thrown ball misses them, they may only run to the next base.
- After three outs, the teams switch places. A team gets one point for having a runner make it all the way around the bases and back to home base.

MEETING 3 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Confirm that all have the date and time, meeting place, and directions for the outing. Make sure you
 carry a list of contact numbers for the Scouts and all adults going to the facility. Make sure everyone
 has their tickets, if required, and collect their signed activity consent forms.
- The unit den leader should bring a copy of the Guide to Safe Scouting.
- Bring the thank-you notes the Scouts signed.

GATHERING

While waiting for everyone to arrive for the sporting event, have the Scouts sit in a circle and play "My Cubmaster Cooks."

- One Scout starts the game by saying, "My Cubmaster cooks apples (or some other food that starts with an A) on the campfire."
- The Scout to the right repeats this and adds something that starts with B, such as "beets" or any other silly thing like "bats" or "bears."
- As the game goes around the circle, each Cub Scout in turn must repeat everything that has been named before and add a word that starts with the next letter of the alphabet.
- Continue passing the sentence around the circle until the game has gone through the entire alphabet. Eventually it will sound like: "My Cubmaster cooks apples, bugs, crickets, donkeys, elephants, . . . and zebras on the campfire."

OPENING

- Assemble the group, and review any conduct rules and the buddy system.
- Say the Pledge of Allegiance.
- Ask the Cub Scouts in your den to name points of the Scout Law they will demonstrate during the outing (friendly, courteous, etc.).

TALK TIME

- · Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- If one or more of the team players or another expert on the sport will be speaking to the den, review the Scouts' questions to make sure all are appropriate.
- Collect the activity logs Scouts recorded at home and give them time to share about exercises they did.

ACTIVITIES

Activity 1: Visit to a Sporting Event (Requirement 7)

- Invite the speaker(s) to introduce the Wolf Scouts to the facility, the team, or anything else they want to share (e.g., interesting facts or a demonstration by the team).
- When all questions have been answered or after the outing, make sure the Wolves give their thankyou cards to the speakers and anyone else who helped out.
- During the event, tell the Scouts to observe how the athletes warm up and how they cool down
 after their activities. If the Cub Scouts are watching a game, make sure they observe how the players
 work together on both teams.

CLOSING

Have the Wolves form a friendship circle. Starting with the denner and moving right, Scouts will each share one way they saw teamwork in action during the event.

AFTER THE MEETING

- · Serve refreshments, if desired.
- Record completion of requirements 3 and 7.

Upon completion of the Paws of Skill adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.





RATIONALE FOR ADVENTURE

Water, water everywhere—water to drink, water to cook our food, water to clean our bodies and our teeth, and water to play in! In this adventure, Wolf Scouts will learn how to conserve water and keep it clean in their homes and neighborhoods. Then they'll have a chance to swim together, having fun and practicing aquatics safety.

TAKEAWAYS FOR CUB SCOUTS

- Water conservation
- Aquatics safety
- Skill development
- Physical fitness
- A Scout is loyal, obedient, brave.



ADVENTURE REQUIREMENTS

Complete the following requirements.

- 1. Discuss how the water in your community can become polluted.
- 2. Explain one way that you can help conserve water in your home.
- 3. Explain to your den leader why swimming is good exercise.
- 4. Explain the safety rules that you need to follow before participating in swimming or boating.
- 5. Visit a local pool or public swimming area with your family or den. With qualified supervision, jump into water that is at least chest-high, and swim 25 feet or more.

NOTES TO DEN LEADER

An overview of BSA swimming and water activities is included in the appendix. In preparation for any in-water activity, you should complete the BSA online training for Safe Swim Defense. This training outlines how to help lead a safe swimming activity with your den. The training is available at my.scouting.org. You may also find the BSA publication *Aquatics Supervision*, No. 34346, helpful to fully understand the use of aquatic activities in Scouting.

Meeting 2 will be an outing to a local pool or other swimming area for completion of requirements 3, 4, and 5. Parts of the adventure, including the den outing, may be easier to complete at a local Scout camp facility.

Identify the location well in advance of the outing and make arrangements with the staff member in charge. Review in advance the BSA Safe Swim Defense and Safety Afloat procedures. Confirm that all necessary supervision and safety measures will be in place for the outing. Also confirm plans with families, including place, time, and transportation. Secure activity consent forms.

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
- Bubble solution and wands for blowing bubbles (Gathering)
- Words for the Water Conservation Song written in large print on a poster board (Opening)
- Materials for the Water Pollution Demonstration (Activity 1): glass baking pan; powdered drink mix;
 sand; book or small block of wood; spray bottle filled with water
- Materials for the Pollution Obstacle Course (Activity 2): eight plastic cones or buckets; signs; chalk or tape

GATHERING

- Provide bubble solution for Wolf Scouts to blow bubbles while they wait for everyone to arrive.
- If possible, make a variety of wands available so the bubbles will be in different shapes.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Law.
- Lead the den in singing the Water Conservation Song (to the tune of "Row, Row, Row Your Boat"):

Turn, turn, turn off the tap, Be sure to fix those leaks. You'll be saving drops of water Each and every week.

Wash your dishes, cars, and bikes, But don't let water run. Saving water is our game So we can have more fun!

TALK TIME

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

ACTIVITIES

Activity 1: Water Pollution Demonstration (Requirement 1)

- Have the Scouts perform this demonstration, following the directions in the Wolf Handbook.
- As a group, reflect on the demonstration and some of the causes of water pollution they might have witnessed. What can they do to help at home and in the community?

Activity 2: Pollution Obstacle Course (Optional)

- If possible, the den should play this activity outside with these materials: 8 plastic cones or small buckets; signs on sticks; and tape or chalk for marking start and finish lines.
- First, the Scouts use the cones or buckets to set the obstacles over an area of 10 to 15 feet.
- Then they place one sign at each obstacle, each with a label:
 - Candy wrappersLeavesPet waste
 - FertilizerLitterPlastic bags
 - Grass clippingsPesticide

- Together, the Scouts pretend to be a stream of water that must remain clean so it can fill a swimming pool or serve as drinking water. They stand single file at the starting line, with Cub Scouts putting their hands on the shoulders of the Scout in front of them. On signal, they move as quickly as possible through the course without anyone letting go or touching any of the obstacles.
- If the den is large, divide the Scouts into two teams. They can take turns running the course while the den chief clocks their time.

Activity 3: Conservation Quiz (Requirement 2)

- Quiz the Scouts on how to save water in five different activities listed below. Guide them toward the
 answers presented here.
 - 1. **Brushing your teeth:** Turn off the tap while you brush, then turn it back on when you are ready to rinse your mouth. This may save up to eight gallons of water a day in one household—more than 200 gallons a month!
 - 2. **Bathing:** Take a shower instead of a bath, and limit it to five minutes. A shower with a low-flow head uses less water than filling a bathtub.
 - 3. **Washing your hands:** Turn the faucet off completely when you are finished, and make sure to fix all faucet leaks. A tiny drip can waste up to 10 gallons a day.
 - 4. **Watering the lawn:** Do this early in the morning or late in the evening so the water won't evaporate in the heat of the day.
 - 5. **Washing your bike:** Do this with a bucket that you can refill instead of running a hose the whole time. If you need to wash a car, look for car washes that recycle their water.

CLOSING

- Gather the den together and say: We have learned a lot about water conservation today. In the next meeting, we will learn about having fun in the water and keeping ourselves and others safe.
- · Recite the Scout Oath.
- Review details for the upcoming outing in Meeting 2. Make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- · Record completion of requirements 1 and 2.
- Work together to clean up the meeting space.
- Prepare thank-you notes for Wolves to sign at the next meeting. The notes should be given to anyone
 who helps with the outing, including lifeguards at the pool or swimming area.

MEETING 2 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- One buddy tag for each Scout
- This meeting, a den outing to a local pool or other swimming area, may necessitate more than one
 visit for all the Scouts to meet requirements 3, 4, and 5. The size of your den may determine how you
 wish to proceed.
- A Scout-owned camp facility may be a good site for the outing if qualified swimming instruction and boating resources are available there. Consult with your local council.
- You might also consider local schools, colleges, YMCAs, Boys & Girls Clubs, or the local Red Cross chapter. Your council aquatics committee may be able to help arrange facilities and personnel.
- Swimming activities must be supervised by an adult with current Safe Swim Defense training. All
 leaders for this adventure should consider taking or renewing such training. You may also want to
 invite a BSA Lifeguard. ONLY experienced, trained individuals should conduct swimming instruction.
- Confirm that transportation to and from the event is in place. Secure signed activity consent forms.
- The unit den leader should bring a copy of the Guide to Safe Scouting.

GATHERING

While waiting for everyone to arrive at the site, remind the Cub Scouts of appropriate behavior including safety considerations. Point out any rules at the swimming area beyond the basic safety rules of the BSA.

OPENING (REQUIREMENT 4)

- Say the Pledge of Allegiance.
- Ask Scouts to name points of the Scout Law they will demonstrate during the outing (obedient, courteous, etc.).
- Review the buddy system: A buddy is someone who helps if you get into trouble, and you can help them if they need it.
- Have the Scouts repeat the safety rules you reviewed in the Gathering. As a den, recite the SCOUT water safety chant in the Wolf Handbook.

TALK TIME (REQUIREMENT 3)

- · Carry out business items for the den.
- Have the Scouts tell why swimming is a great exercise. (Exercise strengthens the heart, muscles, and joints. Swimming is one of the best exercises, as it uses most of the body's muscles without putting much stress on the joints.)
- Introduce the response personnel and lifeguards who will assist with the outing. It is their job to oversee
 the swimming area and respond if someone gets into trouble. Always be very obedient to them;
 someone's life may depend on it. Make sure the Scouts know where the qualified adult supervisors
 will be located. Ask Wolves why response personnel and lifeguards are important to everyone there.
- Remind everyone in the den that "A Scout is obedient" in observing safety rules when they are in or
 near the water. "A Scout is brave" in attempting things that make them uncomfortable. Some people
 are uncomfortable flying or being up high; others are uncomfortable jumping into water. Everyone is
 brave when they try to deal with those feelings, whether or not they conquer them.

ACTIVITIES

Activity 1: Buddy Check and Warm-up (Optional)

- Do a buddy check before allowing the Scouts to enter the water, and every 10 minutes throughout the session. You may want to assign this task exclusively to one adult.
- Before anyone enters the water, have them do simple warm-up activities, including stretching the
 torso, arms, and legs. Remind Wolves they must stay in the designated area during the activities—no
 more than chest-deep.

Activity 2: Jumping In and Swimming (Requirement 5)

Leaders should be cautioned that those without experience in deep water should not jump into it without coaching, practice, and guidance. Scouts who do not have swimming experience should have special attention and guidance from an experienced, trained instructor in order to work on this requirement. Before each Scout enters the water, ask first if they have jumped into chest-deep water. It is very important that you understand the comfort level of the Scouts; if they seem nervous, allow them to first slide into the water or step into it using the ladder.

To teach a simple jump entry, the instructor will have the participant stand at the pool or dock edge where the water will be chest-deep but less than chin-deep. (Chest-deep is the limit for nonswimmers.) The Scout should bend slightly at the knees and hop forward as if trying to land with both feet together on the surface of the water. Arms should be extended forward with the body leaning slightly forward from the waist. The participant should jump away from the side, rather than try to land close enough to grab hold.

The Scout's feet should gently touch the bottom when they jump in. They should then use the bottom to push off to get started in their attempt to swim 25 feet. Have them lean forward and begin swimming as they come up. Any surface stroke the Scout is comfortable using is acceptable for fulfilling requirement 5.

Upon completion of the Spirit of the Water adventure, your Wolves will have earned the adventure loop shown here. Make sure they are recognized for their completion by presenting the adventure loops, to be worn on their belts, as soon as possible according to your pack's tradition.



MEETING 2 RESOURCES

BSA SAFE SWIM DEFENSE

BSA groups shall use Safe Swim Defense for all swimming activities. Go to 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
- 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. Cub Scouts 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 five-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.

Studies show that more than half of victims at public pools are spotted first by others rather than lifeguards. The buddy system is still very important for safety as well as instilling responsibility. 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.

SAFETY AFLOAT (Boating Safety)

BSA groups shall use Safety Afloat for all boating activities. Go to https://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. That possibility is further supported by the Scouts in Action reports in *Boys' Life* magazine. Cub Scouts do save 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. Laying 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 further 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 often 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.

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APPENDIX

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

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APPENDIX 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, pingpong 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."

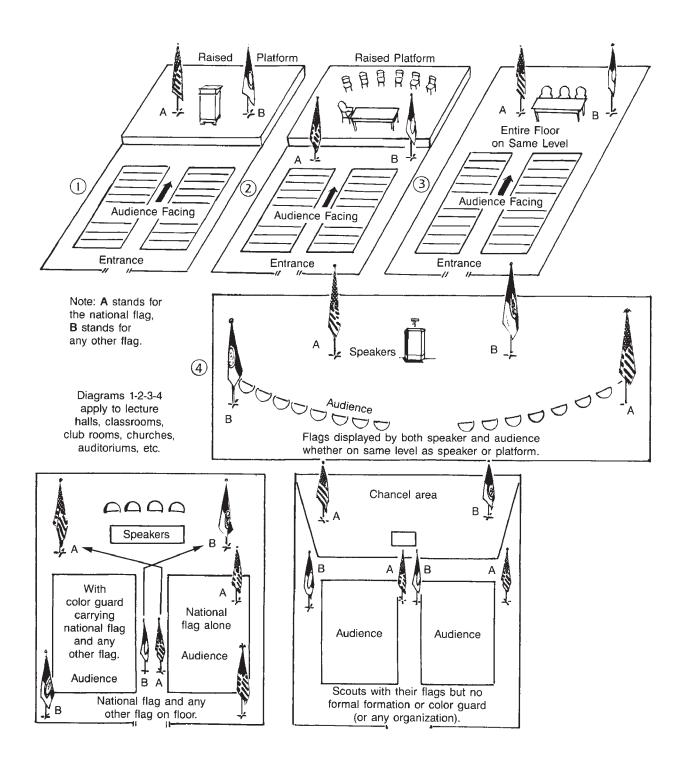
♦ STANDARD INDOOR FLAG CEREMONY USING FLAG STANDS

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
Attention. Will Scouts please rise.	(Pause.) The color guard waits in the back of the room for the Scouts to stand and become quiet.
Color guard, advance.	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.
Hand salute.	Everyone, with the exception of the flag bearers and guards, salutes.
Please say with me the Pledge of Allegiance.	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.
Two.	The den drops its salute. The den flag is raised to its vertical position again.
Color guard, post the colors.	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.
Color guard, dismissed.	The U.S. flag guard leads the procession to the back of the room with the narrator following last.



♦ RETRIEVAL OF COLORS INDOORS

NARRATOR WILL CALL:	ACTIONS
Attention. Will Scouts please rise.	(Pause.) The color guard waits in the back of the room for the audience to rise and become quiet.
Color guard, advance.	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.
Color guard, salute.	The guards and bearers salute.
Color guard, retrieve the colors.	The U.S. flag is removed first (just slightly ahead of the den flag).
Hand salute.	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.
Two.	Everyone drops the salute.

♦ STANDARD OUTDOOR FLAG CEREMONY USING A FLAGPOLE

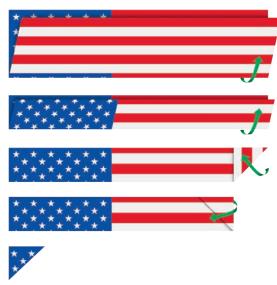
Preparation: Check the flag against the rope to make sure the attachments line up before the flag ceremony. It helps to lower the loops to the base of the flagpole so it is ready for the ceremony. Rewind the cord to hold in place.

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
Attention. Will the audience please rise.	(Pause while everyone stands and remains quiet.) The color guard waits in the rear for the audience to become quiet.
Color guard, advance.	The U.S. flag guards and bearer walk in and take their positions near the flagpole, facing the audience.
Color guard, prepare to raise the colors.	The line is unwound. The flag is unfolded and attached to the rope.
Hand salute.	Everyone, with the exception of the U.S. flag guards and bearer, salutes.
Color guard, raise the colors.	Then the flag is raised quickly to the top of the pole, and the cord is wound back in place.
Please say with me the Pledge of Allegiance.	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.
Two.	The den drops its salute.
Color guard, salute.	The U.S. flag guards and bearer salute.
Color guard, dismissed.	The color guard retreats to the back of the group.

♦ RETRIEVAL OF COLORS—FLAGPOLE

NARRATOR WILL CALL:	ACTIONS
Attention. Will the audience please rise.	(Pause.) The color guard waits in the rear for the audience to become quiet.
Color guard, advance.	The U.S. flag guards and bearer walk to the flagpole. They stand behind the flag, facing the audience.
Color guard, salute.	The U.S. flag guards and bearer salute.
Color guard, prepare to retrieve the colors.	They unwind the cord and wait.
Hand salute.	Everyone, with the exception of the U.S. flag guards and bearer, salutes. The U.S. flag is quickly lowered.
Two.	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.
Color guard, retreat.	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.





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
ı.	Administration			
	☐ Guide to Safe Scouting reviewe	ed 🖵 (Camp reservation made	e
	☐ Parent permission slips		Camp deposit/fee paid	
	☐ Health forms	Q L	ocal requirements	
	☐ Insurance		icenses 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	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	
	☐ 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.

OUP 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-

en
/e length of the dowel. Award small items at amped leather pieces, stamps on poster board

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

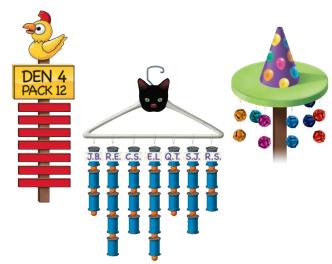
DEN DOODLES

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*.

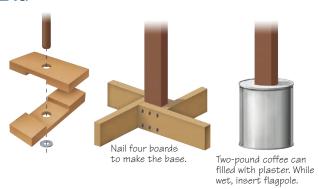
DEN FLAGS

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 lipreading 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.
- 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.
- 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 thirdgrade 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	What did you do?
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	What did you do? or, How did you do it?
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	How will you use what you learned?
	How can participants use this skill more effectively?
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."

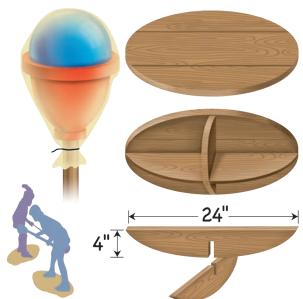
HOMEMADE GAMES

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.

NOW 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



Center for Outdoor Ethics LNT.org

*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 5 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 overarm 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

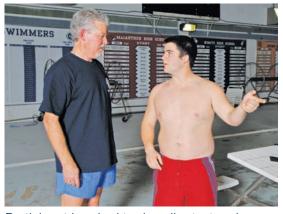
Swimmers:

- ✓ 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



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.

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

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 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.

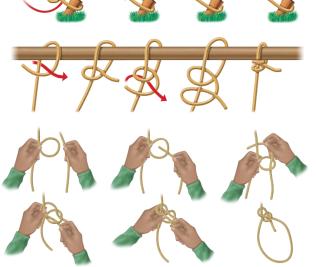
FUSING A ROPE

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.

- Square Knot: For tying two ropes together and for tying bandages in first aid.
- 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.
- Two Half Hitches: For tying a rope to a post or ring.
 This knot is strong but is easy to loosen.
- 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 by 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.



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 5 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 *

ILLUSTRATION

Jeff Ebbeler-pages 78 and A-42

John McDearmon—page 38

Rob Schuster-pages 39, 70, 96, 152, A-14, A-28, A-29, A-45, and A-63

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U.S. Mint, courtesy-page 88

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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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