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# DEN LEADER GUIDE



BOY SCOUTS OF AMERICA®

C U B  S C O U T S



**WEBELOS**

**DEN LEADER  
GUIDE**



BOY SCOUTS OF AMERICA®

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# A WORD ABOUT YOUTH PROTECTION

Child abuse is a serious problem in our society and, unfortunately, it can occur anywhere, even in Scouting. Because youth safety is of paramount importance to Scouting, the Boy Scouts of America continues to strengthen barriers to abuse through its policies and leadership practices, through education and awareness for youth, parents, and leaders, and through top-level management attention to any reported incidents.

## KEY TO SUCCESS: LEADERSHIP EDUCATION AND TRAINING

Registered leaders are required to complete Youth Protection training within 30 days of registering. Parents, guardians, and any adults working with youth (whether in Scouting or not) are also encouraged to take the training.

To take the training online, go to [www.myscouting.org](http://www.myscouting.org) and establish an account. If you do not yet have your membership number, be sure to return to MyScouting later and enter your number for training record credit.

The training must be taken every two years to remain current. If a volunteer does not meet the BSA's Youth Protection training requirement at the time of recharter, the volunteer will not be reregistered.

## BSA YOUTH PROTECTION TRAINING

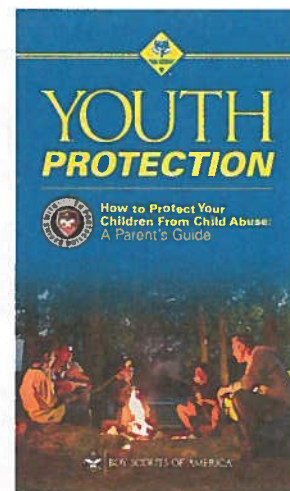
The BSA created Youth Protection training to address the needs of different age groups as follows.

- **Youth Protection Training for Volunteer Leaders and Parents**—Adults come away with a much clearer awareness of the kinds of abuse, the signs of abuse, and how to respond and report should a situation arise.
- **Youth Protection Guidelines: Training for Adult Venturing Leaders**—Designed to give guidance to the leaders in our teenage coed Venturing program. Supervision and relationship issues have a different focus regarding personal safety with this age group.
- **It Happened to Me**—Developed for Cub Scout-age boys from 6 to 10 years old and their parents. It addresses the four rules of personal safety: Check first, go with a friend, it's your body, and tell.
- **A Time to Tell**—A video for Boy Scout-age boys from 11 to 14 years old—the target group for most molesters. It stresses the three R's of youth protection: Recognize, Resist, and Report.
- **Personal Safety Awareness for Venturing**—Developed for youth ages 13 through 20 in the coeducational Venturing program. It deals with issues pertinent to this age group.

The BSA has Youth Protection policies to protect youth, and these same policies help protect adult volunteers. These and other key policies are addressed in the training:

- Two-deep leadership is required on all outings.
- One-on-one contact between adults and youth members is prohibited.
- Privacy of youth is respected.
- Separate accommodations for adults and Scouts are required.
- Units are responsible to enforce Youth Protection policies.

To find out more about the Youth Protection policies of the BSA and how to help Scouting keep your family safe, see the *Guide to Safe Scouting* at [www.scouting.org/HealthandSafety/GSS/toc.aspx](http://www.scouting.org/HealthandSafety/GSS/toc.aspx) and the Parent's Guide in any of the Cub Scouting or Boy Scouting handbooks, or go to [www.scouting.org/Training/YouthProtection.aspx](http://www.scouting.org/Training/YouthProtection.aspx).





# CONTENTS

|                                                                   |    |
|-------------------------------------------------------------------|----|
| ◆ Welcome .....                                                   | 5  |
| ◆ Webelos Introduction .....                                      | 5  |
| ◆ An Overview of Cub Scouting .....                               | 5  |
| The Purpose of Cub Scouting .....                                 | 5  |
| Cub Scouts: A Positive Place .....                                | 5  |
| One Oath, One Law .....                                           | 6  |
| History of the Webelos Program .....                              | 8  |
| ◆ Delivering the Cub Scout Program .....                          | 10 |
| Roles and Responsibilities in Cub Scouting .....                  | 10 |
| The Role of Training .....                                        | 12 |
| Resources .....                                                   | 12 |
| The Cubmaster: Your Key Resource for Program Planning .....       | 12 |
| Responsibilities to the Boys .....                                | 13 |
| ◆ The Cub Scout Ranks and Handbooks .....                         | 14 |
| ◆ Advancement .....                                               | 15 |
| The First Rank for All Boys—Bobcat .....                          | 18 |
| Webelos Advancement .....                                         | 18 |
| Webelos and Arrow of Light Program Planning .....                 | 22 |
| ◆ Den Meetings .....                                              | 22 |
| The Parts of a Den Meeting .....                                  | 22 |
| What Are Den Meeting Plans, and How Do I Use Them? .....          | 23 |
| Character Compass Points .....                                    | 24 |
| Do-at-Home Projects .....                                         | 24 |
| Your First Den Meeting .....                                      | 24 |
| Den Outings .....                                                 | 25 |
| ◆ Working With Cub Scout-age Boys .....                           | 26 |
| Working With Cub Scouts With Special Needs and Disabilities ..... | 28 |
| ◆ Helpful Hints for Den Leaders .....                             | 30 |
| Planning Your Meetings in Advance .....                           | 30 |
| Den Rules and Code of Conduct .....                               | 30 |
| Duty to God Adventures .....                                      | 30 |
| Ceremonies .....                                                  | 31 |
| Immediate Recognition .....                                       | 31 |
| Missed Meetings .....                                             | 31 |
| Snacks/Treats .....                                               | 32 |
| Den Scrapbook .....                                               | 32 |
| Tracking the Adventure .....                                      | 32 |
| Success .....                                                     | 32 |



|                                                        |      |
|--------------------------------------------------------|------|
| ◆ The Webelos Adventure Den Meeting Plans .....        | 33   |
| • Cast Iron Chef .....                                 | 35   |
| • Duty to God and You .....                            | 47   |
| • First Responder .....                                | 53   |
| • Stronger, Faster, Higher .....                       | 63   |
| • Webelos Walkabout .....                              | 69   |
| ◆ The Arrow of Light Adventure Den Meeting Plans ..... | 77   |
| • Building a Better World .....                        | 79   |
| • Camper .....                                         | 89   |
| • Duty to God in Action .....                          | 109  |
| • Scouting Adventure .....                             | 111  |
| ◆ Webelos/Arrow of Light Elective Adventures .....     | 125  |
| • Adventures in Science .....                          | 127  |
| • Aquanaut.....                                        | 139  |
| • Art Explosion.....                                   | 151  |
| • Aware and Care .....                                 | 157  |
| • Build It.....                                        | 165  |
| • Build My Own Hero.....                               | 171  |
| • Castaway .....                                       | 179  |
| • Earth Rocks!.....                                    | 189  |
| • Engineer .....                                       | 201  |
| • Fix It .....                                         | 209  |
| • Game Design .....                                    | 217  |
| • Into the Wild.....                                   | 225  |
| • Into the Woods.....                                  | 235  |
| • Looking Back, Looking Forward .....                  | 241  |
| • Maestro! .....                                       | 251  |
| • Moviemaking.....                                     | 259  |
| • Project Family .....                                 | 265  |
| • Sportsman .....                                      | 273  |
| ◆ Appendix .....                                       | A-1  |
| 1. Parts of Your Meeting .....                         | A-7  |
| 2. Working With Boys.....                              | A-25 |
| 3. Crafts .....                                        | A-32 |
| 4. Games.....                                          | A-36 |
| 5. Outdoors .....                                      | A-46 |
| 6. Resource Guide for Aquatics Activities.....         | A-53 |
| 7. Leader Helps.....                                   | A-62 |
| 8. Awards .....                                        | A-63 |
| 9. Additional Resources .....                          | A-65 |

# WELCOME

Welcome, Cub Scout leader! You have chosen to make an important difference in the lives of the boys in your den and pack. With your guidance as their leader, the Cub Scouts will develop character, leadership skills, responsibility, fitness, and a love for fun while learning. Your role as a den leader is a critical one to a boy's success and continued involvement in Cub Scouting. This guide is your key to leading a successful program for the boys in your den. The materials have been developed to help bring to life the adventures promised in the *Tiger Handbook*, *Wolf Handbook*, *Bear Handbook*, and *Webelos Handbook*.

## WEBELOS INTRODUCTION

The basic information for planning and conducting Webelos den meetings and activities can be found in this guide and in the Cub Scout Leader Book. The Webelos program plan for a den will depend on the starting date and transition date of the Scouts. A base plan, derived from the den meeting plans, is offered in the Webelos and Arrow of Light Program Planning section of this guide. This plan will create the opportunity to earn the Arrow of Light badge while boys prepare to become Boy Scouts. The Webelos den leader may modify or reorder this plan to meet the needs of the den, so long as all advancement requirements are met for the Webelos badge and the Arrow of Light badge.

You can find additional planning ideas in the Webelos Handbook, and the Cub Scout Ceremonies for Dens and Packs. You can also get suggestions, information, and support from fellow leaders, the unit commissioner, and the district training staff, as well as by attending Cub Scout leader roundtables, pow wows, and universities of Scouting.

Finally, a wealth of information is available at the National Council website, [www.scouting.org](http://www.scouting.org).

## AN OVERVIEW OF CUB SCOUTING

### THE PURPOSE OF CUB SCOUTING

Cub Scouting is a year-round, family-oriented part of the Boy Scouts of America program designed for boys who are in first through fifth grades (or are 7, 8, 9, and 10 years of age). Parents, leaders, and organizations work together to achieve the 10 purposes of Cub Scouting:

- Character Development
- Spiritual Growth
- Good Citizenship
- Sportsmanship and Fitness
- Family Understanding
- Respectful Relationships
- Personal Achievement
- Friendly Service
- Fun and Adventure
- Preparation for Boy Scouts



All the activities leaders plan and boys enjoy should relate to one or more of these purposes.

### CUB SCOUTS: A POSITIVE PLACE

The Boy Scouts of America emphasizes a positive place in Cub Scouting. Any Cub Scouting activity should take place in a positive atmosphere where boys can feel emotionally secure and find support, not ridicule. Activities should be positive and meaningful and should help support the purpose of the BSA.

# ONE OATH, ONE LAW

Use of the Scout Oath and Scout Law in Cub Scouts and all Scouting programs is designed to help emphasize the unity of the Scouting movement. This helps fulfill Scouting's mission and vision statements, both of which mention the Scout Oath and Scout Law:

**Vision Statement:** The Boy Scouts of America will prepare every eligible youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Law.

**Mission Statement:** The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.

| Scout Oath                                                                                                                                                                                                             | Scout Law                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| On my honor I will do my best<br>To do my duty to God and my country<br>and to obey the Scout Law;<br>To help other people at all times;<br>To keep myself physically strong,<br>mentally awake, and morally straight. | A Scout is trustworthy, loyal, helpful, friendly,<br>courteous, kind, obedient, cheerful, thrifty,<br>brave, clean, and reverent. |

## Age-Appropriate Expectations for Learning the Scout Oath and Scout Law

The concepts of the Scout Oath and Scout Law are difficult to master, but they are not so difficult that a Cub Scout cannot begin the journey. In the beginning of the Cub Scout's journey, don't expect him to memorize. The Scout Oath and Law are printed on the back cover of the handbooks. Use the handbook or a poster as an aid to reciting.

You can also use older Scouts and adults as mentors to help bring your Cub Scouts along at a pace comfortable for their learning needs.

The following descriptions can help you explain the meaning of the Scout Oath and Scout Law to Cub Scouts:

## The Meaning of the Scout Oath

### ON MY HONOR

Saying "On my honor" is like saying "I promise." It means that you will do your best to do what the Scout Oath says.

The Scout Oath has three parts. Let's look at what they mean.

### TO DO MY DUTY TO GOD AND MY COUNTRY AND TO OBEY THE SCOUT LAW

A duty is something you are expected to do. At home, you might be expected to make up your bed or take out the trash. You also have duties to God and to your country. You do your duty to God by following the teachings of your family and religious leaders. You do your duty to your country by being a good citizen and obeying the law. You also promise to live by the 12 points of the Scout Law, which are described here.

### TO HELP OTHER PEOPLE AT ALL TIMES

Many people need help. A friendly smile and a helping hand make life easier for others. By doing good deeds, you make our world a better place.

### TO KEEP MYSELF PHYSICALLY STRONG, MENTALLY AWAKE, AND MORALLY STRAIGHT

The last part of the Scout Oath is about taking care of yourself. You stay physically strong when you eat the right foods and get plenty of exercise. You stay mentally awake when you work hard in school, learn all you can, and ask questions. You stay morally straight when you do the right thing and live your life with honesty.



## The Meaning of the Scout Law

The Scout Law has 12 points. Each one is a goal you should do your best to achieve.

A Scout is **TRUSTWORTHY**.

A Scout tells the truth and keeps his promises. People can depend on him.

A Scout is **LOYAL**.

A Scout is true to his family, friends, Scout leaders, school, and country.

A Scout is **HELPFUL**.

A Scout volunteers to help others without expecting a reward.

A Scout is **FRIENDLY**.

A Scout is a friend to everyone, even people who are very different from him.

A Scout is **COURTEOUS**.

A Scout is polite to everyone and always uses good manners.

A Scout is **KIND**.

A Scout treats others as he wants to be treated. He never harms or kills any living thing without good reason.

A Scout is **OBEDIENT**.

A Scout follows the rules of his family, school, and pack. He obeys the laws of his community and country.

A Scout is **CHEERFUL**.

A Scout looks for the bright side of life. He cheerfully does tasks that come his way. He tries to make others happy.

A Scout is **THRIFTY**.

A Scout works to pay his way. He uses time, property, and natural resources wisely.

A Scout is **BRAVE**.

A Scout can face danger even if he is afraid. He stands for what is right even if others laugh at him.

A Scout is **CLEAN**.

A Scout keeps his body and mind fit. He helps keep his home and community clean.

A Scout is **REVERENT**.

A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others.



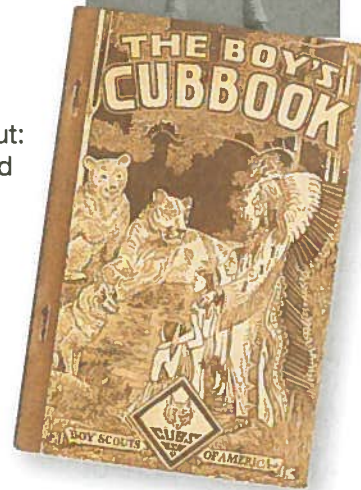
# HISTORY OF THE WEBELOS PROGRAM

In 1902, Ernest Thompson Seton started an outdoor program for boys called the Woodcraft Indians. In 1910, he became one of the founders of the new Boy Scout movement and one of its best-known promoters. During the 1920s, he helped Dr. Huber William Hurt develop the Cub program, and by 1928, Cubbing units were field tested in each of the BSA's regions. On April 1, 1930, the first pack charters were issued for the new Cubbing program (not officially called Cub Scouting until 1945). The first piece of Cubbing literature, *The Boy's Cubbook*, was also published in 1930.

The new program adapted activities, games, and ceremonies from other youth groups, such as Seton's Woodcraft Indians; Wolf Cubbing, developed in England by Lord Baden-Powell; and the Boy Rangers of America. American Indian lore was emphasized.

In the first handbooks, Akela was an American Indian boy, son of the chief of the Webelos Tribe. "Webelos" was explained as "a word with an inner meaning, signifying progress from Wolf through Bear and Lion Ranks to Scout: W-B-L-S...We'll Be Loyal Scouts." The chief of the Webelos Tribe was named Arrow of Light, which was adapted from the Arrow Park World Jamboree in London in 1929, when the Golden Arrow was made the symbol of world friendship.

The Cubbing story told of the boy Akela being taken on trips into the forest where he learned knowledge and skills from the wolf and the bear. Before he could become a Scout, he had to look the lion in the eye and learn courage and determination. Then, he was admitted to the lower ranks of the young Scouts of the trail, advancing (at the age of 12) from the world brotherhood of Cubs into the world brotherhood of Scouts.





In later years, the name Akela was used for the chief of the tribe or pack. By 1980, a parent, an older brother or sister, or an adult friend could be Akela and help the Cub Scout along the advancement trail.

In the 1930s, Cubbing organization structure was like today's Cub Scouting, except that dens were led by Boy Scout den chiefs. Dens met weekly at a member's home for games, den competitions, advancement awards, stunts, and other activities. A Cub's advancement was from Bobcat (all new members) to Wolf (9 years old), Bear (10 years old), and Lion (11 years old).

In 1953, a Cub Scout advisory group began studying a proposed Webelos den plan to help create more variety in the program for older boys. In 1954, the Webelos den was created for 10 1/2-year-old boys, with a new Webelos den badge. The first Lion-Webelos Book with meeting outlines helps for Webelos leaders was introduced in 1958.

In 1988, a two-year Webelos Scout program was recommended; however, the changes were not fully implemented until 1989. These changes included an expanded outdoor program with more opportunities for boy leadership, which would provide a better vehicle for Webelos Scouts to progress into Boy Scouting.

The most recent changes to the Webelos program were released in 2015 with a new emphasis on adventure as the heart of the program. The updated program materials focus on delivering the aims of Scouting to boys and their families and further emphasize the role of leadership and outdoor adventure. The Webelos den program of the 21st century is an exciting adventure for boys, their families, and their leaders. The outdoor program, the opportunities for boy leadership, and the preparation for boys to leave Cub Scouting and embark on the adventure of Boy Scouting are all wonderful steps for boys to take on the road to becoming a First Class Boy Scout and then soaring on to Eagle.





# DELIVERING THE CUB SCOUT PROGRAM

Cub Scouting can be extremely rewarding for the boys in the program and their adult leaders. Taking the time to review this information and using the den meeting plans in this den leader guide is the first and best step toward assuring that you can deliver the fun the boys want as easily as possible. Following are some considerations to make things even smoother.



## SAFETY FIRST

In conducting activities, Cub Scout den leaders must maintain adequate supervision and assure the proper use of materials. Be careful, and remember: Safety must always come first!

Refer to the latest printing of the *Guide to Safe Scouting*, No. 34416, for information on policies relating to the many activities in which your den may participate.

The *Guide to Safe Scouting* is available on the National Council Web site at [www.scouting.org](http://www.scouting.org), or you can find it at your local council service center. **The online version of the *Guide to Safe Scouting* will always have the most current information ([www.scouting.org/HealthandSafety/GSS/toc.aspx](http://www.scouting.org/HealthandSafety/GSS/toc.aspx)).**

## ROLES AND RESPONSIBILITIES IN CUB SCOUTING

Adults support Cub Scouting through a variety of ways. Some adults take on a role with the pack committee and provide support through finance, facilities, and recruiting new leaders. Below are job descriptions for key roles in a Cub Scout den.

### ◆ DEN LEADER

Cub Scout den leaders work directly with Cub Scouts and their parents/guardians to execute the Cub Scouting program in the den.

**Qualifications:** Is at least 21 years old, and should be an experienced leader, but may be a parent or guardian of a boy in the den. Recommended by the Cubmaster after consultation with the parents and guardians of the Cub Scouts involved, and approved by the pack committee and chartered organization. Registered as an adult leader of BSA.

#### Responsibilities:

- Work directly with other den and pack leaders to ensure that the den is an active and successful part of the pack.
- Plan, prepare for, and conduct den meetings with the assistant den leader and den chief (if Wolf, Bear, or Webelos den leaders) or adult partners (if Tiger den leaders).
- Attend the monthly pack leaders' meetings.
- Lead the den at the monthly pack activity.
- Ensure the transition of Cub Scouts to a den of the next rank (or to a Boy Scout troop if Webelos Scouts) at the end of the year by encouraging them to earn the adventures for advancement.
- Keep accurate records, and see that Cub Scouts receive recognition for their achievements.
- Help the den earn the National Den Award.
- Establish good working relationships with den families, seeking out their skills and talents.
- Follow the policies of the Boy Scouts of America.

Your Cubmaster or pack trainer will be glad to explain any of these responsibilities. Being a trained leader will also help you understand the responsibilities of your role.

Tiger den leaders should do the following.

- Coordinate shared leadership among the Tiger adult partners in the den.
- Ensure that each Tiger and his adult partner have the opportunity to be the host team, planning and executing the den activities, and rotate responsibilities monthly.

All Cub Scout den leaders should keep in mind these responsibilities.

- Help train the den chief and guide him in working with Cub Scouts. See that he receives recognition for his efforts at den and pack meetings.
- Provide meaningful responsibilities for the denner and assistant denner so that they can learn responsibility and gain satisfaction from their efforts.

The Webelos den leader should remember these responsibilities.

- Help train the Webelos den chief and guide him in leading Webelos Scouts. Attend den chief training with him. See that he receives recognition for his efforts at den and pack meetings.
- Provide worthwhile tasks for the Webelos denner so that he can assume some responsibility and gain satisfaction from his efforts.
- Along with the Scoutmaster and assistant Scoutmaster, plan and conduct meaningful joint activities.
- Plan and carry out overnight campouts and other outdoor activities.

### ◆ ASSISTANT DEN LEADER

The assistant Cub Scout den leader shares the responsibilities of the Cub Scout den leader and may be called upon to serve as a family contact or record keeper or to handle other details of den operation. Each den should have at least one assistant den leader, and more if needed. Successful den leaders share their leadership with their assistant den leader.

### ◆ PARENTS/GUARDIANS/FAMILIES

Cub Scouting seeks to support the family, whatever that looks like. When we speak of parents or families, we are not referring to any particular family structure. Some boys live with two parents, some live with one parent, some have foster parents, and some live with other relatives or guardians. Whomever a boy calls his family is his family in Cub Scouting.

Our focus is on helping build strong families as we build stronger boys. Don't try to carry the load yourself. Involve parents or guardians and encourage them to lend expertise to the program in their areas of interest. Each parent has something to contribute. Invite them to participate and use their skills. Use "two-deep leadership," which means that two adults are required for all outings or activities. Review the section in the *Cub Scout Leader Book* on Parents and Families for more information on how parents can help.

### ◆ DENNER AND ASSISTANT DENNER

The denner is a den member selected to be a boy leader for a short period of time—anywhere from one week to several months. It is a good practice for the den leader to rotate the position of denner throughout the den so all boys have the opportunity to experience the leadership position. The den leader and den chief determine his responsibilities, which might include helping to set up and clean up the den meeting place; helping with games, ceremonies, tricks, and puzzles; leading a song; or acting as den cheerleader. The denner should be given meaningful responsibilities and recognition to help him learn how to be a leader. The denner wears a shoulder cord on the left shoulder. Some dens also have assistant denners who assist the denner and may move up to the denner position after his rotation.

## ◆ DEN CHIEF

The den chief is a Boy Scout, Varsity Scout, Venturer, or Sea Scout who serves as an activities assistant at Wolf, Bear, or Webelos Scout den meetings. He (or she, if you work with a female Venturer or Sea Scout) can serve as a positive role model for Cub Scouts as they look toward joining the Boy Scout program and beyond. The Scoutmaster from a local troop may be able to help identify a den chief.

## THE ROLE OF TRAINING

Core to succeeding with these responsibilities is the concept that every Cub Scout deserves a trained leader. Being a trained leader helps you deliver the program in a way that is effective and efficient with a focus on the core objectives for the boy. Becoming a trained leader requires completion of the following training:

- Youth Protection
- Leader Position-Specific

Both trainings are available online at [www.myscouting.org](http://www.myscouting.org) and as an in-person training through your local council service center. Consult with your pack trainer or visit [www.myscouting.org](http://www.myscouting.org) for training options. Leaders who have completed these two trainings qualify to wear the trained leader strip.

## RESOURCES

This *Den Leader Guide* is designed to be self-contained, including all the information you will need to run your den meetings. However there are additional resources which add character and context to the Cub Scout leader's experience. As you gain more experience you should consider having the following in your personal Cub Scouting library. Many packs have pack libraries as well for sharing among their pack leadership.

- *Cub Scout Leader Book* (No. 33221)
- *Webelos Handbook* (No. 33452)
- *Leader How-To Book* (No. 33832)
- *Group Meeting Sparklers* (No. 33122)
- *Ceremonies for Dens and Packs* (No. 33212)
- *Cub Scout Songbook* (No. 33222)

## THE CUBMASTER: YOUR KEY RESOURCE FOR PROGRAM PLANNING

You will work closely with the Cubmaster to deliver the Cub Scout program to the boys in your den. The Cubmaster works as the program leader for the pack. In addition to working with den leaders, he or she will lead the pack program at your monthly pack meeting. Some of the ways you and the Cubmaster will collaborate include the following:

- Work together to plan and help carry out the Cub Scout program in the pack according to the policies of the BSA. This includes leading the monthly pack meeting with the help of other leaders.
- With the pack committee, develop and execute a year-round recruitment plan for recruiting boys into Cub Scouting.
- Acquire and use the appropriate and available Scouting literature, including the den leader guide for each program level and the pack meeting plans available online at [www.scouting.org](http://www.scouting.org).
- See that the pack program, leaders, and Cub Scouts positively reflect the interests and objectives of the chartered organization and the BSA.
- Encourage movement into a Boy Scout troop by establishing and maintaining good relationships with Boy Scout troops; this is especially important for Webelos den leaders. Your pack may have an assistant Cubmaster whose primary responsibility is to support transition from Cub Scouting into Boy Scouting.



- Together, maintain good relationships with parents and guardians. Seek their support, and include them in activities.
- Work collaboratively to ensure that Cub Scouts receive a quality, year-round program filled with fun and activities that qualify the dens and pack for the National Summertime Pack Award.
- Participate with the Cubmaster and the pack committee chair in the pack's annual program planning conference and the monthly pack leaders' meetings.
- Work as a team with the pack committee chair to cultivate, educate, and motivate all pack leaders and parents or guardians in Cub Scouting.
- Work together to conduct impressive advancement, recognition, and graduation ceremonies. For Webelos ceremonies, involve Scoutmasters and other Boy Scout and Scout leaders.
- Bring families together at joint activities for Webelos dens (or packs) and Boy Scout troops.
- Support the policies of the BSA.

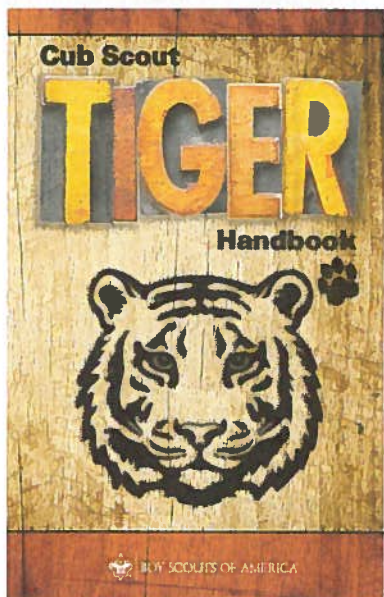
In addition to coaching and supporting den leaders, the Cubmaster will help coordinate den activities that will take place during the pack meeting. Many of the advancement requirements that are related to outdoor adventure and leadership development require the boys in each den to work with each other during pack meetings. The Cubmaster will help to organize those activities.

## RESPONSIBILITIES TO THE BOYS

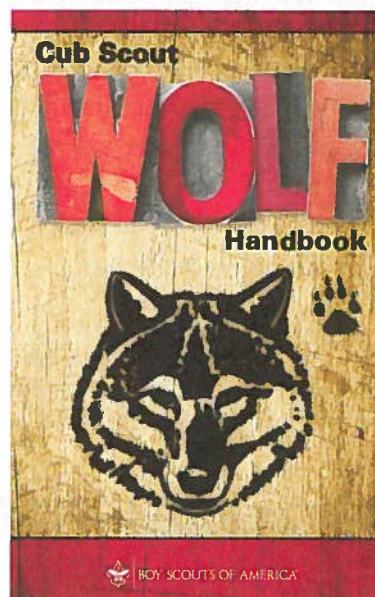
All Cub Scout leaders have certain responsibilities to the boys in Cub Scouts. Each leader should:

- Respect boys' rights as individuals and treat them as such. In addition to common-sense approaches this means that all parents/guardians should have reviewed *How to Protect Your Children From Child Abuse: A Parent's Guide*, and all youth leaders must have taken the BSA's Youth Protection training.
- See that boys find the excitement, fun, and adventure that they expected when they joined Cub Scouting.
- Provide enthusiasm, encouragement, and praise for boys' efforts and achievements.
- Develop among the boys a feeling of togetherness and team spirit that gives them security and pride.
- Provide opportunities for boys to experience new dimensions in their world.

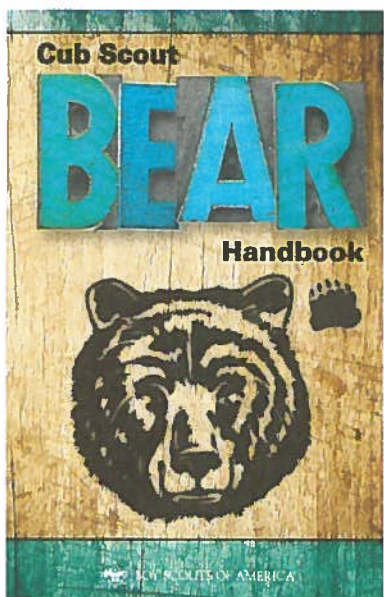
# THE CUB SCOUT RANKS AND HANDBOOKS



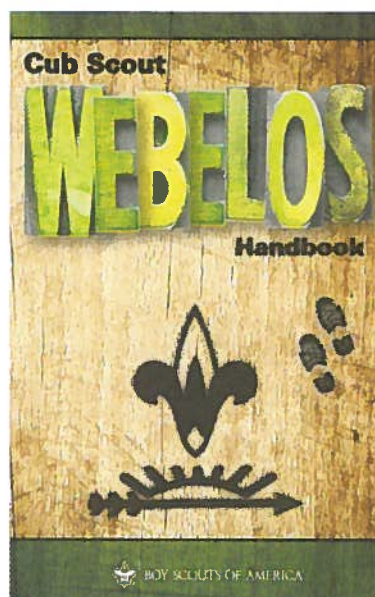
A boy who is 7 years old or is in the first grade is a Tiger, and his adventures are found in the *Tiger Handbook*.



A boy who is 8 years old or is in the second grade is a Wolf, and his adventures are found in the *Wolf Handbook*.



A boy who is 9 years old or is in the third grade is a Bear, and his adventures are found in the *Bear Handbook*.



A boy who is 10 and 11 years old or is in the fourth or fifth grade is a Webelos Scout, and his adventures are found in the *Webelos Handbook*.

The den meeting plans are written to help a boy earn the adventure requirements in his handbook. A den leader is strongly encouraged to have the handbook for the den he or she is leading as well, to be able to follow along with the boys and review for den meeting planning.



# ADVANCEMENT

## ◆ CUB SCOUT ADVANCEMENT FOR RANK BADGE

Advancement is one of the methods we use to achieve Scouting's aims and its desired outcomes. As boys earn the ranks of Bobcat, Tiger, Wolf, Bear, Webelos, and the Arrow of Light, they achieve important goals in developing skills and favorable dispositions related to personal fitness, good character, participatory citizenship, outdoor skills and awareness, and leadership development. Each level of the program from Tiger to Arrow of Light is designed to achieve these goals through a series of developmentally-appropriate and fun adventures.

## ◆ RECOGNITION PROCESS

No boy wants to wait several months to be recognized for his hard work. The Cub Scout program recognizes completion of intermediate steps leading to rank advancement by awarding an immediate recognition device.

Advancement gives boys a means of measuring their progress. Credit is given to the Cub Scout for each requirement when the adult partner (Tigers), den leader, and/or Webelos adventure pin counselor is satisfied that the boy has done his best.

Ensuring that boys are recognized immediately and publicly for their efforts is an important part of the advancement process. **No boy should have to wait for more than two weeks to receive a device and be recognized for his accomplishments.** Your pack may approach this in a variety of ways:

- The den leader may provide the recognition device (a pin for boys working on Webelos and Arrow of Light adventures or an adventure loop for boys working on Tiger, Wolf, and Bear adventures) at the final meeting when the Cub Scouts complete the adventure. At the following pack meeting, the boys would then receive a certificate during a brief ceremony. (Full-size and pocket certificates are available from your local Scout shop.)
- The pack may provide certificates for den leaders to award when the boys complete the adventure and then present the adventure loops and pins at the next pack meeting.

Packs are encouraged to find a method that works well for the boys in the pack, guided by principles that recognition is both *immediate* to encourage the boys and *public* to celebrate their success.

Advancement provides a satisfying means of recognizing boys for their progress. Boys have a ladder to climb, with recognition at each step. Presenting awards to boys in meaningful ceremonies to recognize their accomplishments is a principle of advancement. Advancement is not competition among boys. Each Cub Scout is encouraged to advance steadily and purposefully, setting his own goals with guidance from his family and leaders. Measurement for satisfying requirements is "Do Your Best," and that level can be different for each boy.





## ◆ HOW THE ADVANCEMENT PROGRAM WORKS

The success of the advancement program depends entirely on how Cub Scout leaders and parents apply it. Careful research has gone into developing the advancement program, but den and pack leaders and families make advancement work in the dens, in the home, and, most importantly, in the lives of boys.

### Goals of the Advancement Program

When implemented correctly, the advancement program will:

- Help build a boy's self-esteem.
- Help build his self-reliance as he discovers his increasing abilities.
- Give a boy the positive recognition that he needs.
- Bring a boy and his family closer through the advancement activities that family members enjoy together.

### The Den Leader

The den leader has the following responsibilities related to advancement.

1. Stimulate interest in advancement by delivering fun and exciting den meetings using the *Webelos Den Leader Guide* and by providing opportunities for boys to work on advancement requirements in den meetings.
2. Plan meetings that support the advancement program. The den chief or Webelos den chief can help.
3. Help parents and adult partners understand the advancement plan and their role in promoting advancement. Make sure returning parents understand how the advancement process works at each program level.
4. Keep accurate records of requirements that boys complete. Promptly provide the pack leadership with the advancement records so boys can be recognized at the next pack meeting.
5. Identify boys who are not advancing and find out why. This could indicate a weakness in the den or pack program or something you could do to help these boys catch up to their peers.
6. Provide reinforcement for and recognition of advancement at den meetings. These can include advancement charts, den doodles, and immediate recognition items.
7. Make sure that impressive advancement ceremonies and graduation ceremonies are conducted at the pack meetings. For the Arrow of Light rank, involve the Scoutmaster and the troop's youth leaders.



### The Cubmaster

The Cubmaster has these responsibilities related to advancement.

1. Provide a quality year-round program full of action and fun that appeals to boys. See that den and pack activities are planned so that completing required and elective adventures for all levels is a natural outcome of the month of fun.
2. Guide den leaders in the use of the *Webelos Den Leader Guide* to help organize and deliver each meeting's program for each level of programming.
3. Work with den leaders to coordinate den activities at pack meetings that support the use of the Cub Scout adventure program materials.
4. Provide advancement reinforcement at the pack meeting, such as colorful and exciting induction, advancement, and graduation ceremonies. Encourage displays of advancement charts and den doodles at pack meetings.
5. Ensure that boys who have earned awards receive them at the next pack meeting. Don't let boys get discouraged by having to wait for recognition.



6. Make sure that den leaders are trained and know how to use the advancement program effectively.
7. See that advancement standards are maintained. Every boy should do his best to complete the requirements as presented in the program.
8. Coordinate with the pack committee to ensure that accurate advancement records are kept. Follow up on boys who are not advancing and find out why.

### The Pack Committee

Pack committee members have these responsibilities related to advancement.

1. Help train leaders and adult partners or family members in the proper use of the advancement program.
2. Ensure that den leaders have program resource materials such as den leader guides and advancement charts to support program delivery.
3. Collect den advancement reports at each monthly pack leaders' meeting. Complete the multipart Advancement Report to purchase awards from the local council service center. See that badges are presented at the next pack meeting.
4. Help plan advancement and graduation ceremonies for the pack meeting.
5. Help build and/or secure equipment for use in meaningful advancement ceremonies.



### How Fast Should a Boy Advance?

A boy's approach to advancement progress will depend on two factors:

- His own motivation for learning new skills, the encouragement and help he gets from his family, and his need for recognition
- The den leader's preparation for and presentation of advancement activities in the den meetings

The den meeting plans outlined in the *Webelos Den Leader Guide* provide program opportunities that are generally delivered as two den meetings and an outing each month. This will provide opportunities for boys to advance. A year-round program is composed of required adventures (that will lead to rank advancement) and elective adventures (which contribute to rank advancement and provide program enrichment).

If a boy cannot attend all meetings, the den leader should help that boy and his family complete the missed activities.

**Although many packs target their blue and gold banquet for awarding the boys' new badge of rank, there is no requirement to advance by an arbitrary date such as a blue and gold banquet.**

#### Advancement Checklist

- ☐ Do the Cubmaster and pack committee give den leaders and families guidance in using the advancement program effectively?
- ☐ Do family members understand their part in the advancement program? Are they using achievements, electives, and activity badges to suggest activities for the boy's free time?
- ☐ Do den leaders talk to parents about boys who are not advancing?
- ☐ Do den leaders implement the required den meeting plans leading to advancement as outlined in the *Webelos Den Leader Guide* and, when necessary, have advancement work completed at home?
- ☐ Are accurate advancement records kept in the dens and the pack?
- ☐ Do boys receive prompt recognition?
- ☐ Do pack advancement ceremonies create an incentive for advancement?
- ☐ Are wall charts and den doodles used in den and pack meetings?
- ☐ Does the pack have an advancement ladder or chart?

# THE FIRST RANK FOR ALL BOYS—BOBCAT

The Bobcat rank is the first badge awarded a new Cub Scout. As a new member, he may work on his Bobcat rank requirements while simultaneously working on his next rank as well. He cannot, however, receive his Tiger, Wolf, Bear, Webelos, or Arrow of Light badge until he has completed Bobcat requirements and earned his Bobcat badge. Boys can normally earn their Bobcat badge well within the first month of becoming a new Cub Scout.

You as his leader can help! Practice the requirements with him and the other boys in your den meetings, and encourage them to work on the requirements with their families also. Requirement 7 is a home-based requirement. The requirements are found in each of the youth handbooks as well as listed below:

## Bobcat Requirements

1. Learn and say the Scout Oath, with help if needed.
2. Learn and say the Scout Law, with help if needed.
3. Show the Cub Scout sign. Tell what it means.
4. Show the Cub Scout handshake. Tell what it means.
5. Say the Cub Scout motto. Tell what it means.
6. Show the Cub Scout salute. Tell what it means.
7. With your parent or guardian, complete the exercises in the pamphlet *How to Protect Your Children From Child Abuse: A Parent's Guide*.



# WEBELOS ADVANCEMENT

## Webelos Badge Requirements

The Webelos rank is earned by completing seven adventures as described below.

1. Be an active member of your Webelos den for three months. (Being active means having good attendance, paying your den dues, and working on den projects.)
2. Complete each of the following Webelos required adventures with your den or family:
  - a. Cast Iron Chef
  - b. Duty to God and You
  - c. First Responder
  - d. Stronger, Faster, Higher
  - e. Webelos Walkabout
3. Complete two Webelos elective adventures of your den or family's choosing.
4. With your parent or guardian, complete the exercises in the pamphlet *How to Protect Your Children From Child Abuse: A Parent's Guide*, and earn the Cyber Chip award for your age.\*



## Arrow of Light Badge Requirements

1. Be active in your Webelos den for at least six months since completing the fourth grade or for at least six months since becoming 10 years old. (Being active means having good attendance, paying your den dues, and working on den projects.)
2. Complete each of the following Arrow of Light required adventures with your den or family:
  - a. Building a Better World
  - b. Camper
  - c. Duty to God in Action
  - d. Scouting Adventure
3. Complete three Webelos elective adventures of your den or family's choosing.
4. With your parent or guardian, complete the exercises in the pamphlet *How to Protect Your Children from Child Abuse: A Parent's Guide* and earn the Cyber Chip award for your age.\*



\*If your family does not have Internet access at home AND you do not have ready Internet access at school or another public place or via a mobile device, the Cyber Chip portion of this requirement may be waived by your parent or guardian.



For each adventure, the Webelos Scout must complete the requirements as outlined in the *Webelos Handbook*.

Requirement 7 of Bobcat and requirement 4 of Webelos and Arrow of Light are identical. If a Cub Scout earns his Bobcat rank during the same year that he begins working on his Webelos or Arrow of Light rank, he needs to complete the requirement only one time.

A parent, guardian, or other caring adult acknowledges the completion of each achievement part by signing the boy's handbook (Akela's OK). The den leader also signs each boy's handbook (Den Leader's OK) and records progress in the den's advancement records. The Webelos Scouts also keep track of their own advancement using the Adventure Tracking section in the back of their handbooks, and under the guidance of the den leader, they can also keep a record of their individual progress on a den advancement chart and den doodle.

The pack should encourage each den to deliver a year-round program, drawing from both required adventures to support rank advancement and elective adventures to support program enrichment. Elective adventures may be earned during den activities, by a boy with the participation of his family, and during council and district sponsored program opportunities. There is no required order in which adventures must be earned. The sequence is left to the discretion of the den leader and Cubmaster.

### Webelos Required Adventure Loops



Cast Iron Chef



Duty to God  
and You



First Responder



Stronger,  
Faster, Higher



Webelos  
Walkabout

### Arrow of Light Required Adventure Loops



Building a  
Better World



Camper



Duty to God  
in Action



Scouting  
Adventure

### Webelos and Arrow of Light Elective Adventure Loops



Adventures  
in Science



Aquanaut



Art Explosion



Aware  
and Care



Build It



Build My  
Own Hero



Castaway



Earth Rocks!



Engineer



Fix It



Game Design



Into the Wild



Into the Woods



Looking Back,  
Looking Forward



Maestro!



Moviemaking



Project Family



Sportsman

After a boy has completed all the requirements for the Webelos or Arrow of Light rank, he should receive the rank badge from his den leader at the next pack meeting. This is an important milestone, so the ceremony should be suitably impressive.

A Scout may complete as many elective adventures as his ambition and time available allow. He is entitled to wear each of the adventure pins he earns on his official Cub Scout hat or Webelos colors.

## ◆ WEBELOS AND ARROW OF LIGHT PROGRAM PLANNING

Planning your den's program helps ensure that your boys have the opportunity to earn the Webelos rank and Arrow of Light rank over an 18-month program, with the Scout earning his Arrow of Light rank by February and moving into a Boy Scout Troop in March of that year. This allows the Scout to become familiar with his fellow Boy Scouts and prepare for upcoming summer camps the troop might be attending.

There are many possible approaches a Webelos den leader might take to help the boys first achieve the Webelos badge and then achieve the Arrow of Light badge. The key is following these steps:

1. Prepare your plan. Considerations should include your start date for den meetings, how frequently you will meet, the ages of your Webelos Scouts (whether they are all in the same Webelos year or not), and, critically, the adventure requirements.
2. Evaluate your plan. After you have drafted your plan, share it with other leaders. Past Webelos den leaders, your Cubmaster, or unit commissioners are good choices.
3. Execute your plan. There is nothing like doing it to see if it's working.
4. Modify your plan. Making early corrections—if they are needed—may be important to helping your boys reach their rank advancement.

As you plan your den's program for the year, there are a few important points to consider.

- **Required adventures.** These adventures are required to advance from rank to rank.
- **Elective adventures.** These add to the fun and adventure of Cub Scouting. One elective adventure is required to earn the Tiger, Wolf, and Bear ranks. Two are required to earn the Webelos rank, and three are required for boys to earn the Arrow of Light rank.
- **Coordinating your planning.** Some of the adventures require coordination with other dens. A pack meeting is an ideal place to do this. There are some suggestions made in the *Cub Scout Leader Book*, but however your dens and pack wish to do this, work together with the other leaders in your pack to build this into your annual program. When working out your annual program plan, seek to deliver an entire year of fun programming. It is important to seek input from the Cub Scouts in the den to find out which adventures they would like to explore with the members of the den. Elective adventures that are not selected may be earned by boys at home, working with their families.
- **Audience for requirements.** Many of the requirements state that a Scout should demonstrate a new skill or share something they have learned with other boys during a den meeting. We all need to recognize that not all Scouts are able to make each meeting. While we recognize that the best approach is to carry out sharing tasks in a den setting, it may be necessary to allow Cub Scouts to share what they have learned while working on Cub Scout advancement requirements in other settings, such as in front of their family.
- The duty to God adventures are primarily done with the family and, for some dens, may not be included as part of the den meeting planning. If that is the case, notify families that they will need to help their Cub Scouts complete the adventure at home. See page 28 for more information regarding the duty to God adventures.

Read through the Webelos adventures, and give some thought to which adventures will work the best for your location and climate. Write in the adventures you will use and the corresponding month that will work best. Check with your Cubmaster to see if some adventures need to be coordinated with other dens or for upcoming pack meetings.

Important: When planning, keep in mind that six required adventures and one elective adventure are required for Tiger, Wolf, and Bear advancement. The Webelos rank requires five required adventures and two elective adventures. The Arrow of Light rank requires four required adventures and three elective adventures. When planning your annual program, keep those advancement requirements in mind. Rank adventures can be awarded at any time within the boy's rank year by age or grade. Once a boy has moved (graduated) to his next level den, HE MAY NOT EARN THE RANK OF HIS PREVIOUS DEN LEVEL.

## DEN ANNUAL ADVENTURE PLAN

| Month     | Adventure |
|-----------|-----------|
| August    |           |
| September |           |
| October   |           |
| November  |           |
| December  |           |
| January   |           |
| February  |           |
| March     |           |
| April     |           |
| May       |           |
| June      |           |
| July      |           |



## ◆ A PACK CHARTERED BY THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

A boy enters a Webelos den chartered by the Church of Jesus Christ of Latter-day Saints (LDS) when he turns 10 years old and remains in the Webelos program until his 11th birthday, at which time he enters the Boy Scout patrol for 11-year-old Scouts. The LDS Webelos leader will need to plan for both the Webelos and Arrow of Light required adventures and elective adventures to occur in a one-year plan.

As each LDS boy enters the Webelos program:

- He should begin working on the requirements to earn the Webelos badge immediately, while also participating in weekly den activities. Requirements are listed in the *Webelos Handbook*. To earn the Webelos badge, an LDS Scout should earn the Faith in God emblem. He is permitted to earn this award at any time during his Cub Scout years, after he is 9 years old.
- The leader introduces the boy and his parents to the requirements for the Webelos badge and a one-year plan that includes all of the necessary achievements for the boy to receive the Arrow of Light rank by the time he enters the patrol for 11-year-old Scouts. With the help and encouragement of his leader and his family, he can complete the requirements listed in the *Webelos Handbook*.

## DEN MEETINGS

Along with the Cub Scout's family, the den meeting is critical to the Cub Scout's success and enjoyment of the Cub Scouting program. It is in and through the den that the boy makes social connections, has fun, and completes his advancement. Den meetings that are fun, organized, and interesting make a great environment for the boys.

In the den meeting plan section of this resource, you will find that each den meeting follows the same seven parts outlined below.

## THE PARTS OF A DEN MEETING

### PREPARATION AND MATERIALS NEEDED

This section of the den meeting alerts you to what you need to have on hand to lead the den meeting. It may also alert you to arrangements you need to make in advance, such as scheduling a meeting with a guest or arranging the logistics for an outing.

Read the pages in the handbook for each new adventure before you start to work on it. The handbook provides background information, instructions, or suggestions for many activities. Encourage Scouts to bring their handbooks to each meeting.

### GATHERING

This part of the meeting is designed to keep boys occupied and prepare them for the meeting as the rest of the den arrives. Some den meeting plans reference specific suggestions that are related to the meeting's theme. Other den meeting plans will draw your attention to the Appendix, where many different ideas are offered to help organize this part of the meeting. Leading the Cub Scouts in a 10–15 minute active game makes for a great Gathering activity, helping to jump-start the meeting and allowing boys to release energy and improve focus.

### OPENING

The opening is usually ceremonial in nature, and it often connects with patriotic practices, such as flag ceremonies, or connects the boys with the ideas of Scouting, such as a shared recitation of the Scout Oath or Law. This can be an appropriate time for a prayer. The opening tells the boys that the meeting has begun.

## TALK TIME

This is where the business items of the den take place. Business items can include any of the following:

- Dues
- Recording advancement (a second adult)
- Notification/reminder for upcoming trips or tours
- Notification/flier for upcoming events
- Introducing a new adventure
- Meeting information: Telling Cub Scouts what to expect at this meeting
- Setting the groundwork for future advancement
- Notes for the upcoming pack meeting

Talk Time should be brief so you and the boys can get right to the fun at the heart of the meeting. Some den meeting plans offer specific suggestions; in other cases, you may only be addressing the standard items. Some adventure requirements direct Cub Scouts to share what they accomplished during the week with their den; this is a great time to do that.

## ACTIVITIES

This is the heart of the adventure in each den meeting. This is where fun and learning take place, and the boy completes most of his advancement requirements. Detailed guidelines are provided to lead each of the activities.

## CLOSING

The Closing provides a ceremonial moment to wrap up the meeting. The Closing, especially as boys grow older and more mature, is often led by the denner, the youth leader of the Cub Scout den.

## AFTER THE MEETING

This is a place to review the success of the meeting, to note the need to follow up with additional parts of the meeting, to communicate with parents, and to record what was completed during the den meeting. Many dens enjoy refreshments or snacks at the close of the den meeting. If you do serve a snack, set an example of healthy eating and offer a nutritious snack of fruits or vegetables. And good Scouts always tidy up at the close of the meeting.

## WHAT ARE DEN MEETING PLANS, AND HOW DO I USE THEM?

The den meeting plans are your guide to bringing the adventures of advancement to life for your den of boys. These plans will, if followed, help a boy advance in rank as he experiences all the FUN of Cub Scouting. It takes 45–60 minutes to read through and prepare for each den meeting.

The plans are developed around the following:

- Two to three den meetings per month in addition to the pack meeting or other pack activities.
- If a plan consists of three den meetings, one of those meetings is usually designed to be an outing. The outing may take place at the beginning, middle, or end of the adventure, so be sure to read through each of the den meeting plans for each adventure before beginning. Outings are very important to the boy and to his experience in Scouting!
- The plans follow the parts of the den meeting structure listed above.

## CHARACTER COMPASS



In the den meeting plans you will notice this icon. The adventures you are planning for the monthly meetings have an association with one or more points of the Scout Law. As you read through the plans and the Cub Scout handbook for the adventure, be aware of the point of the Law emphasis and how you may be able to help teach it to the boys. These icons are to be brought about naturally and subtly within the adventure and are by no means meant to be “drilled” into your meeting plan. That’s one of the wonderful things that happens in Scouting—we teach character development through our adventures and advancement while the boy barely notices!

## DO-AT-HOME PROJECTS



Do-at-Home Projects are activities that boys and/or their parents are to do outside den meetings. Projects should be assigned (usually during the Closing). They may be assignments in preparation for the next den meeting plan, or they may be part of a requirement that you will need to then verify at the next den meeting as having been completed.

## YOUR FIRST DEN MEETING

The tone you set at the first meeting will determine, to a large extent, the success of your year. Key to setting the right tone is to consider the following:

- Wear your adult uniform to all meetings, and remind boys to wear their uniforms.
- Be completely organized before the start of the meeting.
- If you are new to running meetings like this, it is easier to think of it as seven short activities (see the parts of the den meeting) rather than a single long event.
- Explain clearly to the boys the behavioral expectations. You may wish to use the “good conduct candle” approach (see this guide’s Appendix) and develop a den code of conduct. This can be handwritten on poster board, or a den code of conduct poster may be purchased at your local council Scout Shop (No. 32068). Be consistent, friendly, but firm with the boys.
- Explain that Scouts should bring their handbooks to each meeting.

If you are a new den leader, ask the assistant den leader(s) to arrive at least 15 minutes before the starting time of the meeting. He or she can help you with final preparations before the rest of the boys arrive. It is a good idea to have something constructive for boys who arrive early to do (known as the “Gathering” part of the den meeting plan) while you are making final preparation for den meetings; you might even have them help set up some parts of the meeting.

A snack at den meetings is optional. If you do serve a snack, offer fruits or vegetables to set an example of healthy eating. Be aware of any food allergies of den members and communicate these to parents who may be assisting with the snacks.



To encourage healthy snacks at meetings, you can work toward the SCOUT-Strong Healthy Unit Award as a den! Earn the award by following three healthy meeting practices, including providing fruits and/or vegetables for snacks (if snacks are served). Learn more about this award in the Appendix, under “Awards Cub Scouts Can Earn.”

One best practice to facilitate communication and involvement is to distribute a family information letter at the conclusion of each meeting. The letter tells families what was completed at each meeting and provides information on upcoming den and pack meetings and activities. Sample family information letters can be found at [www.scouting.org/CubScouts/Leaders/DenLeaderResources.aspx](http://www.scouting.org/CubScouts/Leaders/DenLeaderResources.aspx).



## DEN OUTINGS

Den outings are an important part of the Cub Scout experience. They are a time not only for fun but for learning. And they are critical steps in your boys' earning their badge of rank. It is important that you plan in advance for these field trips. Planning should include the following, at a minimum, for each field trip:

- Arrange for the visit with the point of contact at your destination (if needed).
- Work with the parents or guardians in the den to arrange transportation, or get an adult to carry out the planning.
- Fill out a tour and activity plan (No. 680-014), found online at [www.scouting.org/HealthandSafety/TourPlanFAQ.aspx](http://www.scouting.org/HealthandSafety/TourPlanFAQ.aspx). You can also find online help as well at [Scouting.org](http://Scouting.org) on how to fill it out. This plan is a tool for best practices so you will be prepared for safe and fun adventures. Completing the plan may not address all possible challenges, but it can help ensure that you have conducted appropriate planning, that qualified and trained leadership is in place, and that the right equipment is available for the adventure. The plan also helps to organize safe and appropriate transportation to and from an event, and it defines driver qualifications and minimum limits of insurance coverage for drivers and vehicles used to transport participants. This plan should be submitted 21 days in advance (check with your local council to confirm submission date) to ensure your council has enough time to review the plan and assist as necessary.
- It is **MANDATORY** to fill out a tour and activity plan for:
  - Trips of 500 miles or more; or
  - Trips outside of council borders (exception: not to your council-owned property); or
  - Trips to Florida Sea Base, Northern Tier, Philmont Scout Ranch, Summit Bechtel Reserve (***you will be asked to present a copy of your tour and activity plan upon arrival***), national Scout jamboree, National Order of the Arrow Conference, or a regionally sponsored event; or
  - When conducting any of the following activities outside of council or district events:
    - Aquatics activities (swimming, boating, floating, scuba, etc.)
    - Climbing and rappelling
    - At a council's request (***Contact your local council for additional guidelines or regulations concerning tour and activity plans; many have set guidelines for events or activities within council boundaries, such as for Cub Scout overnight camping.***)

When in doubt, check with your local council for their guidelines and regulations for tour and activity plans. Your Cubmaster or pack trainer may be able to provide you with this information as well.

There is an **activity consent** form available to use as well at the den level for outings. This is a permission slip the parents sign for their son to attend the outing. The activity consent form is also available at [www.scouting.org/HealthandSafety/TourPlanFAQ.aspx](http://www.scouting.org/HealthandSafety/TourPlanFAQ.aspx).

It's a good idea at your first den meeting to distribute the Family Talent Survey Sheet to the parents, asking them to complete it and return it to you at the next meeting. (The Family Talent Survey Sheet can be found at [www.scouting.org/CubScouts/Leaders/Forms.aspx](http://www.scouting.org/CubScouts/Leaders/Forms.aspx) or in the Appendix of this guide.) The survey serves as a useful tool for you to identify family resources within your den.

# WORKING WITH CUB SCOUT-AGE BOYS

If you are a parent, you probably have learned a lot about working with boys. If you have more than one child, you probably learned quickly that, while they are different from one another, they do have some common attributes. Knowing and understanding boys is one of the most important skills you bring to your service as a den leader.

**Boys of this age are full of energy.** Den meetings should focus more on doing things and less on talking. Most of the activities designed in the Cub Scout adventures are designed to do exactly this. Physical activities, such as hiking, sports, playing active games, and bike riding, are important. Be sure to make time for physical activity during every meeting. Doing so will not only help boys burn off energy and have greater focus, but it will help them develop this healthy habit. Even talking activities can take place while walking from place to place, allowing boys to be active and burn off some of their energy.

**Youth develop strength, balance, and coordination at this point in their development.** Because these changes take place rapidly, they may appear clumsy, uncoordinated, and awkward. Ensuring that boys have support to try new things is important, but so is focusing on the success they achieve more than awkwardness or failure. Boys of this age will typically enjoy a variety of activities, ranging from craft projects to active involvement in physical activities. Be sure to use the entire den meeting plan as designed, as it is intended to reach the varied interests of youth during the time that the den meets together.

**During this phase of childhood, children are concerned with developing a social circle,** particularly of the same gender. A Cub Scout den serves this purpose very well. Work to ensure that all boys are welcome within the den. Boys begin to feel loyalty to clubs and groups, and the peer group that Cub Scouting can provide is an ideal place to develop this sort of affiliation. Cub Scout-age boys also begin to look up to older youth and will begin to imitate their behavior. For this reason, if you can recruit a den chief as an older role model, you will be serving the boys in your den especially well.

**Boys of Cub Scout age look for role models.** It is important that you set a strong positive example for the boys in your den. Boys of this age are sensitive to adult feedback and interactions. They are also seeking your approval, so keep in mind that anything you say or do will make a lasting impression on them. You can do this well by preparing for den meetings and ensuring that all boys have a complete and fun program to take part in. Planning and implementing a well-organized den meeting will also keep the boys focused on positive activities, which reduces the need to deal with off-task behavior or disciplinary issues within your den.

**Intellectually, children of this age are focused on exploration.** Their interests are likely to change regularly during this time; this is one reason the Cub Scout program provides a rich set of experiences both within the required adventures as well as the elective adventures. The materials in the den meeting plans are designed to deliver the information in small, boy-sized pieces. Don't allow the boys to be overwhelmed by any of the activities in the den. The performance standard in Cub Scouting is to encourage a boy to do his best.

**This phase of childhood is when abstract reasoning and thinking skills are developing.** Many of the outcomes of Scouting are abstract in nature: values and ideals in particular. We seek to support this growth by providing activities that will help to grow these positive values week by week and month by month in den meetings, pack meetings, and outdoor adventures.

**Boys of this age are ready to try new things, and are easily motivated to do so.** Use the den meeting materials to encourage your boys to try new things. Many of the elective adventures offer rich areas for personal development. Encourage boys in your den to explore with their families adventures that your den may not visit during den meetings.

**School can be a frustration for boys of this age.** Cub Scouting can be a safe haven for them as they have a chance to try experiences that are not part of the school experience, as well as try traditional academic tasks in a setting that is hands-on and exploratory. Cub Scouting activities also support what takes place in school by providing an informal education setting designed to help boys learn and thrive.

Because of the pace of change and challenges, **self-confidence can be undermined as boys move through this age range**. During this phase, boys often compare themselves to their peers. If they believe that they are not as talented as their peers, their self-confidence can be undermined. Help the boys in your den see the good in what they do by offering sincere praise and recognition for the work that they accomplish. For this reason, be sure that the recognition devices they earn are presented to them as quickly as possible; the adventure loops and pins are referred to as immediate recognition devices for this reason. Remember to focus on boosting your Scouts' self-confidence through praise and recognition for the good work they do. When giving praise, be sure to note the effort that boys in your den deliver, focusing on the Cub Scout standard of doing their best.

Do not make comparisons to others. If a boy makes a comparison, help him understand that we are all different and changes are unique for each boy.

**The emotional development of boys at this point is closely related to how they get along with other children.** Scouting gives a place for positive social interactions with others and builds a foundation for positive social interactions that will carry on into adolescence and to adulthood. What you do as a den leader makes a difference in the lives of boys.

See Appendix 2 for additional information and specific ideas for working with Cub Scouts, creating den spirit, and tracking behavior.

### ◆ PROVIDING ENCOURAGEMENT

- Reward more than you criticize, in order to build self-esteem.
- Praise immediately any and all good behavior and performance.
- Change rewards if they are not effective in motivating behavioral improvement when needed.
- Find ways to encourage a Scout who is struggling.
- Teach the Scout to reward himself. This encourages him to think positively about himself.

### ◆ PROVIDING SUPERVISION AND DISCIPLINE

- As a leader, you must be a number of things to each boy: friend, authority figure, reviewer, disciplinarian, resource, and teacher.
- Listening is an important technique that means giving the Scout an opportunity to express himself. Whether as a part of the group or in private conversation, be patient, be understanding, and take seriously what the Scout has to say. Keep yourself attuned to what he is saying; use phrases like, "You really feel that way?" or "If I understand you right. . . ."
- Avoid ridicule and criticism. Remember, all children have difficulty staying in control.
- Remain calm, state the infraction of the rule, and avoid debating or arguing with the Scout.
- Have pre-established consequences for misbehavior for all Scouts.
- When a Scout is behaving in an unacceptable manner, try the "time out" strategy or redirect his behavior.
- Administer consequences immediately, and monitor proper behavior frequently.
- Make sure the discipline fits the offense and is not unduly harsh.
- Enforce den rules consistently.
- Do not reward inappropriate behavior. Praise when a Scout exerts real effort, even if unsuccessful, and/or when he shows improvement over a previous performance. Never praise falsely.
- Do not accept blaming others as an excuse for poor performance. Make it clear that you expect each Scout to answer for his own behavior. Behavior is a form of communication. Look for what the behavior is saying (i.e., does the Scout want attention?).





# WORKING WITH CUB SCOUTS WITH SPECIAL NEEDS AND DISABILITIES

We are all aware that every boy is different and unique in his own way. All boys have different ways they learn and different abilities. When we read or hear the term “disability” we more commonly think of visible forms of disability and not necessarily those that are not visible. It’s obvious that a Scout in a wheelchair may have challenges fulfilling a hiking requirement, but it might not be so obvious when it comes to identifying the challenges faced by a Scout with a learning disability.

Since its founding in 1910, the Boy Scouts of America has had fully participating members with physical, cognitive, and emotional disabilities. The basic premise of Scouting for youth with disabilities is that every boy wants to participate fully and be treated and respected like every other member of the Cub Scout pack. Young men or boys with cognitive, physical, or emotional disabilities should be encouraged to participate in Scouting to the extent their abilities will allow. Many Scouts with disabilities can accomplish the basic skills of Scouting but may require extra time to learn them. Working with these youth will require patience and understanding.

Begin with the Cub Scout and his parents or guardians; seek guidance from them on how best to work with the Scout with special needs. The parents or guardians can help you to understand the Scout’s medical history as well as his capabilities, his strengths and weaknesses, and ways they can support you as his den leader. This will help you become aware of special needs that might arise at meetings, field trips, and campouts with his parents. To the fullest extent possible, Scouts with disabilities should be given opportunities to camp, hike, and take part in all activities.

The best guide to working with Scouts who have disabilities is to use good common sense, to trust your instincts, and to focus on all the potential that Cub Scouts with disabilities do have. It’s important to try to remember that Cub Scouts are first and foremost boys, whether they have a disability or not.

Below are some helpful tips for working with Scouts with special needs and disabilities:

## ◆ LEADERSHIP TECHNIQUES

- Wise leaders expect challenges but do not consider them overwhelming. All boys have different needs. The wise leader will recognize this and be prepared to help.
- Leaders should make a personal visit to the parents and the new Scout with a disability to learn about the Scout, any physical or cognitive limitations, his abilities and preferences, and whether he knows any of the other boys in the pack. Some young people with disabilities will try to do more than they are capable of doing, just to “fit in” with others, which could result in unnecessary frustration.
- Many youths with disabilities have special physical or health needs. Parents, visiting nurses, special education teachers, physical therapists, doctors, and other agencies can help make you more familiar with the nature of the disability. Get parent permission before contacting health care persons.
- Accept the Scout as a person, and give him the same respect that you expect from him. This will be much easier to do if you know the Scout, his parents, his background, and his likes and dislikes. Remember, any behavior that presents difficulties is a force that can be redirected into more acceptable pathways.
- With some boys with special needs, a “buddy system” can be very effective. If it is appropriate for the new Cub Scout, explain the system to the den. Each week, a different den member will be responsible for helping the new Cub Scout during the meeting. Emphasize that the important factor is to “Do Your Best” and that the boy who is helping must be patient—not only because of the special needs of the Cub Scout but because the new boy is new to Cub Scouting. Practice the planned activities, with each boy taking a turn at helping and being helped. Often, boys learn more about helping others when they themselves are helped.
- Example is a wonderful tool. Demonstrate personal discipline with respect, punctuality, accuracy, conscientiousness, dignity, and dependability.

- Become involved with the Scout in your care. Let him know that you care for him. A small word of praise or a pat on the back for a job well done can mean a lot to a boy who receives little elsewhere. Judge accomplishment by what the Scout can do, not by what someone says he must do or by what you think he cannot do.
- Rewarding achievement will likely cause that behavior to be repeated. Focus rewards on proper behavior and achievement.
- Do not let the Scout or parents use the disability as an excuse for not trying. Expect the Scout to give his best effort.

### ◆ **GIVING INSTRUCTION TO YOUTH WITH DISABILITIES**

- Maintain eye contact during verbal instruction, except when the Scout's culture finds this inappropriate.
- Make directions clear and concise. Be consistent with instructions.
- Simplify complex directions. Give one or two steps at a time.
- Make sure the Scout comprehends the instructions before beginning the task.
- Repeat instructions in a calm, positive manner, if needed.
- Help the Scout feel comfortable with seeking assistance.

### ◆ **ADVANCEMENT GUIDELINES FOR CUB SCOUTS WITH SPECIAL NEEDS OR DISABILITIES**

The current edition of the *Guide to Advancement* is the official source for administering advancement in all Boy Scouts of America programs. Section 10 deals with advancement for members with special needs. Topic 10.2.1.0 addresses issues specific to Cub Scouting:

Cub Scouts with disabilities may have difficulty completing the requirements to advance. However, it is important that these Scouts feel as much like others as possible. Therefore, completing the requirements as stated in his youth handbook should be a primary objective. And, as with all Cub Scout advancement, the Cub Scout motto "Do Your Best" should be the standard for performance. GTA 10.2.1.0

There could be times, however, when a Cub Scout's "best" isn't enough even to get a start. For example, a boy in a wheelchair cannot pass requirements calling for walking or running. In these cases, the Cubmaster and pack committee may jointly determine appropriate substitutions that are consistent with the Cub Scout showing he can "do his best."

For additional information on working with Cub Scouts with special needs, see the appropriate chapter in the *Cub Scout Leader Book*. In the Appendix of this guide, you will find definitions of disabilities and guidelines for specific types of special needs and disabilities.

# HELPFUL HINTS FOR DEN LEADERS

Prepare yourself to “Do Your Best” as a den leader by focusing on the leader materials and training you should have to best serve your Cub Scouts.

The following are some hints that will help you better plan and execute your den meetings.

## PLANNING YOUR MEETINGS IN ADVANCE

Plan your meetings ahead of time with emphasis on the flow of activities. Pay special attention to the “Notes to Den Leader” section at the start of the adventure as well as the “After the Meeting” sections of den meeting plans for preparation and materials needed for the next meeting. You will want to alternate between quiet and more vigorous activities; the den meeting plans are designed with this approach in mind. Boys have a lot of energy to expend, so be sure you have an active game or other activity to help channel some of that energy. In addition to the Gathering activity, there are additional games in the Appendix to this guide that will help you keep the boys on track and having fun. Dens that incorporate regular physical activity and other healthy practices into their meetings can earn the SCOUTStrong Healthy Unit Award. Encourage your Scouts to participate in physical activity at the den meeting and help them earn this award (more information can be found in the Appendix). Plan on investing 45–60 minutes to read through the den meeting plans and prepare for the den meeting. The time invested in planning and preparing will ensure that your meeting runs well and is fun for the Scouts.

## DEN RULES AND CODE OF CONDUCT

At the beginning of the year, establish the rules that the den will follow and the consequences for breaking those rules. Boys should participate in the decision-making process. By helping decide what can and can’t happen in the den, boys will feel a sense of responsibility toward how the den is run. They will feel that the den is “theirs.” Have them design and then sign a poster on which the code of conduct is written and display it at your meeting place. Or make two copies: one that boys can keep at home and one to be displayed at the den meeting after both the boy and his parent have signed it.

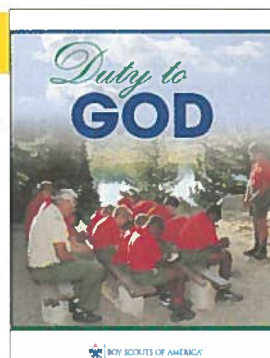
## DUTY TO GOD ADVENTURES

The BSA maintains that no member can grow into the best kind of citizen without recognizing an obligation to God; the BSA supports all faiths and faith practices equally, whether the youth and his family are members of an organized religious body or not. All Scouts show this by being faithful in their duty to God as their family practices their faith and by understanding the 12th point of the Scout Law: “Reverent.”

The duty to God adventures in the Cub Scout rank requirements encourage a Cub Scout to work with his family to thank God and to develop an awareness of his own personal beliefs in relation to his duty to God. These adventures are primarily home-based adventures. As the den leader, you should let parents know they need to help their Cub Scout complete the duty to God adventure. If your pack is sponsored by a religious body or all members of your den share the same faith, you may choose to incorporate the duty to God adventures into your annual den meeting plans, working with the families in the den to achieve these adventures.

The religious emblems program is mentioned in each rank’s duty to God adventures. The emblem for a faith can be earned by the Scout by completing the specific program requirements. You may also want to check with your Cubmaster or the pack committee chair for the program materials if you are chartered by a faith-based organization.

Additional information for taking part in the religious emblems program is available at [www.scouting.org/Awards/ReligiousAwards.aspx](http://www.scouting.org/Awards/ReligiousAwards.aspx) or [www.praypub.org](http://www.praypub.org); your religious education leaders may also have information on these recognitions.





## CEREMONIES

Ceremonies are important for marking the beginning and end of each meeting. They are also a time for reinforcing the aims and purposes of Scouting, marking important events, and bringing the boys together. As boys finish achievements toward their badges, simple ceremonies during the den meeting will serve to congratulate them on their accomplishments. You will find suggested ceremonies in the Appendix of this guide or in the resource *Ceremonies for Dens and Packs* (BSA No. 33212) available at your local Scout shop. Some packs maintain a library of resources; check with your Cubmaster to see if these materials are available within your pack.

Den ceremonies should be short—no longer than two or three minutes—and varied. The same opening and closing each week will become boring. Occasionally, the boys should have a chance to help plan and lead den ceremonies. Here are some types of den ceremonies to consider using in your den meetings:

- An opening ceremony, often a flag ceremony, signals the beginning of the den meeting.
- A progress toward ranks ceremony can acknowledge a boy's progress toward his rank advancement.
- A denner installation ceremony recognizes a boy leader and the importance of this position in Cub Scout and Webelos dens.
- Special recognition ceremonies can mark special events such as birthdays and holidays.
- Closing ceremonies can emphasize Cub Scouting's ideals and bring a quiet, inspirational end to the den meeting.

## IMMEDIATE RECOGNITION

A den doodle is an object for the boys to use to show off their accomplishments and achievements. In the Appendix of this guide there are ideas for den doodles. Your den of boys can design and create their own den doodle as a den meeting activity at the start of the year. Use the den doodle to keep a visual reminder of activities the den has completed and shared.

Adventure loops can also be awarded at the den level or at the pack level. Awarding an adventure loop at the pack level lets all the pack know of the Scout's achievement during an advancement ceremony. Check with your Cubmaster and pack leadership for the practices your pack follows. No Cub Scout should be required to wait more than two weeks to receive an award.

## MISSED MEETINGS

Circumstances occur when a boy may miss one or more of the den meetings you've planned. Transportation issues, illness, or sports and school activities may require the Scout to miss meetings. **DO YOUR BEST** to communicate the requirement(s) or activities that were missed to his parents or guardian. Determine if you have program materials you can share, such as activity items or notes on the outing, that a family can use to help the boy achieve what was missed. Sharing the content of this book can be a great help as well. It is not the expectation that you alone need to help him make up the missed work. It is a combined effort between you as his leader, the boy, and the boy's family. The Cubmaster is a good resource as well for you to consult with if a boy is consistently missing meetings.

## SNACKS/TREATS

Healthy snacks and water at meetings help set an example of healthy eating habits. If a snack is served during meetings, have fruits or vegetables and save the treats for a special occasion. Offering fruits or vegetables can also help you avoid concerns with common food allergies; however, it's best to discuss allergies with families before the first meeting. You can motivate Cub Scouts to try healthy foods by working toward the SCOUTStrong Healthy Unit Award as a den, which requires fruits and/or vegetables as snacks during meetings. Learn tips to get started and more about this award on in the Appendix under "Awards Cub Scouts Can Earn."



## DEN SCRAPBOOK

A great idea for each of the boys in your den is to create a scrapbook early in the program year. Fill the scrapbooks with sample artwork that the boys create as den activities, stories about their adventures, and pictures taken of boys with their completed projects. The den scrapbooks will be treasured mementos proudly displayed at the boys' Eagle Scout court of honor in just a few years!

## TRACKING THE ADVENTURE

It is important to keep track of what has been accomplished by the Scouts as they advance through the adventures and meet the requirements for each rank. Families will keep track of adventure requirements completed at home in each Scout's handbook. Coach parents in the value of recording accomplishments regularly in their son's handbook. A parent's or guardian's signature will document completion of home-based requirements.

For ease in keeping track of advancement requirements, advancement posters are available at your local council Scout shop (Tiger, No. 34715; Wolf, No. 34182; Bear, No. 34191; Webelos, No. 34187). On a regular basis, transfer requirements completed at home to this form. Keeping track of completed requirements in a single place will also help you share accomplishments with your pack's advancement coordinator, who will order awards each month. The awards will be presented monthly at the pack meeting.

## SUCCESS

Leadership is learned and developed. You can become an effective den leader if you complete basic training, plan interesting den meetings, and take the time to understand the boys. Become familiar with the Cub Scout handbook, and provide opportunities for advancement. One of your best resources is your district's monthly Cub Scout leader roundtable, where you can exchange ideas with other den leaders. Remember to be flexible in your planning. Have fun in the program. Be thankful for the opportunity you have to work with boys and influence their lives. There is great satisfaction in helping boys learn good values and worthy skills along their way to becoming adults.









# CAST IRON CHEF



## RATIONALE FOR ADVENTURE

In this adventure, Webelos Scouts will learn about good nutrition, how to safely cook meals in the outdoors, and how to balance meal planning and finances.

## TAKEAWAYS FOR CUB SCOUTS

- Making healthy food choices
- Food safety
- The proper way to lay and light a fire
- Planning and managing a budget
- A Scout is trustworthy, thrifty. 

*Webelos Handbook, page 36*

## ADVENTURE REQUIREMENTS

Do all of these:

1. At an approved time in an outdoor location and using tinder, kindling, and fuel wood, demonstrate how to build a fire; light the fire, unless prohibited by local fire restrictions. After allowing the flames to burn safely, safely extinguish the flames with minimal impact to the fire site.
2. Set personal nutritional goals. Keep a food journal for one week; review your journal to determine if the goals were met.
3. Plan a menu for a balanced meal for your den or family. Determine the budget for the meal. Shop for the items on your menu while staying within your budget.
4. Prepare a balanced meal for your den or family; utilize one of the methods below for preparation of part of your meal:
  - a. Camp stove
  - b. Dutch oven
  - c. Box oven
  - d. Solar oven
  - e. Open campfire or charcoal
5. Demonstrate an understanding of food safety practices while preparing the meal.

### NOTES TO DEN LEADER

Parts of Meetings 1 and 3 must take place in outdoor locations where a fire can be safely built and lit.

At Meeting 1, Scouts will practice building and lighting a fire. Make sure not to violate local restrictions, and choose a place that is free of flammable materials—around, above, and below. All wood can catch fire, so steer clear of tree roots and limbs as well as any building overhangs.

Meeting 2 will be a den outing to a local grocery store where Scouts will shop and purchase the items for their meal. Submit a tour and activity plan, if required, and work with families to plan transportation to and from the store. Make sure activity consent forms are distributed, signed, and collected.

The Scouts will cook the meal at Meeting 3. This involves lots of activity and the boys will want to enjoy their meal without feeling rushed, so for best results you may want to schedule a campout or hold the meeting on a weekend afternoon. If it's a campout, again, submit a tour and activity plan, if required, confirm transportation, and make sure activity consent forms are distributed, signed, and collected.

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

# MEETING 1 PLAN

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Thank-you notes for anyone who helps with the outing
- The Outdoor Code, written in large print on a poster board
- Pencils or pens
- Printed copies of the food journal (1 per Scout, see Meeting 1 Resources)
- Items for building a practice fire:
  - Tinder, kindling, and fuel wood
  - Matches or a lighter
  - Fire extinguisher or bucket of sand, mud, or water
  - Non-burnable container for the fire, such as a metal or aluminum trash can lid placed on bricks or cinder blocks
- Establish a budget for the meal Scouts will cook at Meeting 3, so they can plan the menu. Check to see if anyone has food allergies.

## GATHERING

- While waiting for everyone to arrive, have each Scout practice laying an individual cook fire, but make sure he understands that he is not to actually light the fire.

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- Optional: Lead Scouts in a roll call. As each Scout's name is called, have him respond with one item needed for cooking in the outdoors.

## TALK TIME

- Introduce the Cast Iron Chef adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Remind the boys that "a Scout is trustworthy," and one way to show this is by following the Outdoor Code when building, using, and extinguishing a fire. Emphasize that a fire should only be built in a safe environment and under the supervision of an adult.
- Discuss the purpose of a food journal and how it might help in making nutritious food choices. Review food guidelines, and identify resources on nutrition in the *Webelos Handbook* or at [www.choosemyplate.gov/](http://www.choosemyplate.gov/).
- Ask each Webelos Scout to bring a small, agreed-upon amount of money to contribute to the cost of the food they will purchase next week. Staying within a budget is a skill they will use next year as they plan, purchase, and prepare food as part of their patrol in Boy Scouting.



## ACTIVITIES

### ◆ Activity 1: Menu Planning (Requirement 3)

- Have Scouts compile a menu of foods they will need to cook a meal at Meeting 3. (See Meeting 3 Resources for a few recipes and for tips on the various cooking methods.) Find out if there are any food allergies in the den, and lead a discussion about why this is important. At the top of the menu, write the total budget you decided on; then save the menu to make copies for the den outing.

### ◆ Activity 2: Outdoor Fire Safety (Requirement 1)

- Have the Scouts work together to build and light a fire that would be appropriate for cooking. Follow the directions in the *Webelos Handbook*, and make sure all the boys take part. When the activity is finished, make sure the fire is completely out and the area is cleaned up.



### ◆ Activity 3: Food Safety Game (Requirement 5)

- Move the den inside to a kitchen, or arrange the meeting site to resemble a kitchen or cooking area.
- Without starting a fire or cooking and using mock-ups—so no one will be endangered—set up six potential safety concerns in the kitchen and have Scouts identify each one. They can play the game as individuals or a team.
- The “hazards” may include cleaning chemicals stored near food instead of under the sink; raw meat on a cutting board (or just a sign that says “raw meat”); food that is past its expiration date; an oven that hasn’t been cleaned; power cords too close to a water source; or a knife positioned with the sharp edge pointing toward instead of away from the user. In each instance, make safety the priority and create a mock-up that will not create a real risk for Scouts.
- During or after the game, have the boys explain the hazards they find and why those are considered food safety violations. Make sure to review any areas they missed.

## CLOSING

- Gather the whole den together and have the Scouts recite 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. Be conservation-minded.*
- Make sure each Scout knows who his buddy will be during the den outing.
- Review details for the upcoming outing in Meeting 2. Make sure all Scouts and their families know the plans.



### Do-at-Home Project Reminder:

Be sure each Scout takes home a copy of the food journal (see Meeting 1 Resources) to keep track of the meals he eats during the next week. They will share their finished journals at Meeting 2 (the den outing) to see if they met their nutrition goals.

## AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 1.
- Work together to clean up the meeting place.
- Have Scouts sign their thank-you notes.

# MEETING 1 RESOURCES

## TALK TIME

### Food Journal (Requirement 2)

|           | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 |
|-----------|-------|-------|-------|-------|-------|-------|-------|
| Breakfast |       |       |       |       |       |       |       |
| Lunch     |       |       |       |       |       |       |       |
| Snack     |       |       |       |       |       |       |       |
| Dinner    |       |       |       |       |       |       |       |

**Note:** Write a *G* after each grain, an *F* after fruits, an *M* after milk or dairy products, a *V* after vegetables, and a *P* after meat, beans, or other foods that are high in protein. Aim for a balanced diet every day, and monitor your success during the week. If you need advice, check with your den leader or another trusted adult.

# MEETING 2 PLAN (Den Outing)

## PREPARATION AND MATERIALS NEEDED

- Calculators, notepads, and pens
- Copies of menu prepared by den at the last meeting
- Make sure you carry a list of contact numbers for the Scouts and all adults going on the outing.
- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the store is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.

## GATHERING

- As Scouts arrive at the store, assign buddies. Have buddy pairs share with each other the food journals they created over the past week. Have them try to identify one nutritious food they each listed and one food they have in common.

## OPENING

- Recite the Scout Law and ask Scouts to name points of the law they will demonstrate during the outing.
- Remind the boys that it is important to stay together and be on their best behavior.

## TALK TIME

- Carry out business items for the den.
- Collect food journals from the Webelos Scouts, and ask them how things went with the project. Did the buddy pairs have any nutritious foods in common? By the end of the seven days, did they find themselves eating healthier meals than when they started? If so, did eating better make them feel better?

## ACTIVITIES

### ◆ Activity 1: Shopping for Good Nutrition (Requirement 3)

- Divide the den into small teams, making sure to keep the buddy pairs together.
- Give each team a copy of the menu and a calculator, notepad, and pen. Remind them that “a Scout is thrifty,” and ask them to demonstrate that by keeping their choices within the budget.
- Challenge the teams to find a good choice for each item on the menu, reminding them to also look for nutritional value. Say: *Sometimes paying a little bit more for a quality item is OK. For example, you might pay more for a pound of ground sirloin than regular ground beef, but the taste and the fact that the sirloin is healthier might make it worth the extra cost.*
- After about half an hour, bring the den together in a corner of the store to compare notes and vote on the items to purchase. Meanwhile, an adult or the den chief will calculate the final cost. Make sure the items you select can be properly stored or refrigerated until Meeting 3, when the boys will cook the meal.
- Be sure to compliment the Scouts on being thrifty while also making healthy food choices!

## CLOSING

- Once the groceries are purchased and packed, gather everyone in a friendship circle for a closing reflection.
- Have the den recite the Scout Law again, and review how well they did at demonstrating the points of the Law during the outing.
- If Meeting 3 will be a campout, confirm the plan with families, including transportation, all the necessary clothing, and any additional items they need to bring.





### Do-at-Home Project Reminder:

If the food is being stored in separate places, make sure everyone remembers to bring it to Meeting 3.

## AFTER THE MEETING

- Serve refreshments, if desired and appropriate.
- Record completion of requirements 2 and 3.
- Have Scouts give their thank-you notes to those who assisted with the outing, including the store manager and any employees who were especially helpful.

# MEETING 3 PLAN

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for the meal: food, beverages, plates, cups, silverware and cookware, cooking utensils, cooking thermometer, etc.
- Items for food hygiene and cleanup: water, soap, dish soap, bleach, dishcloths, towels, napkins or paper towels, trash bags, three buckets or basins for cleaning, etc.
- Depending on the cooking method the den chooses—open fire or charcoal, or a camp stove, Dutch oven, box oven, or solar oven—make sure all needed materials will be there. These may include wood or coals, liquid fuel or propane, aluminum foil, etc.
- If the meeting will be a campout, remind the Webelos to bring camping gear, including the Scout Basic Essentials listed in the *Webelos Handbook*. Confirm that a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.
- No matter where the meal will be cooked, follow the same safety instructions as before.

## GATHERING

- Set up a food safety game—similar to the one at the first meeting—for Scouts to play as they arrive.

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance.
- Then have the Webelos stand in a circle. Moving around the circle have each boy say one point of the Scout Law until all 12 points have been shared. You may wish to let the Law go around the circle two or three times so Scouts can increase their speed at reciting it.

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Lead the boys in a discussion about the food journals they kept for this adventure. Did they develop any good eating habits that they plan to continue? Were they introduced to some foods they had never eaten?
- Before preparing the meal, review the safety rules the den learned at Meeting 1.

## ACTIVITIES

### ◆ Activity 1: Cooking and Eating the Meal

- As the Webelos are cooking their meal according to the safety rules, ask them why each rule is important to follow. Make sure each Scout has a chance to answer at least two questions before the cooking is finished. (See sample questions in the Meeting 3 Resources.)
- When the meal is prepared and ready to eat, have the Scouts say grace (see samples in Meeting 3 Resources).

### ◆ Activity 2: Cleanup

Scouts will then use the three basins or buckets to wash dishes (see Meeting 3 Resources for directions). Make sure all the boys take part in this.

## CLOSING

- Gather the den in a circle and recite the Outdoor Code.

## AFTER THE MEETING

- Record completion of requirements 4 and 5.

# MEETING 3 RESOURCES

## ACTIVITIES

### ◆ Activity 1: Cooking the Meal

#### Sample Safety Questions

1. Why is it important to wash your hands before preparing food? *(to keep from getting others sick)*
2. How long should you spend washing your hands? *(at least 20 seconds)*
3. How can you check the temperature of foods like meat or poultry? *(using a food thermometer)*
4. Where can you find the temperatures that foods should be cooked to in order to be safe to eat? *(cookbooks)*
5. What is the problem with putting cooked chicken on the same plate where raw chicken was prepared? *(the plate needs to be washed first)*
6. What should you do first before beginning to prepare food? *(wash hands)*
7. Explain one way to safely thaw food. *(refrigerator, cold water, microwave)*
8. How long is it safe to leave food out at room temperature? *(no more than two hours)*

#### Outdoor Cooking Tips

*(from BALOO: Basic Adult Leader Outdoor Orientation, No. 34162)*

- Handy fire starters can be made by placing one charcoal briquette in each section of a paper egg carton. Cover with melted wax, and tear apart to use.
- Place a burger fresh from the grill into the bun and put it in a plastic bag for about a minute. The bun will be steamed warm.
- Put a kettle of water on the fire to heat while you are preparing your food and eating, and your dish water will be ready when you are.
- Freeze meat when putting in a cooler. It will last longer and help keep your other food cold. Make hamburger patties in advance and layer with paper.
- Give yourself plenty of time to start a fire and wait for the briquettes or wood to be ready.
- Don't forget to rub the outside of pans with liquid soap before putting on the fire; they'll clean up much more easily.

## Camp Stoves

- Only use camp stoves that are commercially manufactured. (Chemical-fueled equipment that is handcrafted, homemade, modified, or installed beyond the manufacturer's stated design limitations or use is prohibited by Boy Scouts of America.)
- An adult knowledgeable in the use of the camp stove should supervise the Scouts using the stove at all times.
- The stove should only be operated following the manufacturer's directions.
- All chemical fuel should be stored at a safe distance (a minimum of 20 feet) from the operating stove.
- Stoves should be allowed to cool before refilling fuel or changing fuel cylinders.
- If a stove uses liquid gas, refill it at a safe distance from any flame sources, including other stoves and campfires. A commercial camp stove fuel should be used for safety and performance. Pour through a filter funnel. Recap both the fuel tank and the fuel container before igniting.
- Never fuel a stove indoors. Do not operate a camp stove in a non-ventilated area. It is recommended to utilize the stove outdoors. If it is used indoors, make sure that you have both high and low ventilation.
- Place the stove on a level, secure surface before operating.
- Periodically check fittings on compressed-gas stoves and on pressurized liquid gas stoves for leakage, using soap solution before lighting.
- Do not hover over the stove when lighting it. Keep your head and body to one side. Open the stove valve quickly for two full turns and light carefully, with your head, fingers, and hands to the side of the burner. Then adjust down.
- Never leave a lighted stove unattended.
- Do not overload the stovetop with heavy pots and large frying pans. If pots over 2 quarts are necessary, set up a separate grill with legs to hold the pot, and place the stove under the grill.
- Take empty fuel containers home for disposal. Do NOT place in a fire as they will explode.



## Dutch Ovens

- Be sure to line a Dutch oven with aluminum foil for easy cleanup.
- As a rule, put in twice the number of charcoal briquettes as it would take to cover the diameter of the oven. If you are baking, put three-quarters of the coals on top of the lid and one-quarter under the oven, unless the recipe says otherwise. If you are stewing or simmering, do the reverse: one-quarter on top and three-quarters below. To roast, divide the coals evenly.
- A Boy Scout troop may be a good source for borrowing a Dutch oven, and they may have some great recipes to share.



## Making and Cooking With a Box Oven

- Using heavy-duty aluminum foil, line the entire inside of a cardboard box (about the size that would hold 10 reams of paper). Fold the foil over the edges of the box and tape it down around the outside with masking or duct tape. Do NOT leave any cardboard exposed on the inside; if any foil is torn, staple a patch of foil over the tear. You may get better results if you use two layers of foil.
- Find or purchase a cooling rack that will fit easily into the box.
- Turn two cookie sheets upside down and place them side by side with the long edges touching. Remove the labels from four empty, rinsed-out vegetable cans. Then set the cans, inverted, on the four corners of the combined cookie sheets.
- **To cook:** Heat charcoal in the charcoal chimney—one briquette for every 40° of heat needed for cooking. Wearing oven gloves and using tongs, lift the heated coals from the chimney and arrange them evenly on the cookie sheets within the space bordered by the four cans. Then lay the cooling





rack on the cans and set the food you have prepared for baking on the rack. Finally, place the box oven over the rack, making sure that the foil-covered edges are resting on the cookie sheets. Cook for the time your recipe requires—then serve and enjoy!

**Note:** Be sure to position the box on the ground in such a way that it will remain level, and out of the way of normal Scout horseplay.

### Making and Cooking With a Solar Oven

- Glue aluminum foil, shiny side up, to the bottom and inner sides of a clean pizza box. This will reflect sunlight coming in and trap the heat.
- Draw a straight border around three sides of the box top, and have an adult cut through the border with a utility knife to create a new flap—leaving the hinged side uncut. Fold this flap open and glue foil to the bottom side of it, with the shiny side facing out. Tape black construction paper to the top of the pizza box, to absorb and hold in the heat.
- Place the food to be cooked on a sheet of foil, and lay it inside the pizza box. Tape clear plastic wrap around the edges of the box to seal out air. Then use a piece of tape to hold the flap open so light will be reflected in.
- Place the solar oven outside on a flat surface. Adjust the position until sunlight is being reflected into the box and onto the food. Check often to make sure the light is still directly reaching the food. Use a thermometer to monitor the inner temperature of the box.
- For best results, keep the oven pointed toward the sun and out of shade. Don't be in a rush: Solar ovens require 30 minutes to preheat and about twice as much time for cooking.



### Making and Cooking With a Charcoal Chimney

- Using a can opener, remove both ends of a large, rinsed-out coffee can or No. 10 can. Then use a “church key” can opener with a pointed triangular end to punch ventilation holes about 2 inches apart around the bottom edge of the can—this end will serve as the base.
- Roll two sheets of newspaper into tubes; then bend and attach them to form a circle. Set the chimney on a fire-safe surface and put the newspaper in the bottom of the base. Then place charcoal on top of the newspaper, and light the newspaper with a match.
- Put on a pair of heat-resistant oven gloves and, when the coals start to turn white, use pliers to lift the chimney straight up and set it on a grill or cookie sheet. Using tongs, arrange the lit coals for use.
- Keep in mind that a charcoal chimney will remain hot for a while, even after the charcoal has been poured out. So let the chimney cool off in a safe place—e.g., on fire-safe bricks or on a cookie sheet. Avoid surfaces near gas cylinders, grass, or wood.
- **Safety note:** Do NOT use charcoal lighter fluid or any other flammable liquid on your charcoal. See the “Chemical Fuels and Equipment” chapter in the *Guide to Safe Scouting*.

### Foil Cooking

(from *BALOO: Basic Adult Leader Outdoor Orientation*, No. 34162)

Foil pack cooking is a great way to introduce novices to the world of outdoor cooking. They are easy to prepare, great to eat, and simple to clean up after. They can be prepared in advance—at a den meeting—frozen, and then thrown right on the fire at camp. There are probably hundreds of great recipes around, but they all use the same basic concept. The pack needs to be sealed tightly—a “drug-store” fold—to hold in the moisture, turned several times during cooking, and the actual recipe can be just about whatever you want it to be. Here's a basic recipe:

Use two layers of lightweight foil, or one layer of heavy-duty foil. A square sheet the width of the roll will work just fine, shiny side up. Some folks smear a layer of butter or margarine on the foil to start. Add a hamburger patty, then sliced potatoes, carrots, onions, broccoli, or whatever else sounds good. Vegetables should all be cut to about the same thickness to help them all cook evenly. Starting with a cabbage leaf first, and then adding the meat will keep the meat from burning. Encourage the Cub Scouts to add a little onion, even if they're not going to eat it later—it really helps the flavor. Season with salt, pepper, garlic salt, etc., then fold the foil edges up over the food. Fold them down once, crease gently, then fold down again

and crease. The object is to seal the moisture in the package. Try not to rip the seams, but if you do, finish wrapping, then repeat with another layer of foil. The trick is to be able to identify your foil pack later, so scratch your name into a small piece of foil and leave it near the outside. Cook this pack for 20 to 30 minutes. You may want to add a handful of rice; just add a few ice cubes also, and it will turn out great!

Spread the white-hot coals shallowly, and distribute the packs evenly on top. While the packs are cooking, watch for steam venting from a seam. If that happens, seal the pack by folding the edge over or wrapping it in another piece of foil. Turn the packs twice during the recommended time. When it's close to the completion time, open a corner of a pack and check to see if the meat is done.

### Foil Cooking Times

|                |               |
|----------------|---------------|
| Hamburger      | 15–20 minutes |
| Chicken pieces | 20–30 minutes |
| Hot dogs       | 5–10 minutes  |
| Pork chops     | 30–40 minutes |
| Carrots        | 15–20 minutes |
| Ears of corn   | 6–10 minutes  |
| Whole potatoes | 45–60 minutes |
| Potato slices  | 10–15 minutes |
| Whole apples   | 20–30 minutes |

Cooking times are approximate and will be affected by the depth of the charcoal bed, altitude, temperature of the food, etc. Frozen packs may be put directly on the fire, but they will take longer to cook. Recipes below may have to be adjusted depending on ingredients, etc. It is best to try them in advance to verify the ingredients and cooking time in your area.

## Sample Recipes

### Biscuits on a Stick

**Ingredients:** Canned biscuits; condiments (butter, jelly, cinnamon sugar, etc.). **Supplies:** One dowel (¼ to ½ inch in diameter) for each Scout; aluminum foil.

- Wrap the bottom 6 inches of a dowel with foil. Roll a biscuit into a “rope,” and twist it around the dowel, making sure it stays on the foil.
- Put the dough end of the dowel over a campfire and cook until the biscuit is golden brown on the outside. Then pull the biscuit off the dowel, add condiments, and enjoy.

### Campfire Corn on the Cob

**Ingredients:** Ears of corn, butter, salt, and pepper. **Supplies:** Bucket of water, aluminum foil.

- Soak the ears of corn in a bucket of cold water for an hour. Then remove the corn and shake off the excess water. It's OK to leave a little moisture on the kernels, as this will aid in the steaming process.
- Pull back the husks to the handle on each ear of corn, and remove the silk. Slather the kernels with butter and shake on some salt and pepper. Pull the husks back up to cover the corn.
- Tightly wrap the buttered corn in two layers of aluminum foil and place on the hot coals of the fire. The roasting should be complete in 20 minutes. Check one ear after 10 minutes to gauge the remaining cook time. The corn should be steamed through and the heated butter will be caramelized.
- When roasting is finished, give the corn time to cool off before unwrapping the foil, as there may be pockets of steam that could cause burns.

### Silver Turtles

**Ingredients:** Hamburger, chicken, or pork; a variety of vegetables (onions, potatoes, carrots, or others); seasonings (salt, pepper, onion soup mix, butter, Worcestershire sauce). **Supplies:** Cooking spray, heavy-duty aluminum foil, kitchen knife.

- Slice the vegetables to ½-inch thickness. Spray the foil with cooking spray, lay the meat on the foil, and cover it with vegetables. Then add seasonings.

- Fold the foil to enclose the food in a tightly sealed pouch, then place it over your fire and cook for 35–45 minutes. Turn the foil once when cooking is half done.
- Unwrap or cut open the foil. Allow time for cooling, and enjoy!

### Dutch Oven Dump Cake

**Ingredients:** Yellow cake mix; two 30-ounce cans of sliced peaches, drained; one can of lemon-lime soft drink; cinnamon for seasoning; ice cream (optional). **Supplies:** 24 charcoal briquettes; 12-inch Dutch oven.

- Pour the peaches into the bottom of the Dutch oven and spread evenly in the pan. Spread the dry cake mix on top of the peaches, and sprinkle with cinnamon. Pour in the soft drink, and stir to mix completely. Then place the lid on the oven.
- Bake for 45 minutes to one hour with 12 briquettes spread evenly on the lid and the others spread evenly on the bottom. Every 15 minutes, rotate the oven 90 degrees in one direction and rotate the lid 90 degrees in the opposite direction. Serve warm with ice cream, if desired. Serves 8–10.

### Interfaith Graces

#### Morning Grace

Gracious giver of all good,  
Thee we thank for rest and food.  
Grant that all we do or say,  
In thy service be this day. Amen.

#### Noon Grace

Father, for this noonday meal,  
We wish to speak the thanks we feel.  
Health and strength we have from thee.  
Help us, Lord, to faithful be. Amen.

#### Evening Grace

Tireless guardian on our way,  
Thou has kept us well this day.  
While we thank thee, we request,  
Care continue, pardon rest. Amen.

#### Sea Base Grace

Bless the creatures of the sea.  
Bless this person I call me.  
Bless these keys, You made so grand.  
Bless the sun that warms this land.  
Bless the fellowship we feel  
As we gather for this meal. Amen.

#### Philmont Grace

For food, for raiment,  
For life, for opportunities,  
For friendship and fellowship,  
We thank thee, O Lord. Amen.

#### Northern Tier Grace

For food, for raiment,  
For life and opportunity,  
For sun and rain,  
For water and portage trails,  
For friendship and fellowship,  
We thank thee, O Lord. Amen.

#### Summit Grace

For this time and this place,  
For your goodness and grace,  
For each friend we embrace,  
We thank thee, O Lord. Amen.

#### Gilwell Grace

O Lord, the giver of all good.  
We thank thee for our daily food.  
May Scouting friends, and Scouting ways,  
Help us to serve thee all our days. Amen.

#### Sid Richardson Camp Grace

For the food we eat, for the friends we meet,  
For the lives we live each day.  
For the challenges we find, for peace of mind,  
We thank-you, Lord, today. Amen.

#### Johnny Appleseed Grace

The Lord is good to me  
And so I thank the Lord  
For giving me the things I need,  
The sun and rain and the appleseed.  
The Lord is good to me. Amen.

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









# DUTY TO GOD AND YOU



## RATIONALE FOR ADVENTURE

A Scout is reverent. He is reverent toward God. He is faithful in his religious duties and respects the convictions of others in matters of custom and religion. The BSA Statement of Religious Principle “maintains that no member can grow into the best kind of citizen without recognizing an obligation to God.” This adventure provides each Webelos Scout an opportunity to learn about and practice his religious faith.

## TAKEAWAYS FOR CUB SCOUTS

- Learning about what duty to God means to you and your family.
- A Scout is reverent. 

*Webelos Handbook, page 50*

## ADVENTURE REQUIREMENTS

Do either requirement 1 OR requirement 2.

1. Earn the religious emblem of your faith for Webelos Scouts, if you have not already done so.
2. Complete at least three of requirements 2a–2d:
  - a. Help plan, support, or actively participate in a service of worship or reflection. Show reverence during the service.
  - b. Review with your family or den members what you have learned about your duty to God.
  - c. Discuss with your family, family's faith leader, or other trusted adult how planning and participating in a service of worship or reflection helps you live your duty to God.
  - d. List one thing that will bring you closer to doing your duty to God, and practice it for one month. Write down what you will do each day to remind you.

### NOTES TO DEN LEADER

Webelos Scouts will fulfill the requirements for this adventure primarily at home. If a den or pack chooses to hold a Scout interfaith service, all members of the den or pack will need to assist or participate if the service will fulfill requirement 2a.

Your local council service center can help you and the families in your den learn more about the religious emblems program. Families can also visit [www.praypub.org](http://www.praypub.org) or [www.scouting.org/filestore/pdf/512-879\\_WB.pdf](http://www.scouting.org/filestore/pdf/512-879_WB.pdf).

## MEETING RESOURCES

Several of the requirements are reflective in nature. Invite Webelos to share faith-building experiences during the opening or closing parts of the den meeting.

### “MY FAITH” QUIZ

- Each Webelos Scout could create a list of interesting details about his faith of choice. The list might include common terms, favorite scriptural verses or text, and historical figures or current leaders in his faith tradition.
- When he finishes the list, he will use it to create “My Faith” flash cards. He can then play a game with the cards, quizzing his family or den to demonstrate the knowledge he gained about his faith.

## DECLARATION OF RELIGIOUS PRINCIPLE

Article IX. Policies and Definitions—From the Charter and Bylaws of the Boy Scouts of America

**Section 1. Declaration of Religious Principle, clause 1.** The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God. In the first part of the Scout Oath or Promise the member declares, "On my honor I will do my best to do my duty to God and my country and to obey the Scout Law." The recognition of God as the ruling and leading power in the universe and the grateful acknowledgment of His favors and blessings are necessary to the best type of citizenship and are wholesome precepts in the education of the growing members. No matter what the religious faith of the members may be, this fundamental need of good citizenship should be kept before them. The Boy Scouts of America, therefore, recognizes the religious element in the training of the member, but it is absolutely nonsectarian in its attitude toward that religious training. Its policy is that the home and the organization or group with which the member is connected shall give definite attention to religious life.



**Section 1. Activities, clause 2.** The activities of the members of the Boy Scouts of America shall be carried on under conditions which show respect to the convictions of others in matters of custom and religion, as required by the twelfth point of the Scout Law, reading, "Reverent. A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others."

**Section 1. Freedom, clause 3.** In no case where a unit is connected with a church or other distinctively religious organization shall members of other denominations or faith be required, because of their membership in the unit, to take part in or observe a religious ceremony distinctly unique to that organization or church.

**Section 1. Leaders, clause 4.** Only persons willing to subscribe to these declarations of principles shall be entitled to certificates of leadership in carrying out the Scouting program.

## SCOUT INTERFAITH SERVICE

The following is adapted from "Conducting an Interfaith Service," [www.scouting.org/Training/Adult/Supplemental/InterfaithService.aspx](http://www.scouting.org/Training/Adult/Supplemental/InterfaithService.aspx).

A **Scout interfaith service** is a brief worship or meditation, specifically designed for Scouting events where there may be members of more than one faith group. The intention of an interfaith service (formerly known as a Scouts' Own) is to provide a spiritual focus during a camping experience that does not reflect the views of a particular denomination or faith, but rather includes elements appropriate for all who might be present, and beyond. An interfaith service can be defined as a gathering of Scouts held to contribute to the development of their spirituality and to promote a fuller understanding of the Scout Oath and Law, with emphasis on one's duty to God. Let's take a look at what this definition means.

An interfaith service is a gathering of Scouts consistent with the 12th point of the Scout Law. This can be in groups as small as two or as large as a world Scout jamboree, though groups of a few patrols work best. In smaller groups, Scouts are able to get involved, share their experiences, and learn that spirituality is something that affects everyone.

An interfaith service is held for the development of the Scouts' spirituality. Spirituality is that which is beyond the material, that which gives meaning and direction to one's life. Scouting is primarily concerned with how people live out their beliefs in everyday life.

Hence, an interfaith service should connect in some way to the Scout Law, the ethical code of Scouting. Usually, mentioning the Scout Law, making allusions to it, and/or including a recitation of the Law as part of an interfaith service provides this connection. An interfaith service may simply include ethical content that the Scouts themselves can connect to the Scout Law.

Lord Baden-Powell, the founder of the Scouting movement, believed that a person's religion is not in how he behaves; rather it is in what he believes. This is where the Scout Law intersects with spirituality. In developing character, Scouts may connect their spirituality to the Scout Law so that the living out of their religious faith is also an active expression of the Scout Law.



As explained herein, the goal is to provide an uplifting and positive experience for all attendees. It is not necessary to attempt to account for the sensitivities of every conceivable religion on Earth; rather, seek to account for those religions whose members reasonably might be expected to be present. As promoters of the religious emblems program, unit leaders should have a good sense of the religions of those unit members present on a campout. For larger camping activities, such as camporees, all unit leaders could be asked about members' religious preferences to ensure that reasonable care is given to inclusiveness.

In the event that an individual attendee becomes offended as an outcome of an interfaith service, an apology is in order in the spirit of "a Scout is friendly." Similarly, though, in the spirit of "a Scout is friendly," the individual offended should accept the apology graciously and explain how the service might have been conducted so as not to be offensive to him or her. The acts of seeking to make subtle theological distinctions or looking to be offended are grossly out of place at an interfaith service, particularly when the service is planned by youth members with adult mentoring and conducted by youth members.

### **Location of the Service**

Any location separate from the noise and activity area is fine—a clearing in the woods, an empty campsite, the chapel area at a camp, a scenic overlook, an unused room in a building, the far corner of a gym.

### **Content of the Service**

An interfaith service is an inspirational experience, usually built around a central theme, such as friendship, world peace, save the Earth, or appreciation of the world around us. Just about any topic is appropriate if it is consistent with the Statement of Religious Principle and program goals of the Boy Scouts of America. Scouts should be part of the planning process so that they learn and grow spiritually. Active adult coaching, consistent with the training provided herein, is critical for success.

The form of an interfaith service can range from lively to somber. While the content may take different forms, an interfaith service always should be conducted with reverence. Advance planning (and scripting) is critical because extemporaneous comments, while well-intentioned, may lead to discomfort on the part of members of some faith groups.

Songs (hymns) are best when accompanied by an instrument, like a guitar or harmonica, to help the singers with the melody. The simpler the song, the easier it will be for Scouts to sing along. Songs like "America the Beautiful," "God Bless America," or other well-known melodies are the easiest to sing if no accompaniment is available. The leader (or song leader) may choose to hum the opening note to help get everyone started, or have the accompanist give the first chord or note.

### **Planning an Interfaith Service**

While the leader can be either a Scout or an adult, the content of an interfaith service needs to promote a meaningful and inclusive experience. To help ensure that nothing in an interfaith service would offend any participant, invite representatives of all faith groups with members present to participate in developing the service. Care must be used so that one person's religious traditions are not imposed to offend another person. For example, one should not direct all attendees to remove their hats before prayer, as those of the Jewish and Muslim faiths pray with heads covered. A more acceptable call to prayer would be: "Let us each prepare to pray according to his or her tradition." Similarly, stating, "This we ask in Jesus' name," while making the prayer personal to the person leading it, could be troubling to people of other religions.

As a leader you should ensure that youth members are included in the planning and conducting of the interfaith service. It is important that those chosen to conduct the service gather ahead of time to plan the service, and bring along all the needed papers and material. Decide who will read what and who will provide accompaniment (ensuring that the songs are known or that musical scores are available), and determine where the service will be held. If time permits, those conducting the interfaith service should rehearse their parts as a group.

## Interfaith Worship Service Planning Worksheet

Date: \_\_\_\_\_  
 Location: \_\_\_\_\_  
 Event: \_\_\_\_\_  
 Leader: \_\_\_\_\_

Helper 1: \_\_\_\_\_  
 Helper 2: \_\_\_\_\_  
 Helper 3: \_\_\_\_\_  
 Helper 4: \_\_\_\_\_

| Include<br>✓ Y/N | Possible Elements in Order<br>of Service | Sequence<br>Number<br>in Order<br>of<br>Service | Assigned to |
|------------------|------------------------------------------|-------------------------------------------------|-------------|
|                  | Processional with flags                  |                                                 |             |
|                  | Call to worship                          |                                                 |             |
|                  | Opening song (No. 1)                     |                                                 |             |
|                  | Prayer                                   |                                                 |             |
|                  | Responsive reading                       |                                                 |             |
|                  | Offering, if appropriate                 |                                                 |             |
|                  | Song (No. 2)                             |                                                 |             |
|                  | Meditation                               |                                                 |             |
|                  | Suitable prayer                          |                                                 |             |
|                  | Song (No. 3)                             |                                                 |             |
|                  | Benediction or closing<br>prayer         |                                                 |             |

Other notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Possible Elements in Order of Service

- Processional with flags
- Call to worship
- Song No. 1: "God Bless America" (*Cub Scout Songbook*)
- Prayer (excerpted from "We Thank Thee" by Ralph Waldo Emerson):
 

*For each new morning with its light,  
 Father, we thank-you.  
 For rest and shelter of the night,  
 Father, we thank-you.  
 For health and food, for love and friends,  
 For everything your goodness sends,  
 Father, in heaven, we thank-you.*
- Responsive reading
- Offering, if appropriate (such as for the World Friendship Fund)
- Song No. 2: "Kum Ba-Yah" (*Cub Scout Songbook*)
- Meditation
- Suitable prayer
- Song No. 3 (additional reverent songs are included in the *Cub Scout Songbook*)
- Benediction or closing prayer: *May the Lord bless thee and keep thee; may He show His face to thee and have mercy upon thee; may He turn His countenance to thee, and give thee peace. May the Lord bless thee. Amen.*

### Presentation of Colors: Flagpole

| Narrator                                                                | Actions                                                                                                                                   |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Attention. Will the audience please rise. ( <i>Pause.</i> )             | 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.                                          | The flag is raised quickly to the top of the pole, and the cord is wound back in place.                                                   |
| Please repeat with me the Pledge of Allegiance. ( <i>All join in.</i> ) | The U.S. flag guards and bearer stand at attention. <b>The U.S. flag guards and bearer do not salute or say the Pledge of Allegiance.</b> |
| Two.                                                                    | The audience 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                                                  | Actions                                                                                                                                                                                   |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attention. Will the audience please rise. <i>(Pause.)</i> | 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, <b>with the exception of the U.S. flag guards and bearer</b> , 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 retreat to the back of the group.                                                                                                                                                    |

Additional resources for interfaith services, including religion history, videos, and faith-based activities, can be found at [www.praypub.org](http://www.praypub.org).

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





# FIRST RESPONDER



## RATIONALE FOR ADVENTURE

This adventure will provide Webelos Scouts with an introduction to the skills and responsibilities of a first responder. Activities will cover essential personal safety and first-aid skills.

## TAKEAWAYS FOR CUB SCOUTS

- Essential first-aid skills
- Essential personal safety skills
- Understanding of the role of the first responder in the local community
- A Scout is brave, courteous. 

## ADVENTURE REQUIREMENTS

*Webelos Handbook, page 58*

Do all of these:

1. Explain what first aid is. Tell what you should do after an accident.
2. Show what to do for the hurry cases of first aid:
  - a. Serious bleeding
  - b. Heart attack or sudden cardiac arrest
  - c. Stopped breathing
  - d. Stroke
  - e. Poisoning
3. Show how to help a choking victim.
4. Show how to treat for shock.
5. Demonstrate that you know how to treat the following:
  - a. Cuts and scratches
  - b. Burns and scalds
  - c. Sunburn
  - d. Blisters on the hand and foot
  - e. Tick bites
  - f. Bites and stings of other insects
  - g. Venomous snakebite
  - h. Nosebleed
  - i. Frostbite
6. Put together a simple home first-aid kit. Explain what you included and how to use each item correctly.
7. Create and practice an emergency readiness plan for your home or den meeting place.
8. Visit with a first responder.

## NOTES TO DEN LEADER

The den outing will take place first in this adventure, to provide context and inspiration for the other two meetings. Plan at least one month in advance for a den visit to an EMS station, fire department, emergency room, or other emergency first-aid service agency (requirement 8). Make sure to share with the service you are working with the requirements of the adventure and discuss how they can support them.

You will need to schedule the outing in advance. Submit a tour and activity plan, if required, and work with families to plan transportation to and from the location. Make sure activity consent forms are distributed, signed, and collected.

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

## MEETING 1 PLAN (Den Outing)

### PREPARATION AND MATERIALS NEEDED

- Identify an EMS station, fire department, emergency room, or other emergency first-aid service agency in your community to visit with the Webelos Scouts. You should plan on contacting the service at least a month ahead of time to schedule the visit.
- Make transportation arrangements with families, and confirm who will attend, when you plan to go, where you will meet, and what the Webelos should wear or bring. Submit a tour and activity plan, if required. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- An alternative may be to have an emergency first responder visit the den meeting. Provide the guest or host with a copy of the First Responder adventure requirements to prepare them for their visit.
- Index cards with suggested questions (see Gathering) and blank cards for the Scouts to write their own questions.
- Have thank-you notes prepared for Scouts to sign and give to anyone who helps with the outing.

### GATHERING

- Review any questions the Webelos want to ask to make sure all are appropriate. Pass out blank index cards so each boy can write down his question and remember to ask it. Consider having these questions on hand, too:
  - What types of first aid do the first responders provide?
  - What is the most important thing a first responder should do when he or she arrives on the scene?
  - What are their greatest challenges?
  - What can the community do to help them?
  - In what ways is a first responder brave?
  - How can a person train to become a first responder? Will being a Scout help to prepare me?
  - What are some ways we can keep ourselves and others safe?
  - How can we apply what we are learning here to emergencies at home?

### OPENING

- Introduce the First Responder adventure to the den.
- Emphasize that “a Scout is courteous,” and they should be on their best behavior. Also “a Scout is helpful”; today, they will learn how first responders are helpful citizens. Finally, “a Scout is obedient” to the rules of any place he enters.

### TALK TIME

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



## ACTIVITIES

- Have Webelos introduce themselves to the staff member(s) who will be guiding the visit. An appropriate greeting might be as simple as, "Hello, my name is . . ."
- Tell the guide that the boys have questions they would like to ask after the session.

## CLOSING

- Have Scouts give their thank-you notes to anyone who helped with the outing. They might also express appreciation with a handshake, den yell, or applause.
- Tell the boys that as this adventure continues, they will learn some of the same skills used by the first responders they met today. They should think about ways that a first responder serves his or her community as a good citizen, and how they can be "helpful" to their community by learning what to do in an emergency.

## AFTER THE MEETING

- Serve refreshments, if desired. If appropriate, sharing refreshments with the first responders would be a nice gesture.
- Record completion of requirement 8.

# MEETING 2 PLAN

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Four index cards (Gathering)
- Set of scenario cards for the two Role-Play games (Activities 1 and 2)
- Materials for the Hurry Cases game (Activity 2): bandages and other first-aid supplies
- Prepare the den chief and several adult volunteers to serve as helpers, "patients," and "accident victims" in the Hurry Cases game.

## GATHERING

- As Scouts arrive for the meeting, divide them into groups of two or three and give each group an index card with one of these words: *strong*, *calm*, *clear*, and *careful*. Each group will huddle for a while and create a brief skit for the Opening that illustrates this way of showing bravery.
- You may wish to put the den chief in charge of this activity. If you have a small den, the den chief may also join one of the teams.

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Law.
- Say: *In this meeting, we will learn that first responders are ALWAYS prepared. An important part of being prepared is to be BRAVE. Let's look at some skits to figure out what we need to do to be brave.*
- As each group acts out its way of showing they are brave, ask the other Webelos: *Are they being strong? Or calm? Or clear? Or careful?* If necessary, guide the boys toward the correct answer. Then have them explain how the skit demonstrated that virtue.
- When the skits are finished, have the Scouts chant the four ways to show bravery: *Be strong! Remain calm! Give clear information! Be careful!*
- Remind the den of the traditional Scout motto: *Be Prepared*. Then lead them in a cheer; say, "Scouts, be prepared!" The Webelos will answer, "We are prepared!"

- Lead the den in this song (to the tune of “Row, Row, Row Your Boat”):

*Be, be, be prepared,  
Always a good Scout!  
Strong, calm, clear, and careful.  
This is what we're about!*

## TALK TIME (REQUIREMENT 1)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Ask: *In what ways did the first responders you met last week serve as models for good citizenship? What did you learn from their example?* Have Scouts explain their answers.
- Start with a question: *Who can tell us something about the first responders outing last week?* Invite all the Scouts to reply; each answer should be listened to respectfully.
- Now ask: *What do you think FIRST AID really means?* Key takeaway: First aid is knowing what to do FIRST to AID in cases of injury or medical emergencies.
- Divide Webelos into three groups, and give each group a card with one of these scenarios:
  - There has been an accident! What must you do to help?
  - You are told to get help in an emergency. How will you do that?
  - Someone asks you to call 911 or the emergency number in your area. What are the main things you must tell the 911 operator?
- Give the groups two minutes to huddle and decide on an answer. Then they will share it with the rest of the den.

## ACTIVITIES: ROLE-PLAY GAMES

These games allow Webelos to put into practice what they learned during the Talk Time. Create a set of scenario cards that briefly describe accidents or other incidents that require a 911 call and/or an EMS response. You may also use pictures to illustrate the scenes.

### ◆ Activity 1: Getting Help

As den leader, you will play the role of a 911 operator. In turn, give each Scout a cellphone and a scenario card, and have him answer your questions (see script in Meeting 2 Resources).

### ◆ Activity 2: Hurry Cases (Requirements 2, 3, and 4)

Now divide the Scouts into new teams and have them act out the Hurry Cases scenarios in Meeting 2 Resources, using the bandages and other materials you collected.

## CLOSING

- Gather the Webelos in a friendship circle. Starting with the denner and moving right, have each Scout mention a way that first responders are “helpful” or “brave.”
- Then close with the cheer they learned in the Opening: “Scouts, be prepared!” “We are prepared!”



### Do-at-Home Project Reminder:

Before Meeting 3, Webelos will work with their families to establish a simple emergency plan: How can they escape their homes in case of a fire or other emergency, and where should they assemble? The Scouts will share their plans next week

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 1, 2, 3, and 4.

## MEETING 2 RESOURCES

### ACTIVITIES: ROLE-PLAY GAMES

#### ◆ Activity 1: Getting Help

Scout pretends to dial 911.

**Operator:** *What is your emergency?*

Scout responds, reading from his scenario card. Then he answers the following questions, one at a time:

**Operator:** *What is your name? What number are you calling from? Where are you located? Where are the nearest cross streets [or, in a rural area, significant landmarks]? Is anyone hurt?*

After all questions have been answered:

**Operator:** *OK, we will send help. Please stay on the line.*

After each Scout has had his turn, ask the den: *What went well? What could we do better? Why was it important to practice this?*

#### ◆ Activity 2: Hurry Cases (Requirements 2, 3, and 4)

- Divide the Webelos into teams of two or three. The teams will rotate through stations representing the five hurry case scenarios in the *Webelos Handbook* as well as choking and shock incidents so they can learn how to cope with each emergency.
- Have a copy of the handbook at each station for reference. The den chief and adult volunteers can serve as helpers, patients, and accident victims at the following stations:
  - An accident victim is bleeding severely. (Food coloring or red markers on paper towels can simulate the blood.)
  - Someone has suffered a heart attack or sudden cardiac arrest.
  - A patient's breathing has stopped.
  - Another patient is showing symptoms of a stroke.
  - An empty cleaner bottle or pill container is found near a person who is severely vomiting.
  - Someone has been eating, then suddenly seems unable to speak and raises his hand to his throat (the international sign for choking).
  - An accident victim shows symptoms of shock: cool and clammy skin, nausea, and feeling faint.

## MEETING 3 PLAN

### PREPARATION AND MATERIALS NEEDED

- Materials for home first-aid kits (Gathering; see requirement 6 in the *Webelos Handbook*)
- Prepare the den chief and several adult volunteers to serve as helpers, "patients," and "accident victims" in the First Responder Relay (Activity 1). Print the tips and instructions for each emergency station (see Meeting 3 Resources).
- Ball to toss (Closing)

### GATHERING (REQUIREMENT 6)

- Put together a sample first-aid kit and put it on a table with all the materials laid out. As Scouts arrive, have them assemble their own kits based on the instructions in the *Webelos Handbook*.
- In addition, you might provide sample items for car and personal first-aid kits (also in the handbook). Explain how each item might be useful in an emergency.



## OPENING

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

## TALK TIME

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

## ACTIVITIES

### ◆ Activity 1: First Responder Relay (Requirement 5)

- Divide the den into teams of two or three boys and set up 12 different “emergency stations” around a large space. At each station, the den chief and adult volunteers will present a scenario and assist the first responders in taking action, based on directions in the *Webelos Handbook*.
- Depending on your meeting place, the Scouts may go from room to room, around a gymnasium, or along the trail at a park. Be sure to arrange for volunteers who can serve as “patients” or “accident victims” and assist the den chief as he keeps things moving. If necessary, the same persons can do this at multiple stations. Make sure to give them the index cards with tips and instructions for each station. (See “Realistic First-Aid Instructions” below. The more you can do to make the scenarios seem real, the more the Scouts will learn from them. If you wish, each scenario can present a specific incident, e.g., a kitchen accident, auto wreck, knife wound, and so on.)
- Introduce the three “c’s”: *CHECK*, *CALL*, and *CARE*. At each station, the Scouts must first *CHECK* to see what happened and if it is a life-threatening situation or hurry case. Then they must *CALL* for help and *CARE* for the patient or accident victim using the first-aid kits they made in the Gathering.

### ◆ Activity 2: First-Aid Game

Have Scouts play this fun game, if time allows:

#### Pressure Pad Relay

- Divide the den into two teams.
- One member of each team is the “victim,” who has arterial bleeding from his left wrist.
- On a signal, the first boy in each team runs to the victim and applies direct pressure to the wound, using his neckerchief as a pad.
- When his technique is correct (see the *Webelos Handbook*), the judge (den leader or den chief) yells, “Off!” The boy removes the pad, runs back to his team, and tags the next member. The first team to finish wins.

## CLOSING

- Gather the Webelos in a circle. Have them toss a ball at random across the circle. As each Scout catches the ball, he says something he learned at this meeting about being a first responder, then tosses the ball to another Scout. Continue until each boy has his turn.
- Close with the “Be Prepared” cheer from Meeting 2.

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 5, 6, and 7.

# MEETING 3 RESOURCES

## ACTIVITIES

### Activity 1: First Responder Relay (Requirement 5)

#### STATION

# 1

Requirement 5a

#### Cuts and scratches

Simulate a small cut with a red marking pen by drawing a line on the arm or hand of a helper, less than a half-inch in length. Be ready with small adhesive bandages and soap and water to simulate treatment.

CHECK – Review seriousness of injury.

CALL – Not necessary to activate EMS for this injury; it would be wise to inform an adult.

CARE – Clean wound. Apply bandage.

#### STATION

# 2

Requirement 5b

#### Burns and scalds

An empty coffee cup (to imply a spill) could be used as a prop. The helper can hold out his or her arm and appear to be in pain. Carrying out this session near a sink would be helpful so the first responder can run cool water over the injury.

CHECK – Review seriousness of injury. A second-degree burn (partial thickness) requires contacting a doctor.

CALL – Not necessary to activate EMS for this injury; it would be wise to inform an adult.

CARE – A first-degree burn or scald that affects only a small patch of skin can be treated by running cold water over it.

#### STATION

# 3

Requirement 5c

#### Sunburn

Appropriate props for this station include a towel, aloe vera or other moisturizing lotion, and ibuprofen or other analgesic.

CHECK – Check status of injury. Describe the redness and potential swelling of sunburned skin.

CALL – If the skin has blisters and the blisters break open, call a doctor.

CARE – Suggest a cool shower or place a cool, damp towel over the burn. Apply moisturizer or aloe vera lotion to the affected area. A mild painkiller such as ibuprofen can be given, with a parent's supervision.

#### STATION

# 4

Requirement 5d

#### Blisters on the hand and foot

Use a washable marker to draw a pink ring on the heel of a helper's foot. This is a common place for blisters to form. Use an adhesive bandage to hold a gauze pad in place over the blister to keep it from breaking.

CHECK – Check state of blister.

CALL – There is no need to contact EMS. A blister that pops or tears may require medical attention.

CARE – The best approach is to prevent blisters from forming. Explain the value of wearing liner socks when hiking or show how to place a bandage over a "hot spot" if it feels tender or warm from rubbing.

## STATION

# 5

Requirement 5e

### Tick bites

Show a picture of a tick. Use a small seed to represent a tick. (A popcorn kernel or pumpkin seed colored dark brown with a marker would work well.) Show how to firmly grip the "tick" with a pair of tweezers—without crushing the tick—when removing the tick from the victim.

CHECK – See if a tick is attached.

CALL – There is no need to seek professional medical help unless the tick is a deer tick—a very tiny tick, about the size of a sesame seed. Deer ticks can harbor diseases such as Lyme disease.

CARE – With tweezers, gently grip the tick and slowly pull it away from the skin. Do not twist or turn the tick, as its mouth parts may break off and cause an infection. Wash with soap and water and watch site for signs of infection (swelling or redness). Lyme disease leaves a characteristic "ring" around the bite site and requires medical review.

## STATION

# 6

Requirement 5f

### Bites and stings of other insects

Have on hand an ice pack, a plastic card, soap and water, and an adhesive bandage. A bottle of antihistamine pills can serve as a prop for additional treatments.

CHECK – Be sure victim is safe from further stings.

CALL – If the victim has an allergy to venom, it is important to immediately alert EMS assistance.

CARE – Move the victim away from the source of the stings. Show how to use a plastic card to scrape away the stinger to prevent the release of additional venom. You may wash the area and apply a bandage as well. A cold compress with ice may help reduce swelling and discomfort. If the victim's parent or guardian is around, check with them about giving an antihistamine such as Benadryl to reduce itching and swelling.

## STATION

# 7

Requirement 5g

### Venomous snakebite

A rubber snake would be a helpful prop for this station.

CHECK – Check markings on the snake if this can be done without endangering yourself; this will help in identifying the snake.

CALL – Call EMS.

CARE – Remove rings from fingers before swelling can take place. Help the victim remain calm. Treat for shock and keep the part of the body that received the bite below the level of the heart. Keep the victim from moving excessively, and don't give him or her any caffeinated beverages.



## STATION

# 8

Requirement 5h

### Nosebleed

Prepare a tissue with red food coloring. The helper at this station should give the impression that he or she has just experienced a nosebleed.

CHECK – Review the status of the victim. If the nosebleed lasts for more than 20 minutes or happens because of an accident, a more serious injury might have taken place.

CALL – Seek medical assistance if the nosebleed lasts for more than 20 minutes or if it happened as a result of an accident or a blow to the head.

CARE – Have the victim lean forward, pinch the nose, and breathe through the mouth.

## STATION

# 9

Requirement 5i

### Frostbite

A pan with lukewarm water is an appropriate prop for this station.

CHECK – Watch for signs of frostbite when outdoors in the wintertime. The skin may look yellowish or gray and feel hard or wax-like. This is evidence that tissue is frozen and that the victim has frostbite.

CALL – Consulting with EMS is important, especially if numbness or pain remains after thawing or if blisters form.

CARE – It is best to avoid frostbite by getting out of the cold. Gradually warm the affected area by putting frostbitten hands or feet in warm water (104°F to 107°F). If the frozen body part may refreeze after thawing, do not thaw, as the repeated freezing and thawing will damage tissue even more.

## STATION

# 10

Requirement 7

### Emergency Readiness I

Wear a firefighter helmet to set the mood. When Webelos Scouts arrive at this station, ask (1) how they exit their home in case of emergency, (2) where their families gather after leaving their home, and (3) how long it takes them to leave their homes. If the Webelos Scouts have not practiced this with their families, encourage them to do so.

## STATION

# 11

Requirement 7

### Emergency Readiness II

Wear a firefighter helmet to set the mood. When Webelos Scouts arrive at this station, ask (1) how they think they should exit the den meeting location in case of emergency, (2) where their den should gather after leaving the meeting place, and (3) how long they think it will take them to exit and assemble at the designated meeting site. Practice this with the Scouts and ask how they think they could do it faster and better next time.

## STATION

# 12

### Emergency Services

Bring a phone book or an electronic device to search the Internet. Practice how to locate a point of contact for the following:

- Power problems
- Gas leak
- Nonemergency police contact

## REALISTIC FIRST-AID SUGGESTIONS

Use the following materials to make make-believe injuries look more realistic during first-aid practice: deep red and light red lipstick; cosmetic blusher; black wax crayon; "blood" mixture of red food coloring, powdered cocoa, and water; blue chalk or eye shadow; white glue or rubber cement; white eye shadow or glycerin and water solution (equal amounts) in an atomizer or squeeze bottle. Have the "victim" dress in old clothes so his uniform doesn't get stained.

- Outline a "cut" with deep red lipstick. Fill in the area with heavy lipstick application. Drop "blood" onto the cut.
- To simulate the appearance of a serious cut, first build up the "skin" with white glue. When it has dried considerably, make a groove down the middle and add "blood."
- Apply makeup sparingly.
- Simulate abrasions with a little blue eye shadow. This is the "bruise." Smear some glue onto the "injured" area. Let it dry a bit, and then roughen it with a dull kitchen knife. Finish off with a little "blood."
- Simulate a simple burn by applying some blusher to the "injured" area. For a second-degree burn, simulate blisters by applying a little glue to the area. For third-degree burns, simulate charred skin by applying black crayon to the "injured" area. Then apply a light red lipstick and smear on glue. Let it dry a little, and then roughen it with a dull kitchen knife.
- Simulate the ashen face of a shock victim by applying white eye shadow or white chalk. Work in the color for a smooth, pale complexion. Blend in blue eye shadow lightly over and under the eyes and then more heavily on lips and ear lobes.
- Simulate clammy skin by spraying glycerin and water solution onto the upper lip and forehead.
- You can use makeup for all kinds of cuts and bruises, such as an injured cheek, forehead, or lip.
- The first-aid practice will be more effective if the "victims" behave as if they were really in pain or dazed by injuries.

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





# STRONGER, FASTER, HIGHER



## RATIONALE FOR ADVENTURE

This adventure promotes physical fitness and good health.

## TAKEAWAYS FOR CUB SCOUTS

- Increased level of fitness
- Feeling better about oneself both physically and mentally
- A Scout is friendly, clean. 

*Webelos Handbook, page 86*

## ADVENTURE REQUIREMENTS

Do all of these:

1. Understand and explain why you should warm up before exercising and cool down afterward. Demonstrate the proper way to warm up and cool down.
2. Do these activities and record your results:
  - a. 20-yard dash
  - b. Vertical jump
  - c. Lifting a 5-pound weight
  - d. Push-ups
  - e. Curls
  - f. Jumping rope
3. Make an exercise plan that includes at least three physical activities. Carry out your plan for 30 days, and write down your progress each week.
4. With your den, prepare a fitness course or series of games that includes jumping, avoiding obstacles, weight lifting, and running. Time yourself going through the course, and improve your time over a two-week period.
5. With adult guidance, lead younger Scouts in a fitness game or games as a gathering activity for a pack or den meeting.
6. Try a new sport you have never tried before.

### NOTES TO DEN LEADER

Requirement 5 instructs your Webelos Scouts to teach younger Scouts a fitness game or games as a gathering activity for a pack or den meeting. Coordination with your pack's Cubmaster and other den leaders in your pack can help your den complete this requirement.

There is no outing planned for this adventure.

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
- Fitness chart (1 copy per Scout; see Meeting 1 Resources)
- Items for the fitness activities: jump rope; stopwatch, or any watch with a second hand; training cones; chalk; 5-pound bags of sugar, flour, or other pantry items (1 per Scout; check for allergies)

## GATHERING: FITNESS CIRCLE GAME (REQUIREMENT 1)

- Add each Scout to the circle when he arrives. Then practice simple stretching exercises (see the *Webelos Handbook*) before the meeting starts.
- Form a circle with all the Scouts facing right, and start them walking in the circle at a moderate pace. Then, without pausing between exercises, they will:
  - Walk forward at a quicker pace, swinging their arms vigorously.
  - Walk while making themselves as tall as possible with arms high over their heads.
  - Walk while raising their knees as high as possible.
  - Hop around the circle on two feet.
  - Walk with knees slightly bent, holding their ankles.
  - Walk with long strides, bending one knee with each step.
  - Return to the moderate pace.
- Perform safe stretches as described in the *Webelos Handbook*.

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- If your den has a den yell, do a den yell opening in the spirit of building energy for the physical activities of this adventure.

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Go over the requirements for this adventure. Explain that the Fitness Circle Game and stretching exercises helped them to warm up and stretch their muscles before doing the requirement 2 activities.
- Ask each Scout to share about a sport he currently plays. What sport would he like to try or learn more about during this adventure (requirement 6)? Suggest that those who already participate in a sport might help a fellow den member to get involved in it. Remind the boys that “a Scout is helpful.”

## ACTIVITIES

### ◆ Activity 1: Fitness Chart (Requirement 2)

- This activity will help Scouts create their own personal baseline for fitness by measuring their abilities.
- Team the Scouts in buddy pairs. Have each boy turn to the fitness chart for this requirement in his *Webelos Handbook*. He will do these exercises while his buddy records the score; then they switch places:
  - Run 20 yards as fast as possible. Record time.
  - Jump as high as possible near a wall with chalk on your fingers. Touch the wall at the top of the jump. Measure the height.

- Lift a 5-pound bag as many times as you can. Record the number of lifts.
- Do as many push-ups as you can. Record the number.
- Do as many curls as you can. Record the number.
- Jump rope as many times as you can. Record the number.
- When this is done, have each Scout select at least three activities that he wants to improve on during the next month. He will track his progress at home and bring the results each week to share with the den.

## CLOSING

- Tell Scouts that now they have an idea of how they can become stronger.
- They should not feel bad about physical activities that are difficult for them. Rather, they should feel proud of the things they do well and proud of the goals they are setting for themselves. Being physically active makes us all feel better about ourselves, and it is part of the Scout Oath: “On my honor I will do my best...to keep myself physically strong ...”



### Do-at-Home Project Reminder:

Remind Webelos to keep doing at least three exercises at home during the next month and record their progress to share at the meetings.

Webelos Scouts also need to choose a sport that they want to try.

## AFTER THE MEETING

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

# MEETING 2 PLAN

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Balloons for the Gathering game (check for latex allergies)
- Items for the Fitness Fun Course: jump rope; basketball; large cardboard box for a tunnel; stopwatch, or any watch with a second hand; training cones; 5-pound weights or bags (1 per Scout; check for allergies if you use grocery products), etc.

## GATHERING: JUMPING KANGAROOS

The Scouts line up side by side, each with an inflated balloon between his knees. On a signal, they hop across the playing field and back to the starting line. The first one to finish wins. If a Scout breaks his balloon, he is out of the race. If he drops the balloon, he must retrieve it before he can go any farther.

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- Have the Webelos sing and act out the “Head, Shoulders, Knees, and Toes” song. They should place their hands on each part of the body as it is mentioned. Then repeat the song three times, getting faster with each verse:

*Head, shoulders, knees and toes, knees and toes.*

*Head, shoulders, knees and toes, knees and toes.*

*And eyes and ears and mouth and nose.*

*Head, shoulders, knees and toes, knees and toes.*

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts. Make sure the boys discuss their progress on the three physical activities they are practicing at home. Also, find out what new sport each boy has decided to try, and ask how it is going.
- Start a discussion about activities to include in the den's Fitness Fun Course, using the materials you collected. The activities should involve jumping, avoiding obstacles, weight lifting, and running. Encourage the boys to keep the course relatively simple so they can easily set it up again at the next meeting.
- Remind them that fitness is fun and they should include as many activities as possible. For example, a relay race can improve running ability. A basketball game gives you practice at jumping. A jump rope competition builds aerobic ability, aiding breathing and stamina. Carrying weights makes us better at weight lifting. An obstacle course can improve agility.

## ACTIVITIES

### ◆ Activity 1: Planning the Fitness Fun Course

Have the Webelos work together on this project without your assistance; then they can share their plan with you. With guidance from an adult, they will also be helping younger Scouts by teaching them the games as a gathering activity at an upcoming pack meeting (requirement 5); bearing this in mind, they should plan games that are easy to adapt for younger boys.

### ◆ Activity 2: Building and Practicing the Fitness Fun Course (Requirement 4)

Now the Scouts can set up and go through the course. As they do this, have an adult or the den chief record each boy's time at the different activities. This will enable them to track their progress when they repeat the course the following week.

## CLOSING

- Repeat together the Scout Oath.



### **Do-at-Home Project Reminder: (Requirement 3)**

Remind Webelos to keep doing their three exercises at home and record their progress for 30 days. They may also want to practice to improve their time in the Fitness Fun Course at the next meeting.

## AFTER THE MEETING

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



# MEETING 3 PLAN

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items needed to repeat the Fitness Fun Course
- At least two weeks in advance, invite members of a younger Cub Scout den to visit this meeting so they can take part in the Fitness Fun Course—unless this will be done at a pack meeting.

## GATHERING: THREAD THE NEEDLE

- Have Scouts clasp their hands in front of their bodies. They bend forward and step through the loop formed by their arms—first with the right foot, then the left foot.
- Now they move in reverse, stepping backward with the left foot, then the right, still keeping the hands together. (If their hands are clasped near the floor, the action is easier to perform.)

## OPENING

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

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Lead a discussion about how much “stronger, faster, higher” the Scouts have gone in reaching their fitness goals and learning a new sport. Encourage the boys to continue their exercises at home, even after the month is over.
- In this adventure, they have begun the great journey of staying fit and feeling good about themselves. Celebrate this with a grand howl for the den: Starting from a crouching position, the boys make the Cub Scout sign, but instead of putting their hands over their heads, they touch the ground between their feet with the two fingers of both hands. Then, wolf-like, they raise their heads and howl, “Ah-h-kay-y-la! We-e-e’ll do-o-o ou-u-ur best!” As they yell the word “best” in unison, they jump to their feet, with both hands held high above their heads in the Cub Scout sign.)

## ACTIVITIES

- Set up and repeat the Fitness Fun Course. Have the den chief record each boy’s time to see if it has improved since the last meeting (requirement 4).
- If younger boys are visiting, invite them to run through the course with assistance from the Webelos Scouts. Otherwise, review plans for doing this at a pack meeting.

## CLOSING

- Tell Scouts they should feel proud of their accomplishments this month in becoming stronger and faster, and reaching higher toward their fitness goals. Physical fitness is a lifetime goal.
- The Scouts also demonstrated several points of the Scout Law. They were “clean” in keeping their bodies fit; they were “helpful” to each other and younger Scouts in planning their Fitness Fun Course. They were “courteous” toward younger Scouts.

- Sing the Scout Vespers—with reverence—to the tune of “O Christmas Tree”:

*Softly falls the light of day,  
While our campfire fades away.  
Silently each Scout should ask:  
“Have I done my daily task?  
Have I kept my honor bright?  
Can I guiltless sleep tonight?  
Have I done and have I dared  
Everything to be prepared?”*

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 3, 4, 5, and 6.

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





# WEBELOS WALKABOUT



## RATIONALE FOR ADVENTURE

This adventure prepares Webelos Scouts for an outdoor experience and hiking activity.

## TAKEAWAYS FOR CUB SCOUTS

- Planning hikes
- Collecting the needed gear
- Learning outdoor safety skills
- A Scout is brave, kind, cheerful.



*Webelos Handbook, page 98*

## ADVENTURE REQUIREMENTS

Do all of these:

1. Create a hike plan.
2. Assemble a hiking first-aid kit.
3. Describe and identify from photos any poisonous plants and dangerous animals and insects you might encounter on your hike.
4. Before your hike, plan and prepare a nutritious lunch. Enjoy it on your hike, and clean up afterward.
5. Recite the Outdoor Code and the Leave No Trace Principles for Kids from memory. Talk about how you can demonstrate them on your Webelos adventures.
6. With your Webelos den or with a family member, hike 3 miles (in the country if possible).
7. Complete a service project on or near the hike location.
8. Perform one of the following leadership roles during your hike: trail leader, first-aid leader, lunch leader, or service project leader.

### NOTES TO DEN LEADER

Do your best to prepare the den for successfully completing the 3-mile hike. Depending on the abilities or physical condition of the Scouts, you may wish to start with one or two shorter “pre-hikes” to build up endurance; this could be as simple as a walk around the block. You may also consider adding a short-distance den outing, with or without gear.

Confirm the hike plan with families, including transportation, all the necessary clothing, and any additional items they need to bring. Make sure a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.

For the service project in requirement 7, contact the hike location or a local agency to learn about options for a project. Find out if someone will be there to assist the Scouts and if there are any restrictions or guidelines to follow. Plan for any materials you will need.

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
- Compasses
- Sample first-aid kit prepared in advance and materials for Scouts to build their own kits (see *Webelos Handbook*)
- Collect information on locations in your area to lead hikes (and see Meeting 1 Resources for more tips). Find out the following:
  - What type of trail does each location have: dirt, asphalt, gravel, or a mixture?
  - Is water available?
  - Are there special things to see there?
  - Is there a place on the trail for eating lunch?
  - Are there any service project opportunities on the trail or nearby?
- Find a printed or digital map of the proposed hike location to share with the Scouts.

## GATHERING: BALL LAUNCHER

- Place the center of a 1" X 4" X 4' board over a wooden block, like a seesaw. Attach a jar ring, jar lid, or other type of shallow cup to one end of the board and rest a soft ball or tennis ball on it.
- Webelos Scouts will stamp sharply on the high end of the board, making the ball soar into the air. Give points to players who catch their own fly balls.
- As an option, allow each player to adjust the fulcrum position and see who can send the ball the farthest distance.

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Law.
- As a group, recite the Outdoor Code and the Leave No Trace Principles for Kids, which can be found in the *Webelos Handbook*. Brainstorm ideas for how Scouts can demonstrate those principles as they prepare for the hike and while they are on it. Remind Scouts that a requirement for this adventure is to recite both of these by memory. Scouts should practice saying them between this meeting and the next, when they will have the opportunity to demonstrate that they have learned them.

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the Webelos Walkabout adventure to the den, and let them know they will be planning and preparing for a hike. Build interest by describing the goals of the adventure and some of the activities that are planned.

## ACTIVITIES

### ◆ Activity 1: Planning a Hike (Requirement 1)

- Introduce the hike. If you have a map, either printed or digital, this would be a good opportunity to share it with the Scouts so they can visualize the location and the path they will take. Tell Scouts the following:
  - Where the trail is, how long it is, and any other relevant hike details
  - What they will see there
  - What they need to do to get ready for the hike
- Have Scouts record the plan in their handbooks.

### ◆ Activity 2: Gear List and Weather

- Discuss the gear that Scouts will need to bring to be prepared for a hike. Include in the discussion the types of weather Scouts might encounter on the hike. Have them decide how they will be prepared for any possible emergency weather events. This is a good opportunity to make the connection to “A Scout is brave” as a Character Compass point.
- Have Scouts record the list in their handbooks.

### ◆ Activity 3: Building First-Aid Kits (Requirement 2)

- Display a prepared first-aid kit and give Scouts an opportunity to guess the items that are in the kit. Then take one item out at a time and ask Scouts why that item might be needed on a hike.
- Set additional quantities of each item out on a table so each Scout can build his own kit. Give each Scout a sturdy zip-top storage bag to contain the items. Allow the Scouts time to go around the table to gather the items and assemble their kits.

## CLOSING: THE FOUR WINDS

- Say: *The Lakota people see special meaning in the direction of the wind. These ideas remind us to take care of our planet and preserve it, much as the Outdoor Code and Leave No Trace principles also remind us.*
- Scouts will use compasses to face in each for the four directions as you continue:
  - From the east comes the sun. Light arrives in the morning and spreads over the earth. It is the beginning of a new day and new understanding. It helps us see new things and, traditionally, people look to the east for wisdom and understanding.
  - In the southern sky, the sun is at its highest. This direction stands for warmth and growth for all things.
  - At the end of the day, the sun sets and the great storms of the plains arrive. The west is the source of water: rain, lakes, streams, and rivers. Nothing can live without water, so the west is vital.
  - North brings the cold, harsh winds of the winter season. Scouts who face these winds have learned patience and endurance.



### Do-at-Home Project Reminder:

Remind Scouts to practice reciting the Outdoor Code and the Leave No Trace Principles for Kids to complete requirement 5.

## AFTER THE MEETING

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

# MEETING 1 RESOURCES

## ACTIVITIES

### Activity 1: Planning a Hike (Requirement 1)

#### Where to Find Trails for Webelos Scouts

This may require some research on your part, depending on where you live. Some good resources include:

- **Other leaders in your pack or other packs.**
- **Boy Scout troop leaders.** You will be getting to know several during your journey as a Webelos leader. This is a good icebreaker! Be sure they understand the parameters of your hike: 3 miles, in a rural setting if possible, appropriate for 10-year-olds and their parents with a place for lunch along the way.
- **The local parks and recreation department.** There may be established trails in your area at parks and other natural sites.
- **City, state, or national parks** often have easy trails as well. Just be sure they include the parameters mentioned above.

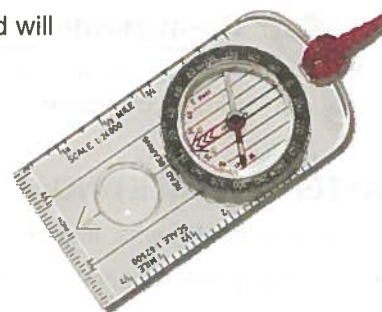
#### Other things to consider:

- A “loop” type of trail that starts and ends at the same point is best.
- Look for a service project the Scouts can participate in, either on the trail or nearby.
- Check the weather forecast and monitor any updates. If the weather will be extreme, cancel the event and return another day. In cases of light to moderate rain, remember that part of the adventure involves being prepared for weather changes, so this may be a good learning opportunity for your Scouts!
- Hike the trail ahead of time, or invite another adult who knows the area and can alert you to hazards, tell you where to find water and restrooms, and inform you of any fees.
- Enlist other adult volunteers. Possibilities include:
  - Arranging for permits, the service project, or other activities
  - Transportation: making sure everyone has a ride, arranging carpools
  - Off-site emergency contacts to remain available by phone
  - Lunch coordinators to purchase and prepare the food before the hike (unless this is done at a den meeting)

### Using a Compass

Tell Scouts that north, south, east, and west are the points of a compass. A compass can help them figure out what direction is north. Once they know that, they can decide which direction to go to move toward their destination. Scouts can also use a map and compass to figure out how to get from one place to another. Wherever they happen to be on earth, the compass needle will always point north.

- Have a Scout hold a compass flat in his hand.
- Tell him to look down at the needle to see where it is pointing, then turn his body slowly. He should keep turning until the compass needle lines up with the north line or “N” on the grid.
- Remind Scouts that the floating needle is magnetized and the red end will always point to magnetic north. You can always figure out the other points of the compass when you stand facing north.
- When Scouts are facing north using a compass, east will be on their right, south will be directly behind them, and west will be to their left. If they forget, teach Scouts the phrase “Never Eat Soggy Waffles” and they’ll get right back on track.





# MEETING 2 PLAN

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Two buttons or other small items for the I Give You a Dog game (Gathering)
- Sign-up sheets listing the hike leadership roles in the *Webelos Handbook*, and supplies (markers, adhesive badges, safety pins, etc.) so Scouts can sign up for a role and make a corresponding nametag (Talk Time)
- Information collected from local websites about dangerous plants or animals that might be encountered on the hike
- Materials for Activity 1: Pencils, tape or pins, index cards with names of dangerous plants and animals selected from *Webelos Handbook*
- 3-foot piece of rope (one per Scout) for Closing
- Thank-you notes for anyone who will help with the den outing

## GATHERING: I GIVE YOU A DOG

- Seat Scouts in a circle as they arrive for the meeting.
- Player 1 *turns to his right* and says to player 2, "I give you a dog." Player 2 responds, "A what?" Player 1 repeats himself and passes a button or other small item to player 2. The "dog" is then passed to player 3 and so on.
- When the first item has been in movement for a while, player 1 *turns to his left* and passes another button with the words, "I give you a cat." The process is then duplicated on the left side of the circle. At some point, the "dog" and the "cat" will cross, which is amusing for all.
- After the game, lead a brief reflection to help the boys appreciate the value of communication.

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Law.
- Give Scouts who are ready an opportunity to recite the Outdoor Code and the Leave No Trace Principles for Kids in order to fulfill requirement 5.

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Pass around a sign-up sheet so each Scout can choose his leadership role for the hike (requirement 8). The roles are listed and described in the *Webelos Handbook*. If you have a small den, allow two boys to share some of the roles and take turns during the hike.
- Once Scouts have selected a role, have them create badges using the art materials you collected. They may decorate some of the badges to represent their roles.
- Collect the finished badges to be returned on the day of the hike and pinned on their uniforms.

## ACTIVITIES

### ♦ Activity 1: Dangerous Plants and Animals Scramble (Requirement 3)

- Review with Scouts the dangerous plants and animals described in the *Webelos Handbook*. Share with them any information you were able to find on hazards that may be found in your area.
- Tape or pin one of the index cards naming a dangerous plant or animal to the back of each boy's shirt, but don't let him see the card.
- Players ask questions of each other to get clues to their own identities. They should ask each person only one question, and that person asks one question of them. Sample questions might be, "Am I an insect?" or "Do I sting?" Answers are limited to "yes," "no," "maybe," and "I don't know."
- Each Scout continues asking questions until he thinks he knows what his plant or animal is. They may use their *Webelos Handbooks* to help in the process.
- When all players believe they have identified their cards, gather in a circle. Take turns having each Scout tell what he thinks he is and how he reached that conclusion. Then remove the card to see if he was correct.
- After the game, talk about the ones they found difficult to guess. Which of the dangerous plants and animals are native to your area? If your research revealed any hazards that aren't in the handbook, share those with Scouts as well.

### ♦ Activity 2: Lunch Planning (Requirement 4)

- Help Scouts brainstorm a list of ideas for lunch on the trail. Guide Scouts to good options for nutritious, simple food that travels well, does not require refrigeration, and will be easy to dispose of responsibly. Encourage Scouts to consider options for incorporating different food groups.
- When Scouts have agreed on a lunch menu, have them record the menu and their responsibilities for the meal in their handbooks.

## CLOSING

- **Square Knot Closing.** Give each Scout a 3-foot section of rope. Using square knots, they tie their ropes together to form a complete circle. Then everyone leans back carefully to form a taut circle. Say: *You are part of a group of close friends, held together by the square knot—a symbol of friendship.*
- Review details for Meeting 3, the den outing. Make sure all Scouts and their families know the plans, and remind them that they should come prepared with the Scout Basic Essentials in the *Webelos Handbook* (including their individual first-aid kits), as well as proper clothing and footwear.

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Have Scouts sign thank-you notes for anyone who will help with the outing.
- Record completion of requirements 3 and 5.

## MEETING 3 PLAN (Den Outing)

### PREPARATION AND MATERIALS NEEDED

- Trail maps and compasses
- Nametags for leadership roles on the hike and pins to attach them
- All food and items needed for lunch. Be sure to bring a trash bag so you can pack out any garbage.
- Photo or drawing of a bird nest for Closing
- Signed thank-you notes for those who help

- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the event is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- Confirm that each Scout is prepared with the Scout Basic Essentials (including his individual first-aid kit), appropriate clothes and shoes, and any other items needed for the hike.
- Confirm plans with the hike location for the service project, and bring any necessary materials such as disposable gloves (nonlatex, in case of allergies), trash bags, etc.
- Review the Trail Tips for Cub Scout leaders in the front matter.
- If you would like a specific focus for this hike, select from the ideas in the Appendix. Prepare any necessary materials for the hike you select.

## GATHERING

- Remind Webelos Scouts about expectations for the outing.
- Distribute nametags with the leadership roles, and have Scouts attach them to their shirts. If they will be taking turns for some roles, decide how this will be done and remember to signal when it is time to switch. Help Scouts who have questions about their roles.

## OPENING

- Say the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law. If the den does not have a U.S. flag on the outing, ask one Scout to display the flag on his uniform for the group.
- Give Scouts who are ready an opportunity to recite the Outdoor Code and the Leave No Trace Principles for Kids in order to fulfill requirement 5.

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Have Scouts share ways that they will demonstrate the Outdoor Code and the Leave No Trace Principles for Kids on their hike.
- Ask Scouts to name some of the dangerous plants and animals they discussed at the last meeting. Remind them to be aware of their surroundings as they hike and to keep an eye out for any of those plants or animals that can be found in your area.

## ACTIVITIES

### ◆ Activity 1: Den Hike (Requirement 6)

- If you selected a theme for your hike from the options listed in the appendix, introduce the idea to Scouts before you begin.
- Help Scouts with their leadership roles along the way.
- Look for opportunities to point out items of interest in the natural surroundings, and be alert to any dangerous plants or animals the den might encounter.
- Monitor to ensure all boys are keeping up comfortably and are on track to successfully complete the 3 miles. Encourage the trail leader to call for a break if anyone needs time to rest.



## ◆ Activity 2: Lunch (Requirement 4)



- Have those who signed up as lunch leaders identify the best spot, organize the distribution of food, and supervise the cleanup.
- Be sure Scouts leave the lunch location cleaner than they found it.

## ◆ Activity 3: Service Project (Requirement 7)

- After the hike, assemble the den at the chosen location for the service project, and explain what they will be doing.
- If someone from the hike location is helping with the project, introduce the guest and allow them a brief time to explain why this project is beneficial to the area.
- Ensure any safety equipment, such as nonlatex disposable gloves, is distributed.

## CLOSING

Show a photo or drawing of a bird's nest. Say:

*This nest might have been a home for baby birds. Those young birds are much like you in our den. As they grow, so do you. They will be fed and nurtured by their families and their experiences. They will watch the example of other birds as they fly through the skies around them. One day, the birds will leave their nest, just as birds have always done and will continue to do. They will have grown into adults and will play an important role in nature. You will do the same as you grow and "fly" into adulthood. You will become an important member of your community and your country and will be a leading citizen for everyone to see and admire.*

*To grow into manhood, a boy must have nourishment for his body and his mind. He must be nurtured by his family and his community along the way, if his ideas and character are to develop. Our community and our country need this. Our den will fly only if we, as companions in this adventure, continue to be nourished through adventure, service, and fun.*

## AFTER THE MEETING

- Give thank-you notes to those who helped with the outing.
- Record completion of requirements 4, 6, 7, and 8.

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





## Required Adventures

THE UNIVERSITY OF CHICAGO  
LIBRARY  
1100 EAST 58TH STREET  
CHICAGO, ILL. 60637  
TEL: 773-936-3000  
FAX: 773-936-3000  
WWW.CHICAGO.EDU





# BUILDING A BETTER WORLD



## RATIONALE FOR ADVENTURE

The wide range of activities in this adventure will help Webelos Scouts become strong, participating citizens in their communities, their nation, and the world at large.

## TAKEAWAYS FOR CUB SCOUTS

- Understanding that citizenship begins when you enter a community, and is more than just saluting the flag.
- Creating a Scouting presence in the community.
- Providing an opportunity for the Scouts to thank public servants.
- Heroes do not actively seek recognition; awards are only given *after* a heroic act is performed—if at all. Not all heroism is recognized publicly.
- A Scout is loyal, thrifty, friendly. 

*Webelos Handbook, page 118*

## ADVENTURE REQUIREMENTS

1. Explain the history of the United States flag. Show how to properly display the flag in public, and help lead a flag ceremony.
2. Learn about and describe your rights and duties as a citizen, and explain what it means to be loyal to your country.
3. Discuss in your Webelos den the term “rule of law,” and talk about how it applies to you in your everyday life.
4. Meet with a government leader, and learn about his or her role in your community. Discuss with the leader an important issue facing your community.
5. Learn about your family’s expenses, and help brainstorm ways to save money. Plan and manage a budget.
6. Learn about energy use in your community and in other parts of our world.
7. Identify one energy problem in your community, and find out what has caused it.
8. With the assistance of your den leader or parent, participate in an event that would help lead others in recycling and conserving resources.
9. Show that you are an active leader by planning an activity without your den leader’s help.
10. Do one of these:
  - a. Learn about Scouting in another part of the world. With the help of your parent or your den leader, pick one country where Scouting exists, and research its Scouting program.
  - b. Set up an exhibit at a pack meeting to share information about the World Friendship Fund.
  - c. Find a brother Scout unit in another country.
  - d. Under the supervision of your parent, guardian, or den leader, connect with a Scout in another country during an event such as Jamboree on the Air or Jamboree on the Internet or by other means.

## NOTES TO DEN LEADER

Prepare several weeks in advance when inviting a guest to Meeting 1 and when planning Meeting 4, the den outing to a public meeting. Ideally, your den will present the colors at the public meeting as part of this adventure. 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 a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.

The plans below include a recycling project as one of the activities. You may elect to participate in a community recycling event—or plan a separate event that involves the entire pack, perhaps at a pack meeting.

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
- Index cards for Scout Law Game (Gathering)
- Playing pieces for Rule of Law Game (Activity 2)
- Materials to create a den flag: fabric, scissors, glue, markers, etc. (Activity 3)
- Invite a local government leader—such as a school board or city council member—to visit the meeting and discuss a community issue and the “rule of law” concept (Activity 1). In advance, give the person you invite a copy of the adventure requirements and any other information that might help them plan for the talk.
- Have a thank-you note ready that Scouts can sign for their guest.

## GATHERING: SCOUT LAW GAME

- As Scouts arrive, assign them to one of two teams. Write the 12 points of the Scout Law on separate index cards, and give a complete set of cards to each team. Before the game starts, pull one card from each set and place it on a table in front of the team.
- The goal is for teams to put the rest of their cards on the table in the same order as the Scout Law. When a player takes his turn, he may choose to put a new card on the table or switch the order of the cards that are already there.
- The first team to get all 12 points in order wins.

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- **Note:** To fulfill requirement 1, each Scout will need to help lead a flag ceremony; work out a schedule for this in advance, and have all the boys practice to ensure correctness. Each Scout will also plan a den activity to complete requirement 9. Set some guidelines so that no two boys will be planning the same thing.

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the Building a Better World adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.

- If the den has a local government leader as a guest at this meeting, review any questions the boys want to ask to make sure all are appropriate. Select one boy to introduce your guest and another to say “thank-you” after the discussion.
- Help the Webelos Scouts decide on a conservation event they can carry out for requirement 8 (e.g., collecting cans or newspapers around the neighborhood and turning them in for recycling). If the community already has something going on, make plans for the den to participate and track their progress throughout the month (requirement 9).

## ACTIVITIES

### ◆ Activity 1: Guest Speaker (Requirements 2, 3, and 4)

- Discuss with the invited guest what it means to be a citizen, and list some of the duties.
- Have your guest talk about the “rule of law” concept (see *Webelos Handbook*) and a community issue (e.g., water shortages, recycling, cleaning up local parks). Allow the Scouts time to ask their questions.

### ◆ Activity 2: “Rule of Law” Game

- Start by having several Scouts play different games with different rules and playing pieces. One boy could have a ball, another a set of game cards, another a pair of dice, etc. Tell half of the boys to see how many points they can gain and tell the other half to go for the least amount of points. Don’t tell them how to accumulate points. Then let them play for a few minutes before they figure out the plan is not working well.
- Say: *When playing a game, is it important that everybody knows the rules? Why? What if somebody plays by different rules? What would happen? In our country, we believe in the rule of law. That means that everybody has to obey the law, and the same laws work for everybody. It doesn’t matter where you are born, how you believe in God, or how much money you have. The law is made by the people’s representatives to protect all of us and to be fair to every person.*
- Now ask: *Could we make rules for a simple game with one set of these playing pieces?* Give the Scouts time to work together on this, and see what they come up with.

### ◆ Activity 3: U.S. and Den Flags (Requirement 1; see Meeting 1 Resources)

- Guide a discussion about the U.S. flag, proper ways to display it, and how to lead a flag ceremony. Use a U.S. flag to help lead the discussion. Ensure that there is as much showing and doing as there is telling.
- One option is to provide pairs of boys with a printed version of one historical flag described in the handbook adventure. Pairs can identify the flag, learn its background, and share what they have learned with the den.
- Practice a flag ceremony, and involve each Scout in the activity.
- Using the materials you collected, have the Scouts work together to create a den flag.

## CLOSING

- Gather everyone in a friendship circle and recite the Scout Law. Starting with the denner and moving right, have each boy say something that the words “a Scout is loyal” mean to him (e.g., loyalty to his den, pack, family, community, country).
- Retrieve the colors. Based on your planning, involve the Webelos in leading the ceremony.
- Remind Scouts of their plan to participate in an event that would help lead others in recycling and conserving resources for requirement 8. If the event will be completed as a den, confirm the event or ask Scouts to collect and bring recyclables to the appropriate meeting.

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Have Scouts present their thank-you note to the guest.
- Record completion of requirements 1, 2, 3, 4, and 9.



# MEETING 1 RESOURCES

## ACTIVITIES

### ◆ Activity 3: U.S. and Den Flags

#### Simple Ways to Include More Scouts in a Flag Ceremony

- Include more flags. Besides the American flag, your color guard can include the flags of your den, pack, state, or city, as well as the POW/MIA flag, Ecology Flag, and historic flags.
- Include patriotic readings such as “I Am Old Glory” or Johnny Cash’s “This Old Flag.” Divide the poem or narrative into as many speaking parts as necessary to include all members of the den. Reading the words to patriotic songs such as “God Bless the USA” by Lee Greenwood can also be a great tribute.
- Present several historic flags and tell some of the history of each one.
- Read descriptions of the 12 points of the Scout Law from the *Webelos Handbook*. Set out 12 candles on single or multi-branched candelabras, and have the Scouts take turns lighting a candle after each description.

#### Flag Trivia Test

1. When an American flag is properly folded, the only thing visible is:  
a) the field of stars      b) stripes      c) gold trim
2. When a state flag is properly folded, what shape is it in?  
a) triangle;      b) trapezoid;      c) square
3. Is it appropriate to stand at attention and salute when you hear a recorded version of “The Star-Spangled Banner”?
4. During a closing flag ceremony, when do you finish your salute?  
a) when the flag has fully descended the flagpole  
b) when the flag is completely folded  
c) after the color guard has exited the building
5. When flags cross in front of the audience at an opening flag ceremony, does it matter which flag crosses in front of the other?
6. May I continue to fly the American flag in inclement weather?
7. How can I properly display the American flag 24 hours a day?
8. Is it OK to turn an old flag into a costume for a skit, as long as the theme is patriotic?
9. Is it OK to wear my Webelos Scout cap during a flag ceremony?
10. How long should an audience hold their salute when the flag is being raised?
11. Should the color guard salute?
12. Do I have to burn every flag that accidentally brushes the ground?
13. When should I consider a flag no longer usable?

1. a; 2 a; 3. False—You only salute when live music is played. For recorded music, stand at attention; 4. a—Wait until the flag has reached the bottom of the pole and a member of the color guard has touched it; 5. Yes—The American flag must cross closest to the audience; 6. Yes—if you have an all-weather flag; 7. If you keep a light shining on it—not just near it, but on it exclusively; 8. No—You never use the flag material as anything else; 9. Yes—if you are in uniform, you salute by touching the brim of your cap; 10. Until the flag reaches the top of the halcyard; 11. Only if the color guard is given a specific command, separate from the command for the audience; 12. No—You only retire a flag when it can no longer be washed or mended and returned to service; 13. When it is faded or torn beyond repair.

### Common Mistakes

1. **Following the flag up or down the pole with your head or eyes.** The correct position is with eyes looking straight forward and your head remaining still.
2. **Talking during flag presentation.** This is a problem particularly at sporting events. Presentation of the colors is a solemn ceremony and requires respectful silence. The only talking should be by the caller, or when the Pledge of Allegiance is recited.
3. **Not removing headwear during flag presentation.** The Flag Code specifically states that anyone not in military uniform should remove headwear and render a salute. Official BSA headgear may be worn while the unit or individual is participating in an indoor formal ceremony or service duty, except in religious institutions where custom forbids. Typical indoor activities of this type are flag ceremonies, inspections, orderly duty, or ushering service.
4. **Holding the salute too long.** The salute is only held while the flag is moving on the pole or moving through the room. The command to release the salute ("Two") should be given when the flag reaches the top or bottom of the pole. When it reaches the bottom, the command should be given as soon as a member of the color guard physically touches the flag. For the remainder of the ceremony (folding, recitation of poetry, etc.), simply stand at attention.
5. **Color guard members saluting while holding the flag.** The color guard is guarding the flag, and therefore does not participate in the flag ceremony itself unless commanded to do so by the caller, and only after the flag is in place.
6. **Pausing as though there is a comma in the Pledge of Allegiance between the words "one nation" and "under God."** "One nation under God" is written in the Pledge of Allegiance as one phrase; there should be no pause.

## MEETING 2 PLAN

### PREPARATION AND MATERIALS NEEDED

- U.S. and den flag with stands
- Items for Budget Game (Activity 1): pencils, index cards, markers, and a whiteboard or poster board
- Old newspapers, bucket of water, hand mixer, and wire mesh for Recycling Activity (Activity 2)
- Ideas for the recycling or conservation event (Talk Time)

### GATHERING

- As Scouts arrive, collect any recyclables they are turning in for requirement 8.
- Then have them play the Birds Have Feathers Game: One player leads, and the others flap their arms in a flying motion each time the leader correctly names a creature with feathers.
- For example, if the leader says "birds (or ducks or swans) have feathers," the players can flap around. If a player flaps at the wrong time, he drops out, and play continues.
- The leader should make his calls rapidly so the game will be more challenging. He can also flap his arms at any time to confuse the others.

### OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- Make sure to involve any Scouts who did not help lead the ceremonies at the last meeting.

### TALK TIME (REQUIREMENTS 5 AND 10)

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

- Have den members select an option from requirement 10 to expand their awareness of Scouting around the world. Then make any assignments needed to complete the requirement at the next meeting or in the near future.
- Talk about the difference between spending money for fun and spending money for necessities. As a den, write two lists on the whiteboard or poster board, showing expenses a boy might have in both these categories: “Fun” (snacks, movie tickets, games, music) and “Necessities” (clothes, school supplies, Scouting gear). Then list possible sources of income for a boy (allowance, money for chores or mowing lawns, birthday money).
- Taking all of this into account, guide the Scouts in brainstorming different ways that a boy could save money. Then have each Scout put together his personal budget for the next two weeks, using a pencil and the form provided in the *Webelos Handbook*.
- Webelos Scouts will keep track of their income and expenses during the rest of the month and share the results with the rest of the den.

## ACTIVITIES

### ◆ Activity 1: Needs Versus Wants (Budget Game)

- On the index cards, write different types of expenses—half of them necessities and the other half luxuries. Include the typical cost of each item.
- Divide your den into two teams. Each team has a grocery bag marked “Wants” and one marked “Needs.” Give both teams a set of cards, making sure the sets contain items in each category.
- Now assign a dollar figure to each team that represents its weekly or monthly income. The teams will sort their cards into the appropriate bags; then they must decide which “Wants” they can purchase after first paying for all their “Needs.”
- Lead a discussion after the game, asking what the Scouts learned from it.

### ◆ Activity 2: Recycling Activity

- Tear the newsprint you collected into 1-inch strips. Have the Scouts drop all the pieces into a bucket of water and wait until the paper is completely saturated. Then, with adult supervision, they will beat the paper into mulch, using a hand mixer.
- When the paper has the consistency of soggy facial tissue, pour the excess water through a wire mesh into another bucket. Allow time for the paper to dry somewhat, then use it to make a sign for a recycling display at an upcoming pack meeting.

## CLOSING

- Have den members form a circle around the U.S. flag. Have Scouts salute and sing “America,” “God Bless America,” or another patriotic song. (See the *Cub Scout Songbook* for ideas.)
- Retrieve the colors. Based on your planning, involve the Webelos in leading the ceremony.

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirement 8.



# MEETING 3 PLAN

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items to tie together in the Long Distance Knot Game (Gathering)
- Information on energy use and related issues in your community and other parts of the world (Talk Time; check with your local power company or the U.S. Energy Information Administration website at [www.eia.gov](http://www.eia.gov))
- Materials for a World Friendship Fund exhibit (Activity 1; see Meeting 3 Resources)
- Rolled up sock(s) for Sock Baseball (Activity 2)
- Thank-you notes that Scouts can sign for anyone who will be helping with the den outing (Meeting 4)

## GATHERING: LONG DISTANCE KNOT

- Tie objects together to make the longest chain possible before it's time to start the meeting. Anything goes: shoelaces, old belts and shirts, etc. Once the chain is formed, it must be able to withstand one person on each end holding and leaning back.
- As Scouts arrive, they can join in until it's time to start the meeting. Then the challenge is to get everything untied!

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- Make sure to involve any Scouts who did not help lead the ceremonies at the last meeting.

## TALK TIME (REQUIREMENTS 6 AND 7)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Discuss energy usage in your community. Where does the bulk of your power come from—coal, nuclear, hydroelectric, or other sources? Why? Where is your power plant located?
- What are the energy issues or problems in your community (e.g., environmental impact, sustainability, cost to produce, water rights)?
- How do the local issues compare to concerns around the world?

## ACTIVITIES

### ◆ Activity 1: Pack Meeting Exhibit (Requirement 10)

- Have Scouts create a World Friendship Fund exhibit for the upcoming pack meeting (see Meeting 3 Resources), unless they chose a different option for the requirement.
- The exhibit should be easy to dismantle and set up again at the pack meeting.

### ◆ Activity 2: Sock Baseball

- This game is played the same as baseball, except the ball is made of one or more rolled up socks and no bats are used.
- Players hit the ball with their hands held together, and the field size is scaled down for a smaller number of players. This can easily be played in a small backyard.

## CLOSING

- Lead Scouts in a patriotic song. One option is "America, the Beautiful," below:

### **America, the Beautiful**

*O beautiful for spacious skies,  
For amber waves of grain,  
For purple mountain majesties  
Above the fruited plain!  
America! America! God shed his grace on thee,  
And crown thy good with brotherhood  
From sea to shining sea!*  
—Katherine Lee Bates

- Retrieve the colors. Based on your planning, involve the Webelos in leading the ceremony.
- Review details for the upcoming outing in Meeting 4. Make sure all Scouts and their families know the plans.

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 6, 7, and 10.
- Have Scouts sign thank-you notes for anyone who helps with the outing.

## MEETING 3 RESOURCES

### World Friendship Fund Exhibit

**Materials:** brochures (may be obtained through your local council office); pictures of flags from other countries; world map with pins that mark Scouting locations around the world

- Through the World Friendship Fund, voluntary contributions of Scouts and leaders are transformed into cooperative projects that help Scouting associations in other countries to strengthen and extend their Scouting programs. The World Friendship Fund gives the youth members of the Boy Scouts of America an opportunity to help fellow Scouts who are in need of their support. It teaches Scouts that Scouting is global. Since the inception of the World Friendship Fund, American Scouts and leaders have voluntarily donated more than \$11 million to these self-help activities.
- The World Friendship Fund was developed during the closing days of World War II. At that time, there was a great need to rebuild Scouting in those nations that had been wracked by war and were just emerging from the shadows of totalitarianism.
- Over the years, this fund has provided Scouts from around the world with Scouting literature, uniforms, summer camp equipment, computers, and other Scouting-related supplies.
- Collections for the World Friendship Fund can be organized during camporees, roundtable meetings, den and pack meetings, summer camping programs, blue and gold banquets, or any other Scout activity. World Friendship Fund brochures, posters, and labels are available through your local council. Information for reaching international Scouts can be obtained from:

International Department, S221  
Boy Scouts of America  
1325 West Walnut Hill Lane  
P.O. Box 152079  
Irving, Texas 75015-2079  
Fax: 972-580-2413  
Email: [international@scouting.org](mailto:international@scouting.org)



# MEETING 4 PLAN (Den Outing)

## PREPARATION AND MATERIALS NEEDED

- Contact the outing location at least a month in advance to schedule the Scouts' attendance at a public meeting. If possible and appropriate, arrange for the den to conduct a flag ceremony at the meeting. Consider media coverage for the event. **Note:** Each Scout in the den should have led a flag ceremony by this date; perhaps the Scouts can vote on the ceremony they liked best and present it at this meeting or the next pack meeting.
- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the location is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- Bring the thank-you notes the Scouts signed.

## GATHERING

- Remind the boys of the importance of staying together and being on their best behavior.
- Use the buddy system.

## ACTIVITIES

### ◆ Activity 1: Public Meeting

- If possible, conduct a flag ceremony at the meeting and express appreciation to the public servants in attendance.
- After the public meeting, lead a discussion on what Scouts learned about public service.

## CLOSING

- Gather the den together and have each Scout share something he learned during the adventure that will help him in participating as a citizen in his community.
- Have Scouts report on their completion of requirement 5 (planning and managing a budget). If they chose options other than the pack meeting exhibit for requirement 10, have them report on this as well.

## AFTER THE MEETING

- Serve refreshments, if desired and appropriate.
- Record completion of requirement 5.
- Give thank-you notes to anyone who helped.

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





10/10/2020

Page 1 of 1

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# CAMPER



## RATIONALE FOR ADVENTURE

In this Arrow of Light adventure, Scouts will go on campouts where they can gain and develop new outdoor skills.

## TAKEAWAYS FOR CUB SCOUTS

- Building on and improving outdoor skills
- Preparing for weather emergencies
- Planning campfire programs
- Tying bowline knots
- Using GPS units while geocaching
- Outdoor Code and Leave No Trace Principles for Kids
- A Scout is helpful, trustworthy, thrifty. 

*Webelos Handbook, page 148*

## ADVENTURE REQUIREMENTS

Do all of these:

1. With the help of your den leader or family, plan and conduct a campout. If your chartered organization does not permit Cub Scout camping, you may substitute a family campout or a daylong outdoor activity with your den or pack.
2. On arrival at the campout, with your den and den leader or family, determine where to set up your tent. Demonstrate knowledge of what makes a good tent site and what makes a bad one. Set up your tent without help from an adult.
3. Once your tents are set up, discuss with your den what actions you should take in the case of the following extreme weather events which could require you to evacuate:
  - a. Severe rainstorm causing flooding
  - b. Severe thunderstorm with lightning or tornadoes
  - c. Fire, earthquake, or other disaster that will require evacuation. Discuss what you have done to minimize as much danger as possible.
4. On a pack campout, work with your den leader or another adult to plan a campfire program with the other dens. Your campfire program should include an impressive opening, songs, skits, a Cubmaster's minute, and an inspirational closing ceremony.
5. Show how to tie a bowline. Explain when the knot should be used and why. Teach it to another Scout who is not a Webelos Scout.
6. Go on a geocaching adventure with your den or family. Show how you used a GPS unit or a smart-phone with a GPS application to locate a geocache.
7. Recite the Outdoor Code and the Leave No Trace Principles for Kids from memory. Talk about how you can demonstrate them while you are working on your Arrow of Light. After one outing, list the things you did to follow the Outdoor Code and Leave No Trace.

## NOTES TO DEN LEADER

This adventure may require the assistance of expert volunteers for the Leave No Trace (LNT) training and geocaching activities. Reading Boy Scout resources like the *Geocaching* merit badge pamphlet may also help prepare you. The council or district can provide Outdoor Ethics training and other outdoor skills information; see if they host any special events to aid Webelos Scouts in this adventure.

Confirm plans for the pack campout with families, including transportation, all the necessary clothing, and any additional items they need to bring. Make sure a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.

The Meeting 4 Plan offers ideas for a geocache outing. If the location allows and the timing is preferred, this outing could be combined with Meeting 2, which gives Scouts an overview of geocaching and the opportunity to practice using a GPS. 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 a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected. If there will not be a den outing, make sure to include a geocaching adventure (requirement 6) as an activity during the pack campout.

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

Webelos den overnight campouts are parent-son events, under the direction of the Webelos den leader. It is recommended that at least one Webelos leader be trained in Outdoor Leader Skills for Webelos Leaders, which is in addition to basic training. At the den overnight campout, the Webelos den leader may be assisted by the assistant Webelos den leader and the Webelos den chief. Sometimes, additional leadership from a Boy Scout troop may join you.

In most cases, each Webelos Scout is under the supervision of his own father, mother, or guardian. If a parent or guardian cannot attend, the boy's family should make arrangements for one of the other parents or another adult relative or friend to be a substitute at the campout. It's essential that each Webelos Scout is under the supervision of an adult and that every adult has a share of the responsibility for the campout.

Webelos dens are encouraged to participate in joint overnight campouts with a Boy Scout troop. However, a parent or guardian of each Webelos Scout should still attend.

More details on planning Webelos den campouts may be found in the appendix to this *Webelos Den Leader Guide* and in the *Cub Scout Leader Book*.

## MEETING 1 PLAN

### PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- 6-inch pieces of rope (one for every two Scouts) for tying bowline knots (Activity 1)
- Longer ropes for the Rope Relay (Activity 2, one rope per team)
- Outdoor Code and Leave No Trace Principles for Kids, written in large print on poster boards (Activity 3)
- Practice your own knot tying before the meeting. Once you have it down, try tying with only one hand. (Many websites offer information to help.)
- Arrange with the Cubmaster (or other adults in charge) to attend this meeting and help plan the upcoming pack campout.

### GATHERING

- As Webelos arrive for the meeting, have them warm up by tying the knots they learned as Cub Scouts:
  - Two half-hitches                      — Overhand knot                      — Square knot
- If a boy joined later and hasn't learned those knots, pair him with a buddy who can teach him.



## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Law.
- Have the denner lead a roll call. When each Scout's name is called, have him share a favorite part of camping.

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the Camper adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Discuss plans for the pack campout and campfire program. (See den leader training and BALOO resources for assistance.)

## ACTIVITIES

### ◆ Activity 1: Bowline Knots (Requirement 5)

- Each Scout will tie a bowline knot and learn when it is used (for rescues) and why (because it doesn't slip). See Meeting 1 Resources for one method; a number of animated knot-tying websites may also be useful.
- **Note:** Each Scout must also follow up after the meeting by teaching the knot to a younger boy who isn't yet a Webelos Scout.

### ◆ Activity 2: Rope Relay

- Once Scouts have mastered the bowline knot, set up a rope relay. Divide the den into two teams. Give each team a rope and have them tie it to a fence, table, or other solid object so they only have one end to work with (simulating a rescue situation).
- The teams stand single file opposite their ropes and, in turn, each teammate runs to the rope, ties a bowline around his waist, then leans back until the rope is taut but doesn't slip.
- Have the den chief serve as judge to verify each knot is correct. Once this is done, the player unties the knot, returns to his team, and tags the next Scout, who repeats the process.
- The team that finishes first wins. If you have an uneven number of Scouts, the first player on one team will go twice.

### ◆ Activity 3: Outdoor Ethics (Requirement 7)

- Using the poster boards you prepared, lead the Webelos Scouts in reciting and learning the Outdoor Code and the Leave No Trace Principles for Kids. (See Meeting 1 Resources for more information.)
- **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. 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.*
- Lead a discussion about ways the Webelos Scouts can demonstrate the code and principles while working on their Arrow of Light ranks.
- Cub Scouts learn the Leave No Trace Principles for Kids. As Scouts work on the Arrow of Light rank and prepare for Boy Scouts, they should become familiar with the more advanced Leave No Trace Seven Principles as described in the Meeting 1 Resources. .

## CLOSING

- Gather the den in a circle and recite the Scout Law.



### Do-at-Home Project Reminder:

Remind Scouts to practice reciting the Outdoor Code and the Leave No Trace Principles for Kids as part of requirement 7.

## AFTER THE MEETING

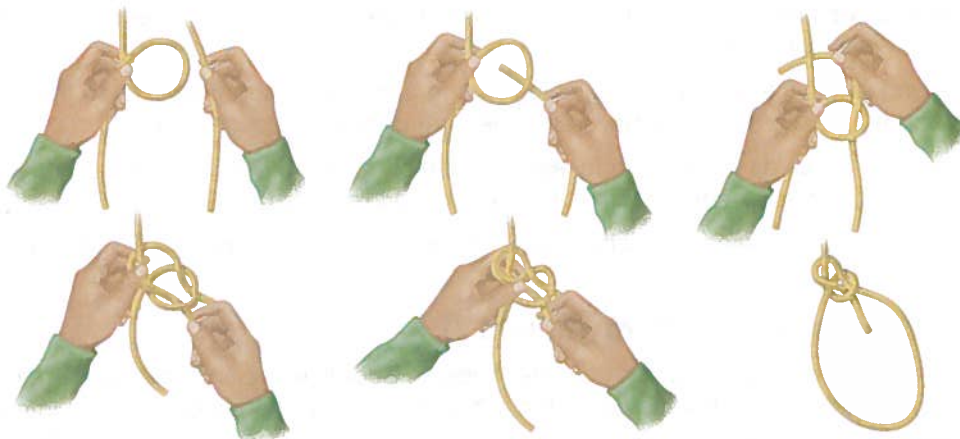
- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirement 5.
- Prepare thank-you notes for anyone who will be helping with the pack campout (Meeting 3) and geocache outing (Meeting 4).

## MEETING 1 RESOURCES

### ACTIVITIES

#### ◆ Activity 1: Bowline Knots

- Give each Scout a 6-inch piece of rope and divide the den into buddy pairs. In each pair, one Scout holds the end of the rope while his buddy makes a loop in the middle (see step A below).



- The Scout tying holds the loop in his left hand and, with his right hand, passes the rope around his body. Now, the rope from the loop to the other person is the “tree,” the loop is the “hole,” and the free end of the rope is the “rabbit”: *The rabbit comes out of his hole, runs around the tree, and runs back down the hole.*
- Hold the free end against the rope, have the other person pull on his end, and the result is a bowline. Now, if the rope is pulled, it should hold the tying Scout’s weight without the knot slipping.
- Have buddies switch places, untie the knot, and begin again so they both can learn.

### ◆ Activity 3: Outdoor Ethics

#### Leave No Trace

*From the Boy Scout Handbook, 12th ed., pages 244–256*

In the early years of our nation, you could have camped almost anywhere. The population of the country was small. In fact, most of the land was wilderness. Towns, roads, and farms were few. There weren't yet many demands on the land. As the nation grew, its needs began to turn much of the land into farms and cities. Dams tamed rivers to provide electrical power. People cleared forests for lumber and to make room for crops.

The open country that remains today is home to a rich variety of animals and plants. It is the source of clean water for everyone to drink, and its vegetation freshens the air we breathe. When you want to camp and hike, you can visit parks, forests, and Scout camps across the nation. With that freedom comes a duty to care for the environment. That means enjoying the outdoors, learning from it, and then leaving it as you found it. Scouts do this by following the principles of Leave No Trace—guidelines for traveling and camping without leaving any signs you were there.

#### Scouting's Trail to Outdoor Ethics

For more than a century, the Boy Scouts of America has been a leader in teaching the conservation of natural resources. The 1910 edition of the *Boy Scout Handbook* included a Conservation merit badge. To earn that badge, Scouts had to learn the value of timberland, the causes of water pollution, what made a farm field suitable for growing crops, and which game animals could be found nearby.

William T. Hornaday, director of the New York Zoological Park and a strong supporter of Scouting, made a plea in the *Handbook's* second edition (1914) for Scouts to help preserve wildlife habitat. The Gold Award of the Permanent Wild Life Protection Fund (later renamed the William T. Hornaday Award) was created to recognize Scouts who were making special efforts to care for the environment.

In the decades that followed, *Handbooks* continued to encourage Scouts to see themselves as protectors of nature. In 1948, the BSA introduced the Outdoor Code—a conservation pledge that Scouts could use during all of their outdoor adventures.

Scouts continued to increase their skills and to make their way deeper into the backcountry. They were paddling, pedaling, and climbing farther than ever before. They were learning to feel at home in wilderness areas. As they understood more about the impact they could have, they increased their efforts to protect trails and campgrounds. *Handbooks* and merit badge pamphlets discussed minimum-impact camping, and the BSA encouraged the use of camp stoves in places where campfires might scar the land. Other groups were moving in the same direction as they encouraged people who liked going to the outdoors to help care for it, too.

In the early 1990s, a number of federal land-management agencies agreed that Leave No Trace would give everyone basic guidelines for using the outdoors responsibly and a common language for discussing the best ways to minimize our recreational impacts. Today, the principles of Leave No Trace are used throughout America. Scouting is proud to be a partner in this ongoing effort.

#### Using Leave No Trace

Scouting's adventures cover a wide range of activities—from tenting at public campgrounds and BSA council camps to backpacking many miles through forests, deserts, and mountains.

Think about outdoor ethics and Leave No Trace wherever you hike, camp, or do any other outdoor activity, and do your best to follow its principles. Make them a guide for how you conduct yourself in the outdoors.

#### LEAVE NO TRACE SEVEN PRINCIPLES\*

\*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](http://www.LNT.org)





## 1. Plan Ahead and Prepare

Good leadership happens when you have a vision of what a successful adventure will look like. Plan the steps to put yourself and your patrol into that picture. Being ready for the challenges that might arise is such an important part of Scouting that *Be Prepared* is the Boy Scout motto! A lack of planning can lead to unintended damage to equipment and the land.

Planning and being prepared are important for protecting the outdoors, too. Plan ahead and you'll know what to expect wherever you are going. You can find out from land managers if there will be limits on the size of your group and what permission you might need to obtain. The land managers also might suggest other ways you can lessen your impact.

## 2. Travel and Camp on Durable Surfaces

Durable surfaces are areas that will not be damaged by your footsteps, bicycles, or tents. A trail is a good example of a durable surface. The soil of the trail tread has become so compacted that little can grow there. By staying on existing trails, you are protecting the surrounding landscape and the plants and animals that live there.

Scout camps and many public parks and forests already have durable campsites laid out. If there are no designated camping areas, make your camp on sand, gravel, rock, compacted soil, dry grasses, or snow. All of these are durable surfaces.

Carelessness in choosing a campsite and hiking or pedaling where there is no trail can harm the land in several ways. Campers walking to and from cooking areas, water sources, and their tents can trample plant communities, pack down the soil, and form unwanted pathways. Hikers and cyclists using the edges of trails or going off a trail to get around a rutted or muddy stretch can widen pathways unnecessarily. Taking shortcuts, especially down hillsides, almost always leads to damage from erosion.

Pitch your tents well away from streams and lakes. This will allow animals to reach the water and will lessen your impact on shorelines. In addition, try to camp in the forest away from meadows and the trees at their edge. Deeper in the woods you will be sheltered from sun and wind, and your camp will blend into its surroundings. You are also less likely to beat down meadow grasses or to frighten away animals that use meadows as feeding grounds. Camping away from meadows is especially important in mountainous regions. Camping on top of fragile alpine meadow vegetation can cause it serious harm. Make your high-elevation camps in established campsites or on bare ground or snowfields.

## 3. Dispose of Waste Properly

Getting rid of human waste outdoors requires special care. In campgrounds that have restrooms or outhouses, be sure to use them. Where there are no such facilities, follow the guidance of local land managers. They are likely to direct you to dig a cathole or a latrine.

**Digging a Cathole**—Find a private spot at least 200 feet (75 steps) from water, campsites, and trails. Dig a hole 6 to 8 inches deep (4 to 6 inches in more arid areas) with your heel, a stick, or a trowel. Relieve yourself, and then refill the cathole with the soil. Organisms in the topsoil will safely break down the waste. Replace pine needles, leaves, or other ground cover. Push a stick into the ground to warn against digging in the same place. Always use a hand sanitizer afterward, or wash your hands with camp soap and plenty of water.

**Making a Latrine**—A patrol, troop, or other group camping in the same place more than a night or two can help reduce its impact by digging a latrine rather than making lots of catholes. For advice, check with land managers of the area where you will be camping.

To make a latrine, set aside any ground cover, then dig a shallow trench a foot wide, 3 to 4 feet long, and 6 to 8 inches deep. As with a cathole, go no deeper than the topsoil so that soil organisms will be able to break down the waste. Sprinkle a layer of soil in the trench after each use to help keep away flies and hold down odors. Return the remaining soil to the latrine when you break camp. Replace the ground cover you set aside.

**Disposing of Dishwater**—Strain food bits out of your dishwater and put them in your trash. Carry dishwater and rinse water away from your camp and at least 75 steps from any streams or lakes. Give the water a good fling to spread it over a wide area.

For long stays at one site, dig a sump hole at the edge of camp and at least 75 steps from streams, lakes, or other open water. The sump should be about a foot across and 2 feet deep. Use a sieve to

catch food particles as you pour dishwater into a sump. Empty the particles into a trash bag to carry home, or consult with a land manager on proper disposal. Fill the sump when you break camp. Replace any ground cover.

#### **4. Leave What You Find**

Among the joys of being outdoors is finding evidence of the natural world and of our past. Resist the temptation to collect antlers, petrified wood, unusual rocks, alpine flowers, and other natural souvenirs. Hikers coming after you will want to enjoy these items, too. Removing almost anything can change an environment in ways that might have a negative effect on wildlife and plant communities.

Leave a place in as good a condition as you found it by removing everything that you bring into an area. Don't leave structures or furniture at a campsite, and don't dig trenches. "Pack it in, pack it out" is good advice when it comes to food wrappers, cans, paper, and whatever else you have carried to camp or along a trail.

#### **5. Minimize Campfire Impacts**

Many Scouts use stoves rather than campfires on all their camping trips. Without a wood fire at the center of a camp, they often find that they are more aware of their surroundings and of the night sky. Stoves are clean, quick to heat water and cook food, and easy to light in any weather. Best of all, they leave no marks on the land.

Campfires have their place, too. A fire can warm you, dry your clothes, and provide a focal point for gathering with friends. Bright flames can lift your spirits on a rainy morning. At night, glowing embers can stir your imagination.

A good Scout knows how to build a fire, especially in an emergency. He also knows there are often reasons not to light one.

- Campfires can char the ground, blacken rocks, and sterilize soil. Vegetation might have a hard time growing where a fire has been.
- Fires consume branches, bark, and other organic material that would have provided shelter and food for animals and plants.
- Campfires must be closely watched to prevent them from spreading into surrounding grasses, brush, and trees.

Find out ahead of time if the area where you want to camp permits the use of fires. If you build one, use an existing fire ring and use wood no thicker than your wrist. Dispose of ashes properly. Even where fires are allowed, a lightweight stove can make it easier for you to camp without leaving a trace.

#### **6. Respect Wildlife**

Among the great pleasures of outdoor adventure is sharing your surroundings with wildlife. When you are in the backcountry, you are visiting the creatures' homes. It is important to be a good guest.

Travel quietly and give animals enough space so that you don't disturb them. Avoid nesting sites, feeding areas, and other places critical to wildlife. Chasing or picking up wild animals causes them stress and can affect their ability to survive.

Many Scouts learn to track and stalk wildlife to study animals, photograph them, and learn about their habits. Do so with great care and respect. You are too close if an animal changes its activities because of your presence.

Plan your trips so that you can protect your food from wildlife. This is especially important when you will share the woods with bears. Bears that find food in campsites might come back for more, and that can be dangerous for the animals and for campers. Keep your camp clean and hang your food from trees or store it in bearproof containers.

#### **7. Be Considerate of Other Visitors**

Scouts are not alone in wanting to go on outdoor adventures. You're likely to pass a few people on a hiking trail, or perhaps dozens. You could find yourself sharing a council camp with other BSA troops. In public parks and forests, your patrol might spend the night near campers who are not Boy Scouts.

Be considerate of everyone you meet along the way. They have come to the outdoors to enjoy nature, to hike, and to camp in the open air. Some want to get away from it all—including other people. Respect their privacy.

If you can, select campsites away from those of other campers. Trees, bushes, and the shape of the terrain can screen your camp from trails and neighboring campsites. Tents with muted colors that blend into the background will reduce the visual impact of your camp.

Leave portable music players at home and hold down noise in your troop and patrol. Keeping noise to a minimum will make it easier to appreciate the outdoors, and you will be less likely to disturb wildlife and other backcountry travelers.

Sometimes it might be appropriate to go with your adult leaders to introduce yourselves to nearby campers and let them know you are Scouts who follow the principles of Leave No Trace. Ask if there is anything you can do to help make the experience good for everyone.

## MEETING 2 PLAN

### PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Plans for the upcoming pack campout—location, fees, gear list, food arrangements, etc.
- Items for Gathering:
  - Large local map, taped to the wall
  - Index cards (one per Scout, each with the name of a local landmark)
  - Stickers or a highlighter for marking those sites on the map
- GPS units, or smartphones with functioning GPS apps downloaded
- Internet access to sites like [www.geocaching.com](http://www.geocaching.com) or [www.geoscouting.com](http://www.geoscouting.com). (You will introduce Scouts to those websites during the meeting, and having live access is better than simply handing out information.)
- Thank-you notes for signing

### GATHERING

Have a list of local landmarks that can be found on the large map. Write the names of these landmarks on index cards, along with an address or other identifying information. Give each Scout an index card when he arrives, so he can find the landmark on the map and mark it with the highlighter. Try not to use any of the local geocaches you have identified until later.

### OPENING: OUTDOOR CODE (REQUIREMENT 7)

*Five Webelos Scouts walk in with the U.S. flag.*

**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.

**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.

**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.

**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.

**Scout 5:** Let us think about these responsibilities as we stand and sing “America the Beautiful.”

*Lead the den in the song. Then remind the Scouts that as they hunt for geocaches with the den, or on their own, they should always be mindful of the Outdoor Code. Give any den members who are ready a chance to recite the code and the Leave No Trace Principles for Kids (requirement 7).*

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Lead a discussion about the upcoming pack campout (requirements 1, 2, and 3) and all the preparations needed before the campout.

## ACTIVITIES: GEOCACHING

### ◆ Activity 1: Using a GPS

- Explain how a GPS works, in simple terms.
- Describe different types of GPS receivers:
  - Automobile
  - Handheld
  - Smartphone applications

### ◆ Activity 2: Finding Geocaches

- With your guidance and permission, Scouts will access websites to find local caches. **Note:** If you don’t have Internet access, print out the information to share with the boys.
- Locate one or two geocaches on the map. Point out where they are in relation to the landmarks found earlier.

### ◆ Activity 3: Geocache Visit

- If there is a geocache within walking distance, go there with the den. **Note:** If this is not possible, discuss caches the Scouts will find on their geocache outing (Meeting 4, requirement 6).
- Sign the geocache logbook.
- Exchange any geocaching swag you have available (e.g., small tools, U.S. flag pins, collectible coins), and put the cache back in its secure location for others to find.

## CLOSING

- Gather the den in a circle and talk about three points of the Scout Law that apply to geocaching:
  - **Trustworthy:** Did you actually find the cache at its indicated location? (Sometimes they can be hard to find.)
  - **Helpful:** Did you return the cache to its proper place for the next adventurer to find?
  - **Friendly:** Did you exchange swag so others may have the thrill of finding something inside?
- Review details for the upcoming pack campout in Meeting 3. Make sure all Scouts and their families know the plans.

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Have Scouts sign their thank-you notes to give out after the campout.

## MEETING 2 RESOURCES

### ACTIVITIES: GEOCACHING

#### THE GLOBAL POSITIONING SYSTEM

*From the Geocaching merit badge pamphlet, pages 11–17*

The Global Positioning System (GPS) is an electronic navigation network that uses signals from satellites orbiting Earth to determine specific locations on or near Earth's surface. GPS technology can be used anywhere in the world 24 hours a day because the system of satellites circles Earth all the time, and some number of them are always above you. The system works in any kind of weather and does not require any setup fee or subscription charge.

##### How Does a GPS Receiver Work?

A GPS receiver (GPSr) calculates its position by carefully timing the signals sent by the 24 to 30 GPS satellites high above Earth. At any given time, there are usually several satellites over any given place on Earth. Each satellite continually transmits data that indicates its location and the current time. All GPS satellites transmit signals at the same instant. But the signals arrive at a GPS receiver at slightly different times. The farther the receiver is from a satellite, the longer the signal takes to reach the receiver.

The receiver uses the arrival time of each signal to measure the distance to each satellite. Once the receiver has detected signals from a minimum of four satellites, the GPSr can calculate the receiver's location and altitude and display these coordinates on the GPSr screen. The more satellites the receiver has tracked and acquired, the better the accuracy of the GPSr calculations.

You can also enter a location into the GPS receiver, and the unit will calculate how far you are from that point as well as what direction you need to travel to reach that destination. Many GPS units have a screen that serves as an electronic map to show the user's location or where the final destination is.

##### What Can Go Wrong?

If anything blocks or interferes with the satellite signals reaching the GPS receiver, or GPSr, it can give inaccurate information or just not work at all. Trees, buildings, canyons, or valleys can affect the signal strength or modify the time it takes for signals to reach the receiver, thereby degrading the ability of the GPSr to calculate the location accurately.

In addition, no civilian GPS receiver has 100 percent accuracy. A GPSr will rarely lead you to the "exact spot." This means that you get close but not quite on target most of the time, even if the GPSr says you are within a foot of the hidden geocache that you are seeking.

A common error for beginning geocachers is to try to get the number in the GPS unit's "distance" field to go to zero. It almost never does, and even then it's unlikely to be correct. The accuracy is often at least a 20-foot radius, and sometimes greater, which means the geocache could be 20 feet or more from you in any direction. Quite a bit of searching for "ground zero" or the exact final spot is required in most cases. As new geocachers soon learn, it's necessary to use your head at that point and begin searching.

A basic GPSr gives you the shortest route of travel. It does not look at topography or at rivers, roads, or other obstacles you may come across on the way. This is one reason that a map is helpful in geocaching. Maps give you the big picture of the area.

Like any electronic device, a GPS receiver will not work if it loses power. A GPSr also depends on you to input correct information. A small mistake when entering coordinates can send you a few miles—or hundreds of miles—off course.

Always remember these things about your GPS receiver:

- The GPS compass arrow points to a direction that may not be the best route. Look where you are going and what is ahead of you to choose the best way to get there.
- You may lose the signal from the satellites.
- Your unit's accuracy may be very low due to interference.
- Your unit's batteries can be low or die.
- You may have input the wrong information.



## Types of GPS Units

Among the many different types of GPS units, some cost as little as \$50, or up to \$10,000. Some are better for geocaching than others. Several GPS receivers are dedicated to the sport.

When you consider all of the uses you may find for a GPS receiver, you may decide you want a general navigation tool that is useful beyond geocaching and practical for other outdoor purposes. Think of all the things you may want to do with your GPS unit and buy accordingly. While an inexpensive, no-frills unit is fine for geocaching games and for public geocaching, you do want the ability to quickly download data from your computer. You may also want to create custom geocache courses.

The most important features in any GPS receiver are basic functionality and ease of use. Advanced features are tempting and helpful, but they can be expensive. A unit with a color screen and lots of maps can cost hundreds of dollars, so think about how often you will use these features.

If you are planning to buy a GPS receiver, first decide which type you need: a car navigation system or handheld outdoors device?

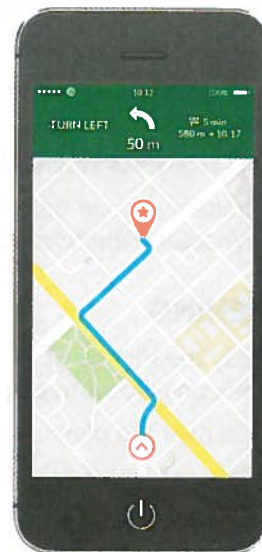
Automobile GPS units are useful for driving and routing by car. However, they are often not what you want for geocaching, as they tend to route you onto major roads and freeways, and they don't have the compass and arrow capability needed to zero in on the cache.

Handheld outdoors devices are designed to be lightweight and rugged for outdoor use for hiking, camping, and geocaching. These are good for Scouting activities. Most geocaching can be done with an inexpensive, simple, handheld unit.

Before you buy, decide what functions or features are essential to you. In a car system, for example, spoken navigation instructions may be essential, but this feature is not needed for geocaching. People who run or bicycle might want a fitness and cycling GPS device that can track the wearer's speed, distance, and calories burned. That type of GPS unit is not really useful for geocaching, however. It lacks the compass and arrow feature of a dedicated geocaching unit. For a hiker or backpacker, rugged construction, small size, light weight, and backlighting for nighttime viewing are important features.

Enthusiasts who do a lot of geocaching find that having a unit that can download detailed information such as cache type, hints, and logs from [www.geocaching.com](http://www.geocaching.com) is a real plus. This allows "paperless caching" and avoids the need to print out descriptions and clues from the Geocaching.com listings.

Many smartphones have GPS and geocaching capabilities. Several geocaching applications are available for the iPhone, BlackBerry, Palm Pre, and other smartphones. While they do not have all of the features of a dedicated GPS unit and could be less accurate, they can be used for casual geocaching. Note, however, that you may have to have Internet service or a data plan for this function to work. A smartphone with GPS may be useless if you can't connect to the data network—and a good connection is not always available. For a Scout or a troop, a dedicated GPS receiver is generally a better choice than a smartphone. A GPS is more durable and has many additional functions that are useful for Scouting activities.



## MEETING 3 PLAN (Pack Campout)

### NOTES TO DEN LEADER

This campout (requirements 1–4) is a great opportunity to hone the skills Webelos Scouts are learning in this adventure. They should also learn to participate in running campout activities for the younger boys. The campfire program should be well-executed and the culmination of this adventure.

### PREPARATION AND MATERIALS NEEDED

- Camping gear, including the Scout Basic Essentials listed in the *Webelos Handbook*
- Plan for transportation to and from camp location.
- Confirm that a tour and activity plan has been submitted, if required. Secure signed activity consent forms.



- Working with other dens, identify skits, songs, etc., to perform during the campout. The Webelos Scouts should assist in planning the campfire program.
- Be prepared to set up tents and to review plans for extreme weather evacuations (requirements 2 and 3).

## GATHERING (REQUIREMENT 2)

- Once everyone has arrived at the campout site, allow Webelos Scouts to set up the tents. (See the *Webelos Handbook* and Meeting 3 Resources.)

## OPENING

- Say the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law. If no flag is present, ask one Scout to display the flag on his uniform for the group.
- Go over the planned activities.
- Share the time that dinner preparation will begin.
- Share the time the campfire will begin.

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Give any den members who are ready a chance to recite the Outdoor Code and the Leave No Trace Principles for Kids. Remind Scouts to be alert during the campout to ways they are following the code and principles (requirement 7).
- Review plans for evacuations in case of extreme weather (e.g., severe rain or thunderstorms, tornadoes, fire, earthquakes). Discuss measures Scouts should always take to minimize danger (see *Webelos Handbook*).

## ACTIVITIES

- Working with the other dens, present a campfire program that includes “an impressive opening, songs, skits, a Cubmaster’s minute, and an inspirational closing ceremony” (requirement 4).
- If the den isn’t planning a separate geocache outing (see Meeting 4 Plan), be sure to include it as an activity during the campout.
- Other activities may include games and additional bowline knot practice.

## CLOSING

- Schedule a Cubmaster’s Minute, or close with these thoughts from Lord Baden-Powell: “I think that when the sun goes down, the world is hidden by a big blanket from the light of heaven, but the stars are little holes pierced in that blanket by those who have done good deeds in this world. The stars are not all the same size: some are big, some are little, and some men have done small deeds, but they have made their hole in the blanket by doing good before they went to heaven. Try and make your hole in the blanket by good work while you are on Earth. It is something to be good, but it is far better to *do good*.”
- Add: *Scouts, remember to think of Lord Baden-Powell’s words as you try to do a Good Turn daily.*
- Review details for the geocache outing in Meeting 4. Make sure all Scouts and their families know the plans.

## AFTER THE MEETING

- Record completion of requirements 1, 2, 3, 4, and 7.
- Work together to clean up the campsite.
- Give thank-you notes to those who helped.

## MEETING 3 RESOURCES

### CAMPFIRES

Why should we do a campfire? Campfires can be an exciting and inspirational part of the Cub Scout outdoor program. Ask any Cub Scout why he likes going to campfires. His answer will be one of the following:

**Fun!** It's hard not to have fun at campfires! There is enjoyment for all concerned.

**Entertainment!** Our families, friends, neighbors, and guests get pleasure from attending a pack campfire.

**Fellowship!** We can bring a den or pack closer together—a deeper feeling than just “fun.”

**Action!** Cub Scout-age boys always have extra energy. Let's use it singing songs, doing cheers, and performing skits!

**Adventure!** A campfire is a great place to share someone else's adventure or start one of your own!

**Training.** Baden-Powell said it: “Scouting is a game ... with a purpose.” Our Cub Scouts can learn new things in an informal setting.

**Inspiration.** Campfires will inspire everyone to leave with a greater commitment to Scouting's ideals.

Many packs use indoor campfires as part of their regular programs. Let's make it even better by taking our Cub Scouts out for a real campfire, if possible. Don't let them miss this great experience.

### Campfire Leadership

Most leaders will take a lot of time physically building a campfire. The location and construction are important, but above all, it's the *program* that counts. Campfires can be big, little, formal, informal, and can feature storytelling, dramatics, mystery, guest night, stunts, or a songfest.

#### Location Considerations

- A scenic spot
- Good drainage
- Protection from wind
- Freedom from insects
- Fire safety
- Firewood supply



#### Layout Considerations

- A stage area
- Lighting
- The fireplace
- Types of fires
- Sound—will it carry?
- Will it get lost?

## CUB SCOUT OUTDOOR PROGRAM CHECKLIST

Date(s) \_\_\_\_\_ Location \_\_\_\_\_

☐ BSA facility

☐ Council-approved non-BSA facility

### I. Administration

☐ Tour and activity plan

☐ Camp reservation made

☐ Parent permission slips

☐ Camp deposit/fee paid

☐ Health forms

☐ Local requirements

☐ Insurance

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

### II. Leadership

Event leader \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

Assistant \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

Program leader \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

Assistant \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

### III. Transportation

| Driver | No. of<br>seat belts | Driver<br>License No. | Auto Insurance<br>Yes/No |
|--------|----------------------|-----------------------|--------------------------|
| _____  | _____                | _____                 | _____                    |
| _____  | _____                | _____                 | _____                    |
| _____  | _____                | _____                 | _____                    |
| _____  | _____                | _____                 | _____                    |
| _____  | _____                | _____                 | _____                    |
| _____  | _____                | _____                 | _____                    |

Equipment hauled by \_\_\_\_\_

### IV. Location

☐ Maps prepared \_\_\_\_\_

☐ Assembly location \_\_\_\_\_

☐ Departure time \_\_\_\_\_

☐ Camp arrival time \_\_\_\_\_

☐ Camp departure time \_\_\_\_\_

☐ Anticipated return time \_\_\_\_\_

☐ Stops en route (meal Y/N) \_\_\_\_\_



## V. Equipment

- ☐ Personal equipment lists
- ☐ Program equipment
- ☐ Group
- ☐ Emergency

## VI. Feeding

- ☐ Menu planned by \_\_\_\_\_
- ☐ Who buys food? \_\_\_\_\_
- ☐ Fuel supplied by \_\_\_\_\_
- ☐ Duty roster by \_\_\_\_\_
- ☐ Food storage \_\_\_\_\_

## VII. Sanitation

- ☐ Special camp requirements \_\_\_\_\_  
\_\_\_\_\_

## VIII. Safety

- ☐ Ranger contact \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_
- ☐ Nearest medical facility \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_
- ☐ Nearest town \_\_\_\_\_ ☐ Police number \_\_\_\_\_
- ☐ First-aid/CPR-trained leaders \_\_\_\_\_  
\_\_\_\_\_

## IX. Program

- ☐ Program planned
- ☐ Special program equipment needed

|               |                   |
|---------------|-------------------|
| Item(s) _____ | Provided by _____ |
| Item(s) _____ | Provided by _____ |
| Item(s) _____ | Provided by _____ |
| Item(s) _____ | Provided by _____ |
| Item(s) _____ | Provided by _____ |
| Item(s) _____ | Provided by _____ |
| Item(s) _____ | Provided by _____ |

- ☐ Rainy day activities planned

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## CUB SCOUT SIX ESSENTIALS

The following items should be available for each Cub Scout on an outdoor trip. Consider a small fanny or day pack or similar bag to organize the items and make them easy to carry without interfering with normal activities.

- First-aid kit
- Flashlight
- Sun protection
- Trail food
- Filled bottle
- Whistle

## Overnighter Gear

- Tent or tarp, poles, and stakes
- Ground cloth
- Sleeping bag
- Pillow
- Air mattress or pad
- Rain gear or poncho
- Warm jacket
- Sweatshirt
- Sweatpants (for sleeping)
- Cup, bowl, knife, fork, spoon, mesh bag
- Insect repellent
- Sunscreen
- Extra clothing
- Toothpaste, toothbrush, soap, washcloth, towel, comb
- Cub Scout uniform
- Change of clothes
- Durable shoes/boots (depending on weather)
- Hat or cap

## Optional Items

- Camera
- Notebook and pencil
- Binoculars
- Nature books
- Sunglasses
- Swimsuit, bath towel
- Fishing gear
- Prayer book

## CAMPSITE CONSIDERATIONS

Cub Scout camping will be taking place in sites approved by the local council (council camps, local parks, campgrounds), so choices may be limited on arrival. There are still several considerations to keep in mind when laying out your campsite for a pack event.

**Location.** A campsite facing the south or southeast will get more sunlight and generally will be drier than one on the north side of a hill or in the shade of mountains or cliffs. Cold, damp air tends to settle, causing the bottoms of valleys to be cooler and more moist than locations a little higher. On the other hand, hilltops and sharp ridges can be very windy, and should be avoided in lightning-prone areas.

**Size and shape.** A good campsite has plenty of space for your tents and enough room to conduct your activities. It should be useable as it is, so you won't need to do any digging or major rock removal to reshape the area. The less rearranging you do, the easier it will be to leave the site exactly as you found it. (Leave No Trace-frontcountry guidelines)

**Protection.** Consider the direction of the wind and the direction from which a storm will approach. Is your campsite in the open or is it protected by a hill or a stand of trees? Is there a solitary tree nearby that may attract lightning? Don't camp under dead trees or trees with dead branches that may come down in a storm or light wind. The best campsites are found near small, forested ridges and hills.

**Insects and animals.** Insects and other animals all have their favorite habitats. The best way to avoid mosquitoes and biting flies is to camp away from marshes, bogs, and pools of stagnant water. Breezes also discourage insects, so you might look for an elevated, open campsite. Don't forget to check around for beehives, hornet nests, and ant mounds. Their inhabitants usually won't bother you as long as you leave them alone, but give them plenty of room. The same goes for most animals.

**Ground cover.** Any vegetation covering a campsite will receive a lot of wear and tear. Tents will smother it, sleepers will pack it down, and walkers will bruise it with the soles of their shoes. Some ground cover is tough enough to absorb the abuse, but much of it is not. Whenever you can, make your camp on naturally bare earth, gravelly soil, sand, or on ground covered with pine needles or leaves.

**Drainage.** While you'll want a campsite that is relatively flat, it should slope enough to allow rainwater to run off. On the other hand, you don't want to be in the path of natural drainage. Check uphill from where you're planning to set up your tent to make sure water won't run through your site. Never camp in a stream bed! Also you want to avoid depressions in the ground, as even shallow ones can collect water in a storm.

**Privacy.** One of the pleasures of camping is being away from crowds and the fast pace of the city life. Select campsites that are out of sight and sound of trails and other campsites. That way you'll have your privacy while you respect the privacy and peace and quiet of other campers.

**Beauty.** The beauty of a campsite often is what first attracts visitors to it. Being able to look out from a tent and see towering mountains, glistening lakes, or miles of canyon land or rolling prairie is part of what camping is all about. Find a campsite that gives you spectacular scenery, but use it only if it is appropriate for every other reason, too. Remember to always leave your campsite better than you found it.

**Tread Lightly.** You can do a lot to protect the wilderness. Try to leave no trace of your visit. Leave no marks along the trail, keep your campsite clean and tidy, and leave it cleaner than you found it. You will preserve a true wilderness character for you and others to enjoy in the future. Be gentle on Mother Nature. Don't harm plants or animals, including insects. Take nothing but pictures; leave nothing but footprints; and kill nothing but time. This philosophy is as appropriate in a county park as it is anywhere else.



# PACK CAMPING GEAR

In addition to individual equipment, the equipment listed below should be available for group use.

## Required Items

- ☐ First-aid kit
- ☐ Food
- ☐ Cooking utensils as needed by menu, or cook kit
- ☐ Stove and fuel, or firewood, charcoal, and cooking grate
- ☐ Matches, fire starters, charcoal chimney-style lighters
- ☐ Aluminum foil
- ☐ Biodegradable soap
- ☐ Sanitizing agent (liquid bleach)
- ☐ Plastic scouring pads, dish mop, wash tubs
- ☐ 100 feet of quarter-inch rope
- ☐ Water containers
- ☐ Trash bags
- ☐ Paper towels
- ☐ U.S. flag, pack flag
- ☐ Repair kit (rubber bands, safety pins, sewing gear)
- ☐ Toilet paper
- ☐ Shovel
- ☐ Cooler
- ☐ Activity gear (game materials, craft supplies, etc.)

## Spare Items

- ☐ Tent stakes
- ☐ Fuel canisters
- ☐ Ground cloth or tarp
- ☐ Insect repellent
- ☐ Eating utensils
- ☐ Blanket

## Optional Items

- ☐ Dutch oven
- ☐ Marshmallows, popcorn, etc.
- ☐ Cooking fly or tarp
- ☐ Musical instruments
- ☐ Lawn chairs, camp stools

### Personal Gear List

Cub Scout Six Essentials:

|                     |            |
|---------------------|------------|
| First-aid kit       | Flashlight |
| Filled water bottle | Trail food |
| Sun protection      | Whistle    |

And to sleep overnight, we'll need:

|       |       |
|-------|-------|
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## Group Gear List

Group items:

|       |       |
|-------|-------|
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# MEETING 4 PLAN (Geocache Outing)

## PREPARATION AND MATERIALS NEEDED

- GPS information (see Meeting 2 Resources)
- Inexpensive items (small tools, U.S. flag pins, collectible coins, etc.) that Scouts can exchange as swag for what they find in the cache
- All food and items needed for lunch. Be sure to bring a trash bag so you can pack out any garbage.
- Thank-you notes for signing
- Plan for transportation to and from the location.
- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the event is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- If possible, enlist the help of an adult expert with GPS and geocaching experience, and especially geocaching experience. Ask the local council for recommendations or to help you contact a Geocaching merit badge counselor
- If necessary, borrow GPS units from the same contacts, or plot out the coordinates ahead of time so you will know where to find the caches. Another option: GPS apps are available for smartphones.

## GATHERING

- While waiting for everyone to arrive, Scouts may practice operating the GPS, entering information, and comparing GPS directions to maps of the area.

## ACTIVITIES: GEOCACHING (REQUIREMENT 6)

- If possible with the geocaches available to you, work to provide each Webelos Scout with the opportunity to take the lead in finding a geocache. If you go to multiple locations, trading off between buddies will be a good idea.
- Once a geocache is replaced it can be found again. (This is a good teaching point for the Leave No Trace principles.)
- Make sure the logbook is signed at each geocache location. Scouts should also record the visit in their handbooks.
- Stop at some point for lunch or at least a trail snack (see Webelos Walkabout adventure).

## AFTER THE MEETING

- Record completion of requirement 6.
- Scouts will sign and give their thank-you notes to anyone who helped with the outing.

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



# NOTES





# DUTY TO GOD IN ACTION



## RATIONALE FOR ADVENTURE

A Scout is reverent. He is reverent toward God. He is faithful in his religious duties and respects the convictions of others in matters of custom and religion.

## TAKEAWAYS FOR CUB SCOUTS

- The BSA Statement of Religious Principle “maintains that no member can grow into the best kind of citizen without recognizing an obligation to God.”
- This adventure provides each Webelos Scout an opportunity to learn about and practice his religious faith.
- A Scout is kind. 

*Webelos Handbook, page 168*

## ADVENTURE REQUIREMENTS

Do either requirement 1 OR requirement 2:

1. Earn the religious emblem of your faith for Webelos Scouts, if you have not already done so.
2. Do requirement 2a and any two from requirements 2b–2e:
  - a. With your parent, guardian, or religious or spiritual leader, discuss and make a plan to do two things you think will help you better do your duty to God. Do these things for a month.
  - b. Discuss with your family how the Scout Oath and Scout Law relate to your beliefs about duty to God.
  - c. For at least a month, pray or reverently meditate each day as taught by your family or faith community.
  - d. Read at least two accounts of people in history who have done their duty to God. (This can include family members and ancestors.) List their names and how they showed their duty to God.
  - e. Under the direction of your parent, guardian, or religious or spiritual leader, do an act of service for someone in your family, neighborhood, or community. Talk about your service with your family and your Webelos den leader. Tell your family, den, or den leader how it related to doing your duty to God.

## NOTES TO DEN LEADER

Webelos Scouts will fulfill the requirements for this adventure primarily at home and with the support of their family and spiritual leaders. Several Duty to God in Action requirements are reflective in nature. Invite Webelos to share faith-building experiences during the opening or closing parts of the den meeting.

# DEN MEETING RESOURCES

## Possible Activities for Requirement 2b

**Note:** These may be printed as instructions or take-home sheets.

- Make a matching game with the points of the Scout Law on 12 cards and several of your religious beliefs on additional cards. Have each family member (or team) pick a Scout Law card and a religious belief card and list common elements between the two.
- Make a set of cards with one point of the Law written on each card. Select a life experience from the examples below and pick one of the cards. Act out what you would do in the scenario by applying that point of the law and your religious teachings.
  - You receive an email from a friend, Sean. In the email, Sean tells you to do his science homework for him. Sean says he will make fun of you in front of the class if you don't do it. You don't want to help Sean cheat, but you also don't want to be embarrassed in front of your class. What should you do?
  - You are visiting your friend Paul's home. Paul's family has a pool, and Paul suggests that you both go swimming. Your mother has told you not to swim if no adults are there to supervise. Paul's parents are away. You really want to swim with Paul, but you know your parents wouldn't approve. What should you do?
  - Your teacher introduces Eric, a new student, to the class. Eric is from another country. His clothes and way of speaking are different from those of his new classmates. At lunch, Eric sits alone. You notice that and you feel bad that he's alone. But many of your classmates think Eric is weird because of his clothes and the way he talks. What should you do?
  - You borrowed your dad's binoculars and accidentally broke them. The binoculars are very important to your dad. You fear your dad will be upset. You can't decide whether you should tell your dad what happened, or try to replace or fix the binoculars in hopes your dad does not find out. What should you do?
  - You are a hall monitor at school. While on duty, you see your friend Aaron take a cellphone out of his backpack. Cellphones are not allowed in school. You don't want to get Aaron in trouble, but you are supposed to help keep order in the halls and to tell a teacher when school rules are broken. What should you do?
  - You are at the mall when you see your best friend, Alex, steal candy from one of the stores. Alex offers to split the candy with you if you promise not to tell anyone. You love candy, but you know that stealing is wrong. What should you do?
  - Your grandmother surprises you with a sweater that she knit herself. It took your grandmother weeks to make it. You appreciate her effort, but you think the sweater is ugly. You don't want to wear the sweater, but you also don't want to hurt your grandmother's feelings. What should you do?
- Teach your family a song with words that describe what you believe.
- Create a poem, story, or play that teaches about your beliefs. Include some of the points of the Scout Law in your writing.
- Select a story or verse from a religious text that teaches one of the 12 points of the Scout Law. Tell the story to your family (or act it out for them in a skit) and explain how that point of the law (e.g., Trustworthy or Loyal) is relevant to the story.

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





# SCOUTING ADVENTURE



## RATIONALE FOR ADVENTURE

This Arrow of Light adventure will provide Scouts with an introduction to Boy Scouting, Scout skills, and Scout spirit. Webelos Scouts will attend a troop meeting and accompany a troop on a campout or an outdoor activity.

## TAKEAWAYS FOR CUB SCOUTS

- Identifying the key differences between Webelos Scouting and Boy Scouting
- Demonstrating the patrol method
- Helping ease the transition from Webelos Scouting to Boy Scouting
- Attending a troop campout or troop outdoor-oriented activity
- Developing Scout skills for rope care and knot tying
- Developing Scout skills of pocketknife usage, safety rules, and care
- Getting excited about the Boy Scouting experience
- A Scout is loyal, obedient. 

*Webelos Handbook, page 178*

## ADVENTURE REQUIREMENTS

Do all of these:

1. Prepare yourself to become a Boy Scout by completing all of the items below:
  - a. Repeat from memory the Scout Oath, Scout Law, Scout motto, and Scout slogan. In your own words, explain their meanings to your den leader, parent, or guardian.
  - b. Explain what Scout spirit is. Describe for your den leader, parent, or guardian some ways you have shown Scout spirit by practicing the Scout Oath, Scout Law, Scout motto, and Scout slogan.
  - c. Give the Boy Scout sign, salute, and handshake. Explain when they should be used.
  - d. Describe the First Class Scout badge, and tell what each part stands for. Explain the significance of the First Class Scout badge.
  - e. Repeat from memory the Outdoor Code. In your own words, explain what the Outdoor Code means to you.
2. Visit a Boy Scout troop meeting with your den members, leaders, and parent or guardian. After the meeting, do the following:
  - a. Describe how the Scouts in the troop provide its leadership.
  - b. Describe the four steps of Boy Scout advancement.
  - c. Describe ranks in Boy Scouting and how they are earned.
  - d. Describe what merit badges are and how they are earned.
3. Practice the patrol method in your den for one month by doing the following:
  - a. Explain the patrol method. Describe the types of patrols that might be part of a Boy Scout troop.
  - b. Hold an election to choose the patrol leader.
  - c. Develop a patrol name and emblem (if your den does not already have one), as well as a patrol flag and yell. Explain how a patrol name, emblem, flag, and yell create patrol spirit.
  - d. As a patrol, make plans to participate in a Boy Scout troop's campout or other outdoor activity.



4. With your Webelos den leader, parent, or guardian, participate in a Boy Scout troop's campout or other outdoor activity. Use the patrol method while on the outing.
5. Do the following:
  - a. Show how to tie a square knot, two half hitches, and a taut-line hitch. Explain how each knot is used.
  - b. Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope.
6. Demonstrate your knowledge of the pocketknife safety rules and the pocketknife pledge. If you have not already done so, earn your Whittling Chip card.

#### NOTES TO DEN LEADER

Please review all the den meeting plans and resources for the Scouting Adventure prior to beginning. Note that there are two options for outings involved in this adventure. The visit and the outing do not need to be with the same troop.

After reading about how a Boy Scout troop works in the adventure in the handbook, contact a local Boy Scout troop to arrange a date and time for the Webelos Scout den and their parents/guardians to attend one of the troop's meetings. Your Webelos Scout pack's chartered organization may also sponsor a troop and can provide contact information, or you can check with your local BSA council office for troops in your area. Your Cubmaster and your unit commissioner may also be able to provide points of contact. Boy Scout troops often advertise their interest in hosting visiting Webelos Scouts during monthly roundtable meetings. The [beascout.org](http://beascout.org) website is another source of points of contact for local Boy Scout troops.

Provide the Scoutmaster and/or assistant Scoutmaster of the troop you will visit the Scoutmaster Checklist found in the Meeting 1 Resources. Discuss how they can help the Webelos Scouts complete requirements 2, 3, 4, and 5 when the Webelos Scouts attend the troop meeting. It would be ideal if the instruction and guidance could be provided by Boy Scouts to demonstrate the role of youth in Boy Scouting as leaders, teachers, and mentors.

You will also need to work with a troop's Scoutmaster and/or assistant Scoutmaster to attend a campout or an outdoor-oriented activity with that troop, such as Scouting for Food or a service project activity. While attending a campout or outdoor activity is required, a Webelos Scout and his parent or guardian are not required to spend the night. Confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.

Webelos Scouts are tasked with completing requirement 1 at home. Check that they are making progress on this requirement.

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

## MEETING 1 PLAN (Troop Meeting Visit)

### PREPARATION AND MATERIALS NEEDED

- Visit a weekly troop meeting. Prior to this meeting you will need to have established communication with a troop in your area and with the boys in the den and their parents to schedule the visit. Inform the Scouts of the date and time of the troop meeting and tell them to bring their *Webelos Handbooks* with them.
- To be prepared for this visit and to prepare troop leadership, you will want to provide at least two weeks' notice to maximize success for all participants—Webelos Scouts and Boy Scouts alike.
- When coordinating this meeting with the troop, speak to the unit leaders and emphasize the importance of having Boy Scouts, especially first-year Scouts, involved in the process of instructing and helping the Webelos Scouts during their visit (such as a "shadowing" system for boys to buddy up with a first-year Boy Scout during the visit).
- Determine a time to gather as a den. Decide if the den members and parents will meet before and travel together to the troop meeting, or if the Webelos Scouts and their parents will drive separately and meet at the troop meeting site.



## GATHERING

- Prepare for the troop meeting per the troop leadership's instructions.

## OPENING

- Discuss with the leadership of the troop your den will visit about how the Webelos Scouts will participate in the opening ceremony. Some troops may prefer that the Webelos Scouts are spectators; other troops may wish to have them stand in formation with the assembled Scouts as a patrol. Either is an appropriate way to involve the Webelos Scouts.

## TALK TIME

- Depending on how the visit to the Boy Scout troop is organized, the traditional Talk Time activities may be difficult to carry out. It may work better for your den to carry out these or other appropriate activities before the troop meeting starts or at the close of the troop's business meeting during a separate gathering for the members of the Webelos den.

## ACTIVITIES

### ◆ Activity 1 (Requirements 2a–2d)

Have the Webelos Scouts observe the troop meeting and talk with the leadership of the troop. (This could be any or all of the following: Scoutmaster, assistant Scoutmaster, senior patrol leader, and patrol leaders.)

### ACTIVITY 2

Scouts will participate in a "Scout scavenger hunt" while they attend the troop meeting. The scavenger hunt will help encourage the boys to pay attention to key elements and experiences of a Boy Scout meeting while being engaged and active observers.

## CLOSING

- Alternative: Include Talk Time activities after troop meeting visit.
- Before dismissing, give the Scouts two pieces of rope (or one 24-inch piece) and instruct them to learn the square knot that is described in the *Webelos Handbook*. Tell them to bring the ropes back to their next meeting to show how to tie a square knot.
- Inform the Scouts that at your next den meeting, the Scouts will elect a patrol leader as they model a patrol for this adventure. Explain that the patrol leader will be leading the Scouts for the next two meetings and on an outing with a troop with your guidance.
- Inform those Scouts interested in becoming patrol leader that they need to prepare a speech (talk) explaining why they would like to be the patrol leader and give it at the next meeting. Have those Scouts contact you and share with you their talk to make sure the message is appropriate.
- Inform all the boys in the den that they will be choosing a patrol emblem for their patrol (if your den has not already done so) and making a flag with that emblem (if your den has not already done so) at your next meeting.



### Do-at-Home Project Reminder:

Please take all of the information you collected today while visiting the Boy Scout troop (such as patrol method, uniforms, youth-led meetings, etc.) and create a presentation of what you are looking forward to about Boy Scouting.

This can be done in many formats:

- |                 |                      |                     |
|-----------------|----------------------|---------------------|
| • Poster        | • Media presentation | • Oral presentation |
| • Collage       | • Poetry             | • Song              |
| • Cartoon strip |                      |                     |

Please bring this presentation to the following meeting to share with the group.

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirement 2 and any of requirements 1 and 3 that each Webelos Scout has completed.

# MEETING 1 RESOURCES

## DEN MEETING 1 TROOP MEETING PREPARATION

### SCOUTING ADVENTURE

#### SCOUTMASTER CHECKLIST

Dear Scoutmaster:

Thank you for helping the Webelos Scouts of Den \_\_\_\_\_ Pack \_\_\_\_\_ to understand how a troop works by inviting them to attend the weekly meeting of Troop \_\_\_\_\_ and/or an outing of Troop \_\_\_\_\_.

Below is a checklist of requirement items they need to understand and fulfill with regard to preparing themselves to become Boy Scouts. Please use this checklist as a guide when they attend your meeting and/or outing. It would be ideal if the instruction and guidance could be provided by patrol members to demonstrate the role of youth in Boy Scouting as leaders, teachers, and mentors.

#### Part 1—Troop Meeting

- Visit a Boy Scout troop's weekly meeting together with your den members, their parents, and unit leaders.
- Describe how the youth of a troop provide its leadership.
- Describe what a merit badge is and how it is earned.
- Describe the rank badges in Boy Scouting and how they are earned.
- List the three steps you will go through once you have completed all the requirements for a rank in Boy Scouting.
- Explain what the Boy Scout patrol is and how it works.
- Identify the different patrols that a troop may have.
- List the differences between a new-Scout patrol and a traditional patrol in a Boy Scout troop.

#### Part 2—Outing

- With your Webelos den leader and a parent or guardian, participate in a campout with a Boy Scout troop or participate in an outdoor-oriented activity with a Boy Scout troop.
- Prepare, plan for, and use the patrol method while on a troop campout or during a troop outdoor activity.
- Show how to tie a square knot, two half hitches, and a taut-line hitch and explain how each knot is used. (This may be done at a Webelos den meeting.)
- Show the proper care of a rope by demonstrating how to whip or fuse the ends of different kinds of rope. (This may be done at a Webelos den meeting.)
- Demonstrate your knowledge of the pocketknife safety rules and pocketknife pledge. Earn your Whittling Chip card if you have not already done so. (This may be done at a Webelos den meeting.)

## ACTIVITY 2

Troop Meeting Scavenger Hunt (examples include):

- Troop meeting run by youth: Did you see the senior patrol leader start the meeting or did an adult begin the meeting?
- Patrol method used: Did you see smaller groups of boys in patrols who are making decisions about troop activities?
- Skills: Were Scout skills taught to younger Scouts by older Scouts?
- Patrols: Did you see new-Scout patrols, traditional patrols, and experienced Scout patrols?
- Games: Did the troop play an interpatrol game to practice Scout skills?
- Program: What are the boys in the troop planning to do later in the month?
- Program: Where did the troop go to camp last summer and where is the troop planning to go to camp next summer?
- Uniforming: Were the boys wearing their uniforms?
- What kind of fun activities does this troop do?
- Adults: Did the Scoutmaster share a closing thought?
- Closing: Did you see the closing run by the Scouts in the troop?
- Did the Scouts seem to have fun at the meeting?

## MEETING 2 PLAN

### PREPARATION AND MATERIALS NEEDED

- Paper for drawing pictures of the Boy Scout meeting
- Paper for ballots to record each Scout's choice for patrol leader
- Materials for making a patrol flag (cloth or canvas, markers or paint, for example)
- Extra paper and pencils to create a patrol name and emblem that is appropriate and aligns with the aims of Scouting

### GATHERING

- Give boys time to show their square knots and how to tie them.
- For those boys who were unable to complete the at-home assignment or were absent from the previous meeting, have Scouts draw a picture of a Boy Scout meeting. The Webelos Scouts can make special note of aspects of the meeting they enjoyed. Ask them to state what badges they are most looking forward to earning their first year. They will share this with the other boys in the activity part of this den meeting.
- Have available copies of the First Class badge puzzle for each boy to assemble and repeat the meaning of each piece. Let them take the puzzle home to review with a parent for this part of requirement 1.

### OPENING

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

### TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Inform the Scouts of the date and time of their outing with the Boy Scout troop and let them know what they will be doing. Hand out an informational flier for the Scouts to take home to their parent/guardian regarding this activity.



## NOTES TO DEN LEADER

If attending a troop campout at the end of this adventure, make sure the parents/guardians are aware that they are required to have an adult attend the campout with their son.

Determine a cost per boy and his parent/guardian to cover the purchase of food and any other materials for the campout. For example, there might be an additional cost associated with the location. Keeping the cost low will ensure that all youth and adults can participate.

Establishing the cost per boy and his parent/guardian will establish the budget for the planning meeting. The cost varies troop by troop. You may want to consult with the Scoutmaster of the troop you are camping with for a recommended cost per boy and adult.

The Scouts will be planning their meals for the campout in Meeting 3.

Let the boys and their parent/guardian know the total cost of the campout in your take-home flier, explaining what the money is for and that the amount needs to be brought to the next den meeting.

## ACTIVITIES

### ◆ Activity 1: Presentations

Based on information they learned at the previous meeting and the at-home assignment, have boys present to the group what they are most looking forward to about Boy Scouting (this can be the creative representation they made) or have them state what badges they are most looking forward to earning their first year.

### ◆ Activity 2: Patrol Leader Vote (Requirement 3b)

- Patrol leader speeches: Have those Scouts who would like to be the patrol leader for this month give their brief speeches to the den.
- Pass out ballots for voting.
- Have the Scouts vote.
- Tally the votes and announce the patrol leader.

### ◆ Activity 3: Leadership Juggle Game

- Blow up balloons and label each one with a duty of the patrol leader, such as the following:
  - a. Meeting planning
  - b. Duty rosters
  - c. Meal planning
  - d. Equipment care
  - e. Communication in patrol
  - f. Communication with other patrols
  - g. Promoting participation
  - h. Responsibilities for troop meetings
  - i. Responsibilities for troop outings
- Have the newly elected patrol leader try to hold on to all the balloons. If he can do it, start asking for some of them back in a specific order. The goal is to illustrate to the patrol leader AND the patrol that one Scout cannot do all the work; it's a team effort! Pass out the balloons, a couple to each member, and show how much easier it is to take care of patrol business when everyone pitches in.
- Share with Scouts that patrols are the building blocks of a Boy Scout troop. A patrol is a small group of boys who are similar in age, development, and interests. Working together as a team, patrol members share the responsibility for the patrol's success. They gain confidence by serving in positions of patrol leadership. All patrol members enjoy the friendship, sense of belonging, and achievements of the patrol and of each of its members.
- Help your newly elected patrol leader by letting him know he is to now provide leadership in working with the other members of the patrol to create a patrol name and emblem, a patrol yell, and a patrol flag (if the den does not have a den emblem, flag, or yell).

## ◆ Activity 4: Blind Square Game

**Materials:** Scouts' knot practice ropes; additional 20-foot length of rope; neckerchiefs or bandannas for blindfolds

- Direct boys to tie their practice ropes end to end with square knots. Tie the extra 20-foot length of rope to the smaller pieces of rope to make a continuous loop of rope.
- Ask Scouts to blindfold themselves and to then grasp the rope. While blindfolded, direct the boys to form a geometric figure: square, triangle, pentagon, etc. After each try, invite the boys to look at the figure they made. Webelos Scouts will likely struggle initially as they come up with a strategy to make the desired figure. Reflect on the experience using the following questions:
  - What did the group think the purpose of this activity was? (focus on task: to create the assigned figure)
  - How did being blindfolded make you feel?
  - How did being blindfolded change the way you had to work together?
  - How could they improve?
- Give the group the option of trying the activity a second time. Then ask these questions:
  - What happened this time that was different?
  - Can you think of specific examples when the group cooperated in completing this activity? Explain.
  - What did you learn from this experience?
  - What did you learn during this activity that will help your den/patrol work better as a team?

## CLOSING

- Build in a reflection on the patrol method: What makes the patrol method an important part of a good troop?
- In keeping with the idea of modeling a troop, the troop meeting usually closes with an inspirational or thoughtful message called a Scoutmaster's Minute. Close this meeting by giving this Scoutmaster's minute:

*Do a Good Turn Daily. This is the slogan of the Boy Scouts.*

*Some Good Turns are big—saving a life, helping out after floods or other disasters, recycling community trash, working with your patrol on conservation projects.*

*But Good Turns are often small, thoughtful acts—helping a child cross a busy street, going to the store for an elderly neighbor, cutting back brush that is blocking a sign, doing something special for a brother or sister, welcoming a new student to your school.*

*A Good Turn is more than simple good manners. It is a special act of kindness. Remember, a Scout is kind.*

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Prepare the acting patrol leader for the upcoming third meeting. Let him know what you want him to be responsible for at that meeting—gathering activity, etc. (See preparation notes for Meeting 3.)
- Record any advancement requirements completed—requirements 3a–d, and any of requirement 1 that each Webelos Scout has completed.

## MEETING 2 RESOURCES

### GATHERING: FIRST CLASS BADGE PUZZLE

Create a puzzle out of the parts of the First Class badge below so Scouts can assemble the parts and learn what each one means. Copy on heavy paper.



## ACTIVITY 1: SAMPLE FLIER FOR A DEN OUTING

**Who:**

Webelos Scouts in Den 7

**What:**

Outdoor adventure with Troop 46

**Where:**

37 W. Big Timber Road (west of Randall Road), Elgin, Illinois

**When:**

Saturday, Nov. 5, 2016

Depart 8 a.m. from Davis School

Depart 4 p.m. from Camp Big Timber

Return to meeting place by 4:30 p.m.

**Why:**

Learn about Boy Scouting and have fun!

**How:**

Travel notes—If the parents attending can transport their own children, I will be able to accommodate the rest.

**Medical form:**

I have two of these already. Everyone (youth and adults) attending is required to complete Parts A and B of the Annual Health and Medical Record and bring it with them to the activity. If you bring it to the den meeting on Tuesday, I will organize all of the materials and expedite the check-in at camp.

The medical form is available at [www.scouting.org/HealthandSafety/ahmr.aspx](http://www.scouting.org/HealthandSafety/ahmr.aspx).

**Cost:**

\$4 per Webelos Scout and parent to cover the cost of the food the troop will provide

**Special Notes:**

Please bring

- Warm coat
- Snow pants (if desired)
- Extra mittens and/or gloves
- Boots
- Hat
- Scarf
- Extra socks

**Please note:**

The activities may change due to weather conditions and circumstances beyond our control. The troop has reserved a cabin at camp to use as a warming space.

**Contact:**

Den Leader Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_



# MEETING **3** PLAN—Option A (Troop Campout)

## PREPARATION AND MATERIALS NEEDED

- Work with the newly appointed patrol leader to determine what type of gathering activity he would lead the patrol in.
- Also help guide the patrol leader to understand he will be assigning patrol job descriptions for the campout during this meeting and leading the patrol in planning their meals for the campout based on the budget previously set. Help guide him on how and when to collect the money for each participant's share of the food cost. Guide him as to the equipment that will be needed for the campout, such as items needed to cook the meals and to clean up afterward.
- Determine if there is a need to contact the troop for help with any equipment. (For example, if a tent is needed, perhaps the troop has some extra tents the Webelos Scouts could use. The acting patrol leader should make this phone call to the troop's Scoutmaster with his parent's help. The den leader should alert the Scoutmaster to this in advance so that the call will not come as a surprise to the Scoutmaster and he or she can help a nervous Webelos Scout through the process.)
- Chart paper with patrol budget outlined
- Calculator
- Duty roster
- Cast Iron Chef adventure to cross-reference for meal planning
- A bundle of matches for the Scoutmaster's Minute

## GATHERING

- Game or knot practice (determined by the acting patrol leader with your approval)

## OPENING

- Conduct a flag ceremony of your choosing, led by the acting patrol leader, that includes the Pledge of Allegiance and the Scout Law.

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Patrol leader should review the troop campout date and time, and collect money from each boy for the campout.
- Remind Webelos that this is a Boy Scout troop campout, and they will continue to learn about Scouting and Boy Scout methods. Ask them to think about what questions they would like to ask the Boy Scouts they will meet and work with on the campout.

## ACTIVITIES (REQUIREMENT 3D)

Help guide the acting patrol leader to give leadership as he and his patrol:

- Explain the budget they have for meals.
- Plan the meals for the campout. (You may need to remind them of their total available funds as they plan.)
- Determine who (one boy and his parent or the entire patrol and their parents) will go shopping for the food items and bring them to the campout. If shopping as a patrol, decide the date and time and determine the transportation that will be needed to go to the grocery store.
- Determine what cooking and cleaning items will be needed while on the campout.
- Determine who will bring the cooking and cleaning items to the campout. (It could be several patrol members. The goal is to assign responsibility and for the Scouts to take ownership of what they agreed to bring, which will be used to benefit the entire patrol.)

- Develop a duty roster for the campout to include:
  - Fire starting
  - Fire extinguishing
  - Cooks for each meal
  - Cleanup for each meal
- Review personal gear items (found in Webelos Walkabout den meeting plans) to bring on the campout by playing a camping gear relay. Review any location and weather concerns. (Check with Scoutmaster for any location concerns.)
- Remind the patrol of the date, time, and place to gather for the campout.

## CLOSING

- Reflect on what went well and what could have gone better with the patrol method.
- Scoutmaster's Minute: "Bound Through Scouting" (see Meeting 3 Resources)

## AFTER THE MEETING

- Review with the acting patrol leader his leadership responsibilities for the upcoming campout and any follow-up actions he will need to do before that event.
- Record completion of requirement 3d.

# MEETING 3 PLAN—Option B (Troop Outdoor Activity)

## PREPARATION AND MATERIALS NEEDED

- If needed, work with your troop contact to secure:
  - Different types of rope
  - Matches and candle to fuse the ends of the rope
  - A pocketknife for the pocketknife safety portion of this meeting
- You may also consider having the troop representative lead this segment for your Webelos den meeting.
- Carrying this out during an outing with a Boy Scout troop, with Boy Scouts leading the instruction, provides a good alternative to a den meeting activity.

## GATHERING

- Play the Future Game, a continuing story game in which each player adds something to the developing story.
- It begins like this: "I looked into the future and saw ..." For example, the first player might say: "I looked into the future and saw a duck." The second player might say: "The duck was flying in space." The third player might say: "The duck was flying in space and saw a satellite." And so on, with each player adding to the story with a sentence of his own.
- Continue until no one can think of another element to add to the story to keep it going. Add players in as they arrive, in sequence.

## OPENING

- Conduct a flag ceremony of your choosing, led by the acting patrol leader, that includes the Pledge of Allegiance and the Scout Law.

## TALK TIME

- See sample Talk Time activities in the appendix.
- The acting patrol leader should review the outdoor activity planned with a troop. Share the date and time and where to meet, as well as any items that will be needed for the activity.

## ACTIVITIES

- As a patrol led by the acting patrol leader, determine what tasks the patrol members could fulfill for this activity.

### ◆ Option 1: Scouting for Food—Assignments for Webelos Scouts

- One member may need to call and remind the other patrol members of the date and time of the activity.
- Another patrol member may need to communicate a reminder on the personal equipment that is needed for the activity (proper clothing, water, sunscreen, hats).
- One member may need to schedule the transportation to and from the activity with the adult leaders and parents.
- One member may need to distribute the Scouting for Food bags and be responsible for obtaining extra bags that may be needed.
- One member may need to organize a snack for the members of the patrol.

### ◆ Option 2: Adopt-a-School Service Project

- One member is needed to work with the principal or groundskeeper at a local school to determine a need that Webelos Scouts can address.
- One member may need to call and remind the other patrol members of the date and time of the activity.
- Another patrol member may need to communicate a reminder about the personal equipment that is needed for the activity (proper clothing, water, sunscreen, hats, trash bags, disposable gloves, simple tools such as a rake).
- One member may need to schedule the transportation to and from the activity with the adult leaders and parents.
- One member may need to organize a snack for the members of the patrol.
- One member can be assigned to take a picture of the den members and the project to share with the school.

Complete requirements 5 and 6:

- Show how to tie a square knot, two half hitches, and a taut-line hitch. Explain how each knot is used.
- Show the proper care of a rope by learning how to whip and fuse the ends of different kinds of rope.
- Demonstrate your knowledge of the pocketknife safety rules and the pocketknife pledge. If you have not already done so, earn your Whittling Chip card.

(See the Appendix and the *Webelos Handbook* for rope care, knot tying, and pocketknife safety resources.)

## CLOSING

- Reflect on what went well and what could have gone better with the patrol method.
- Discuss questions Scouts and families should consider when choosing a Boy Scout troop. Include items such as the size of the troop, the troop's location, the personality fit of the troop, the expected costs, the troop's record of advancement, and—of course—whether the Scouts are having fun! Have families review these items before the outing.
- Review details for the upcoming outing in Meeting 4. Make sure all Scouts and their families know the plans.
- Closing thought—"Bound Through Scouting" (see Meeting 3 Resources)

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Review with the acting patrol leader his leadership responsibilities for the upcoming outdoor troop activity.

## MEETING 3 RESOURCES

### CLOSING: SCOUTMASTER'S MINUTE

#### Bound Through Scouting

(You will need a small bundle of wooden matches and a rubber band. Gather up the matches and neatly bundle them together so that they will stand when you set them down. Adapt the text below to fit the specific experiences of your den.)

*Our troop is much like these matches. (Stand the matches on end for everyone to see.) You might have noticed that we all stick together. It is the trust, friendship, and knowledge of everyone here that makes us feel this way. We know that when the going gets tough, like on our last campout (or event, etc.), if we stick together we will come out on top. On our campout, everyone did their job. (The tents were set up, the cooks prepared a fine meal, and the wood crew brought in enough firewood to last a week. We stuck together, etc.)*

*But what happens if we don't stick together? (Pick up the bundle of matches and take the rubber band off. Then set the bundle back on the floor. Let the matches fall and scatter.) If we don't stick together, we will all fall apart just as these matches did. When this happens we cannot accomplish as much as we can as a team. Thanks for sticking together.*



### BOY SCOUT TROOP PATROL DUTY ROSTER

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Patrol: \_\_\_\_\_ Patrol Leader: \_\_\_\_\_

Campout Location: \_\_\_\_\_ Dates: \_\_\_\_\_

---

Patrol Members

|          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

|                               | COOK | ASSISTANT<br>COOK | CLEAN UP | ASSISTANT<br>CLEAN UP | FIRE &<br>WATER |
|-------------------------------|------|-------------------|----------|-----------------------|-----------------|
| <b>SATURDAY<br/>BREAKFAST</b> | 1    | 2                 | 3        | 4                     | 5               |
| <b>SATURDAY<br/>LUNCH</b>     | 6    | 7                 | 8        | 1                     | 2               |
| <b>SATURDAY<br/>DINNER</b>    | 3    | 4                 | 5        | 6                     | 7               |
| <b>SATURDAY<br/>SNACK</b>     | 8    | 1                 | 2        | 3                     | 4               |
| <b>SUNDAY<br/>BREAKFAST</b>   | 5    | 6                 | 7        | 8                     | 1               |

## MEETING 4 PLAN (Den Outing)

### PREPARATION AND MATERIALS NEEDED

- Take part in a troop outing or campout. Prior to this activity you will need to have established communication with a troop in your area and the boys of the den and their parents/guardians to schedule a campout or other outdoor-oriented activity with the troop. Inform the Scouts of the date and time of the activity and let them know if they need to bring any gear with them.



- If spending the night, either bring tenting and cooking gear or coordinate with the hosting troop to borrow needed equipment.
- See needed camping gear in the *Webelos Handbook* or the *Boy Scout Handbook*.
- Coordinate activities with host troop leadership. Members of the Webelos den should be able to complete requirements 5 and 6 during the outing. Share this information in advance with the Scoutmaster or designated point of contact.
- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the event is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.

## ACTIVITIES (REQUIREMENT 4)

- The specific nature of the activities will depend on the troop program and how the Webelos Scouts will be involved in the program. Some troops may assign a helper to the den (a troop guide) to coach the Weblelos patrol leader, or the troop may create a “round-robin” set of skills for the Scouts in the Webelos den to learn and practice required camping skills.
- Again, as with all of the activities in this adventure, be sure to coordinate with troop leadership to ensure that expectations are met, advancement is secured, and everyone has fun.

### ◆ Activity 1

For Webelos dens spending the night:

- Campsite setup
- Evening programming
- Campfire, game, skill practice

### ◆ Activity 2

- Reveille
- Breakfast/cleanup OR arrive at location for outing
- Morning activities
- Noon meal preparation/cleanup
- Afternoon programming
- Evening meal preparation/cleanup
- Evening programming
- Depart

## AFTER THE MEETING

- Follow details established during planning phase for transportation home.
- Send thank-you notes to those who helped.
- Record completion of requirements 5 and 6, if not done previously.

# RESOURCE ITEMS FOR DEN OUTING

Content needed for delivery of the den outing depends on program determined in advance.

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









# ADVENTURES IN SCIENCE



## RATIONALE FOR ADVENTURE

Taking part in this Webelos/Arrow of Light elective adventure will help Webelos understand and apply the role of fair investigations in science. They will acquire and evaluate information using processes associated with science, such as experiments, observation, and note taking.

## TAKEAWAYS FOR CUB SCOUTS

- Increased content knowledge in one or more areas
- Methodical problem solving
- Evaluating evidence
- A Scout is cheerful. 

*Webelos Handbook, page 206*

## ADVENTURE REQUIREMENTS

Do all of these:

1. An experiment is a “fair test” to compare possible explanations. Draw a picture of a fair test that shows what you need to do to test a fertilizer’s effects on plant growth.
2. Visit a museum, a college, a laboratory, an observatory, a zoo, an aquarium, or other facility that employs scientists. Prepare three questions ahead of time, and talk to a scientist about his or her work.
3. Complete any four of the following:
  - a. Carry out the experiment you designed for requirement 1, above. Report what you learned about the effect of fertilizer on the plants that you grew.
  - b. Carry out the experiment you designed for requirement 1, but change the independent variable. Report what you learned about the effect of changing the variable on the plants that you grew.
  - c. Build a model solar system. Chart the distances between the planets so that the model is to scale. Use what you learn from this requirement to explain the value of making a model in science.
  - d. With adult supervision, build and launch a model rocket. Use the rocket to design a fair test to answer a question about force or motion.
  - e. Create two circuits of three light bulbs and a battery. Construct one as a series circuit and the other as a parallel circuit.
  - f. Study the night sky. Sketch the appearance of the North Star (Polaris) and the Big Dipper (part of the Ursa Major constellation) over at least six hours. Describe what you observed, and explain the meaning of your observations.
  - g. With adult assistance, explore safe chemical reactions with household materials. Using two substances, observe what happens when the amounts of the reactants are increased.
  - h. Explore properties of motion on a playground. How does the weight of a person affect how fast they slide down a slide or how fast a swing moves? Design a fair test to answer one of those questions.
  - i. Read a biography of a scientist. Tell your den leader or the other members of your den what the scientist is famous for and why his or her work is important.



## NOTES TO DEN LEADER

Note that these plans outline more meetings than necessary to complete the requirements. Only four activities must be completed for requirement 3, but the meeting plans offer ideas for all nine options, depending on what the Scouts select. Den leaders should plan accordingly and decide which meetings best lead to completing the adventure.

The Meeting 1 plan outlines a den outing to an institution that employs a scientist, and an optional Meeting 5 could be an outing to observe the night sky. In advance of each 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 a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.

If some Scouts decide to read the biography of a scientist, it would be helpful to establish this early in the adventure. This would allow them time to share with others in the den what they learned about the scientist.

Brainstorming how to carry out an activity one week before it is scheduled will help you to use den time well and to have any needed materials on hand. See the meeting resource sections for guidelines and suggested materials lists to carry out the investigations.

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

## MEETING 1 PLAN (Den Outing)

The outing may take place any time during this adventure. However, scheduling it first will allow Webelos the opportunity to meet a scientist and see science in action, and further provide context and inspiration for the remainder of the adventure.

### PREPARATION AND MATERIALS NEEDED

- Identify a college or university, museum, laboratory, zoo, planetarium, aquarium, agricultural experiment station, commercial firm, or organization that employs a scientist.
- Contact the scientist or organization at least a month ahead of time to schedule a visit with him or her.
- Provide the scientist with a copy of the requirements to prepare for the visit. Other things to discuss include:
  - A visit to the actual laboratory, depending on the willingness or interest of the organization and the scientist
  - A demonstration of equipment used in the scientist's work
  - Giving Scouts an opportunity to assist in the process
  - Can the host assist the Scouts with any of the adventure requirements?
- Once the visit has been confirmed, submit a tour and activity plan (if required). Secure signed activity consent forms from the Webelos' families and make sure they all know the arrangements:
  - Who will attend?
  - When are you planning to go?
  - Where you will meet?
  - What should the Webelos Scouts wear or bring?
- As another option, the scientist might visit a den meeting.
- You may wish to put questions the boys should ask on index cards to help in remembering them. In addition, give each boy a second card to write more questions that come to him; be sure to review the questions for appropriateness.

- Questions might include:
  - How did you become interested in science?
  - When did you decide you wanted to be a scientist?
  - What is the greatest challenge that a scientist has to work with?
  - What should people know about what a scientist does?
  - How might a Webelos Scout become a scientist?
  - Which points of the Scout Law (trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent) are most important in the life of a scientist?

## GATHERING

- Share with the Scouts some key thoughts about what they are going to observe and learn about during the visit.

## ACTIVITIES

### ◆ Activity 1: Den Outing

- Begin by introducing the staff member who will lead the visit. An appropriate greeting prepared by the Webelos for their outing leader might be as simple as, “Hello, my name is ...”
- Remember to mention that the Scouts have some questions they would like to ask at the end of their session.
- During the visit, make sure the Scouts ask the scientist to explain his or her duties, and what is the best way to prepare for a career in this field. Include some hands-on activities, if possible.

## CLOSING

- Have the den thank the person in charge of the visit; prompt Scouts in advance to think of how they want to do this. Ways to show courtesy might include a “thank-you,” handshake, cheer, or applause. This might be an opportunity to use the den yell as a means of showing appreciation.
- Commend the boys on their obedience and respect for the rules of the facility, and remind them that “a Scout is courteous” and obedient to the rules of any place he enters.



### Do-at-Home Project Reminder:

Tell Webelos Scouts who wish to read a biography of a scientist (requirement 3i) that now is a good time to start. Plan for them to share what they learn at den meetings during this adventure.

## AFTER THE MEETING

- Serve refreshments, if desired and appropriate. Sharing them with the outing host would be a nice gesture.
- Prepare thank-you notes that Scouts can sign at the next meeting and send to anyone who helped with the outing, including the scientist. Consider putting the denner in charge of this responsibility.
- Record completion of requirement 2.

# MEETING 2 PLAN

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Thank-you notes for those who led or assisted with the den outing
- Items for the Gathering: Sheets of blank paper and three or four “whatzit” boxes—sealed boxes with one or two items inside for Scouts to guess the contents
- Items for the fair test activities: Markers, crayons, or colored pencils; paper cups; dirt or planting soil (without fertilizer); fertilizer or plant food; water; and seeds. Choose a seed that germinates quickly so Scouts can see growth within the time frame of this adventure. Possible choices include:

| Seed             | Days |
|------------------|------|
| Lima Bean        | 6    |
| Beets            | 4    |
| Broccoli         | 4    |
| Brussels sprouts | 4    |

| Seed     | Days |
|----------|------|
| Cabbage  | 4    |
| Pumpkin  | 4    |
| Radish   | 4    |
| Cucumber | 3    |

| Seed       | Days |
|------------|------|
| Lettuce    | 3    |
| Sweet corn | 3    |
| Turnip     | 3    |
|            |      |

## GATHERING: WHATZIT BOXES

- Set the sealed whatzit boxes (see Meeting 2 Resources) on a table before the meeting. As Scouts arrive, they should handle the boxes and deduce what might be inside. Then give each boy some paper to sketch an image of the possible contents.

## OPENING

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

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Pass the thank-you notes around for the boys to sign.
- Lead a discussion about the whatzit boxes, and have Scouts compare their drawings and guesses about the possible contents. Tie their comments to points of the Scout Law: Did they share information (a Scout is helpful, friendly), laugh about it (cheerful), or take turns sharing their thoughts (courteous)?
- Say: *In a similar way, scientists often must measure things indirectly. It may take lots of scientists working together over time, perhaps many years, to reach a certain conclusion.*

## ACTIVITIES

### ◆ Activity 1: Fair Tests (Requirement 1)

- Have Scouts draw a picture of a fair test (experiment) that would explore how fertilizer affects the growth of a plant (see Meeting 2 Resources).
- The fair tests may be drawn as diagrams or in comic strip form—where the step-by-step boxes may help the boys outline the process.

### ◆ Activity 2: Simple Investigations (Requirements 3a and 3b)

- Each Scout will carry out two versions of the experiment he drew in Activity 1, using the seeds you collected. He will take the experiments home—both clearly marked with his name—and bring them back or take photos during the next few weeks to compare at den meetings.
- The first experiment will directly follow the Scout’s drawing from Activity 1. The second will be the same, except that he will change the independent variable. For example, one experiment could have fertilizer



in the soil while the other doesn't, or one could receive six hours of light per day and the other gets 12 or more. Ask Scouts to offer more ideas about what could change and what could remain the same.

- It may be best to have the Scouts decide on a single factor to change. This is helpful when looking for trends, as the change will be based on several plants having a similar change. This reduces the likelihood that a bad seed will fail to germinate and influence the results.
- As an option, each Scout could make two side-by-side drawings in the first activity—one with the independent variable and one without.

## CLOSING

- Gather the den members together and close with the Scout Oath or Scout Law.
- Comment on science as a long-term activity, with multiple steps and attention to details, and tie that idea to the activities and goals that lie ahead of these Scouts: their Webelos and/or Arrow of Light ranks, as well as Boy Scouting.

## AFTER THE MEETING

- Serve refreshments, if desired.
- In cleaning up the meeting place, solicit help from the Scouts while encouraging the behavior of those who help without prompting.
- Record completion of requirement 1.
- Remind the denner or other Scout who will plan and lead the next meeting's flag ceremony.
- Review plans for next week and see who will be ready to report on a scientist's biography.

# MEETING 2 RESOURCES

## GATHERING: WHATZIT BOXES

- Scientists often cannot observe things directly; sometimes, they need to make use of evidence to create a model or to generate an explanation.
- A whatzit box is a sealed box with one or two items inside. Scouts may shake and play with the boxes to gain indirect evidence about the contents. Then they must write down or make a sketch of what they believe is there without opening the boxes.
- In much the same way, scientists build their understanding of nature through indirect explorations. They do not have the luxury of "opening up a box" to get answers. Scientists build certainty only over a long period of time.
- This activity may be helpful in coaching Scouts to deal appropriately with ambiguity and uncertainty. However, the more they play with the boxes and describe what they think is inside, the more likely they are to find the correct answer.
- A whatzit box can be constructed from a box that holds shoes or other products. Film canisters can also be used to create smaller versions of the same thing.

| Large Whatzit Box<br>(shoebox size) | Small Whatzit Box<br>(film canister size) |
|-------------------------------------|-------------------------------------------|
| Wooden building block(s)            | Coins                                     |
| Coins                               | Paper clips                               |
| Rubber ball or golf ball(s)         | Marbles                                   |
| Folded paper                        | Sand                                      |
| Fishing weights                     | BBs                                       |

- If Webelos Scouts want to continue this activity, encourage them to make their own whatzit boxes at home and bring them to the next den meeting or a pack meeting to challenge other Scouts.



## ACTIVITIES

### ◆ Activity 1: Fair Tests (Requirement 1)

- At the heart of an experiment is testing a question, and doing so fairly. This activity helps Scouts to understand fair testing—an essential skill of scientific literacy.
- If the independent variable will be the presence or lack of fertilizer, two side-by-side drawings might look like this, with the bag of fertilizer missing in one. Otherwise, both sides would have the same number of seeds or plants in a cup, and could be expanded to include light (sun), water, planting soil, and temperature.
- The important thing is that only one factor will change between the two experiments. If that single factor is the presence or lack of fertilizer, any difference in the way the plants grow can be fairly attributed to it. This principle can be generalized across many fields that lend themselves to scientific investigation.



### ACTIVITY 2: SIMPLE INVESTIGATIONS (REQUIREMENTS 3A AND 3B)

- For the fertilizer/no fertilizer plan, each Scout should have a pair of plastic cups, several seeds of the same type, potting soil, and a sample of plant food. In both cups, seeds need to be planted the same way (with the exception of fertilizer) and in the same amount of soil. Label the cups with a permanent marker so it is clear which cup has the fertilizer.
- It is best that the Scouts take their plants home to finish the investigations themselves, but if necessary the plants could be left in the care of the den leader. In the fertilizer/no fertilizer plan, care should be taken to ensure all plants have exactly the same lighting, watering schedule, and temperature/environmental controls.

# MEETING 3 PLAN

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for the Gathering:
  - Paper suitable for making paper airplanes
  - Wastebasket or similar target for the planes
- Items for Activity 1: Zip-top plastic bags; balloons (check for latex allergies); drinking straws; water-filled plastic bottles; baking soda and vinegar or another pair of household materials. **Note:** Be cautious when selecting materials for this investigation. See information in Meeting 3 Resources.
- Items for Activity 2: Model rocket kits, ideally one per Scout
- Items for Activity 3: Batteries, flashlight bulbs, wire

## GATHERING: PAPER PLANES

- Provide paper to Scouts when they arrive. Place a wastebasket in the middle of the room and challenge them to toss their planes into the basket.
- As the boys' skills improve, have them move farther away from the basket or ask them to aim in a different direction—which requires modifying the surfaces of the planes.

## OPENING

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

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Discuss findings the boys have recorded in their plant investigations since the last meeting.
- If any of the Scouts has been reading a scientist's biography, have him share what he learned with the rest of the den.

## ACTIVITIES

### ◆ Activity 1: Chemical Reactions (Requirement 3g)

- With adult assistance, have Scouts explore a safe chemical reaction using baking soda and vinegar or a different pairing of household materials (see Meeting 3 Resources). Investigate changes that take place when the amount of either substance is increased.

### ◆ Activity 2: Model Rockets (Requirement 3d)

- With adult supervision, have each Scout build and launch a model rocket (see Meeting 3 Resources). Depending on how much time is available, this activity may need to be finished at home.

### ◆ Activity 3: Series and Parallel Circuits (Requirement 3e)

- Scouts will create series circuits and parallel circuits, first using three light bulbs and then using a battery. In both cases they will observe how the two circuits differ in light output and battery life (see Meeting 3 Resources).

## CLOSING

- Close with a thought tied to the meeting's activities. For example, the height of rockets can be compared to how high Scouts soar. For the chemical reaction, you might note that the two chemicals combined to produce an effect, just like the den works better when each member does his part. For the electrical circuits, which kind of "circuit" are we: shining examples of the Scout Oath and Scout Law, or dim in comparison?

## AFTER THE MEETING

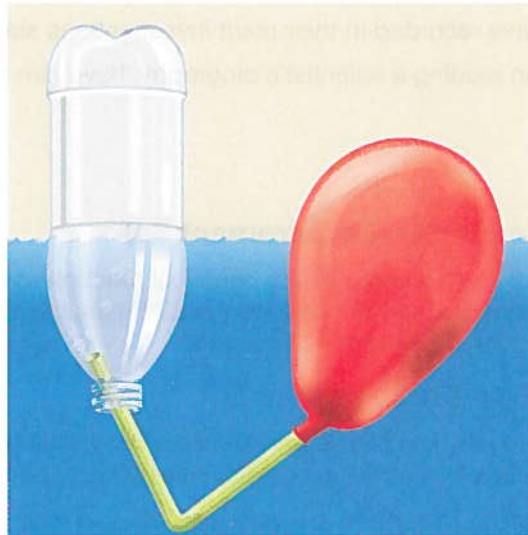
- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 3d, 3e, 3g, and 3i. **Note:** If Scouts have already completed 3a and 3b, only two more options are required under requirement 3.

# MEETING 3 RESOURCES

## ACTIVITIES

### ◆ Activity 1: Chemical Reactions (Requirement 3g)

- A safe but vigorous chemical reaction for Scouts to explore comes from combining baking soda and vinegar. One of the more noticeable products is the generation of carbon-dioxide gas. This is the same gas that you exhale from respiration.
- **Be cautious when selecting materials to explore.** Some household chemicals, such as bleach and ammonia, give off a toxic gas when combined. Read the safety information on the container to see if it offers any warnings.
- Scouts should find a way to observe how much gas is produced when the amount of either chemical is changed. There are a number of ways to test this. Having the chemicals expand inside a plastic zip-top bag is one way to capture the gas. Another, illustrated below, is to bubble the emerging gas through a straw and catch it in an overturned water-filled bottle.



- The process is simple in concept, but you will want to walk your Scouts through some questions ahead of time to help them capture good results. For example:
  - How can you make the zip-top bag as empty as possible before combining the two chemicals inside it?
  - How will you measure changes in the volume of the bag when it expands?
  - Can you use what you learn to predict how much the bag will expand if the investigation is repeated?

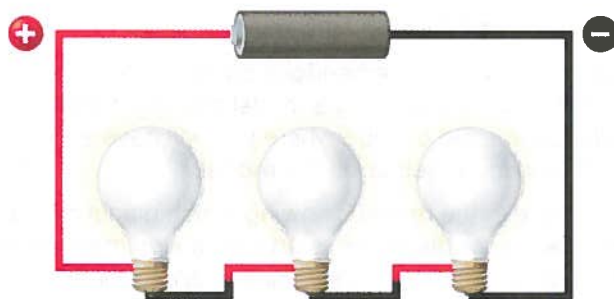
## ◆ Activity 2: Model Rockets (Requirement 3d)

- Follow the instructions and safety guidelines in the kits. Have all Scouts build the same type of rocket so that an initial set of variables can be controlled.
- Similar to the plant investigation, Scouts may find it helpful to draw a fair test sketch before starting—or a chart like the one below. To change an independent variable, boys could do this activity in pairs: One Scout builds a rocket following the complete directions while his buddy alters the weight of his model or adds fins, etc.

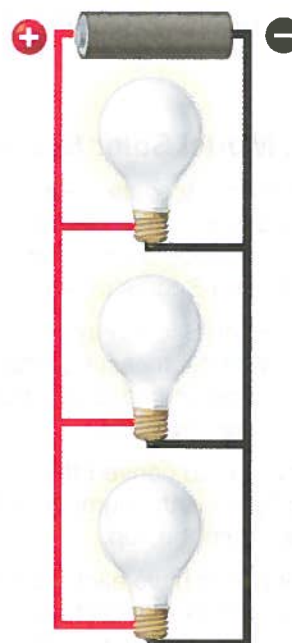
| Dependent Variable               | Controls          | Independent Variable      |
|----------------------------------|-------------------|---------------------------|
| Heavy rocket versus light rocket | Same rocket motor | How high the rocket flies |
|                                  | Same size rocket  |                           |
|                                  | Same wind speed   |                           |

## ◆ Activity 3: Series and Parallel Circuits (Requirement 3e)

- Exploring key properties of electricity can be done with very simple materials. The diagrams of the three-bulb series circuit and the three-bulb parallel circuit can serve as a start for Scouts as they explore electricity.
- Scouts will observe that the bulbs connected in parallel are brighter than the bulbs connected in series. Using three pathways for the current to pass through not only causes the bulbs in the parallel circuit to burn brighter than the series circuit, but also makes the battery run down more rapidly. However, this will not be immediately obvious, and Scouts may need help to determine what they are seeing and what evidence to record.
- Part of the fun in this activity is figuring out how long a bulb will last when it is left “on.” Encourage creative problem-solving to see what solution the boys arrive at.
- They should build the circuit presented in the *Webelos Handbook* to make their comparisons. You may also encourage Scouts to build circuits with four, five, and six pathways if you have enough supplies. Challenge them to discern any variations in the battery life with different circuit arrangements.
- More questions to consider:
  - What is the effect on the circuit if a bulb burns out or is removed in a series circuit? In a parallel?
  - What are the advantages of a series circuit over a parallel circuit?



Series circuit



Parallel circuit



# MEETING 4 PLAN

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for the Gathering: a Jenga game (check with families to see if anyone has one) or a deck of playing cards.
- The activities for this meeting should be conducted outdoors because of the space and materials required:
  - For Activity 1, a tape measure (at least 20 feet if the scale of the model solar system is in inches; 50 or 100 feet if the scale is in feet) and signs to mark the planets
  - For Activity 2, access to a playground swing or slide
- If this is the last meeting for the adventure, make sure all Scouts who were reading biographies give their reports to you or the den.

## GATHERING

- As Scouts arrive, have them play a game of Jenga. Encourage them to work together to keep the tower standing as long as possible. Then explore what they learned about balance, as it has applications in science.
- An alternative could be building towers of stacked cards. Webelos Scouts could challenge each other to build the tallest standing structure.

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Law.
- Have the denner build a small Jenga tower one block at a time as he calls each Scout's name; or a 12-block tower as the den recites the points of the Scout Law.

## TALK TIME

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

## ACTIVITIES

### ◆ Activity 1: Model Solar System (Requirement 3c)

- The scale of the solar system—and the universe—presents a tremendous challenge to youth as they begin to “wrap their minds around it.” This activity involves building a model solar system to scale, based on the distance chart in the *Webelos Handbook*. Go outside where you will have enough space, and remind Scouts of the importance of working together on the model.
- As an option, each Scout may create a sign to place in the model, showing which planet or star he represents. Using the measuring tape to ensure accurate distances, start with a sign marking the sun—this could be an image of a Scout wearing a sun logo. Then put signs at appropriate distances away from the starting point.

If you find it easier to convert the inch-based scale to feet, simply divide the distance figures by 12; the resulting figure is the number of feet between the objects. The farthest object (Neptune) will be 232 feet away from the sun.

- Another option is to have each Scout mark a planet by standing in that spot. This would reinforce for them the vastness of the solar system. If you do this, be sure to invite a few adult volunteers to help keep the Scouts in sight. Once the solar system has been created, bring the Scouts back together to discuss how their sense of “big” has changed.

- Tell the Scouts that one of the fastest spacecraft on record, Pioneer 10, was launched in 1972. It took until 1983—11 years—for it to reach the orbit of Neptune. Contact with Pioneer 10 was finally lost in 2003. By that time, it had traveled approximately 7.2 billion miles!

### ◆ Activity 2: Properties of Motion (Requirement 3h)

- Scouts will design a fair test to see if a person's weight affects how fast he goes down a slide or moves on a swing. The *Webelos Handbook* offers suggestions on how to approach this, and as before, the Scouts should first draw a picture of what their fair test will look like.
- If they use a slide, placing waxed paper under the person should reduce surface friction—which could really slow down the slide's operation. The boys may find it helpful to create an average for the trials, based on their prior experience with slides, so a “best” value can be tracked.
- Show respect for others: Under no circumstances should any Scout be teased because of his body size. (This variable [weight] was selected because it is related to a common scientific misconception, that the weight of an object has an effect on its speed—it does not.)

## CLOSING

- Reflect on the activities in this meeting: *A model can be used to represent something that is too hard to see in the laboratory. While our model was designed to experience the expanse of the solar system, models can also be used to show and explore things such as atoms that are far too small to see directly. And in our playground investigation, we found a meaningful way to collect and analyze data.*
- Bring the den together and have each boy take a point of the Scout Law and say what it means to him after going through this adventure. Has the meaning changed? Are some of the points more important to scientific inquiry than others?
- Review details if you have arranged a Meeting 5 den outing to study the night sky. Make sure all Scouts and their families know the plans.

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 3c and 3h. **Note:** If Scouts have already completed 3a and 3b, only two more options are required under requirement 3.

# MEETING 5 PLAN (Optional Den Outing)

This meeting provides an opportunity to study the night sky (requirement 3f). This is a good activity to carry out during a Webelos den campout.

## PREPARATION AND MATERIALS NEEDED

- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the event is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- Flying disk for the Gathering activity.
- Bring paper and pencils or markers. A planisphere (star chart) would also be helpful.
- If requirements 3c and 3d have not been covered at the other meetings, both would fit well here. If the outing is overnight, consider adding requirement 3e. (Remember that 3c and 3d need to take place during daylight hours.)
- If the den is partnered with a Boy Scout troop, you may find a natural helper in an older boy who has earned or is working on the Astronomy merit badge.

## GATHERING

- Playing catch with a flying disk would be a good Gathering activity. Scouts may also see who can throw the disk closest to a tree without touching it.

## ACTIVITIES

### ♦ Activity 1: Studying the Night Sky (Requirement 3f)

- Scouts will sketch the appearance of the North Star (Polaris) and the Big Dipper (Ursa Major) over at least six hours (see Meeting 5 Resources).
- The next morning, discuss what the Scouts observed and how those observations can be explained.

## AFTER THE MEETING

- Have Scouts prepare and send thank-you notes to everyone who helped with the outing, including parents.
- Record completion of requirement 3f and any others that apply.

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

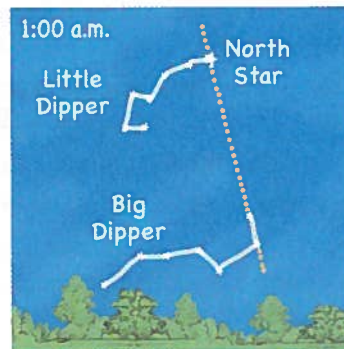
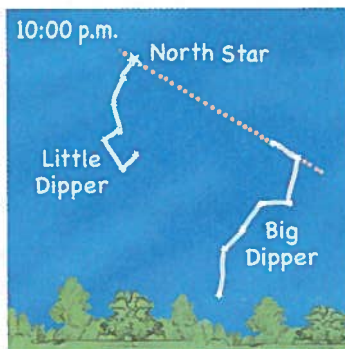
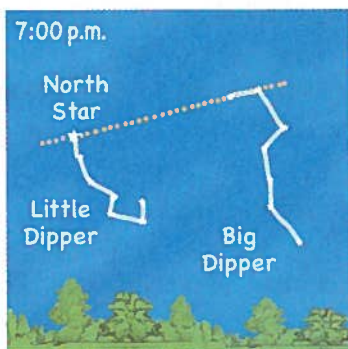


## MEETING 5 RESOURCES

## ACTIVITIES

### Activity 1: Studying the Night Sky (Requirement 3f)

- Those of us born in modern times are aware that the earth rotates once on its axis every 24 hours. But until the 17th century properties of motion were misunderstood and it was believed that the earth could not be moving because no one felt it rotating.
- However, evidence that the earth rotates can be tracked using the night sky. In this period of six hours, we should observe the stars in the night sky making a quarter rotation.
- Astronomy is one of the oldest of the sciences. At its heart is explaining how things work. Sharing mythological explanations of the stars' patterns and movements can serve this activity well. *The Stars* by H.A. Rey (Houghton-Mifflin, 1952) has been a great introduction to astronomy and constellations for decades; use it as a resource to learn about what you see in the night sky.
- Scouts should have the opportunity to produce sketches similar to the diagrams below.







# AQUANAUT



## RATIONALE FOR ADVENTURE

This adventure will introduce Webelos Scouts to the key principles of aquatics safety as they develop their swimming and boating skills.

## TAKEAWAYS FOR CUB SCOUTS

- Improving water safety knowledge
- Developing aquatics skills
- A Scout is obedient. 

## ADVENTURE REQUIREMENTS

*Webelos Handbook, page 228*

Complete 1–5 and any two from 6–10.

1. State the safety precautions you need to take before doing any water activity.
2. Recognize the purpose and the three classifications of swimming ability groups in Scouting.
3. Discuss the importance of learning the skills you need to know before going boating.
4. Explain the meaning of “order of rescue” and demonstrate the reach and throw rescue techniques from land.
5. Attempt the BSA swimmer test.
6. Demonstrate the precautions you must take before attempting to dive headfirst into the water, and attempt a front surface dive.
7. Learn and demonstrate two of the following strokes: crawl, sidestroke, breaststroke, or elementary backstroke.
8. Invite a member or former member of a lifeguard team, rescue squad, the U.S. Coast Guard, U.S. Navy, or other armed forces branch who has had swimming and rescue training to your den meeting. Find out what training and other experiences this person has had.
9. Demonstrate how to correctly fasten a life jacket that is the right size for you. Jump into water over your head. Show how the life jacket helps keep your head above water by swimming 25 feet. Get out of the water, remove the life jacket and hang it where it will dry.
10. If you are a qualified swimmer, select a paddle of the proper size and paddle a canoe with an adult’s supervision.

## 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 a Cub Scout pack, Boy Scout troop, or Venturing crew. The training is available at [www.myscouting.org](http://www.myscouting.org).

You may find parts of this adventure easier to complete at a BSA day camp or Cub Scout resident camp with access to qualified swimming instruction and boating resources.

The den outing (Meeting 3) should be planned at a pool or swimming area with qualified supervision. Confirm the outing plan with families, including transportation, all the necessary clothing, and any additional items they need to bring. Make sure a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.



Because this is primarily a water adventure, a den may opt to do one meeting at its usual meeting place and then the second meeting and outing at a pool or swimming area to give the boys extra practice in the water. Meeting 2 will include a visit from someone who has served as a member of a lifeguard team, rescue squad, or armed forces division with swimming and rescue training. Make arrangements for the visitor in advance, and prepare thank-you notes from the Scouts.

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

Although we have tried to make this elective fun, it is very important that the Webelos Scouts understand the importance of the safety required when they are around water.

## MEETING 1 PLAN

### PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Whistle for den leader
- Life jackets to try on—at least two youth sizes are needed, but others of various sizes should be on hand if some boys are much larger or smaller than the rest of the group. **Note:** If you are unable to find someone in your pack with life jackets, contact a local Boy Scout troop, your council aquatics committee, an outdoor sporting goods store, or a local parks and recreation department to see if you can borrow several from them.
- Items for Penny Toss (Gathering): dishpan or similar container, plastic lids from coffee cans, pennies (10 for each Scout)
- Words to the “Aquanaut Adventure” song (Opening), written in large print on a poster board
- Items for Swimming Ability Round-Robins (Activity 2):
  - Three large signs: “Nonswimmer,” “Beginner,” “Swimmer”
  - Swim tags and buddy tag board
  - Two jacket hangers
  - Four sets of swimming stroke cards for each team
  - Four small containers for each team (to hold the cards)
- Items for Aquanaut Uncovered Game (Activity 3):
  - Table
  - Two plastic squeak toys
  - Aquanaut Game Questions (see examples in Activity 3)
- 3-foot sections of rope (one per Scout) for Closing
- Thank-you notes that Scouts can sign in advance for their Meeting 2 guest(s) and anyone who will be helping with the Meeting 3 den outing

### GATHERING: PENNY TOSS

- Fill a dishpan or other container with water. Float two plastic coffee can lids on top of the water. Give each Scout 10 pennies. Have Scouts stand back and throw their pennies to see how many can land on the lids without sinking them.

### OPENING

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

- Sing the “Aquanaut Adventure” song (tune: “Row, Row, Row Your Boat”) or an aquatics-themed song of your choice.

*Aquanaut adventure,  
Lots to learn and do,  
Buddy checks and swimming tests,  
I'm ready—how 'bout you?*

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the Aquanaut adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.

## ACTIVITIES

### ◆ Activity 1: Fitness Circle Exercise

- Gather all the Scouts in a circle, facing the same direction. They should be careful to avoid contact with each other. Then give a series of instructions:
  - Start walking in a circle and keep walking between these exercises.
  - Start hopping.
  - Make yourself as small as possible.
  - Make yourself as tall as possible and keep walking. Reach your hands over your head.
  - Bend your knees slightly, grasp your ankles, and continue walking.
  - Walk as if the heel of one foot and the toes of the other foot were sore.
  - Walk stiff-legged.
  - Squat down and jump forward from that position without bumping into others.
  - Walk on your hands and on one foot with the other foot held high, like a lame dog (if space allows).
  - Walk forward at a rapid pace (don't run) while swinging arms vigorously.
  - Take giant steps at a regular pace.
  - Walk forward, raising your knees as high as possible with each step.
  - Jog, lifting your knees high.
  - Walk on both hands and feet.
  - Stop, stand up, and walk backward.
  - Stop.
- Ask the Scouts how they feel after the exercise. Help them recognize that physical exercise can be fun as well as good for getting the body warmed up before aquatics activities.

### ◆ Activity 2: Swimming Ability Round-Robins (Requirement 2)

- Divide the den into buddy pairs; allow one group of three if you have an uneven number of Scouts.
- Give out swim tags and have the Scouts write their names on them. Explain the use of the tags. Post a buddy tag board so the boys can hang their tags there as they would in an actual swimming area.
- Divide the room into three swimming ability areas: nonswimmer, beginner, and swimmer. Each of these areas will be a “training” station. Explain to the Scouts how the round-robin will work. Remind them to move with their buddies when they move to each station (see Meeting 1 Resources).
- After the Scouts have visited all the stations, bring them back together and briefly review what they just experienced and learned. Explain that they will use what they learned in the next activity.

### ◆ Activity 3: Aquanaut Uncovered Game (Requirement 1)

- Set up the game area before the meeting starts. You will need a table and two squeak toys to use as buzzers.
- Divide the Scouts into two teams lined up behind either side of the table. Give each team a buzzer and have them do a practice run. Tell them that the first team to buzz when you signal “go” gets to answer a question about water safety precautions (see Meeting 1 Resources). The team member whose turn it is may answer the question on his own or consult with his team. When his turn is done, he goes to the back of the line and the next Scout gets a turn.
- Here are some sample questions:
  - Can you name two swimming strokes?
  - What are the three classifications of swimming ability groups?
  - What is the proper way to wear a life jacket?
  - Name three safety precautions you need to take during swimming activities.

### CLOSING: SQUARE KNOT CIRCLE

- Give each Scout a 3-foot section of rope. Have them tie their ropes together with square knots to form a complete circle. Then they lean back carefully to form a taut circle.
- Tell them: *In our den we rely on each other for support and help. We are all part of a group held together by the square knot. If one knot was not tied, the circle would not be formed. The same goes for our buddies when we are in and around water. We rely on each other for support then, just as we do at all other times.*

### AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 1 and 2.
- Confirm plans for a guest at Meeting 2. Identify pack leaders or parents who are experienced boaters or who know of any lifeguards or water safety and swimming instructors to invite. Boy Scouts or troop leaders in your area could assist in the demonstration and help present aquatics information at the meeting.
- Have Scouts sign thank-you notes for their guest(s) in advance.

## MEETING 1 RESOURCES

### ACTIVITIES

#### Activity 2: Swimming Ability Round-Robins (Requirement 2)

- The round-robin method is an effective way to teach important concepts, and to do hands-on activities. You will set up three stations and make sure you have adults or Boy Scouts to help lead the activity at each station.
- Have each group of Scouts spend at least seven to 10 minutes at each area. As the leader, you will need a whistle. At the end of each session, call a buddy check, and then have the Scouts move to their next station.
- Send the Scouts to each station as a den—unless you have a large den and dividing them in two will allow them to do the relays or games at each station.

#### Nonswimmer Station

- Explain to the Scouts that the nonswimmer classification is for those who have not completed the beginner or swimmer test. The nonswimmer area should be no more than waist to chest deep and should be enclosed by physical boundaries such as the shore, a pier, or lines.

- The enclosed beginner area should contain water of standing depth and may extend to depths just over the head.
- The swimmer area may be up to 12 feet in depth in clear water and should be defined by floats or other markers. The Scouts at this station will work on different swimming strokes. Demonstrate how to do the crawl, sidestroke, breaststroke, and elementary backstroke.
- When the Scouts have finished learning the strokes, have some fun:
  - Put pieces of paper with the different swimming strokes they just learned in a hat. A Scout will pick one and demonstrate the swimming stroke. Have the other Scouts guess which one it is. The Scout who guesses correctly gets to go next.
  - Now do a swimming stroke relay. Write each of the strokes (crawl, sidestroke, breaststroke, and elementary backstroke) on an index card. Make duplicate sets of cards for each team and put each card in a small container. Set a start line and finish line, spacing each team's four containers between the lines. On "go" a Scout on each team runs to the first container, takes the card, and demonstrates that swimming stroke. When his team has identified the swimming stroke, he moves on to the next container and so on until he has demonstrated all four strokes and reached the finish line. Then the next Scout on his team can go. The first team to complete the relay wins.

### **Beginner Station**

- Explain to Scouts that to be a beginner, they must jump feetfirst into water over the head in depth, level off, and swim 25 feet on the surface. Then they must stop, turn sharply, resume swimming, and return to the starting place.
- Scouts at this station will learn about life jackets and the proper way to wear and use one. Demonstrate this, and then have each Scout do the same and show how to check their buddy to make sure his fits correctly.
- Divide Scouts into two teams and hang a life jacket on a hanger for each team. A Scout puts it on, fastens it, hops to a certain place, then turns around and walks backward to the finish line. Once there, he removes the life jacket, runs back, and gives it to next Scout. The team that finishes first wins.

### **Swimmer Station**

- 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: crawl, sidestroke, breaststroke, or elementary (resting) backstroke; 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.
- In this station, review the safety precautions for engaging in water activities:
  - Be physically fit.
  - Have a qualified adult present whenever you swim.
  - Swim in areas that have already been checked for safe swimming.
  - If you can't swim, don't go in water that is more than 3½ feet deep. Enter deep water only if you are a good swimmer.
  - Swim with a buddy.
  - Obey the rules of the swimming area.
- Options: a) Write the sentences out and have buddy pairs take turns telling the group what one or more of the precautions means in their own words; b) Give each buddy pair the words to one of the precautions and them put those words in order to create the sentence (this can be a relay); c) Have each buddy pair act out a precaution for the group.



# MEETING 2 PLAN

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Signed thank-you notes for guest(s)
- Items for Duck Races (Gathering): two metal rain gutters—or one long, large PVC pipe cut down the middle with caps on either end; two picnic tables; two rubber ducks; water guns (one per Scout)
- Life jackets
- Index cards for Activities 1 and 2
- Water, four buckets, and two sponges for Activity 3
- If guests are attending, any special preparations or planning required

## GATHERING: DUCK RACES

- This game must be done outside and requires some setup, but it is lots of fun! Pour water into the two rain gutters or the cut PVC pipe, setting them on two picnic tables or a level field. Put a small rubber duck at the far end of each gutter.
- Divide the den into two teams lined up at each gutter. Using water guns, Scouts aim at their rubber duck and shoot water to make it travel along the gutter. The team whose duck finishes first wins.

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- Talk about the Boy Scout motto as it relates to water activities. Have the Scouts say the motto in unison. Scouts need to “Be Prepared” when near water with their buddies, life jackets, ability groups, etc.

## TALK TIME (REQUIREMENT 8)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce any special guest(s) to the Scouts. Invite guests to share their experiences or information and allow time for Scouts to ask questions. If guests are open to further participation, ask them to stay and take part in the boating skills review and rescue activities.
- Before a guest leaves, be sure the Scouts show appreciation and present their thank-you note.

## ACTIVITIES

### ◆ Activity 1: Boating Skills (Requirement 3)

- Start by covering these boating safety rules:
  - Know your boat—don’t overload it. In a rowboat, one person per seat is a good rule.
  - Put on a life jacket before getting into the boat. Tell Scouts the minimum age at which children must wear life jackets in your state.
  - Balance your load. Divide weight evenly from side to side and from bow (front) to stern (back).
  - Step into the center of the boat when boarding or changing seats, and always keep low.
  - If your boat tips over or fills with water, hang on. You can kick the boat to shore or drift in, but don’t leave it. Let help come to you.
  - Watch the weather. Head for shore if it begins to look bad. If you’re caught on the water in bad weather, seat your passengers on the floor of the boat. Have everyone in the craft sit as low as possible. Head your boat into the waves.

- If you use a motor when boating with your family, use one that is appropriate for the boat. Too much power can damage your boat or even swamp it. Look on the boat for the capacity plate. It shows how many people the boat should hold and the recommended horsepower for the motor.
- Sharp turns are dangerous, so take it easy.
- Keep a lookout for other boaters and for swimmers.
- Put the key words below on index cards. Divide the Scouts into teams. Have each team draw a card and explain the related skill to the rest of the group. For instance, if a Scout draws the word “overload,” he may say something like, “Don’t overload your boat; one person per seat is a good rule.”

|                    |                           |                    |
|--------------------|---------------------------|--------------------|
| <b>Overload</b>    | <b>Center of the boat</b> | <b>Motor</b>       |
| <b>Life jacket</b> | <b>Hang on</b>            | <b>Sharp turns</b> |
| <b>Balance</b>     | <b>Weather</b>            | <b>Lookout</b>     |

## Activity 2: Order of Rescue (Requirement 4)

1. REACH toward the person in the water with whatever is available or at hand. For instance, you can use your hand or foot, a tree branch, a canoe paddle, or a towel.
  2. THROW a line, a buoy, or a floating object (like a kickboard) to the person.
  3. ROW in a watercraft to the victim. A rowing rescue should only be made by a “swimmer” and one who can handle the boat. A life jacket must be worn.
  4. GO, for help or into the water with support. Reach, throw, and row will not always work, for example when the person is on the bottom of a pool. Those who “go” to the victim and make a swimming rescue must be good swimmers and should be trained in lifesaving, which includes how to use flotation devices to avoid contact with active subjects.
- An order of rescues has been determined to help Scouts learn safe, effective water rescues. Although Webelos Scouts only do the first two methods (Reach and Throw) in water rescues, you need to be aware of all four methods.
  - The first two methods are the easiest and safest techniques because they do not require any swimming. **REMEMBER: In any water rescue, the Webelos Scout should never put himself in danger or at risk. If reaching and throwing don’t work, GO for HELP!**
  - Play a game of charades to reinforce the learning:
    - Put the words REACH, THROW, ROW, and GO on separate index cards along with the explanation of what is to be done. Have enough cards so that each buddy pair can pick one.
    - Scouts will act out what is on their card without talking. See if the other Scouts can guess what it is. Tell buddy pairs to be creative with their charades so the audience can tell what rescue it is and what should be done. You may want to have props on hand for the Scouts to use.

## ◆ Activity 3: Sponge or Bucket Relay

**Note:** Don’t worry about the length of your playing area. Just place the two buckets as far apart as possible to make the game challenging.

### Sponge Relay

**Materials:** water, two sponges, buckets (two per team)

- Divide the Scouts into two teams lined up at the start line. Explain that they will use their sponge to transfer the water from the bucket on the start line to the bucket on the finish line.
- They should dip the sponge into the bucket, getting it really wet, and then cup it carefully in their hands as they go to the finish line, so as not to spill any water. Instead of walking quickly or running, have them hop, walk backward, etc.

## Bucket Relay

**Materials:** water, buckets (two per team)

- Divide the Scouts into two teams. Fill half of each bucket at the start line with water and leave the other bucket empty.
- On “go,” the first player on each team runs while carrying the water-filled bucket to the finish line. Once there, he pours the water into the other bucket, leaves the empty one there, runs back with the filled bucket and gives it to the next player in line, who continues the relay. When all the players have run, the team with the most water left wins.

## CLOSING

- Gather the den in a circle. Give each Scout a piece of paper and a pen or pencil. Ask them to write down one thing that everyone must remember to bring or do at next week’s den outing—completing requirement 5 and any one of requirements 6, 7, 9, and 10 at a pool or other local swimming area.
- When they are done, each Scout crumples up his paper and tosses it into the center of the circle. Then everyone picks up one of the papers, opens it, and reads it to the den. Finish with the Boy Scout motto: “Be Prepared”!
- Review details for the upcoming outing in Meeting 3. Make sure all Scouts and their families know the plans.

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 3, 4, and 8.

# MEETING 3 PLAN (Den Outing)

## PREPARATION AND MATERIALS NEEDED

- This meeting, a den outing to a local pool or other swimming area, may necessitate more than one visit for all the Scouts to complete the requirements. The size of your den may determine how you wish to proceed.
- A BSA day camp or Webelos Scout resident camp may be a good site for the outing if qualified swimming instruction and boating resources are available there. Use the resources of your local council, such as the aquatics committee, for assistance.
- You might also consider local schools, colleges, YMCAs, or Boys & Girls Clubs, and the local Red Cross chapter.
- Contact the outing location at least a month in advance to schedule the visit. Give the staff a copy of the requirements so they can see what the Scouts are doing in this adventure and possibly plan a hands-on activity.
- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the location is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- Remind Scouts of any gear they need to bring, including life jackets of the correct size for each Scout to complete requirement 9.
- Swimming instruction should be conducted ONLY by experienced, trained individuals. Arrange for assistance from qualified adult supervisors—those who have completed Safety Afloat training and Safe Swim Defense training during the last two years. A minimum of one adult leader present at the activities must have completed Safe Swim Defense online training at [myscouting.org](http://myscouting.org); all leaders participating in the activity should take or renew that training.

- You may also want to invite a BSA Lifeguard.
- Follow all Safe Swim Defense rules and do a buddy check before allowing Scouts to enter the water and every 10 minutes throughout the session.
- Bring the signed thank-you notes for those who help.

## GATHERING

As Webelos Scouts arrive for the meeting, have each boy take turns leading the others in warm-up exercises.

## OPENING

Have the Scouts form a circle and recite the Scout Law and motto.

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Before the swimmer classification tests begin, bring all the Scouts together near the edge of the pool or anywhere outside of the water. Explain that each boy will have an opportunity at this meeting to attempt the swimmer classification test and complete the requirements for the Aquanaut adventure.
- Review the water safety precautions they learned at Meeting 1.

## ACTIVITIES

### ◆ Activity 1: Swimmer Classification Test (Requirement 5)

- Depending on the size of the pool or swimming area, Scouts may be able to complete other requirements as well. Make sure that there is adequate supervision at all times.
- Explain what is required for the swimmer classification (see below). One adult must work with one Scout at a time when the Scout attempts the test. The adult needs to understand the testing procedure, be able to perform a reaching assist, and be able to swim well. A lifeguard must provide surveillance at all times.
- Give each Scout an opportunity to attempt the test. Before the Scout is allowed to enter the water, you should ask if he has ever jumped into water over his head. It is very important to talk to the Scout so that you understand his comfort level. If he seems nervous about this part, he should be allowed to slide in the water or go down the ladder and be allowed to complete the swimming portion. If he seems more comfortable after this, then allow him to jump in and complete the swim check. Each Scout attempting the test will
  1. Jump into the water over his head, feetfirst.
  2. Level off and swim 75 yards with a strong forward stroke and at least one sharp turn.
  3. Swim 25 yards using the elementary backstroke.
  4. Float on his back for a brief time.

**Note:** Once a Scout has attempted to complete the swimmer classification test, whether or not he passes, he has completed requirement 5.

### ◆ Activity 2: Other Requirements

Scouts may also complete other requirements at this meeting, including requirements 6, 7, 9, and 10 (if the meeting is held at an appropriate boating location).



## CLOSING

- Gather the den in a brotherhood circle. Each Scout places his left arm around the shoulder of the Scout on his left and his right arm around the shoulder of the Scout on his right. Den leader or den chief: *Now may the Great Master of all Scouts be with us until we meet again.*
- If desired, you may also offer an inspirational thought about what was accomplished at this meeting. Bring out points of the Scout Law that the boys demonstrated at the meeting (e.g., obedient, brave, helpful, courteous, kind).

## AFTER THE MEETING

- Serve refreshments, if desired and appropriate.
- Work to leave the location cleaner than you found it.
- Record completion of requirement 5 as well as 6, 7, 9, or 10 if completed.

## MEETING 2 RESOURCES

Information on all of the swimming strokes, the BSA swimming ability test, and rescue techniques is available in the *Aquatics Supervision* guide (No. 34737). Other BSA resources include the *Swimming* (No. 35957) and *Lifesaving* (No. 35915) merit badge pamphlets. There are also several online resources, including:

### SAFETY AFLOAT

The guidelines that follow are also posted at [www.scouting.org/Home/OutdoorProgram/Aquatics/safety-afloat.aspx](http://www.scouting.org/Home/OutdoorProgram/Aquatics/safety-afloat.aspx).

### AMERICAN RED CROSS

Toll-free telephone: 800-733-2767  
Website: [www.redcross.org](http://www.redcross.org)

### USA SWIMMING

Website: [www.usaswimming.org](http://www.usaswimming.org)

### YMCA OF THE USA

Check local association websites

## BSA SAFE SWIM DEFENSE

BSA groups shall use Safe Swim Defense for all swimming activities. Go to [www.scouting.org/HealthandSafety/GSS/toc.aspx](http://www.scouting.org/HealthandSafety/GSS/toc.aspx) 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 Cub Scout who can't swim can drown silently within 20 seconds of entering water over his 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 [www.scouting.org/HealthandSafety/GSS/toc.aspx](http://www.scouting.org/HealthandSafety/GSS/toc.aspx) 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 his 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.

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







# ART EXPLOSION



## RATIONALE FOR ADVENTURE

Many things inspire artists to create their work. People, nature, feelings, textures (how things feel), colors—almost everything can be an inspiration! In this adventure, Webelos Scouts will have the opportunity to find what inspires them by visiting an art museum or exhibit and creating their own pieces from any materials they choose.

## TAKEAWAYS FOR CUB SCOUTS

- Art is a matter of personal taste and individual expression.
- Instruction and practice help us to develop existing talents and learn new skills.
- A Scout is thrifty. 

*Webelos Handbook, page 250*

## ADVENTURE REQUIREMENTS

Do all of these:

1. Visit an art museum, gallery, or exhibit. Discuss with an adult the art you saw. What did you like?
2. Create two self-portraits using two different techniques, such as drawing, painting, printmaking, sculpture, and computer illustration.
3. Do two of the following:
  - a. Draw or paint an original picture outdoors, using the art materials of your choice.
  - b. Use clay to sculpt a simple form.
  - c. Create an object using clay that can be fired, baked in the oven, or air-dried.
  - d. Create a freestanding sculpture or mobile using wood, metal, papier-mâché, or found or recycled objects.
  - e. Make a display of origami or kirigami projects.
  - f. Use a computer illustration or painting program to create a work of art.
  - g. Create an original logo or design. Transfer the design onto a T-shirt, hat, or other object.
  - h. Using a camera or other electronic device, take at least 10 photos of your family, a pet, or scenery. Use photo-editing software to crop, lighten or darken, and change some of the photos.
  - i. Create a comic strip with original characters. Include at least four panels to tell a story centered on one of the points of the Scout Law. Characters can be hand-drawn or computer-generated.
4. Choose one of the following methods to show your artwork:
  - a. Create a hard-copy or digital portfolio of your projects. Share it with your family and members of your den or pack.
  - b. Display your artwork in a pack, school, or community art show.

## NOTES TO DEN LEADER

If the den outing in Meeting 1 cannot be held at an art museum or gallery, consider going to a local school or community exhibit. 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 a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.

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



# MEETING 1 PLAN (Den Outing)

## PREPARATION AND MATERIALS NEEDED

- Paint charts (with four to six colors) from a paint store for the Color Match game (Gathering)
- Small notebook and pencil for each Scout
- Sample art materials display (This may include chalk, paper, crayons, markers, pencils, molding clay, scissors, paint, craft sticks, chenille stems, felt, metal pieces, glue, or tape. See the *Webelos Handbook* for images or art project ideas.)
- Confirm that a tour and activity plan has been submitted, if required, and secure signed activity consent forms.
- Confirm all plans with staff at the location and with families:
  - Who will attend
  - When you are planning to go
  - How transportation will be handled
  - Where everyone will meet
  - What the Scouts should wear or bring

## GATHERING: COLOR MATCH

- When each Webelos Scout arrives, give him one of the color charts. His task is to find objects that match each color on the chart.
- If weather and other conditions permit, allow the Scouts to play this game outside before entering the museum or gallery.

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Law.
- Select a Scout to read the inspirational message for the meeting: *(Imagination) enlarges one's vision, stretches the mind, challenges the impossible. Without imagination progress would come to a halt.* — Albert Einstein

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Remind the boys that they will be creating their own art in the coming weeks. Provide them with notebooks and pencils and the following questions to write down and consider as they view the art pieces:
  - What did you notice first about the art piece (subject, colors, shapes, etc.)?
  - What general style is the art?
  - How does this piece “speak” without using words?
  - What do you think the artist wants the audience (you) to see or feel?
  - In what ways are you inspired by what you see?
- Discuss any rules at the museum or gallery (silence, not touching the exhibits, etc.), and remind Scouts of the expected behavior during the tour. (A Scout is courteous.)
- Review any questions the boys plan to ask to make sure all are appropriate.

## ACTIVITIES

### ◆ Activity 1: Touring the Exhibit(s) (Requirement 1)

- Introduce the staff member who will be leading the visit.
- Enjoy touring the facility, and allow time at each stop for Scouts to study the artworks and take notes.
- When the tour is finished, give each Scout an opportunity to ask questions of the tour guide or other experts at the location.
- As appropriate, have den members show their appreciation to the staff and any adult volunteers who helped with the outing.

## CLOSING

- Gather the Webelos Scouts together in a circle. Use what they learned about the role of color in art to talk about the American flag.
- Say: *To those who planned and designed the flag, red was a symbol of bravery, white was a symbol of purity, and blue was a symbol of love and devotion. What do the colors of the flag mean to you?*
- Starting with the denner and moving right, give each Scout a chance to contribute to the discussion. They may share thoughts about just one color or all three.

## AFTER THE MEETING

- Serve refreshments, if appropriate and desired.
- Work together to clean up before leaving.
- Record completion of requirement 1.
- Urge Scouts to be thinking about which two art projects they would like to have as activities at the third meeting (requirement 3).
- Prepare thank-you notes to be signed at the next meeting for anyone who helped with the outing.

# MEETING 2 PLAN

## PREPARATION AND MATERIALS

- U.S. and den flags
- Thank-you notes for Scouts to sign
- Items for Gathering:
  - Pictionary board game
  - Pencils and drawing pads
  - Digital timer or sand hourglass
- Materials for various types of self-portraits (Activities 1 and 2). Check with Scouts in advance to see which types they want to work on. Categories may include (but are not limited to):
  - Drawing
  - Painting
  - Printmaking
  - Sculpture
  - Computer illustration

## GATHERING

- When Scouts arrive, have them play Pictionary before the meeting begins. (See Meeting 2 Resources for directions.)

## OPENING

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

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Have Scouts discuss and vote on which of the nine requirement 3 options they want to do as activities in Meeting 3: drawing or painting, clay sculpture, clay pottery, origami/kirigami, computer illustration, logo/design creation, photo editing, comic strips, or creating a sculpture or mobile from wood, metal, papier-mâché, or recycled objects.
- Discuss options for showcasing their artwork (requirement 4)—in a hard-copy or digital portfolio, or as a public display.

## ACTIVITIES: SELF-PORTRAITS (REQUIREMENT 2)

Have each Scout create two self-portraits using the techniques he chose before the meeting. Self-portraits are interesting to boys of this age and can help them recognize what makes them unique within their families, as Scouts, and as individuals. Here is one possible scenario:

### ◆ Activity 1: Self-Portrait I

- Divide the den members into buddy pairs. Each Scout will take a close-up photo of his buddy in a way that represents that friend's personality (e.g., climbing a tree, cooking in the kitchen, reading a book, etc.).
- Once the photos are shot, print them out.
- Now have each Scout recreate the photo of himself using appropriate materials. For example, if the picture was shot outdoors, he could make the self-portrait from natural objects (e.g., grass, sticks, rocks.). If he was in the kitchen, he might use food materials (e.g., uncooked spaghetti or popcorn kernels).

### ◆ Activity 2: Self-Portrait II

Have each Scout do one more re-creation of the photo, this time using digital tools: a computer paint program, a more advanced creation tool like Photoshop®, or a basic animation program like Scratch.

## CLOSING

- Gather the den in a circle. Starting with the denner and moving right, each boy will recite a part of the Scout Oath and say what that phrase means to him.
- Then have each Scout share one challenge and one success he had in making his self-portraits.

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirement 2.
- Have Scouts sign thank-you notes to those who helped with the den outing.
- Before the next meeting, collect the materials Scouts will need for requirement 3 or make sure the boys are bringing them. Review requirement 3 in the *Webelos Handbook* to identify materials needed to create each option that the den selected during this meeting's Talk Time.
- The materials to prepare for requirement 4 will also depend on the types of projects chosen and whether Scouts will display the projects at an event or create portfolios. See the Meeting 3 plan for suggestions.

## MEETING 2 RESOURCES

### GATHERING

- Divide Scouts into two teams to play Pictionary®. If you have a large den, you can form extra teams, but the game is more fun with fewer teams.
- Give each team a category card, pad of paper, and pencil. The cards show the letters of each category on the playing board: P for person, place, or animal; O for object; A for action, such as an event; D for difficult words; and AP for “all play.”
- Place the game board and deck of word cards in the center of the group. Put playing pieces on the starting square to represent each team. Have each team roll the dice; the team with the highest number starts the game.
- Since the starting space is labeled P, the teams will play in that category first. A team member draws the top card in the deck and looks at the word in the P category for up to five seconds without letting his teammates see it.
- Then a one-minute countdown begins on the timer and he starts drawing picture clues on his pad (writing numbers or letters is not permitted). Teammates can guess continuously until the minute is over.
- If teammates guess the word before the timer runs out, they get to roll the dice, pick another card and draw again. If teammates don’t guess the word in time, they pass the dice to the team on the left, and that team plays.
- Each team starts its next turn by drawing a card—not by rolling the dice—and teammates should draw cards in rotation. The dice should only be rolled when a team has guessed their word in time and their turn is continuing.

## MEETING 3 PLAN

### PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for the Gathering games:
  - Large sheets of paper or poster board
  - Crayons or markers
  - Pencils and drawing pads
- Supplies for art projects (Activity 1) and displays (Activity 2), as determined by the projects selected by the den in Meeting 2
- For Activity 2, materials each Scout can use to create a display or a portfolio (hard-copy or digital)
- Poster boards showing words and hand motions for Closing

### GATHERING

**Crazy Artist Game.** Divide the den into two teams for a relay drawing contest. Add Scouts as they arrive. Provide each team with a crayon or marker, and place two large pieces of paper or poster board on a wall or table across the room. The object of the game is for each team to draw a house, with each boy drawing no more than two straight lines: A player from each team runs to the paper, draws his two lines, then returns and hands the crayon or marker to the next player in line. The team with the best-looking house wins.

**Five Dots.** Give each Scout a drawing pad and pencil, and ask him to place five dots on the paper wherever he wishes. Players then exchange papers and each tries to fit a drawing of a person into the dots, with the head at one dot, the hands at two, and the feet at the other two dots.



## OPENING

**Handshake Opening.** The den chief calls the roll and each member of the den comes forward and gives him the Scout handshake. After roll call, stand together and recite the Pledge of Allegiance.

## TALK TIME

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

## ACTIVITIES

### ♦ Activity 1: Art Projects (Requirement 3)

Webelos will work on the two art projects they selected, using the collected materials. **Note:** Depending on how much time is available, they may need to start or finish their projects at home.

### ♦ Activity 2: Displaying Art (Requirement 4)

- Once the projects are finished, have Scouts prepare methods of presenting their creations—either in portfolios or on public display.
- Boys may want to present a collective den exhibit at the next pack meeting. If so, have them plan the exhibit now so they can quickly set it up later on. Three-dimensional projects, such as origami pieces or clay sculptures, would display nicely on a table with a tablecloth and boxes of various heights. Two-dimensional projects, such as comic strips or paintings, could be hung from a clothesline using clothespins or could be framed in simple, painted cardboard frames and hung.
- If the den chooses to create portfolios, the format could be digital (by taking photographs of each project and compiling them on a computer) or hard copy (by collecting actual pieces inside a protective folder). An easy way to create a protective folder is to attach two pieces of foam core board with duct tape to create a "book" and punch holes on the opposite side for twine or ribbon handles. The size can be adjusted to fit the pieces of art.

## CLOSING

**Taps with Hand Motions.** Write the song and motion directions in large print on a poster board. Webelos will practice and then perform taps for the Closing:

*Day is done* (hands out to sides, palms up)  
*Gone the sun* (turn palms down)  
*From the lakes* (hands in front at waist height, palms down)  
*From the hills* (hands in front at shoulder height, palms down)  
*From the sky* (hands high above head)  
*All is well* (left hand to right shoulder)  
*Safely rest* (right hand to left shoulder)  
*God is nigh* (bow head after singing)

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 3 and 4.
- If the art projects will be shown at a pack meeting, make arrangements with Webelos Scouts and parents to bring them to the location, or keep them in one place until that time.

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





# AWARE AND CARE



## RATIONALE FOR ADVENTURE

Everyone has challenges—and understanding the challenges of others leads to acceptance. In this adventure, Webelos Scouts will learn firsthand how people live with disabilities that affect their sight, hearing, dexterity, and mobility; with this new understanding, they can help educate their peers and prevent the hurtful exclusion of others.

## TAKEAWAYS FOR CUB SCOUTS

- Recognition that all people are different and have challenges
- An understanding of challenges faced by others
- Seeing that people with challenges are not helpless and often give back to their community through service to others
- A Scout is friendly. 

## ADVENTURE REQUIREMENTS

*Webelos Handbook, page 274*

Do all of these:

1. Develop an awareness of the challenges of the blind through participation in an activity that simulates blindness.
2. Participate in an activity that simulates severe visual impairment, but not blindness.
3. Participate in an activity that simulates the challenges of being deaf or hard of hearing.
4. Engage in an activity that simulates mobility impairment.
5. Take part in an activity that simulates dexterity impairment.
6. With your den, participate in an activity that focuses on the acceptance of differences in general.
7. Do two of the following:
  - a. Do a Good Turn for residents at a skilled nursing facility or retirement community.
  - b. Invite an individual with a disability to visit your den, and discuss what activities he or she currently finds challenging or found challenging in the past.
  - c. Attend a disabilities event such as a Special Olympics competition, an adaptive sports event, a performance with sign language interpretation, or an activity with service dogs. Tell your den what you thought about the experience.
  - d. Talk to someone who works with people who have disabilities. Ask that person what they do and how he or she helps people with disabilities.
  - e. Using American Sign Language, sign the Scout Oath.
  - f. With the help of an adult, contact a service dog organization, and learn the entire process from pup training to assignment to a client.
  - g. Participate in a service project that focuses on a specific disability.
  - h. Participate in an activity with an organization whose members are disabled.

## NOTES TO DEN LEADER

Please consult with parents to see if any Webelos Scouts in the den may have extra sensitivity to activities in this adventure.

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

# MEETING 1 PLAN

The Signs, Signals, and Codes Merit Badge Braille Supplement (No. 621366) includes a Braille alphabet in raised dots and several phrases in Braille that Cub Scouts could use to practice. Contact your local council Scout shop for more information about this resource.

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Copies of the Aware and Care word scramble (Gathering; see Meeting 1 Resources)
- Pencils
- Materials for games (see Meeting 1 Resources)

## GATHERING: WORD SCRAMBLE

- As each Scout arrives, give him a pencil and a copy of the Aware and Care word scramble. See how many words the boys can create from the letters.

## OPENING

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

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the adventure by discussing what disabilities are and how they affect people, especially children like the Scouts' peers. Tell the boys that in the next few weeks, they will get a chance to understand more about many different types of disabilities and how people face and overcome their challenges.
- The Department of Health and Human Services website at [www.hhs.gov](http://www.hhs.gov) is a good resource for more information you can share with the den.

## ACTIVITIES

### ◆ Activity 1: "Lost in Space" Game (Requirement 1)

See Meeting 1 Resources.

### ◆ Activity 2: "Don't Drop Humpty" Relay Game (Requirement 2)

See Meeting 1 Resources.

### ◆ Activity 3: "Did You Get My Message?" Game (Requirement 3)

See Meeting 1 Resources.

### ◆ Activity 4: "My Fingers Are Stiff" Game (Requirement 5)

See Meeting 1 Resources.

## CLOSING

- Gather the den together and recite the Scout Law. Then, starting with the denner and moving right, have each Scout mention one point of the law and how it might apply to this adventure.



### Do-at-Home Project Reminder:

Encourage Webelos Scouts to watch a TV show with the volume turned off and be ready to tell the den about it at the next meeting.

---

e, four, or

[illegible]



## ACTIVITIES

### ♦ Activity 1: “Lost in Space” Game (Requirement 1)

#### Materials

A large, safe playing area like an empty gymnasium or an open lawn; blindfolds for every Scout except one

#### How to Play

Explain to the Scouts that they will be “lost in space.” Perhaps something has gone wrong with their space station and all the lights are out. They cannot see the space station, but they must find it to get out of danger.

One Scout—the only one without a blindfold—will be the space station. He stays in one spot and doesn’t move, and all the others must find him without being able to see. Have the den chief and a few adult volunteers stand at the edges to keep the blindfolded Scouts from wandering out of the play area.

Wait until all the Scouts are blindfolded, spread out across the area. Then put the space station in place. Have the blindfolded Scouts turn around three times and start their search. They must rely on hearing, moving toward what they hope is the space station. Each time someone bumps into another searcher, he must say, “beep, beep,” and the person he bumps says the same thing. When a blindfolded player reaches the goal, the space station Scout doesn’t answer the “beep, beep.” Instead he silently takes that player’s hand, so the player knows he is home and safe. Keeping very quiet, the player then removes his blindfold and becomes part of the space station. The action continues until everyone is home.

#### Reflection

Ask Scouts: *Did you feel a little worried when you weren’t able to see anything? How did you figure out where the space station was? By listening closely for just a single “beep, beep” signal?*

Say: *It might be easy to just peek, but a person who is totally blind could never do that. They often rely on a guide dog or a cane to warn them if something is in their way. And people who are blind must use their other senses to do activities that a seeing person would do with just their eyes.*

*People who are blind are not helpless. They get used to their surroundings, and once things are familiar, it becomes easier for them to get around. However, when something is moved from its usual place, they need to be told about the change so they can make adjustments. How might we be of help to people who cannot see when they are in a new place, or when things have been moved around? If you meet a person with a white cane who seems to need help finding an address, what could you do?*

**Note:** If desired, you can substitute this game, “A Knight in the Dragon’s Den.” Divide the Scouts into two teams, the dragons and the knights. The dragons sit randomly in the dragon den (playing area). Keep the knights blindfolded with only the voice of a sighted guide from their team to direct them as they walk through the area. The dragons hiss very loudly the whole time, trying to mask the guide’s directions. If a knight touches a dragon, he sits down where he is and becomes a dragon himself.

### ♦ Activity 2: “Don’t Drop Humpty” Relay Game (Requirement 2)

#### Materials

Bottle of hand lotion; two spoons; two pairs of goggles; four bowls; an even number of hardboiled eggs

#### How to Play

Divide the Scouts into two teams, and give each team half of the hardboiled eggs, one spoon, two bowls, and a pair of goggles with lotion spread on the lenses. Teams will put their eggs in one bowl and place the other bowl on the opposite side of the room. On signal, one player from each team puts on the goggles, picks up one egg with a spoon, and moves it to the other bowl. Then they run back and pass the spoon and goggles to the next player. The object is to transfer as many eggs as possible without letting them drop.

#### Reflection

Ask the Scouts what it was like not to be able to see clearly. Did it affect how they walked? Could this be what walking is like for someone who has lost his glasses or was born with a visual impairment? How could they help a person in that situation?

Say: *People with different abilities must try to adapt to their differences, and sometimes it takes longer for them to do something. Since people adapt in different ways, what you felt and how you moved in this game is not necessarily how someone born with a visual impairment would always function.*

**Note:** Try substituting this activity if you want to simulate a more severe visual impairment. Make a blindfold out of cellophane wrap. This closely mimics the rough shapes or colors that people with visual impairments often see. A Scout can put the blindfold on and stand opposite another person whose identity he does not know. Can he identify the person with his limited vision, or by feeling that person's face and hair?

### ◆ Activity 3: "Did You Get My Message?" Game (Requirement 3)

#### Materials

A stack of 14 index cards, each with one of these phrases:

- |                        |                        |
|------------------------|------------------------|
| — A Scout is thrifty   | — Follow the rules     |
| — Be aware and care    | — I am true to my word |
| — Be kind to others    | — I love camping       |
| — Be prepared          | — On my honor          |
| — Do a Good Turn daily | — Tried and true       |
| — Do your best         | — Webelos is cool      |
| — Duty to God          | — You are my friend    |

#### How to Play

Divide the Scouts into pairs—one boy with his lower palms placed firmly over his ears and the other with his hand pressed over his mouth. The second boy draws a card and recites the phrase on it. The first Scout tries to guess what was said. Then they switch places to draw another card, and so on.

#### Reflection

Ask the Scouts if they have ever had to repeat something to someone who was hard of hearing. Challenge them to think about what they would do if they could not hear well or at all.

### ◆ Activity 4: "My Fingers Are Stiff" Game (Requirement 5)

#### Materials

A stopwatch or other timing device; adult-size shirt with buttons down the front for each Scout to wear over his uniform; a pair of oversize gloves for each Scout, with craft sticks inserted into the same three fingers on all gloves.

#### How to Play

Start by timing the Scouts as they put on and button the shirts without wearing the gloves. Then have each boy put on the gloves and try to unbutton and rebutton the shirt while you time them again.

#### Reflection

Say: *Just as you all had trouble fingering the buttons with the gloves on, sometimes people cannot move their fingers easily because of an injury or disease. This often happens to people who are older. It isn't that they don't know how buttons work; it just takes them longer because they must adapt to the stiffness in their joints. How might you be helpful to someone who has this problem?*



# MEETING 2 PLAN

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Copies of the Scout Oath in American Sign Language, one per Scout (Gathering; see *Webelos Handbook*)
- Potatoes (one per Scout) and a bag to hold them (Activity 1)
- Tape for Mobility Relay (Activity 2)

## GATHERING

- As each Scout arrives, give him a copy of the Scout Oath in American Sign Language and have him practice it. Then challenge Scouts to communicate the Oath in ASL without looking at the example.

## OPENING

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

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Have Scouts report on their do-at-home project—watching a TV show with the volume turned off. How difficult was it to understand the show?
- Brainstorm to decide which activity the Scouts will do next week to complete requirement 7. The meeting could be an outing to a disabilities event such as the Special Olympics or a visit to a nursing or retirement community. A person who lives with a disability or a service dog trainer might come and speak to the den. The Scouts may want to plan a service project focused on a particular disability. Explore all the options and have Scouts vote on their choice. **Note:** As den leader, you may want to do some research before the meeting to find out which activities are most feasible.

## ACTIVITIES

### ♦ Activity 1: One Potato, My Potato (Requirement 6)

- The purpose of this game is to help Scouts explore their attitudes toward differences in people (gender, racial or ethnic backgrounds, physical appearance, and economic status). The boys will discover that each member in any group is a special individual. See Meeting 2 Resources for directions.

### ♦ Activity 2: Mobility Relay (Requirement 4)

See Meeting 2 Resources.

## CLOSING

- Gather the den members in a circle and lead them in signing the Scout Oath in ASL.
- Review details if Meeting 3 will be a den outing decided on during the brainstorming part of Talk Time. Make sure all Scouts and their families know the plans.

## AFTER THE MEETING

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

## MEETING 2 RESOURCES

### ACTIVITIES

#### ◆ Activity 1: One Potato, My Potato

*This game has been adapted from an activity in the Prejudice Book, by David Shiman. We wish to thank Dr. Carol Wirschafter and the Anti-Defamation League of B'nai B'rith for permission to adapt this activity for the Ethics in Action program. —Cub Scout Leader How-To Book 11-28, 11-29, 11-30 Ethics in Action – 1993 Printing Copyright 1985 Boy Scouts of America, Irving, Texas ISBN 0-8395-3831-6*

##### Materials

Potatoes (one per Scout) and a bag to hold them

##### How to Play

Ask the Webelos Scouts if they agree with the statement, "All potatoes are alike." If there is a difference of opinion, write down how many are on each side of the issue.

Roll the potatoes out of the bag and ask each Scout to take one. Each boy should look carefully at his potato and, without saying anything out loud, give it a name so he can introduce his new "friend" to the rest of the den. The potatoes must not be marked or scratched in any way. Give the group one minute of silence for this "getting acquainted" process.

Then each Scout in turn introduces his potato by name and tells a little story about it. He may comment on the potato's physical characteristics—perhaps a little dent caused by growing next to a stone or its multiple "eyes" for seeing in every direction. When all the potatoes have been introduced, have Scouts put them back in the bag. Observe to see if the Scouts handle their new friends, the potatoes, any differently than before. If so, comment on this.

Then roll out the potatoes again and ask Scouts if they think they can find their friends among the batch. Has anyone changed his mind about the statement, "All potatoes are alike"?

Now divide the Scouts into pairs and give them two or three minutes to discover something unique about each other. Stress the positive, such as hobbies, favorite foods, places they have visited, etc. Have each Scout introduce his partner, describing the unique feature that he has discovered.

##### Reflection

Explore a few more questions:

- Do we sometimes look at certain kinds of people—for example, members of a particular ethnic group or people who are overweight—and say "Oh, they're all alike"?
- What does this tell us about the person who says that? Does it mean he hasn't bothered to get to know that person as an individual?
- How does it feel when you are the one being called a name?

If there is time and interest, the group may want to go on to talk about similarities. Although each person is in some way unique, it is sometimes important to know how they are similar. Go back to the potatoes, and ask Scouts what things their potatoes have in common. Make a list of the similarities they find and see how many different groups the potatoes could belong to.

Then finish by asking, *What are some ways that all people are alike?* The Scouts will start to see that people, like potatoes, can fit into a wide range of groups.

#### ◆ Activity 2: Mobility Relay (Requirement 4)

##### Materials

Masking tape

##### How to Play

Divide the den into two teams, standing single file in two parallel lines. Using tape, mark a start line in front of each team and a turnaround line about 10 feet away.



On signal, the first Scout in each line drops to the ground and propels himself to his team's turnaround line, using only his arms to move. Then he goes back the same way and tags the next Scout, who repeats the process.

### Reflection

After everyone has finished, ask the Scouts if they found this game challenging. Say: *What would it be like if you had to do everything without the use of your legs? What if you could use just one leg? What if you were using a wheelchair, and you fell out of it?* **Note:** If you have access to a wheelchair or crutches, consider a relay with them.

## MEETING 3 PLAN

### PREPARATION AND MATERIALS NEEDED

- If this meeting will be a den 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.
- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the event is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- If the den selects a Good Turn or service project, ensure that you have the appropriate materials.

### GATHERING

- When they arrive, give the Webelos Scouts time to brainstorm about expected behavior for this meeting. (A Scout is helpful, friendly, courteous, kind.)

### OPENING

- Have Scouts present the Scout Oath in American Sign Language.

### TALK TIME

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

### ACTIVITIES

Hold the activity or outing you have planned for Scouts to complete requirement 7.

### CLOSING

- One last time, present the Scout Oath using ASL.

### AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirement 7.

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





# BUILD IT



## RATIONALE FOR ADVENTURE

This adventure can assist Webelos Scouts as they develop building and motor skills, tool knowledge, and good safety practices. It also helps them gain appreciation for several forms of craftsmanship.

## TAKEAWAYS FOR CUB SCOUTS

- Tool safety
- Building skills
- Motor skills
- A Scout is Helpful: Some Scouts may need additional help as they journey through this adventure.
- A Scout is Courteous: Scouts may need to wait their turn in using materials.
- A Scout is Obedient: Scouts must follow safety rules as they work on projects.

## ADVENTURE REQUIREMENTS

*Webelos Handbook, page 290*

Do all of these:

1. Learn about some basic tools and the proper use of each tool. Learn about and understand the need for safety when you work with tools.
2. With the guidance of your Webelos leader, parent, or guardian, select a carpentry project and build it.
3. List the tools that you use safely as you build your project; create a list of materials needed to build your project.
4. Put a check mark next to the tools on your list that you used for the first time.
5. Learn about a construction career. With your Webelos den leader, parent, or guardian, visit a construction site, and interview someone working in a construction career.

### NOTES TO DEN LEADER

This adventure can be completed in two den meetings and a den outing. If additional time is required to complete the building project, an extra den meeting may be planned.

Meeting 3 will be an outing to a building construction site. 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 a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected. See if a building professional will be available to serve as a guide at the location and be interviewed by the Scouts; if this is not possible, the interview will need to be scheduled at one of the other meetings.

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
- Identify parents (or other adults in the pack) who are handy with tools and could assist at the meetings. These might include woodworkers, carpenters, artists, and arts and crafts hobbyists.
- Tools for practicing (Activity 1): hammer, handsaw, coping saw, flathead and Phillips head screwdrivers, tape measure, and level. Other tools may be added to the list and brought by the Scouts, borrowed from parents, or purchased from a home improvement store. Collect several of each item to allow as much hands-on experience as possible.
- Safety gear including a hard hat, vest, gloves, eye protection, ear protection (plugs or phones), and a simple face mask or dust mask. Again, try to collect several of each item.
- Nails and screws (both flathead and Phillips)
- Scrap lumber for sawing, cutting, or driving in nails
- Materials for the Safety Sam Relay (Activity 2): Two sets of safety equipment with at least three or four of the items listed above

## GATHERING

- As Scouts arrive, have them play the “Simon Says” Tool Game. Follow the usual “Simon Says” rules, but with the following actions (add more if you wish).
  - Turn like a screwdriver—Scouts spin slowly around as they move forward.
  - Hammer—Scouts hop forward.
  - Cut like a saw—Scouts take one step forward, one step back, and repeat.
  - Measure one foot—Scouts take one step forward.
  - Measure two feet—Scouts take two steps forward.
  - Oops, made a wrong cut—Scouts take three steps backward.
  - Oops, hit my thumb—Scouts hop up and down, but do not move forward.

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance, the Scout Oath, and the Scout Law.
- Give each boy one point of the Scout Law and have him name a tool that matches that characteristic. For example, a hammer might be trustworthy or an old tool might be loyal. There are no right or wrong answers.

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the Build It adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Show the woodworking tool display and demonstrate the proper use of each tool. Be sure the person doing this uses safety equipment. Then show the proper way to clean and store the tools.
- Remind Scouts that next week is the building project (requirement 2), and decide with them what the project will be. Together, create a list of the tools and materials they will need.

- Discuss tool safety using the information in the *Webelos Handbook*. Have the Scouts explain why tool safety is important and what can happen if safety rules aren't followed. Make certain each boy participates in the discussion, and be sure to cover the following items:
  - Hand protection: Wear gloves when necessary (handling lumber, boxes of nails, etc.), and ALWAYS position your fingers and thumb carefully when cutting.
  - Head: Wearing a hard hat is a good idea when you are working in an area that may have falling items or debris.
  - Ears: Your hearing can be damaged very easily. Be certain you wear good quality ear protection when you are in an area that may have construction noise.
  - Eyes: Safety glasses are a must, ALWAYS AND ON EVERY PROJECT. If you wear prescription glasses, side shields can be purchased that slip onto the earpieces of the frame. This prevents debris and dust from entering your eye from the side.
  - Feet: Wear good quality leather shoes with thick soles if at all possible. This type of shoe will protect your foot if something falls on it, or prevent a puncture if you step on a nail. NEVER WEAR sandals, flip-flops, or open-toed shoes, etc.
  - Nose and lungs: Small dust particles can be inhaled quite easily through your nose and mouth. Cutting, sanding, drilling, etc., all create these particles. Simple and inexpensive masks are available at many stores; however, in a pinch you can also use your Webelos neckerchief or bandanna tied around the lower portion of your face.

## ACTIVITIES

### ◆ Activity 1: Tool Practice (Requirement 1)

- Using scrap lumber, tools, and the personal safety equipment, have each Webelos Scout: a) hammer in at least one nail, b) screw in at least one screw, and c) make a cut  $\frac{1}{4}$ - or  $\frac{1}{2}$ -inch deep using both a handsaw and a coping saw.
- Dividing the Scouts into smaller groups doing different functions should keep this activity from running too long, which is why additional help from parents will be helpful.
- It is important that Scouts learn to use the tools properly. Before they finish, have each Scout demonstrate the correct way to clean the last tool he used, and how to store it.

### ◆ Activity 2: Safety Sam Relay

- Place two identical sets of safety equipment at one end of the room. Divide the Scouts into two teams. Then divide each team into two groups standing 10–15 feet apart with one group behind the safety equipment.
- On “Go,” Scout 1 on each team properly puts on all the safety equipment, then races to the other end, where he takes off the equipment and hands it to Scout 2. This teammate puts on the equipment and play continues until all Scouts have had a turn. The first team to finish wins.
- An alternative if you have a small den: Use a stopwatch to time how long it takes to put on all the equipment and then take it off. After each Scout has had a turn, compare the times; shortest time wins.

## CLOSING

- **Den Leader Minute.** Talk about the similarity between a building project and the building of friendships among Scouts. In both cases, we start at the beginning, proceed carefully, and end up with something great in the end. But everyone's building project will look different, and some may take longer to develop than others—just as our friendships do.

## AFTER THE MEETING

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



# MEETING **2** PLAN

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for building project:
  - Specific hand tools, depending on the project
  - A completed sample of the project to serve as a visual aid
  - Safety equipment such as safety glasses/goggles, gloves, etc.
  - Materials and directions for building a step stool, paper towel holder, and wall shelf are included in the *Webelos Handbook*. Precut kits for various projects are available in many home improvement centers, hardware and hobby stores, and probably your local Scout shop as well. Be sure to pick something that is challenging but age-appropriate for Webelos Scouts. There should be several steps to the project using several different tools.
- Again, if needed get some assistance from parents within the pack, local carpenters, builders, hobbyists, or artists. Prepare thank-you notes in advance for Scouts to sign and give to the volunteers.
- Many hardware and home improvement stores can provide meeting spaces, project plans, and other resources, as well as project classes for young people. You may also consider using someone's home workshop or building shop. (If you choose not to meet in the usual place: Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the location is in place. Secure signed activity consent forms.)

## GATHERING

The location will guide you in selecting a Gathering activity. If meeting in the usual place, have a game of freeze tag. If you are in an alternate location with limited space, have Scouts play a round of "gossip" with a building theme:

Webelos Scouts stand or sit in a circle. The denner whispers some information to the Scout on his right, who in turn whispers to the next boy and so on. The last boy to get the information shares aloud what he heard. Then have Scouts compare this last statement to what the denner said originally—the two may be quite different! An example of building-related information might be "Frank Smith drove to the lumber yard and purchased one hammer, two boxes of nails, and a dozen 2x4 boards."

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- Have each Scout fill in the blanks on this statement: *If I were a tool, I would be a \_\_\_\_\_ so I could fix (or build) a \_\_\_\_\_ for my \_\_\_\_\_.* (Example: If I were a tool, I would be a screwdriver so I could fix loose door handles for my parents.)

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Do a quick review of safety rules, and how to use any safety equipment involved for this project.
- Show the den the sample of the completed project.
- Remind the den of three points of the Scout Law:
  - Helpful: They may need to assist others in the den.
  - Courteous: They may have to wait their turn if supplies are being shared.
  - Obedient: They must follow the safety rules.

## ACTIVITIES

### ◆ Activity 1: Building Project (Requirements 2, 3, and 4)

- Dividing the den into smaller groups will help with tool sharing and project help. Make certain each Webelos Scout understands the steps necessary to build the project. Then let them begin.
- Have each Scout record a list of the tools he uses safely and those he uses for the first time, to be entered in the *Webelos Handbook* (requirements 3 and 4). Or, to avoid interrupting the project, the den chief could keep a running list for reference after the meeting.
- Suggest the den members bring their projects to show at the next pack meeting.

## CLOSING

- Gather the den together and recite the Scout Law. Have each Scout name a tool he used and say which point of the Scout Law is exhibited by that tool. There are no wrong answers for this exercise.
- Review details for the upcoming outing in Meeting 3. Make sure all Scouts and their families know the plans.

## AFTER THE MEETING

- Clean and store tools properly, and make certain the work area has been cleaned.
- Serve refreshments, if desired.
- Record completion of requirements 2, 3, and 4.
- Sign thank-you notes for anyone who helped or provided meeting space.
- Coordinate with upcoming pack meeting to display completed projects. Make arrangements with Webelos Scouts and parents to bring the projects to that meeting, or keep them in one place until that time.
- Prepare more thank-you notes for those who help with the upcoming outing.

# MEETING 3 PLAN (Den Outing)

## PREPARATION AND MATERIALS NEEDED

- Several small lengths of rope for knot tying (Gathering)
- Thank-you notes for Scouts to sign after the outing
- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the construction site is in place. Secure signed activity consent forms.
- Make arrangements with the location at least a month in advance and see if a building professional will be available to guide the tour and be interviewed by the Scouts.
- Inform the Scouts and their families of any safety gear that may be required at the site and make arrangements to borrow it if necessary.
- Bring blank index cards and pens or pencils for Scouts to write their questions for the interview.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- Alternatively, you may make arrangements to have the construction site visit and interview done virtually using the Internet or other media source.

## GATHERING

- Safety is extremely important at any construction site, as is keeping the group together.
- Have the Webelos Scouts tie knots while waiting for everyone to arrive. The den chief will choose the first knot to be tied. The first Scout who ties it correctly selects the next knot, and so on.

## OPENING

- Recite the Scout Oath.

## TALK TIME

- Carry out business items for the den, if this can be done easily and safely at the site.
- Allow time for sharing among Webelos Scouts.
- Review the Scouts' questions to ensure they relate to careers in construction and all are appropriate. Hand out index cards and pens or pencils to write down the questions.
- Remind the Scouts about appropriate behavior and using their best listening skills during the tour. (A Scout is courteous.)
- Have Scouts sign the thank-you notes to hand out before they leave.

## ACTIVITIES

### ◆ Activity 1: Construction Site Tour (Requirement 5)

- Introduce the professional leading the tour and let this person know the Scouts have some questions they want to ask later on.
- Allow time for the interview after the tour.
- As appropriate, have den members present their thank-you notes and show appreciation to all who led or assisted with the outing.

## CLOSING

- Gather the den together and have each Scout share one thing he learned during the construction site visit.

## AFTER THE MEETING

- If it can be done safely, share refreshments with the host.
- Ensure that any necessary cleanup is done before leaving.
- Record completion of requirement 5.

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





# BUILD MY OWN HERO



## RATIONALE FOR ADVENTURE

Through this adventure, Webelos Scouts will discover what being a “hero” means to them as well as the community they live in. Boys will meet local heroes and learn about everyday heroism around the world. Each Scout will also imagine his own superhero and create a story of how that hero helps others.

## TAKEAWAYS FOR CUB SCOUTS

- Heroes can be found anywhere and are usually people just like us.
- Following the 12 points of the Scout Law can help us face challenges and be heroes in our own communities.
- A Scout is brave. 

*Webelos Handbook, page 306*

## ADVENTURE REQUIREMENTS

Do all of these:

1. Discover what it means to be a hero. Invite a local hero to meet with your den.
2. Identify how citizens can be heroes in their communities.
3. Recognize a hero in your community by presenting him or her with a “My Hero Award.”
4. Learn about a real-life hero from another part of the world who has helped make the world a better place.
5. Learn about a Scout hero.
6. Create your own superhero.

## NOTES TO DEN LEADER

Meeting 3 will be an outing to a local veterans group, library, museum, or newspaper office to meet or learn about heroes in the community. 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 a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.

Before starting this adventure, have a brainstorming session with the Webelos Scouts to choose at least one local hero they can invite to the first meeting. Possible guests include teachers, doctors, nurses, police officers, firefighters, servicemen, and servicewomen. Once the Scouts make their choice, they should write down a few questions to ask (e.g., if a guest was involved in Scouting as a youth, ask how it influenced his life). Review the questions before the meeting to ensure all are appropriate, and write a brief introduction once you know a guest is coming. Have the Webelos sign thank-you cards to be presented after the meeting.

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
- Signed thank-you notes
- Pictures of heroes and blank sheets of paper for the Gathering activity
- Invite guests from the list compiled at the brainstorming session from a prior meeting. Be sure to have the Scouts' questions on hand and an introduction for each guest (Activity 1).
- Items for the Superpowers Charade game (Activity 2): Slips of paper with a different superpower written on each, and blank sheets for Scouts to fill out their guesses. Have enough superpowers selected so each Scout can act one out.
- Items for the Scout Law Hero game (Activity 3): Large poster board with the 12 points of the Scout Law written in a circle and a cardboard spinner attached to the center

## GATHERING

- Post pictures of heroes around the room before the meeting. As each Scout arrives, give him a sheet of paper to write down what he believes makes each one a hero. (Example: "Police officers help people who are at risk of being hurt.")
- Collect the papers for use in Activity 1.

## OPENING

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

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the Build My Own Hero adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Remind the Scouts that they are surrounded by heroes every day. Sometimes heroes do big things while others do small things. We can discover who these heroes are if we watch and observe what they do. Have the Scouts decide on three people they admire and interact with daily or at least several times a week. They will watch the three people during the next week to identify how average citizens can be heroes (requirement 2). At Meeting 2 they will choose one of those heroes and create a "My Hero Award" for him or her (requirement 3).
- Introduce the idea of discovering heroes in the world. Let Scouts know of the Do-at-Home projects for next week (requirement 4).

## ACTIVITIES

### ◆ Activity 1: Guest Speaker (Requirement 1)

- Select a Scout to introduce a local hero (or heroes). Have everyone listen carefully to the presentation. Then take a few minutes for guests and Scouts to ask questions of each other.
- Discuss with each guest what it means to be a hero. If the guest or the guest's family was involved in Scouting, explore how the 12 points of the Scout Law helped shape his or her life. Do the answers relate to things the boys came up with during the Gathering activity?
- Show appreciation for the guest(s) with a den cheer or yell, and present thank-you notes.

## ◆ Activity 2: Superpowers Charade Game

- Put the slips of paper you prepared in a basket or hat, and have each Scout pick one but not reveal it to the rest of the den.
- In turn, Scouts will stand up and express their superpower in gestures and movements, without speaking a word. Hand out sheets of paper for each boy to guess the superpowers; then reveal the answers after all guesses have been made.

## ◆ Activity 3: Scout Law Hero Game

- This game will reinforce the discussions in Activity 1 as Webelos Scouts review the meaning of the 12 points of the Scout Law. Draw a large circle on poster board and divide it into 12 sections. Write in the spaces "Trustworthy," "Loyal," "Helpful," "Friendly," "Courteous," "Kind," "Obedient," "Cheerful," "Thrifty," "Brave," "Clean," and "Reverent."
- Attach a cardboard spinner. Scouts take turns spinning it and thinking of a person who has the characteristic the spinner lands on. They can share with the group who they thought of and why. Each Scout should get at least two turns.

## CLOSING

- Gather the Scouts in a circle and have each boy comment on what the guest(s) shared with them. Ask if what they heard changed their definition of a hero in some way.
- Recite the Scout Law.



### Do-at-Home Project Reminder:

Remind each Scout to make his observations, keep notes, and privately select one hero so he can create a "My Hero Award" next week (requirements 2 and 3). He should keep this a secret from the recipient until the award is ready to give. If he can't decide on just one person, it's all right to give more than one award.

Each boy should also look up information on a real-life hero from another country who made a difference in the world and be ready to share what he learned at the next meeting (requirement 4).

## AFTER THE MEETING

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

# MEETING 2 PLAN

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- World map with pins to mark locations, or a globe with sticky notes
- Craft supplies for each Scout to make a "My Hero Award"
- "Scouts in Action" article clipped from *Boys' Life* magazine
- Items for creating a superhero:
  - Poster board or large roll of paper to draw a Scout's outline
  - Poster board listing the 12 points of the Scout Law
  - Markers, paints, art supplies
- Prepare thank-you notes to be signed in advance for anyone who will be helping with the outing (Meeting 3).

## GATHERING

- Set up a globe or post a world map so each Scout can mark the location of the international hero he researched for requirement 4.

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- As the denner calls roll, have each Scout name a trait or job that he thinks of when he hears the word “hero.”

## TALK TIME (REQUIREMENTS 2 AND 4)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Have each Scout tell which hero from another country he chose from the at-home assignment, and how that person helped make the world a better place.
- Each Scout should also share about the one or more individuals he chose for his My Hero Award. What actions stood out that helped him make the choice? How did those observations expand his concept of what makes a hero?
- Discuss the upcoming den outing (Meeting 3). Scouts will visit a library, museum, newspaper, or local veterans group to learn about other real-life heroes.

## ACTIVITIES

### ◆ Activity 1: My Own Hero Award (Requirement 3)

- The boys will now create their awards using supplies they brought or that you collected. The award may be anything from a certificate to a trophy, plaque, or leatherwork.
- Consider inviting the award recipients to a den or pack meeting to receive the honor; Scouts could make formal invitations for that event. If any recipient cannot attend, the Scout should visit him or her to present the honor.

### ◆ Activity 2: Create a Superhero (Requirement 6)

- This can be done individually, as several small groups, or as a den. Scouts will need to decide what traits their superhero will have. Record those traits alongside the poster you created showing the 12 points of the Scout Law and discuss the connections between the two.
- Scouts can draw outlines of each other; then each boy writes inside his outline the traits that he feels are important in a hero. Or the den may create a single superhero and have each Scout write in one or two traits. Also, if Scouts want to draw and color a superhero uniform inside the outline, the traits may be written around it.
- Finish with a game: One Scout starts a story about the superhero. Each boy in turn adds to that story until everyone has had a chance to contribute. If possible, once the story is developed, record a video of the den telling their story to share at the pack meeting.

## CLOSING (REQUIREMENT 5)

- Share the “Scouts in Action” story that you clipped from *Boys’ Life*. Explain that articles in this series tell stories of real heroes who are Scouts, just like them.
- Review details for the upcoming outing in Meeting 3. Make sure all Scouts and their families know the plans.

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 2, 3, 4, 5, and 6.
- Have Scouts sign their thank-you notes for the outing.

# MEETING 3 PLAN (Den Outing)

## PREPARATION AND MATERIALS NEEDED

- Make arrangements at least a month in advance with representatives at the outing location. Share with them what the den has been doing in this adventure, and confirm that someone will be available during the outing to help the Webelos Scouts learn about local heroes.
- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the location is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- Bring the signed thank-you notes for those who help.
- Pack some refreshments for after the outing, if desired and appropriate.
- Print out the Merit Badge Match Game (see Meeting 3 Resources) for the Gathering (one copy per Scout).
- Bring copies of local newspapers for the Good News Game (Activity 2, if time allows).

## GATHERING

- While waiting for everyone to arrive, have Scouts play the Merit Badge Match Game, matching each badge to its subject.

## OPENING

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

## TALK TIME

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

## ACTIVITIES

### ◆ Activity 1: Discovering Local Heroes

- Introduce Scouts to the tour guide or other representative at the location. If you are visiting a library or newspaper office, ask this person to help the Scouts find information regarding local heroes.
- After the visit, talk about which points of the Scout Law each hero exhibits. How were these people recognized by their communities (or beyond), and what did they have to say about their status as “heroes”? Were they involved in Scouting as youth? Are their names displayed anywhere in the community?

### ◆ Activity 2: Good News Game

- If time allows, distribute the newspapers you collected and ask Scouts to look through them, pointing out each type of heroism they see in the articles. These heroes may be adults or children, professionals or volunteers—or even pets and police dogs. Each boy who finds an article calls out, “Good News!” Then he describes the hero, and the game moves on.
- When the game is finished, cut out the articles so the Scouts can create a “Good News” display for the next pack meeting, where they may also want to show the superhero story video they recorded at Meeting 2.
- This game can be played as the boys sit around a table. If you are in a library, they can silently raise their hands rather than calling out.

## CLOSING

- Present thank-you notes to all who helped with the outing.
- Have den members stand in a circle and pass around the Scout handclasp until it reaches the boy who started it. As each Scout receives the handclasp, he silently makes a wish and pledges to do his best.



## AFTER THE MEETING

- Serve refreshments, if desired and appropriate.
- Work together to clean up before leaving the meeting place.

## MEETING 3 RESOURCES

### GATHERING: MERIT BADGE MATCH GAME

Play this match game to emphasize the opportunities available to boys as they continue in Scouting. Link each picture of a merit badge to its subject, and write the correct number in the box.

|                                                                                        |                                                                                        |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| a.    | g.    |
| b.    | h.    |
| c.  | i.  |
| d.  | j.  |
| e.  | k.  |
| f.  | l.  |

1. Engineering
2. Nature
3. Electricity
4. Landscape Architecture
5. Canoeing
6. American Business
7. Fish and Wildlife Management
8. American Labor
9. Nuclear Science
10. Painting
11. Astronomy
12. Fly-Fishing

- Answer Key**
- a. American Labor
  - b. American Business
  - c. Astronomy
  - d. Engineering
  - e. Fish and Wildlife Management
  - f. Landscape Architecture
  - g. Nuclear Science
  - h. Electricity
  - i. Painting
  - j. Fly-Fishing
  - k. Canoeing
  - l. Nature

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



# NOTES



# CASTAWAY



## RATIONALE FOR ADVENTURE

Survival skills are essential for anyone who might ever become lost in the wilderness—in a jungle, on a desert island, or, yes, during a Scout hike or campout! This adventure teaches several of those skills to Webelos Scouts, preparing them to deal with emergencies in an outdoor environment.

## TAKEAWAYS FOR CUB SCOUTS

- Explores the pros and cons of different wilderness survival methods
- Introduces skills boys will need later in Scouting or in any survival situation
- Provides opportunities to do things they have never done before

## ADVENTURE REQUIREMENTS

*Webelos Handbook, page 316*

1. Do two of these:
  - a. With the help of an adult, demonstrate one way to light a fire without using matches.
  - b. On a campout with your den or family, cook two different recipes that do not require pots and pans. If your chartered organization does not permit Cub Scout camping, you may substitute a family campout or a daylong outdoor activity with your den or pack.
  - c. Using tree limbs or branches that have already fallen or been cut, build a shelter that will protect you overnight.
2. Do ALL of these:
  - a. Learn what items should be in an outdoor survival kit that you can carry in a small bag or box in a daypack. Assemble your own small survival kit, and explain to your den leader why the items you chose are important for survival.
  - b. Show you can live “off the grid” by minimizing your use of electricity for one week. Keep a log of what you did. Discuss with your den members how you adjusted to this lifestyle.
  - c. With your den, invent a game that can be played without using electricity and using minimal equipment or simple items.
  - d. Name your game, write down the rules once you have decided on them, then play the game at two different den meetings or outings.
  - e. Teach your game to the members of your pack or other Scouts.
  - f. With your den, demonstrate two different ways to treat drinking water to remove impurities.
  - g. Discuss what to do if you become lost in the woods. Tell what the letters “S-T-O-P” stand for. Tell what the universal emergency signal is. Describe three ways to signal for help. Demonstrate one of them. Describe what you can do to help rescuers find you.
  - h. Make a list of four qualities you think a leader should have in an emergency and why they are important to have. Pick two of them, and act them out for your den. Describe how each relates to a point of the Scout Law. Describe how working on this adventure gave you a better understanding of the Boy Scout motto.



## NOTES TO DEN LEADER

The theme of this adventure is survival. Each meeting will be more exciting and fun if it is done outdoors. Meeting 1 should be held in an organized camp setting or on a pack or den campout. For Meeting 3, plan an outing to a location where there are downed branches and other materials to build shelters (Requirement 1c) and to gather tinder and kindling (Requirement 1a).

Before each meeting held in these environments, 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 a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.

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

# MEETING 1 PLAN

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Notebook and pen for Talk Time
- Secure an organized camp setting several weeks in advance, or plan the meeting to take place during a pack or den campout.
- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the location is in place. Secure signed activity consent forms.
- Distribute information to families, including travel details, needed gear, food, and fees for use of facility.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- Prepare thank-you notes that Scouts can sign for those who help.
- Items for water treatment (Activity 1):
  - Water treatment tablets
  - Stove for boiling water
  - Large pot with cover
  - Quart-size water bottle
  - Water filter (optional)
- Ingredients for breakfast burritos (Activity 2; see Meeting 1 Resources)
- Hand-washing station
- List of items Scouts will bring next week to assemble their survival kits (see the *Webelos Handbook*)

## GATHERING: FOOD PREPARATION

- Remind Scouts to wash their hands.
- Chop meat and vegetables for burritos.
- Start pot of water boiling (see Activity 1).

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- Sing an outdoor-oriented song. Here is one from the *Cub Scout Songbook*:

### Be Kind to Your Web-Footed Friends

(tune: "Stars and Stripes Forever")

*Be kind to your web-footed friends,  
For a duck may be somebody's mother.  
Be kind to your friends in the swamp,  
Where the weather's always damp.  
You may think that this is the end.  
Well—it is!*

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the Castaway adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Discuss leadership qualities that are important to have in case of an emergency. Ideally, some or all of these qualities should relate to points of the Scout Law. Have the den decide on the four most essential qualities; then write these down and give a copy of the four qualities to each Scout so he can prepare for Meeting 2 (see Do-at-Home Project Reminder below).
- To lead into the activities, a few comments about food safety would be helpful:
  - Keep hot foods hot, and cold foods cold.
  - Do not cross-contaminate foods.
  - Clean all utensils.
  - Wash hands before and after preparing or handling food items.

## ACTIVITIES

### Water Treatment (Requirement 2f)

- Add water to a quart water bottle and add treatment tablets according to directions. Set aside and let it stand for the indicated length of time (usually 30 minutes).
- Put a large pot of water on the stove and start heating it. Once water is at a rolling boil, time it for one minute. Water should now be safe to drink. Remove enough for everyone to taste after it cools. Leave boiling water on stove with heat on for breakfast burritos.
- Once the boiled drinking water you removed has cooled to the ambient temperature (or cooler), let the boys sample it. Have a blind taste-testing contest using regular tap water, boiled water, and treated water (add filtered water if you have a filter). See if the Scouts can tell which is which.
- Remind Scouts that all water that comes from an unknown source should be treated using one of the methods shown in the *Webelos Handbook*—especially any water from naturally occurring sources like lakes, rivers, etc. The water they are drinking may have traveled a long way to get to them, and there is no way of knowing where it passed or what *passed through it* along the way. Be safe!



## ◆ Activity 2: Cooking Without Utensils (Requirement 1b) (Breakfast Burritos)

Scouts will need to prepare two recipes for requirement 1b. Additional recipe options can be found in the Meeting 1 Resources and in the *Webelos Handbook*.

### Ingredients

1–2 eggs per Scout  
Chopped ham, cooked bacon, or sausage  
Chopped onions, green peppers  
Tortillas  
Good quality 1-quart, plastic resealable freezer bags  
Salt and pepper  
Other seasonings to taste

- If you are cooking more than four burritos at a time, you may want to use two pots of water.
- While water is coming to a boil, have Scouts prepare their breakfast burritos.
- Show the boys how to crack eggs into the bags with minimal mess. Any meat items should be ready to eat—you only want to cook the eggs for this recipe. Squeeze most of the air out of the bags and seal them.
- Add the bags to the water still boiling on the stove from Activity 1. Avoid splashing! Don't let the bags touch the edge of the pot for extended periods of time. The water will stop boiling when you add the bags, then gradually warm up again. The hotter the water, the faster the eggs will cook.
- Using long tongs and a hot pad, glove, or towel, remove the bags occasionally and knead the eggs inside the bag. As the eggs cook, they will start to look like scrambled eggs. Once the eggs are firm, they are done. Then open the bag, drop the contents into a tortilla, and add desired seasonings. Roll up the tortilla and enjoy!
- Clean up the cooking area.

## CLOSING

- Gather the den together and recite the 12 points of the Scout Law.



### Do-at-Home Project Reminder (Requirement 2h):

Each Scout will pick two of the four leadership qualities and prepare to act out those two qualities for the rest of the den at Meeting 2. He will also need to describe how both qualities relate to points in the Scout Law, and how working on this adventure is giving him a better understanding of the Boy Scout motto: Be Prepared.

Remind each Scout and his family to collect the items needed for a survival kit—using the list in their handbooks—and bring them to the next meeting.

## AFTER THE MEETING

- Serve additional refreshments, if desired.
- Work together to leave the outdoor location cleaner than you found it.
- Record completion of requirements 1b and 2f.
- Have Scouts sign their thank-you notes for those who helped.

# MEETING 1 RESOURCES

## ACTIVITIES

### ◆ Activity 2: Cooking Without Utensils (Requirement 1b)

Here are a couple of extra recipes, if desired. For more options, see requirement 1b in the *Webelos Handbook*.

#### **Walking Tacos**

1 pound hamburger  
1 package taco seasoning  
1 small onion  
Chopped lettuce  
Shredded cheese  
Sliced black olives  
Chopped tomato  
Sour cream or dressing of your choice  
Salsa  
1-ounce bag of any type corn chip

- Before the meeting or campout, brown the hamburger and onion, drain, and add taco seasoning according to directions. Let simmer until the taco seasoning is absorbed.
- On the outing, press the corn chip bag to crush the chips. Turn the bag on its side and cut the top off with a pair of scissors. Add the hamburger mixture along with any of the toppings you desire. Take a plastic fork and enjoy!

#### **Baked Campfire Apples**

1 apple per serving  
Brown sugar  
Raisins, nuts, and/or red hot cinnamon candies  
Heavy-duty aluminum foil

- Core the upper part of the apple, leaving the bottom half intact. Fill the center with raisins, nuts, and/or candies. Add brown sugar to taste.
- Double-wrap the apple in aluminum foil and place on hot coals for 20 minutes.

# MEETING 2 PLAN

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for Gathering, creating a non-electronic game (requirement 2c): These may include socks, bandannas, sticks, bells, plastic bottles, etc. Collect a variety to spark the boys' imaginations. Also, provide a paper and pencil for writing down the rules.
- Materials for small survival kits in Activity 1 (requirement 2a). See *Webelos Handbook* for items needed, and add emergency whistles. Have Scouts bring their own items, while you may provide a few such as trail food, garbage bags, and duct tape. Collect a few nonessential items, too—as examples of what a Scout *shouldn't* take along.
- Consider inviting a local search-and-rescue worker to this meeting. Be sure your guest knows what you want to cover with the den. (Check with your local sheriff's department or fire and rescue team. Allow several weeks' lead time.)
- Prepare thank-you notes to be signed in advance for anyone who will be helping with the outing (Meeting 3).



## GATHERING (REQUIREMENT 2C)

- If the Scouts tend to straggle in, have some 5-foot lengths of rope for the early arrivers to practice their knots. This would be a good opportunity for them to learn or refine their ability to tie the bowline, which can be used as a rescue knot because it will not slip or strangle someone if tied around the body.
- Arrange the requirement 2c game items on a table. Once all the Scouts are there, tell them they are in charge of coming up with a fun, exciting game using any or all of the items. The group may also add one item of their own, if they all agree on what they want. To get them started, ask questions like: *What can we do with these socks? What can the bandannas be used for?* Get all of them involved; don't let one or two boys monopolize the activity.
- Have Scouts name the game and write down the rules as they are established.

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- Remind den members of last week's outdoor meeting. Then lead them in singing "America the Beautiful."

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Finish the discussion the den started last week on leadership qualities. Have each Scout say which pair of qualities he chose from the four, and how those two relate to points of the Scout Law.

## ACTIVITIES

### ◆ Activity 1: Leadership Qualities (Requirement 2h)

- Give the Scouts a few minutes to come up with an impromptu skit illustrating the four qualities you just discussed. Tell them to imagine facing an emergency while on a hike or campout—how should they respond?
- Have them present the skit.

### ◆ Activity 2: Survival Kits (Requirement 2a)

- Have Scouts assemble their survival kits, while you lead a discussion on why each item is important.
- Ask: *Which items would be most handy if you were in a desert? A forest with lakes nearby? At the seashore? How about if you were in a high-altitude, rocky area?*

### ◆ Activity 3: Lost in the Woods (Requirement 2g)

- Have Scout brainstorm scenarios in which they might become lost in the woods and how they would respond. Make sure to emphasize the S-T-O-P system in the *Webelos Handbook*: Stop, Think, Observe, Plan.
- Cover the ways a Scout might signal to help rescuers find him:
  - Shout three times in a row, or make three blasts on a whistle.
  - Start a campfire to create a bright light at night or smoke in the daytime; tossing grass or green leaves on the flames will provide even more smoke.
  - In daylight, spread your rain gear, sleeping bag, and bright-colored equipment in the open to catch a rescue pilot's eye, or flash a mirror in the direction of aircraft.
- Other priorities include maintaining body temperature (cool in hot weather, warm in cool weather), finding adequate shelter, and drinking plenty of water. (Don't worry as much about food. While being hungry is not pleasant, it's also not a high priority. Unless you are an expert in plants and properly preparing animals to eat, it's best to save the energy and concentrate on other matters.)

#### ◆ Activity 4: Playing the Game (Requirement 2d)

- Have Scouts play the game they created during the Gathering activity.
- They will also need to teach this game to other Webelos Scouts or younger boys in their pack (requirement 2e). So as the Scouts play, make sure they look for ways the rules might be simplified.

### CLOSING

- Gather the den together and close with the Scout Oath.
- Review details for the upcoming outing in Meeting 3. Make sure all Scouts and their families know the plans.

### AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 2a, 2c, and 2g.
- Have Scouts sign their thank-you notes for the outing.



#### Do-at-Home Project Reminder:

Challenge the Webelos Scouts to find ways during the next week of “living off the grid” (relying less on electricity). Refer them to requirement 2b in the *Webelos Handbook*, where they will keep a log to share during the outing next week.

## MEETING 3 PLAN (Den Outing)

### PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the event is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- Items needed to make fire without matches (see requirement 1a in *Webelos Handbook*). You may want to recruit a Wilderness Survival merit badge counselor or a Boy Scout who is working on the merit badge to assist.
- Outdoor Code in large print on poster board (Opening)
- Outdoor Code script (one copy for leader/narrator; see Meeting 3 Resources)
- Outdoor Code written on pocket-size cards (one per Scout)
- Log kept by each Scout during his week spent “living off the grid”
- Firem’n Chit information to share with Scouts.

### GATHERING (REQUIREMENT 1C)

- When everyone has arrived at the campout site, have Scouts spread out and begin gathering material for making shelters: wood that has fallen from trees, pine needles, dry leaves, etc. (Remind the boys they must not cut wood or leaves from any tree or plant.)
- Ideally, each Scout will make his own shelter, but if time is limited the group might build one shelter that is large enough for a single Scout.
- Leave No Trace: Return the shelter material to a natural look.

## OPENING: OUTDOOR CODE

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- Have Scouts read the Outdoor Code aloud from the poster board as you read the narrator lines provided in the Meeting 3 Resources. Give each Scout one of the pocket cards you prepared to reinforce the points of the code.

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Discuss ways that an overnight shelter could be improved with other supplies (tarp, sleeping bag, etc.).
- How did “living off the grid” work out for the boys at home (requirement 2b). Spend some time discussing their experiences in the last week. How did they occupy their time? What did they miss the most and the least? What will they try to do differently from now on to decrease their use of energy?

## ACTIVITIES

### ♦ Activity 1: Fire Without Matches (Requirement 1a)

- Gather the Scouts around and demonstrate how to start a fire without matches. If you have time, consider demonstrating more than one of the methods shown in the *Webelos Handbook*—with a magnifying glass, flint and steel, or wood-on-wood friction.
- After a successful demonstration, have the boys try it themselves as you assist them. This exercise takes time and a little finesse, so give them plenty of opportunities.
- Remind Scouts they should only do this in a safe environment and under the close supervision of an adult.
- Review the Firem’n Chit Award information (see Meeting 3 Resources). Do not award the card or patch, but tell them this is something they can earn when they are Boy Scouts.
- Leave No Trace: When finished, make sure the area is returned to its natural state.

### ♦ Activity 2: Playing the Game (Requirement 2d)

- Have Scouts play the game they created at the last meeting to complete the requirement.
- Finalize plans for teaching the game to members of the pack or other Scouts (requirement 2e).

## CLOSING

- Gather the den in a circle and review the leadership qualities Scouts should show in an emergency, as discussed at earlier meetings.
- Ask the den: *How has working on this adventure helped you understand the Boy Scout motto: “Be Prepared”?* Starting with the denner and moving right, let each Scout respond to the question (requirement 2h).

## AFTER THE MEETING

- Serve refreshments, if desired and appropriate.
- Work together to leave the outdoor location cleaner than you found it.
- Record completion of requirements 1a, 1c, 2b, 2d, 2e, and 2h.
- Have Scouts sign their thank-you notes for those who helped.

## MEETING 3 RESOURCES

### OPENING: OUTDOOR CODE

Den members will read their words from the Outdoor Code poster board while the narrator reads from this script:

**Den:** As an American, I will do my best to . . .

**Narrator:** The Outdoor Code reminds Scouts of the importance of caring for the environment. Its ideals take on special meaning whenever you are camping, hiking, and taking part in other outdoor events.

**Den:** Be clean in my outdoor manners. Be careful with fire. Be considerate in the outdoors.

**Narrator:** Being clean in your outdoor manners, careful with fire, and considerate means you can enjoy the outdoors in ways that do the environment no harm; that you can hike and camp in an area without leaving any sign you were there.

**Den:** And be conservation-minded.

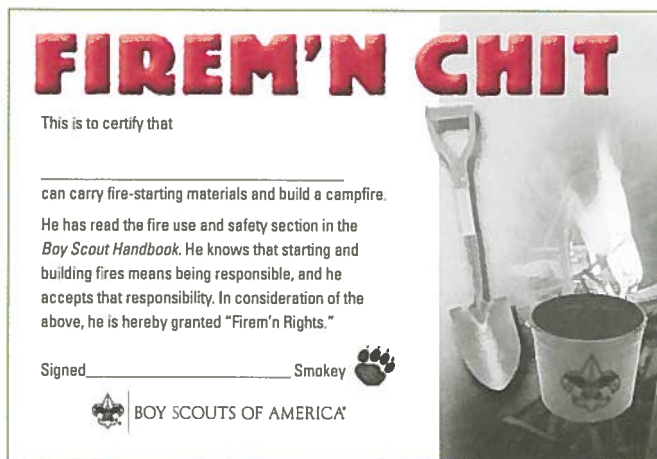
**Narrator:** Being conservation-minded encourages the protection and thoughtful use of natural resources. You can do your part in service projects that improve the condition of wildlife, water, air, forests, and the land itself. Please give the Boy Scout sign and repeat after me:

*I promise  
On my honor as a Scout  
To live by the Outdoor Code,  
To take care of the world around me  
Today  
And from this day forward.*

### ACTIVITIES

#### Activity 1: Fire Without Matches (requirement 1a)

##### Firem'n Chit



This certification grants a Scout the right to carry matches and build campfires. The Scout must show his Scout leader, or someone designated by his leader, that he understands his responsibility to do the following:

1. I have read and understand use and safety rules from the *Boy Scout Handbook*.
2. I will build a campfire only when necessary and when I have the necessary permits (regulations vary by locality).
3. I will minimize campfire impacts or use existing fire lays consistent with the principles of Leave No Trace. I will check to see that all flammable material is cleared at least 5 feet in all directions from fire (total 10 feet).



4. I will safely use and store fire-starting materials.
5. I will see that the fire is attended to at all times.
6. I will make sure that water and/or a shovel is readily available. I will promptly report any wildfire to the proper authorities.
7. I will use the cold-out test to make sure the fire is cold out and will make sure the fire lay is cleaned before I leave it.
8. I follow the Outdoor Code and the principles of Leave No Trace.

The Scout's "Fireman's Rights" can be taken from him if he fails in his responsibility.

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





# EARTH ROCKS!



## RATIONALE FOR ADVENTURE

Through this adventure, Webelos Scouts will see the relevancy of earth science and how it impacts their daily lives. They will begin to understand the use of rocks and minerals in everyday items. Their investigations will give them an understanding of geological events and they will have the opportunity to learn about geological features in their own state.

## TAKEAWAYS FOR CUB SCOUTS

- Learning about the science of geology
- Identifying and testing rocks and minerals
- Becoming aware of geological materials and landmarks in their area
- Geology/earth scientist career awareness
- Performing geological investigations while upholding the values of Leave No Trace

## ADVENTURE REQUIREMENTS

*Webelos Handbook, page 338*

1. Do the following:
  - a. Explain the meaning of the word “geology.”
  - b. Explain why this kind of science is an important part of your world.
  - c. Share with your family or with your den what you learned about the meaning of geology.
2. Look for different kinds of rocks or minerals while on a rock hunt with your family or your den.
3. Do the following:
  - a. Identify the rocks you see on your rock hunt. Use the information in your handbook to determine which types of rocks you have collected.
  - b. With a magnifying glass, take a closer look at your collection. Determine any differences between your specimens.
  - c. Share what you see with your family or den.
4. Do the following:
  - a. With your family or den, make a mineral test kit, and test rocks according to the Mohs scale of mineral hardness.
  - b. Record the results in your handbook.
5. With your family or den, identify on a road map of your state some geological features in your area.
6. Do the following:
  - a. Identify some of the geological building materials used in building your home.
  - b. Identify some of the geological materials used around your community.
  - c. Record the items you find.
7. Do either 7a or 7b:
  - a. Go on an outing with your family or den to one of the nearby locations you discovered on your state map, and record what you see as you look at the geographical surroundings. Share with your family or den while on this outing what you notice that might change this location in the future (wind, water, ice, drought, erosion).

- b. Do the following:
  - i. With your family or your den, visit with a geologist or earth scientist and discover the many career fields that are included in the science of geology.
  - ii. Ask the geologist or earth scientist about the importance of fossils that are found.
  - iii. Ask the geologist or earth scientist what you can do to help preserve our natural resources.
8. Do at least one earth science demonstration or investigation with your den or with adult supervision, and explore geology in action.

#### NOTES TO DEN LEADER

The first meeting of this adventure is the suggested den outing—a rock hunt around your den meeting site or other conveniently accessible location. Have the Webelos Scouts complete requirement 1 and bring the information with them to discuss at the meeting.

In advance of the outing, the leader will need to make arrangements with the outing location or landowner and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.

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

## MEETING 1 PLAN (Rock Hunt)

### PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Read the Earth Rocks! adventure and plan a rock hunt around your meeting place or other conveniently accessible location. Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the rock hunt site is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- If your rock hunt involves a site where the boys can dig, make sure you have received permission to do so from the landowner. Verify if permission is also given for the Scouts to collect and keep the rocks they find, and review Leave No Trace guidelines regarding rock collecting. If permission is not given, encourage the Scouts to bring cameras or smartphones to capture their rock collections virtually for display at a den or pack meeting.
- Each Scout will need the appropriate tools (see “Geologist’s Equipment” in the *Webelos Handbook*). Scouts should also bring their handbooks to help with identification of specimens.
- Notify Scouts of any personal items and special clothing they will need (water bottles, sunscreen, hats, closed-toe shoes).
- Consider bringing other rock collecting field guides from local libraries or geology clubs.
- Invite a geologist or rock collector to attend the outing and help in the identification of rocks.
- Prepare thank-you notes that Scouts can sign for those who help with the outing.

## GATHERING: ROCK HOUND

- Scouts can play this game like rock-paper-scissors but substituting hammer, magnifying glass, and glove. Hand signals in this version are as follows:  
Hammer = Close your fist (hammer beats magnifying glass).  
Magnifying glass = Make a circle with your fingers and hold up to your eye (magnifying glass beats glove).  
Glove = Lay one hand over the other (glove beats hammer).

## OPENING

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

## TALK TIME (REQUIREMENT 1)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Review the Leave No Trace Principles for Kids and how they relate to rock hunting.
- Have Scouts share what they learned before the meeting about the meaning of the word “geology” and why this field of science is important.

## ACTIVITIES

### ◆ Activity 1: Rock Hunt (Requirements 2, 3, and 6)

- If the Scouts are permitted to dig, remind them to leave the location as it was before digging, putting dirt back where it belongs. If Scouts cannot dig, they can take photos to create a visual display.
- Have the boys look for different kinds of rocks and identify what types they find according to their handbooks, which show the three main rock groups and provide an explanation of minerals.
- Scouts should also try to identify any rocks that are typically used as building materials and record these findings under requirement 6 in their handbooks. Do they recognize any that were used in building their homes? In their communities?

## CLOSING

- Den Leader's Minute:** Compare experiences during the outing to points of the Scout Law. For example, *courteous*: Thank the Webelos Scouts for being courteous “rock hounds” while on their hunt. Or *helpful*: The Scouts assisted one another in finding rocks or while walking on rough terrain. Perhaps rocks could remind one of being *brave*—facing the elements of rain, heat, or ice—or *reverent* in the construction of houses of worship.

## AFTER THE MEETING

- Serve refreshments, if desired and appropriate.
- Work together to leave the outdoor location cleaner than you found it.
- Record completion of requirements 1, 2, 3, and 6.
- Have Scouts sign their thank-you notes for those who helped.



# MEETING 1 RESOURCES

## ACTIVITIES

### Activity 1: Rock Hunt

A den meeting in the field where boys can look for rock and mineral specimens will be very exciting for the Scouts as they become real rock hounds! Make sure the Scouts have their handbooks to help them identify the three kinds of rocks, review the explanation of minerals, and record what they find. If you don't have an expert along, you could also take one of the excellent handbooks on rocks and minerals that can be found in the public library or possibly find an app if you have a smartphone that could help identify what you find.

An excavation, a riverbank with steep sides, or a highway cut would be a good place to find mineral samples. Rocks can be found along roadsides, in streambeds, on riverbanks, or on hillside ledges. Take along pencils, magnifying glasses, heavy gloves, a rock hound's pick and chisel, and safety glasses or goggles.

**Check local laws before allowing the boys to dig for rocks or minerals.** In some states, laws prohibit digging rocks and other things from the ground. If permission is given for the Scouts to dig, permission might also be given for them to start their very own rock collections.

Encourage Scouts to look for golf ball-size specimens or smaller. You don't want boys to pick up every rock they see; for example, attempting to pick up a 50-pound rock should be discouraged! If permission was not given for the Scouts to keep the rocks, practice the Leave No Trace guidelines—leave it where you find it—and encourage the boys to replace the rocks and dirt they may have dug up after they have identified them.

If you search carefully, you may also find some fossils—the remains of ancient plants and animals. Fossils can be found almost anywhere, even in your own driveway. But much more likely sites are old quarries, river bluffs and banks, gravel pits, excavations, and highway cuts—the very places you'll be looking for rocks and minerals. When you find a fossil embedded in another rock, be patient in taking it out.

## MEETING 2 PLAN

### PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- *Webelos Handbooks*
- Items for making pet rocks (Gathering):
  - Medium-sized river rocks from craft stores
  - Other craft items (wiggly eyes, felt, yarn, glue, construction paper, etc.)
- Collection of rocks from your den outing (if allowed), a geological society, or a local school or university's science department
- Field guide to rocks (found at library or through local rock clubs)
- State road map for locating geological landmarks (Activity 1)
- Materials for a mineral testing kit (Activity 2). Besides the rocks, you will need a penny, a small piece of glass, a piece of unglazed tile, a file or pocket knife, a small bottle of vinegar, and an eyedropper. Each Scout could be assigned to bring one or more of those items.
- Items for the earth science investigation of your choice (see Meeting 2 Resources and the handbook). Prepare the required materials for any investigation in advance, and allow time for some materials, such as laundry bluing (required for the crystal garden activity in the handbook), to be ordered if they are not widely available in stores.

## GATHERING: PET ROCKS

- As Scouts arrive, have them create pet rocks using the supplies you collected.
- Each boy may give his rock a name, make a “costume” for it, and teach it a joke or trick. At home he can take his rock for a walk, write a journal about what it does each day, or photograph the rock and create a blog—all strictly for fun!

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law. Emphasize that the Scout Law is a guidepost for all we do in life, not just in Scouting.

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Tell the boys that Meeting 4 will be another den outing, this time to a geological landmark (requirement 7a) or to visit a geologist or earth scientist (requirement 7b).

## ACTIVITIES

### ◆ Activity 1: Finding Geological Sites (Requirement 5)

- Set the state road map on a table and help the Scouts locate sites near rivers, lakes, or mountains where they might find good geological specimens. Boys who have visited the locations with their families may offer suggestions.
- If the Meeting 4 outing will be to one of these sites, decide now so you can start making arrangements.

### ◆ Activity 2: Mineral Testing (Requirement 4)

- Set out the items for a mineral testing kit and explain what the kit is used for.
- Show the Scouts how to do streak, scratch, and fizz (acid) tests on the rocks, following the directions in the *Webelos Handbook*. Have them test different types of rocks and record the findings in their handbooks.

### ◆ Activity 3: Earth Science Investigations (Requirement 8)

- Lead the Scouts in the earth science investigation decided on prior to the meeting. If you choose the crystal growing or mineral icicle (stalactite, stalagmite) investigation, be sure to check their growth at the next meeting.
- See directions for these and other optional investigations in Meeting 2 Resources and in the handbook. Choose as many investigations as time will allow at Meetings 2 and 3 to emphasize geology in action. Have Scouts write their observations in a notebook.

## CLOSING

- **Den Leader's Minute:** If there are hiking trails nearby, the boys may have noticed piles of rocks left at different spots on the trail. If not, simply note that trails are often marked with *cairns*—piles of rocks left to mark something significant like a summit, a turn, or anything of particular interest.
- Likewise, every Webelos Scout who follows the 12 points of the Scout Law becomes a marker—a cairn—for those who look to him as a model, especially the Tiger, Wolf, and Bear Scouts in the pack.



## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 4 and 5.

## MEETING 2 RESOURCES

### ACTIVITIES

#### ◆ Activity 3: Earth Science Investigations

##### Salt Crystals

- What are crystals? Where are crystals found? Why is studying crystals important to geology? You probably use a crystal every day. Did you know that salt and sugar are crystals? Pour some salt on a piece of black construction paper. Look at it closely with a magnifying glass. What do you see? If you are using common table salt, are the crystals shaped like cubes? Most minerals and rocks are made up of crystals. Try making your own crystals with the experiment below. You will need:

- |                   |                            |                         |
|-------------------|----------------------------|-------------------------|
| — Clean glass jar | — Cotton string            | — Scissors              |
| — Pencil          | — Boiling water (1–2 cups) | — Table salt (1–2 cups) |
| — Notebook        | — Camera                   | — Tape (optional)       |

**Step 1:** With an adult supervising, boil the water and then transfer it to your clean jar. Set the jar in a sink before you pour in the water; sometimes the change in temperature can cause a glass jar to crack.

**Step 2:** Pour salt into the hot water, stirring all the while. Stir until the salt has dissolved as much as possible. When the hot water can no longer dissolve salt, the water is said to be saturated. If you see salt crystals in the bottom of your jar that will not dissolve, then you have probably saturated your water and are ready for the next step.

**Step 3:** Tie a piece of string to the middle of a pencil and hang the string in the water. Rest the pencil across the top of your jar and tape it in place if you need to secure it. Make sure that the string does not touch any of the salt at the bottom of the jar.

**Step 4:** Leave the jar, pencil, and string in place overnight. The next day, take the string out of the jar and observe if salt crystals have formed on the string. If you would like to see the salt crystals grow larger, add more saturated salt water solution daily. Don't forget to document your investigation by taking photos and writing down your observations.

You can also leave the jar alone and undisturbed for several weeks to allow crystals to grow. It might be interesting to investigate crystal formation this way, especially if you take a picture each day to track your changes. **Note:** This long-term option will likely be best for a den activity because the jars must be kept at home by one person—the den leader or one of the Scouts.

##### Earthquakes

- Earthquakes are caused by movement in an underground fault line either up or down or side to side. Here's a fun way to build a model of different geologic formations and explore what happens to those formations in an earthquake. Make an edible "geological formation" with multilayered peanut butter and jelly sandwiches using breads of different colors to help show how natural forces shape layers of rocks.
- **Note:** Check for food allergies among all den members—children, youth, and adults. For someone with a peanut allergy, even being around peanuts can trigger an allergy attack. If necessary, two types of jelly can be used to achieve the same results.
- First, cut the sandwiches in half and move one half up or down. This demonstrates a vertical fault, a type of movement that can cause earthquakes. Then slide two parts of the sandwich past each other on the same level. This demonstrates a lateral fault. Now you can eat your "rock layers"!
- Another fun edible approach: Make a cake with different flavors of cake mix and different colors/flavors of frosting!



### Erosion (Ice)

- What happens when water freezes? Does it expand or does it get smaller? What do you think happens when water freezes inside the cracks of a rock, or even in the sidewalk? Try this investigation to test whether ice expands or gets smaller.
- Take a small plastic water bottle, one that has a lid and can be resealed, and fill it completely with water. Replace the lid, put the bottle in the freezer, and let it freeze overnight.
- The next day, take the bottle out of the freezer and observe what happened. Compare it to an unfrozen water bottle.

### Erosion (Frozen Rocks)

- What happens to rocks when they are covered with ice and frozen? Do you think the rocks will change? Do you think any of the rocks will break apart? Try this investigation with water, a plastic bottle, and a variety of rocks like granite, sandstone, and limestone.
- Look at each rock carefully as you begin. Look even closer with a magnifying glass. Can you predict which rocks will break apart faster when you freeze and thaw them several times? Write down your prediction, then place the rocks in the plastic bottle and fill the bottle with water.
- Put the bottle in the freezer. When the water is frozen, take it out and give it time to thaw. After the water melts, put the bottle back in the freezer. Repeat the process three or more times.
- At the final thawing, take out the rocks and check them again under a magnifying glass. Which one changed the most? Were small particles of rock split off by the freezing water? This is what happens as glaciers form on mountains. The glaciers move slowly down the mountains, taking rock particles with them and refreezing over and over again.

### Erosion (Wind and Water)

- Which changes the landscape more, wind or water? What erosion elements are involved in the pictures below?



- Do this investigation to observe how wind and water change the land. You will need water, one cup of sand or dirt, one cup of salt, and a funnel made from a sheet of paper.
- Pour the sand or dirt on a flat surface like your sidewalk, and spread it about 2 inches thick. Spread the salt next to it on the same flat surface.
- Aim the paper funnel at the dirt and salt, blowing through the funnel, and see which substance has more particles moving. Observe how far the particles moved away from their original spot. Does the grain type and shape determine how much wind energy it takes to move the particles?
- Now make the end of the funnel wider or narrower and blow again. Did this change the amount of energy needed to move the dirt and salt?
- Then pour a cup of water over both the dirt and salt. How far do the particles move along the surface now?
- Finally, pour a gallon of water over the area. What is left of the dirt and salt?



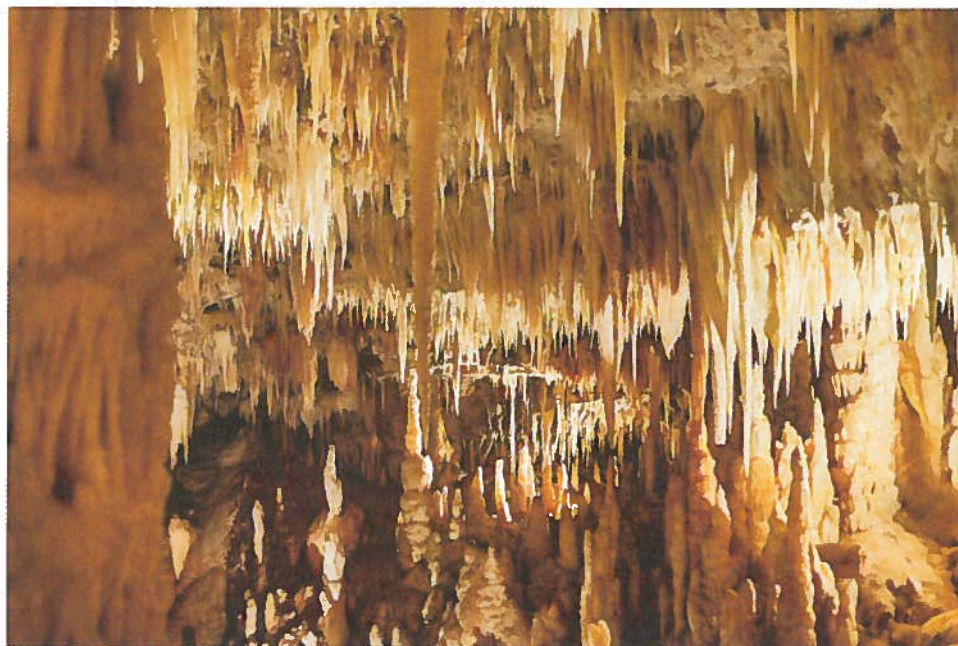
## Fossils in Mud

- What is a fossil? How hard do you think it would be to recover a fossil from within a rock, or from hardened mud? Do you need special tools to remove fossils? What can fossils tell us about the history of the earth?
- Try making your own fossil bed with dried mud. You will need:
  - Clay-like soil
  - Twigs
  - Fresh leaves
  - Large margarine tubs (one per group)
  - Shells
  - Water
  - Dishpan
  - Feathers (optional)
  - Other small items of your choosing
  - Toothpicks (thick, round ones work best)
- Before you begin:
  - If possible, observe real fossils. If you cannot find any, you may need to contact a geologist or fossil collector. Geologists can be found locally through colleges or universities, businesses, and state or federal agencies. If your town or city has a rock shop or a geology or gem club, you may find fossil collectors there.
  - Have an adult mix the soil and water in the dishpan to make a thick mud mixture. If doing this investigation with the den, try it before the meeting to be sure you get the right consistency.
- Making the fossils:
  - Go outside if possible. If several Scouts are doing this investigation together, make sure you label the margarine tubs.
  - Fill a margarine tub just a little more than halfway with the mud mixture. Then press the small items (leaves, feathers, etc.) into the mud. Cover with about 1 more inch of mud.
  - Let the mud dry in the sun for three or four days. After the drying period has passed, have Scouts carefully break the mud in the tub apart to find the items you placed inside and the imprint they left. Use a toothpick to carefully break apart your specimen. Remember, you are trying to get the fossils out in the best condition possible, so go slowly and watch out for flying mud! Then share what you discovered.

## Geysers

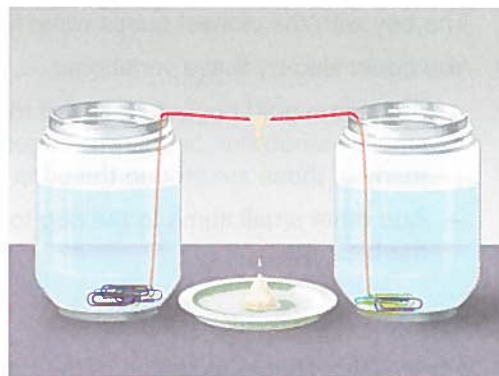
- What happens to steam and boiling water when placed under pressure? What happens to water that reaches the boiling point under the ground? How is a geyser created? Try two geyser investigations using:
  - Water
  - Percolator coffee pot
  - Goggles
  - Bucket
  - Large balloon (check for latex allergies)
  - Sand
- With adult supervision, pour water into the coffee pot. Plug in the pot and watch the glass knob at the top. What happens to the water as it heats up? This is the pressure that produces geysers, fumaroles, and hot springs. Geysers happen when the water hits its boiling point and the pressure pushes it up into the air.
- Put on the goggles. Fill the bucket halfway with sand. Fill the balloon with water, place it in the bucket, and cover it with the sand. Then poke the balloon and stand back! The pressure of the sand on the balloon will make the water shoot up like a geyser.

## Mineral Icicles (Stalactites and Stalagmites)



### Have you ever seen an icicle? Have you ever seen these “icicles” inside a cave?

- Did you know that stalactites found in caves are mineral icicles? Did you know that stalagmites are also mineral icicles that grow from the ground up? This is another example of water erosion that happens inside a cave. It takes a very long time, but stalactites and stalagmites can meet in the middle and form a column.
- These formations are made with dissolved minerals and water. Would you like to make one? Then try this investigation using two glass jars, a saucer, woolen thread, and baking soda.
- Fill both jars with hot water. Dissolve as much baking soda as you can in each jar. Then set the two jars in a warm place and put the saucer between them.
- Twist several strands of woolen thread together. Then dip the two ends into the jars and let the middle of the thread hang down above the saucer. You may need to weigh down the ends of the thread with pins or paper clips to keep them in the jars. If you get the baking soda solution on your hands, don't forget to wash it off.
- The solution should creep along the thread in both jars until it reaches the middle and starts dripping onto the saucer. Leave the investigation sitting and see what happens during the next week.
- After a few days, the dripping solution will form a tiny stalactite hanging from the thread and a stalagmite forming on the saucer. With enough time they could eventually join to form a single column.



### Tectonic Plates Simulation

- Did you know that the earth's crust is not just one big piece surrounding the earth? The pieces of the crust are called plates and are always moving, but very slowly.
- What happens when two of the plates collide? What happens when they move side to side? A cream-filled chocolate cookie investigation can help you understand how the earth's plates move.
- Remove the upper half of the cookie and break it into two pieces. Then put the pieces back over the cream filling. Now pull apart the two broken pieces to simulate how plates react to tension. Then slide the pieces side to side to simulate what happens when plates push past each other, tearing and twisting.

- Now push the pieces together to simulate the plates colliding. This could cause the top cookie pieces to rise up like the crumpling and “folding” that forms a mountain range. Or one “plate” may be pushed under the other into the creamy “mantle” of the earth.
- Once you finish, you can eat your earth plates!

### **Volcano**

- What creates a volcano? What can cause it to erupt? What comes out of it when it does, and what happens to that material over time?
- Try this investigation to simulate a volcanic eruption. You will need goggles; a glass jar; ½ cup of water; ½ cup of baking soda; 6 tablespoons of dish soap; red food coloring; and ½ cup of vinegar.
- Put on the goggles, take the materials outside, and gather dirt around the jar. Then pour the water, baking soda, dish soap, and just two drops of the food coloring into the jar. Stir together. Now add the vinegar, and watch your volcano erupt!

## **MEETING 3 PLAN**

### **PREPARATION AND MATERIALS NEEDED**

- U.S. and den flags
- Rocks and a nontransparent bag for Gathering activity
- Crystal and/or mineral icicle investigations that were started last week, if these were chosen
- Prepare thank-you notes that Scouts can sign for those who help with the outing.

### **GATHERING: HOW MANY NUGGETS?**

- Before the meeting, put a certain number of small, different-sized rocks and pebbles into a drawstring bag that can’t be seen through. As each boy arrives, he will hold the bag for 15 seconds and guess the number of rocks inside. Open the bag to reveal the number after all the Scouts have guessed. The boy with the closest guess wins; he gets to fill the bag for a second round if time allows.
- You could also try these variations:
  - Add some gold nuggets (painted rocks) to the bag. Use distinctively shaped rocks (such as smaller, smoother, or sharper-edged rocks) for the gold nuggets. The Scouts must guess how many of those are among the other rocks.
  - Add other small items to the bag to make the game more complicated: golf tees, acorns, marbles, etc.

### **OPENING**

- Open with a simple recitation of the Scout Oath. Or sing “America the Beautiful,” and note the reference to “purple mountain majesties.”

### **TALK TIME**

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Hand out a flier for boys to take home to their families about the Meeting 4 den outing. Include the place, time, and what the den will be doing that day. If Scouts will be visiting a geological landmark, remind them to bring their handbooks for recording information.



## ACTIVITIES

### ◆ Activity 1: Earth Science Investigation (Requirement 8)

- Scouts will observe and record the progress of their crystal and/or icicle (stalactite, stalagmite) investigations. If icicles aren't yet touching each other, have the boys predict how long it will take for that to happen.
- Do as many investigations as time will allow in this meeting to emphasize geology in action. Have Scouts write down in their handbooks which investigation(s) they did and what they observed.

## CLOSING

- Close with a recitation of the Scout Law. Tell Webelos that fossils mark geologic ages, just as the Scout Law marks all Scouts in the current age. If we live by the 12 points, that is what we will be remembered for.
- Review details for the upcoming outing in Meeting 4. Make sure all Scouts and their families know the plans.

## AFTER THE MEETING

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

# MEETING 4 PLAN (Den Outing)

## PREPARATION AND MATERIALS NEEDED

- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the location is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- If traveling to a landmark, remind Scouts of any items needed for that outing: handbooks, appropriate clothing, sunscreen, hat, water bottles, etc.
- If visiting a geologist or earth scientist, contact the location at least a month in advance and give this professional a copy of the adventure requirements so he or she will know what the boys have done before the outing. Bring index cards for Scouts to write down any questions they would like to ask during the visit.
- Bring the signed thank-you notes for those who help.
- For the Closing, bring a world map or, better, a portable globe.
- Another option would be for a geologist or earth scientist to visit the den at your usual meeting site. Likewise, someone from the U.S. Natural Resources Conservation Service might be invited to come.

## GATHERING

- If the meeting is outside, take the opportunity for a theme-related game of tag. Standard rules apply except that a boy is "safe" and cannot be tagged if he is touching a particular rock (rock tag) or something made of minerals (mineral tag).
- If indoors, each boy could move a number of small rocks from one spot (a small, shallow bowl, a saucer, or a circle drawn on a piece of paper) to another spot using two toothpicks. This could be a relay, a time contest, or just a game of skill.



## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law. A relatively quiet opening might be best, particularly if meeting in someone's office.

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Review the boys' questions to make sure all are appropriate. Provide index cards so they can write down the questions for reference.

## ACTIVITIES

### ♦ Activity 1: Geology Outing or Visit With Science Professional

- If meeting at a geological landmark, divide Scouts into buddy pairs and explore the area.
- If visiting an office or hosting professionals at your den meeting, let them know the Scouts have questions they would like to ask during or after the tour or presentation. When the visit ends, be sure the Scouts show appreciation and give their thank-you notes to everyone who helped.

## CLOSING

- Gather the Scouts around a globe or world map. Share with them that each year in April, people around the world celebrate Earth Day as a reminder to protect our environment and show appreciation for nature.
- Reflect on what the den has learned in this adventure about our earth, the types of rocks and minerals it holds, and how geological events change it. While we cannot control those events, we can do our part to help protect the earth.
- Moving around the circle, have the Scouts share ways they can help to protect our earth and keep it clean (11th point of the Scout Law).

## AFTER THE MEETING

- Serve refreshments, if appropriate and desired.
- Work together to clean up the meeting place or to leave the outdoor location cleaner than you found it.
- Record completion of requirement 7a or 7b.

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





# ENGINEER



## RATIONALE FOR ADVENTURE

This adventure will provide a fun way to learn about science and mathematics technologies and introduce Scouts to career options in engineering.

## TAKEAWAYS FOR CUB SCOUTS

- A basic understanding of the engineering world: what an engineer does and the impact of engineering on our daily lives
- Learning about career choices in engineering and schoolwork that can help prepare them
- Awareness of the Engineering merit badge for Boy Scouts, which offers more advanced learning and projects than this adventure

## ADVENTURE REQUIREMENTS

*Webelos Handbook, page 360*

Do all of these:

1. Pick one type of engineer. With the help of the Internet, your local library, or a local engineer you may know or locate, discover and record in your book three things that describe what that engineer does. (Be sure to have your Webelos den leader, parent, or guardian's permission to use the Internet.) Share your findings with your Webelos den.
2. Learn to follow engineering design principles by doing the following:
  - a. Examine a set of blueprints. Using these as a model, construct your own set of blueprints or plans to design a project.
  - b. Using the blueprints or plans from your own design, construct your project. Your project may be something useful or something fun.
  - c. Share your project with your Webelos den and your pack by displaying the project at a pack meeting.
3. Explore other fields of engineering and how they have helped form our past, present, and future.
4. Pick and do two projects using the engineering skills you have learned. Share your projects with your den, and also exhibit them at a pack meeting.

### NOTES TO DEN LEADER

Meeting 3 will be a den outing to visit a city or county engineer, to tour a college of engineering or a U.S. Army Corps of Engineers project—or any trip that would enhance the Scouts' learning experience. 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 a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.

You may also invite local engineers to assist at Meetings 1 and 2. Share the adventure requirements with each guest so he or she can be prepared. Engineers may be found through government offices, acquaintances, phone directories, Internet searches, construction firms, or local colleges or universities. Other potential guests include electricians, plumbers, surveyors, architects, and heavy equipment operators.

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
- Sample set of blueprints or plans (Guests may be able to provide these, or you might borrow them from a building contractor or find them in a local library.)
- Have Scouts prepare for Meeting 1 by starting or completing requirement 1—to research one type of engineer and record some basic information in the *Webelos Handbook*. Then they can share what they learned at the meeting.
- Items for Tower Game (Gathering): wooden dowels, empty thread spools, paper cups, blocks of wood
- Items for the Block and Tackle Challenge (Activity 1): rope and two lengths of broomstick or large dowels
- Items for creating blueprints or plans (Activity 2): graph paper or large regular paper, pencils, erasers, rulers
- Prepare thank-you notes that Scouts can sign for their guest(s).

## GATHERING

- Have Scouts work as a team, creating the tallest structure they can by stacking the items you collected.
- To increase the challenge, include items of different sizes. A Scout could try stacking with his eyes closed or with the opposite hand from the one he naturally prefers.

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- If you have access to a flagpole with a rope and pulley system, point it out.

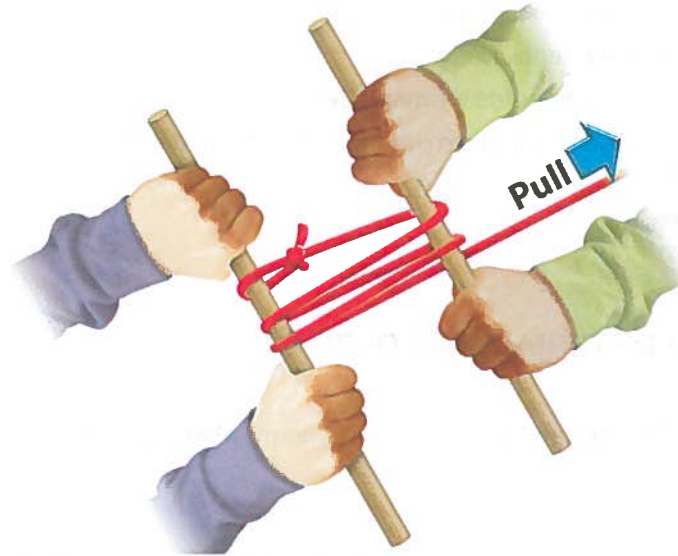
## TALK TIME (REQUIREMENT 1)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the Engineer adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Have Scouts share the information they researched on a chosen type of engineer. This may be done through discussion, a drawing, a computer presentation, or any appropriate means.
- Show the sample blueprints or plans you collected and allow some time for review.
- Review the project planning process in the *Webelos Handbook*.
- Now introduce any guests you have, and ask them to describe their jobs, field of practice, why they chose that field, and what type of schooling they needed.



## ACTIVITIES

### ◆ Activity 1: Block and Tackle Challenge



This activity will help Webelos Scouts develop their engineering skills:

- Keep the two lengths of broomstick 1 foot apart and wrap the rope loosely around both sticks.
- While two Scouts hold the sticks and pull toward themselves, a third Scout pulls the rope.  
**Note:** The rope should be pulled steadily; do NOT allow the rope to be jerked.
- The boy pulling on the rope should be able to pull the two sticks together, no matter how hard the boys holding the sticks try to hold back.
- Play several rounds as Scouts take turns pulling on the sticks and pulling the rope. Wrap the rope around the sticks more or fewer times with each round. The Scouts should find that having more wraps makes it easier to pull the sticks together.

### ◆ Activity 2: Designing a Project (Requirement 2a)

- Webelos Scouts will create a plan or drawing for their selected project.
- This activity may be completed at home with assistance from parents or the den may choose to extend or add a meeting.
- The Scouts may use graph paper or regular paper. No special supplies are required, other than paper, pencil, eraser, and a ruler or straight edge.

## CLOSING

- Gather the den together and recite the Scout Law. Are any points of the law especially relevant to engineers? Perhaps *helpful*, because an engineer applies scientific principles to practical problems—which helps us in our daily lives.



### Do-at-Home Project Reminder:

Each Scout will complete requirement 2b at home, constructing a project—“something useful or something fun”—from the plan he developed at this meeting. The boys may share the projects at Meeting 2, or save them for display at a pack meeting (requirement 2c).

Each Scout should also decide what two projects he wants to do for requirement 4, and bring the materials for at least one of the projects to the next meeting.

Requirement 3—to “explore other fields of engineering”—may be completed on the Internet at home (with permission from the Scout’s parent) or by doing research at a local library. It could also be part of the Meeting 3 den outing if you go to a college of engineering or similar location.



## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 1 and 2a.
- Have Scouts sign the thank-you notes for their guests.
- Call each Scout before Meeting 2 and remind them to bring materials for one or both of their requirement 4 projects.

## MEETING 2 PLAN

### PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Thank-you notes that Scouts can sign for anyone who may help with this meeting or the den outing (Meeting 3)
- Items for Gathering activities:
  - Water-Free Water Slide—bucket, several feet of flexible hose material (e.g., dryer venting, plumbing flex hose, old garden hose), round object that will easily fit through the hose (e.g., golf ball, Wiffle ball, marble)
  - Strong Paper—three same-size glasses, one sheet of construction paper
- Materials brought by each Scout for one or both requirement 4 projects. Directions are included in the *Webelos Handbook* for making a craft stick launcher (defense engineering); paper airplanes and a stomp rocket (aerospace); a block and tackle (architectural); a spaghetti bridge (civil); a telegraph machine (electrical); changing a penny's color (chemical); and a weather vane and pinewood derby experiments (mechanical). See Meeting 2 Resources for two more mechanical engineering options: building a pulley or a belt drive.
- The requirement 4 projects can be voted on by the den or individual Scouts may choose their own, but encourage exposure to more than one engineering field. A boy may pick an activity that isn't listed here, provided it meets the criteria for one of the listed fields.
- An extra meeting may be scheduled for Scouts to complete requirement 4, or they can finish the projects at home.

## GATHERING

### Water-Free Water Slide

- Lay the hose out straight on the ground or floor. Space the Scouts out along the hose. Have them pick up the hose and hold it at waist height with one end over the "pool" (bucket). The den chief or another Scout will start rolling the ball at the opposite end to see if they can get it to the bucket.
- Have Scouts work together to decide the best way of holding the hose (higher at one end than the other?), the best order to have everyone stand in, and whether the Scouts nearest the bucket should kneel so gravity can help.
- To pose an extra challenge have them raise the hose overhead, or put some crooks and turns in it by repositioning the Scouts.

## Strong Paper

(from *Cub Scout Leader How-To Book*, No. 33832)

- Ask whether anyone has seen “the new strong paper” that will support a glass.
- Show an ordinary piece of paper and lay it as a bridge between two glasses. Naturally, it won’t support a glass.
- Then make ½-inch pleats in the paper and lay it on the two glasses again. Now it will support another glass.



## OPENING

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

## TALK TIME (REQUIREMENTS 2B AND 2C)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- If the boys brought their do-at-home projects for requirement 2b, allow some time for showing their work. Have each Scout share one thing he especially liked about the project. The projects may also be displayed at the upcoming pack meeting along with those for requirement 4.

## ACTIVITIES

### ◆ Activity 1: Engineering Projects, Part 1 (Requirement 4)

- Give each Scout room to set out the materials for his first project.
- Have Scouts build the projects according to directions in the *Webelos Handbook*—with assistance, if needed, from invited guests.

### ◆ Activity 2: Engineering Projects, Part 2 (Requirement 4)

- If time allows, Scouts can also work on their second projects.

## CLOSING

- Recite the Scout Law or offer a closing thought.
- Review details for the upcoming outing in Meeting 3. Make sure all Scouts and their families know the plans.



### Do-at-Home Project Reminder:

If necessary, Scouts may finish their second project for requirement 4 at home, or you can schedule a fourth meeting to do this before or after the den outing.

Scouts should also complete requirement 3 before the last meeting of the adventure, unless the den outing will be at a college or similar location where the boys can explore various engineering fields.

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 2b and 2c.
- Have Scouts sign their thank-you notes for guests at this meeting or those who will help with the outing.

# MEETING 2 RESOURCES

## ACTIVITIES

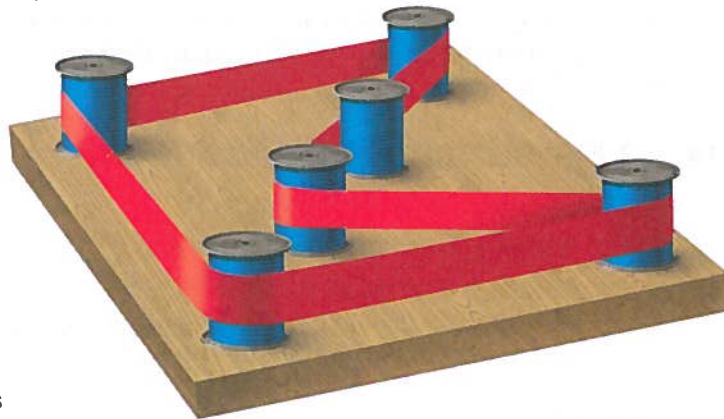
### Engineering Project: Build Your Own Pulley

**Materials:** Heavy wire (such as a wire hanger), spool(s), light cord or rope, and a weight

**Instructions:** Center the spool on 8–10 inches of wire and bend the wire ends into a triangle. Hang the wire from a suitable place. Then tie one end of the cord to the weight and pull the other end over the spool. Pull the cord to lift the weight.

### Engineering Project: Model Belt Drive

- Many machines have multiple moving parts that turn or rotate. One method of connecting these parts is to use a drive belt. Belts are used in washing machines, sewing machines, and many other appliances. Most modern automobiles use a single belt to drive several parts under the hood, especially the air conditioning compressor and alternator. This is called a serpentine belt, because it “snakes” around several pulleys to turn all of them at the same time.
  - A belt drive runs around several pulleys, carrying the turning forces from one to the next. There must be friction between the belt and each pulley so that it doesn’t slip, but if it is too tight, it will break or pull the pulleys out of line.
- To build a model belt drive, gather the following materials:
- Sandpaper
  - Small board (exact size doesn’t matter)
  - Small Velcro strips
  - Wide ribbon or cloth (for the belt)
  - Several spools (a range of diameters is preferable)
  - Wooden dowel (or nails) that will fit the holes in the spools
- Glue a strip of sandpaper around each spool; this will provide friction to keep the belt from slipping.
  - Cut the dowel into short lengths, slightly longer than each spool. Drill holes into the board, just big enough so the dowel pins fit snugly.
  - Put a dowel into each hole, and put a spool over each dowel pin. Check that the spools turn freely.
  - One spool should have a hole between its rim and its center hole. Put a small dowel pin in this hole to serve as a handle for turning the whole contraption.
  - Run a length of ribbon around the spools so that it touches each spool. Join the ends of the ribbon with Velcro, which will allow adjustment to ensure that the belt is neither too loose nor too tight.
  - Experiment with spools of different diameters. A wide spool will turn more slowly than a narrow spool because the belt has to move farther around the wide one.
  - Test the finished model. Do all the spools turn the same direction?



# MEETING 3 PLAN (Den Outing)

## PREPARATION AND MATERIALS NEEDED

- Contact the outing location at least a month in advance to schedule the visit. Provide a copy of the requirements so they can see what the Scouts are doing in this adventure.
- If Scouts will be meeting a professional engineer at his or her workplace, assist the boys in developing appropriate questions. To avoid forgetting, have them carry the questions on index cards.
- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the location is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- Scouts who haven't completed requirements 1 or 3 may be able to do so on this outing—depending on where you go. A college of engineering with testing labs would be a good choice. Other options include:
  - Arranging an organized tour of a U.S. Army Corps of Engineers office, if one is in the area.
  - Visiting the city or county engineer or city planner.
  - Visiting a municipal waterworks or waste treatment facility to observe how machines are used to move materials from one area to another.
  - Direct access to a large construction site may not be possible due to safety considerations, but you can probably observe the site from a safe distance. Scouts would see how cranes work along with other equipment that lifts heavy loads.
  - Many large buildings have an “office of the building” with engineering responsibilities such as operation of elevators and safety equipment.
  - Utility companies may offer tours or have someone who could speak about the operation of their facilities.
  - Any location should have several bridges in the vicinity. Take a short tour and look at two or three bridges. Note how the construction varies depending on the width and depth of the area to be crossed.

## GATHERING: BADEN-POWELL SAYS

- This game could be played like Simons Says: The leader stands in front of a line of Scouts and gives a command to perform an action (e.g., “Stand on your left foot”). If the leader starts the command with the phrase “Baden-Powell says,” all the Scouts should do it.
- If the phrase isn't used and a Scout still performs the action, he is out. Boys who perform an action different from the one spoken are also out.

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law. A relatively quiet opening might be best, particularly if meeting in someone's office.

## TALK TIME

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



## ACTIVITIES

### ◆ Activity 1: Engineering Visit or Tour

- Introduce the tour guide or host and mention that the Scouts have questions they would like to ask during or after the visit. When the visit ends, be sure the Scouts show appreciation and give their thank-you notes to everyone who helped.

## CLOSING

- Recite the Scout Law or offer a closing thought.

## AFTER THE MEETING

- Serve refreshments, if desired and appropriate.
- Work together to clean up if needed.
- Record completion of requirements 3 and 4, as applicable.

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





# FIX IT



## RATIONALE FOR ADVENTURE

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

## TAKEAWAYS FOR CUB SCOUTS

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

## ADVENTURE REQUIREMENTS

*Webelos Handbook, page 384*

Do all of these:

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

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

#### NOTES TO DEN LEADER

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

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

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

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

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

## MEETING 1 PLAN

### PREPARATION AND MATERIALS NEEDED

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

## GATHERING

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

## OPENING

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

## TALK TIME (REQUIREMENTS 1, 2, AND 3)

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

## ACTIVITIES

### ◆ Activity 1: Safety First (Requirement 1)

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

### ◆ Activity 2: Fix It Projects (Requirement 4)

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



## CLOSING

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

## AFTER THE MEETING

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

# MEETING 1 RESOURCES

## OPENING

### Toolbox Song

(tune: "I'm a Little Teapot")

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

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

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

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

## TALK TIME

### "Be Ready" Worksheet (Requirement 2)\*

a. My electrical panel is located in \_\_\_\_\_.

The electrical panel has (circle one):    fuses       breakers

b. What type of heat does the home use? \_\_\_\_\_

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

Sinks \_\_\_\_\_

Toilet \_\_\_\_\_

Washing machine \_\_\_\_\_

Water heater \_\_\_\_\_

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

If "Yes," where is it located? \_\_\_\_\_

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

### "Common Fixes" Worksheet (Requirement 3)

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

a. A toilet is overflowing.

I would \_\_\_\_\_.

b. The kitchen sink is clogged.

I would \_\_\_\_\_.

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

I would \_\_\_\_\_.

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

If my lights go out I should call \_\_\_\_\_,

whose phone number is \_\_\_\_\_.

If my heating or cooling goes off, I should call \_\_\_\_\_,

whose phone number is \_\_\_\_\_.

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

whose phone number is \_\_\_\_\_.

## ACTIVITIES

### Activity 1: Fix It Projects (Requirement 4)

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

#### **Requirement 4m. Help an adult replace or repair a wall or floor tile.**

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

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

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

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

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

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

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

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

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

#### **Requirement 4p. Help an adult install or repair a mailbox.**

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

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

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

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

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

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

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

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

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

**Requirement 4r. Help an adult fix a leaky faucet.**

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

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

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

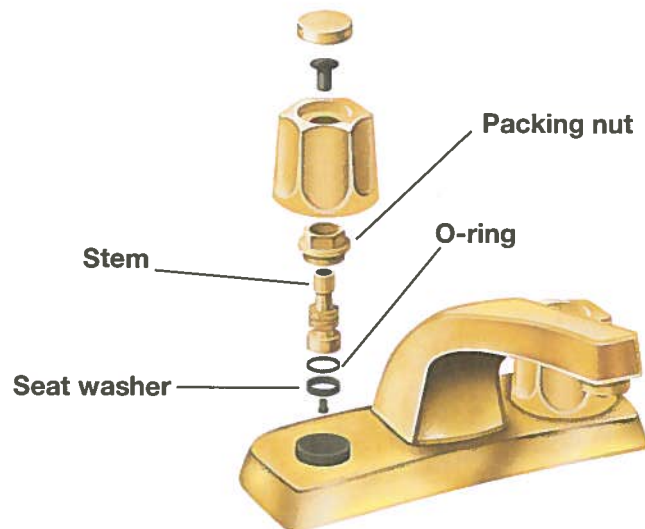
If your faucet has two handles, remove any decorative parts of the handle knobs. A simple prying with a flat-head screwdriver should take care of that. Underneath each knob, there will be a screw that mounts the handle to the stem. Unscrew and then gently remove the handle with your flat-head.

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

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

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

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





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

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

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

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

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

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



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





# GAME DESIGN



## RATIONALE FOR ADVENTURE

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

## TAKEAWAYS FOR CUB SCOUTS

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

*Webelos Handbook, page 416*

## ADVENTURE REQUIREMENTS

Do all of these:

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

### NOTES TO DEN LEADER

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

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

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

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

# MEETING 1 PLAN

## PREPARATION AND MATERIALS NEEDED

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

## GATHERING

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

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

**Card Toss.** Place a hat or bucket on the floor about 6 feet from a chair. Have Scouts take turns sitting in the chair and tossing playing cards one at a time into the hat or bucket. Keep the same score in this game.

## OPENING

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

## TALK TIME

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

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

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

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

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



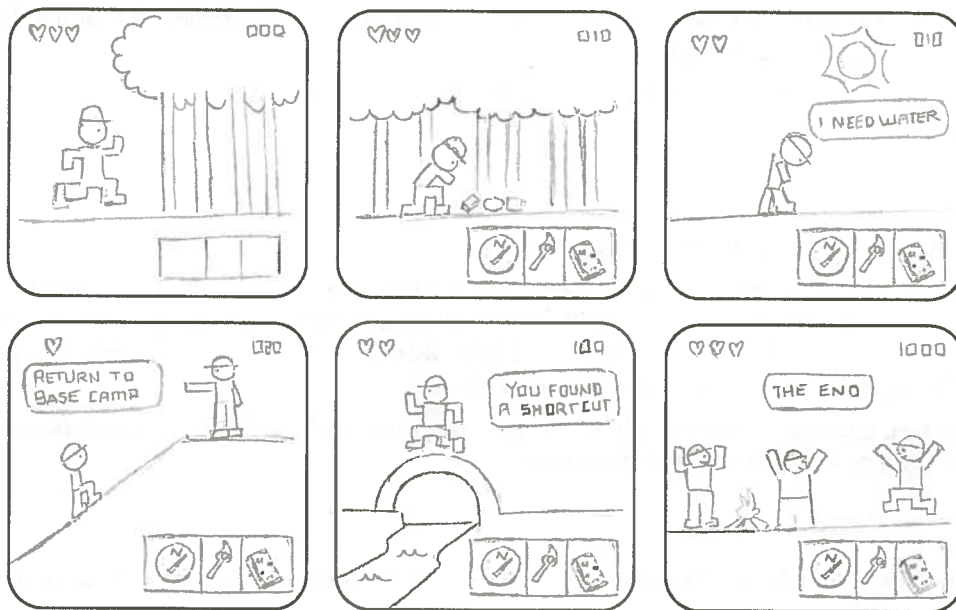
## ACTIVITIES

### ◆ Activity 1: Gamestorming (Requirement 1)

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

### ◆ Activity 2: Presentation

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



### ◆ Activity 3: Game Creation Software

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



#### Do-at-Home Project Reminder:

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



## CLOSING

- Form a circle. Starting with the denner and moving right, have each Webelos Scout mention something he enjoyed learning at this meeting.

## AFTER THE MEETING

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

# MEETING 2 PLAN

## PREPARATION AND MATERIALS NEEDED

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

## GATHERING

As Scouts arrive, have them play these two games:

- **Bean Balance.** A Scout picks up one dried bean with his left hand. He transfers the bean to his right hand, then puts it on the back of his left hand. While still balancing that bean, he picks up another one with the left hand, transfers it to the right, and back again—repeating the process until a bean falls off. The Scout who balances the most beans wins.
- **Computer Match.** Give each boy a copy of this game (in Meeting 2 Resources) to see how many computer terms he can match with the definitions.

## OPENING

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

## TALK TIME

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

## ACTIVITIES

### ◆ Activity 1: Bringing Your Game to Life

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

### ◆ Activity 2: Making Games (Requirement 3)

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

## CLOSING

Form a circle and have den members pass the Scout handshake around until it reaches the Scout who started it. As each boy receives the handshake, he silently makes a wish and pledges to do his best and Be Prepared.



### **Do-at-Home Project Reminder:**

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

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

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

## AFTER THE MEETING

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

# MEETING 2 RESOURCES

## GATHERING

### ◆ Computer Match

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

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

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

## TALK TIME

### Internet Safety Pledge

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

## ACTIVITIES

### Activity 2: Making Games

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

To get started:

<http://info.scratch.mit.edu/sites/infoscratch.media.mit.edu/files/file/ScratchGettingStartedv14.pdf>.

To create your own program:

<http://info.scratch.mit.edu/sites/infoscratch.media.mit.edu/files/file/ScratchGettingStartedv14.pdf>

You can create a simple character by either uploading an image, choosing from the available library

of images, or drawing one in Paint. Then you can easily give it a simple animation using the basic kid-friendly coding language where you place one command ("Walk 10 steps") into another command ("When I press space bar").

Video Tutorials: <http://info.scratch.mit.edu>

Intro article on the whys and hows of Scratch:

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

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

<http://scratched.media.mit.edu/resources/new-scratch>

### **Appropriate Video, Computer, and Mobile Games**

Video games on consoles:

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

Computer Games:

- Roblox: [www.roblox.com](http://www.roblox.com)
- Minecraft: <https://minecraft.net>
- Superhero Squad: [www.heroup.com/new-visitor](http://www.heroup.com/new-visitor)

Mobile (iPad/iPhone) Games:

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

## **MEETING 3 PLAN**

### **PREPARATION AND MATERIALS NEEDED**

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

### **GATHERING**

- Each Scout will choose seven letters from the index cards when he arrives, and then try to make words out of those letters that relate to Scouting.

### **OPENING**

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

### **TALK TIME**



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

## ACTIVITIES

### ♦ Activity 1: Sharing the Games (Requirement 4)

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

## CLOSING

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

## AFTER THE MEETING

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

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





# INTO THE WILD



## RATIONALE FOR ADVENTURE

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

## TAKEAWAYS FOR CUB SCOUTS

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

## ADVENTURE REQUIREMENTS

*Webelos Handbook, page 424*

Do six from requirements 1 through 9.

1. Collect and care for an "insect, amphibian, or reptile zoo." You might have crickets, ants, grasshoppers, a lizard, or a toad. Study them for a while and then let them go. Share your experience with your Webelos den.
2. Set up an aquarium or terrarium. Keep it for at least a month. Share your experience with your Webelos den by showing them photos or drawings of your project or by having them visit to see your project.
3. Watch for birds in your yard, neighborhood, or town for one week. Identify the birds you see, and write down where and when you saw them.
4. Learn about the bird flyways closest to your home. Find out which birds use these flyways.
5. Watch at least four wild creatures (reptiles, amphibians, arachnids, fish, insects, or mammals) in the wild. Describe the kind of place (forest, field, marsh, yard, or park) where you saw them. Tell what they were doing.
6. Identify an insect, reptile, bird, or other wild animal that is found only in your area of the country. Tell why it survives in your area.
7. Give examples of at least two of the following:
  - a. A producer, a consumer, and a decomposer in the food chain of an ecosystem
  - b. One way humans have changed the balance of nature
  - c. How you can help protect the balance of nature
8. Learn about aquatic ecosystems and wetlands in your area. Talk with your Webelos den leader or family about the important role aquatic ecosystems and wetlands play in supporting life cycles of wildlife and humans, and list three ways you can help.
9. Do ONE of the following:
  - a. Visit a museum of natural history, a nature center, or a zoo with your family, Webelos den, or pack. Tell what you saw.
  - b. Create a video of a wild creature doing something interesting, and share it with your family and den.

### NOTES TO DEN LEADER

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

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

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

# MEETING 1 PLAN

## PREPARATION AND MATERIALS NEEDED

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

## GATHERING

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

**Inchworm Walk.** Each Scout supports his body on his hands and feet with his legs extended backward. Keeping his hands in place and his knees stiff, he walks on his toes with short steps until his feet are near his hands. Then, without moving his feet, he walks forward on his hands with short steps until his original position is attained. He continues “walking” alternatively with feet and hands, like an inchworm.

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

## OPENING

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

## TALK TIME (REQUIREMENTS 4 AND 6)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Introduce the Scouts to the Into the Wild adventure. Explain that they will be exploring the world of animals, insects, reptiles, fish, arachnids (spiders), and amphibians. The den will look at how these creatures affect our lives and how we affect theirs.
- Show the Scouts the worm jar. Explain what the worms have been doing and how what they do can help the environment and the world we live in. Explain the work that the worms do in helping air and water to get into our soil. Remind the Scouts that all living creatures, even the smallest ones, have a part in creating our environment. This is just one example of how we help each other.
- Ask the Scouts to share about what they found outside; were they able to identify the various birds, insects, and other creatures?
- Ask Scouts if they have observed birds in their own neighborhoods. Do the birds live there year-round or only at certain times of the year? Show the bird flyway map and lead a discussion about seasonal bird migrations (requirement 4).



- Ask the Scouts if the same animals live all over the country. If they say no, ask why not. Ask: *What types of conditions affect wildlife?* Answers could include climate, availability of food, altitude, or other wildlife in the area. Can the boys think of one insect, reptile, bird, or wild animal that is found only in their area? Why does it survive only there (requirement 6)?
- Discuss plans for the Meeting 4 den outing to a museum of natural history, nature center, or zoo (requirement 9a).

## ACTIVITIES

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

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

### ◆ Activity 2: Habitat Knee-Sit

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

## CLOSING

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



### Do-at-Home Project Reminder:

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

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

## AFTER THE MEETING

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



# MEETING 1 RESOURCES

## TALK TIME

### Worm Jar

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

## ACTIVITIES

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

#### Crickets

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

#### Ants

- To capture ants you need a 2-foot-square piece of white cloth or paper, two large-mouth bottles with lids, a piece of cardboard, and a trowel.
- Find an anthill or ant nest under rocks. (**Caution:** Don't try to collect fire ants or other biting ants. Stay away from them.) Stir the anthill gently with your trowel. When the ants come out to investigate, use the cardboard to guide them into one jar. Put some dirt from the anthill in with them. Some ants may be carrying white objects, which are the larvae and pupae, two stages of ant development. Collect some of these too.
- Now find the colony's queen—if you can. Some ant queens live very deep in the ground, and when the nest is disturbed, the other ants carry her off to safety. That is because the queen produces all of the colony's young. She will be larger than the other ants. As you look for the queen, spread the dirt on the white cloth, and she should show up against the white background. Put the queen into the second bottle and add some dirt.
- To create an ant house, you can use a wide-mouthed jar with screening (if the holes are small enough to keep ants from climbing out) or cheesecloth on top to let in air. Put your ant colony in the jar, including the queen, along with the dirt from the anthill. Add ordinary soil until the jar is about two-thirds full. Keep the soil moist, but not wet, by putting in a few drops of water when it looks dry. Fill a bottle cap with water for the ants to drink.
- Keep the house covered when you aren't watching the ants at work. Ants like to work in the dark. You can cover the jar with black paper or cloth held on by rubber bands. Handle the ant house with care, and don't jerk or jiggle it. For food, put in bits of sugar, peanuts, apples, and bananas every few days. Remove uneaten food each time you put in new food.

## ◆ Activity 2: Habitat Knee-Sit

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

## MEETING 2 PLAN

### PREPARATION AND MATERIALS NEEDED

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

### GATHERING

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

### OPENING

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

## TALK TIME (REQUIREMENTS 1, 3, AND 7)

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

## ACTIVITIES

### ♦ Activity 1: Nature Hike (Requirement 5)

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

## CLOSING

- Form a circle and recite the Outdoor Code.

## AFTER THE MEETING

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

## MEETING 2 RESOURCES

## ACTIVITIES

### Activity 1: Nature Hike (Requirement 5)

#### Making Plaster Casts of Animal Tracks

- You will find the best tracks for casting near streams, muddy banks, or beaches. After you find some tracks you want to cast, brush away any twigs, stones, or dirt from around them.
- Surround the tracks with a cardboard strip in the shape of a ring and fasten the ends of the strip with a paper clip. Push the cardboard into the mud around the track.

- Add a little water to each Scout's bag of plaster. Have them knead the securely sealed bags until the mixture inside is smooth (about the consistency of oatmeal). Bring a little extra plaster to add if needed, to ensure the right thickness in each bag.
- Slowly turn the bag inside out, carefully pouring the plaster from one side to the other over the tracks inside the ring. This way, the air will be pushed out of the plaster and there will be no bubbles.
- After about 15 minutes, depending on humidity, the plaster should be hard enough for the cast to be removed. While a cast is still damp, have the Scout mark it in his own way, either with his initials, leaves, or twigs in his own pattern. When the track cast is thoroughly dry, remove the cardboard ring and lift the cast from the ground.
- If desired, the casts may be used later to make prints for each Scout.

## MEETING 3 PLAN

### PREPARATION AND MATERIALS NEEDED

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

### GATHERING

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

### OPENING

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

### TALK TIME (REQUIREMENT 8)

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

### ACTIVITIES

#### ◆ Activity 1: Aquariums and Terrariums (Requirement 2)

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

#### ◆ Activity 2: "Into the Wild" Game

- See Meeting 3 Resources for directions.



## CLOSING

- Form a circle and pass the Scout handshake from one to another until it reaches the Scout who started it. As each boy receives the left handclasp, he silently makes a wish and pledges to do his best and Be Prepared.
- Review details for the upcoming outing in Meeting 4. Make sure all Scouts and their families know the plans.

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 2 and 8.
- Have Scouts sign their thank-you notes for guests at this meeting or those who will help with the outing.

# MEETING 3 RESOURCES

## OPENING

### "The Bear Song"

(tune: "Sipping Cider Through a Straw")

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

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

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

*He said to me,  
"Why don't you run?  
I see you ain't  
Got any gun."*

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

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

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

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

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

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

## ACTIVITIES

### Activity 1: Aquariums and Terrariums (Requirement 2)

#### Aquatic Insect Aquarium

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

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

### Activity 2: "Into the Wild" Game

- This game will offer a good opportunity for Webelos Scouts to show what they are learning in this adventure.
- Divide the den into two teams. Set up a table and have the teams line up on either side. Provide two noisemakers (e.g., squeak toys) that the boys can use to determine which team answers a question first; the leader will ask each question and the team that makes the noise first will get to answer it.
- A Scout may answer the question alone or he may confer with his team. If he answers the question incorrectly, the other team tries to answer it. The team that gives the correct answer gets the first turn with the next question. The team with the most points wins. Have some fun!
- Below are sample questions that you could ask. Feel free to adapt them to the area in which you live, and you may want to add others that you talked about as a den:
  - What is a "producer"?
  - What is a "consumer"?
  - What is a "decomposer"?
  - Name three birds you can see in our area.
  - What is a bird flyway?
  - What is the closest bird flyway to our area?
  - Where do birds go when they leave this area?
  - What types of animals will you find in the forest?
  - What do insects eat?
  - What is an arachnid?

# MEETING 4 PLAN (Den Outing)

## PREPARATION AND MATERIALS NEEDED

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

## GATHERING

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

## OPENING

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

## TALK TIME (REQUIREMENT 2)

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

## ACTIVITIES

### ◆ Activity 1: Visit or Tour

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

## CLOSING

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

## AFTER THE MEETING

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

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







# INTO THE WOODS



## RATIONALE FOR ADVENTURE

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

## TAKEAWAYS FOR CUB SCOUTS

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

*Webelos Handbook, page 448*

## ADVENTURE REQUIREMENTS

Do all of these:

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

### NOTES TO DEN LEADER

Meeting 3 will be a den outing to visit a nature center, nursery, tree farm, or park (requirement 4). 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 a tour and activity plan has been submitted, if required, and activity consent forms are distributed, signed, and collected.

Note also that part of Meeting 1 will be a hike to complete requirements 2 and 3 by identifying trees and plants in the area. If the location is beyond your regular meeting site, you must submit a tour and activity plan, if required, for this hike.

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

## MEETING 1 PLAN

### PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- For Gathering activity: a stethoscope for listening to a tree OR materials for the "What Kind of Leaf Am I?" game: paper, pencils, nontransparent bags, tree and plant identification book



- Items for making bark rubbings during the Nature Hike (Activity 1): crayons, masking tape, rice paper or other thin paper

## GATHERING

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

### Listen to a Tree

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

### “What Kind of Leaf Am I?”

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

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

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

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

## OPENING

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

## TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts.
- Explain that the den will be going “Into the Woods” this month, experiencing the life of trees and plants, and how they help us.
- If Scouts played the “What Kind of Leaf Am I?” game, review the tree types. Tell Scouts that the game helped them complete half of requirement 1 as they identified different types of trees by feeling the leaves.
- If Scouts did the “Listen to a Tree” activity, tell them that now they know for sure that a tree is a living thing. Ask them what they think they heard. Explain that this demonstrates the parts of a tree and how water and minerals move from the roots and through the trunk toward the crown.

## ACTIVITIES

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

- Take Webelos Scouts on a walk through the neighborhood, a large backyard, or a nearby park to observe trees.

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

## CLOSING

- Gather the den together and recite the Outdoor Code.



### Do-at-Home Project Reminder:

Each Scout will complete requirement 6 before the next meeting—listing useful items in his home that are made from wood so he can share what he finds with the den.

## AFTER THE MEETING

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

# MEETING 1 RESOURCES

## ACTIVITIES

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

#### Bark Rubbings

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

# MEETING 2 PLAN

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for Gathering activity: pens or pencils, slice of a tree stump, strips of paper, and nails, pins,

or thumbtacks. Tree “cookies,” or slices, can be purchased from a number of online retailers or might be donated by a lumberyard or town dump.

- Paper or cardboard tree leaves for the Opening—one per Scout, each with a phrase from the Scout Oath written on it (e.g., “On my honor,” “duty to God,” “and to obey the Scout Law”)
- Items for planting a tree or plant: seedlings, water, mulch, and a pot (if needed). Your local nursery or home improvement center might help you to choose the right plants or seedlings (infant trees). The Arbor Foundation is also an excellent source for seedlings.

## GATHERING

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

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

## OPENING

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

## TALK TIME (REQUIREMENTS 6 AND 7)

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

## ACTIVITIES

### ♦ Activity 1: Planting (Requirement 5)

- Have Scouts work together to start a tree or a plant, either outdoors or indoors in a pot. (See the *Webelos Handbook* for directions.)
- After the planting is done, discuss how the plant or tree will help the environment and what it may be used for.
- A Scout may also want to plant a tree on his own at home. This will help him to understand his connection to the natural world. Planting new trees is the key to sustainable forestry, which could allow people in the future to have the same abundant forests that we enjoy today.

### ♦ Activity 2: Squirrel in a Tree

- Start this game by lining up the Scouts and giving each one a number: 1, 2, or 3.
- Scouts with numbers 1 and 2 will team up to form “hollow trees” by holding hands, facing each other. Scouts with number 3 become the squirrels. (Be sure there are fewer trees than squirrels. Increase

the number of squirrels if necessary.)

- When the leader calls out, “Squirrel in the tree!” the “trees” will hold their arms high so a “squirrel” can go under them. Once a squirrel is standing inside, the trees lower their arms so no other squirrel can enter.
- When the leader calls out, “Squirrels out of the tree!” the trees hold up their arms again, and each squirrel must go to a different tree. This gives any “homeless” squirrel a chance to claim a tree. If the squirrel reaches it in time, he gets to be part of the tree—and one of the tree Scouts becomes a squirrel.

## CLOSING

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

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 5, 6, and 7.
- Have Scouts sign thank-you notes for those who will help with the outing.

# MEETING 3 PLAN (Den Outing)

## PREPARATION AND MATERIALS NEEDED

- Contact the outing location at least a month in advance to schedule the visit. Give the staff a copy of the requirements so they can see what the Scouts are doing in this adventure and possibly plan a hands-on activity.
- If a tour guide won't be available on-site, arrange for an expert on ecosystems to accompany you so he or she can show Scouts some of the trees and plants that are native to the area and talk about the importance of ecosystems.



- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the location is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- Review any questions the Scouts want to ask to ensure all are appropriate. To avoid forgetting, have them carry the questions on index cards.
- Remind Scouts of any gear they need to bring, especially if the den is going to a nature center or other outdoor location.
- Bring the signed thank-you notes for those who help.

## GATHERING

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

## OPENING

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

## TALK TIME

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

## ACTIVITIES

### ◆ Activity 1: Visit or Tour (Requirement 4)

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

## CLOSING

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

## AFTER THE MEETING

- Serve refreshments, if desired and appropriate.
- If possible, work together to leave the location cleaner than you found it.
- Record completion of requirement 4.

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





# LOOKING BACK, LOOKING FORWARD



## RATIONALE FOR ADVENTURE

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

## TAKEAWAYS FOR CUB SCOUTS

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

## ADVENTURE REQUIREMENTS

*Webelos Handbook, page 464*

Do all of these:

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

### NOTES TO DEN LEADER

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

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

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

## MEETING 1 PLAN

### PREPARATION AND MATERIALS NEEDED

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

## GATHERING: ARTIFACTS GAME

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

## OPENING

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

## TALK TIME

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

## ACTIVITIES

### ◆ Activity 1: Scouting History Scrapbooks (Requirement 1)

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

## CLOSING

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





### Do-at-Home Project Reminder:

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

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

### AFTER THE MEETING

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

## MEETING 1 RESOURCES

### HISTORY OF SCOUTING

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





## Vintage Uniforms



## 1908 SCOUT LAW

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

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



# MEETING 2 PLAN

## PREPARATION AND MATERIALS NEEDED

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

## GATHERING

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

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

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

## OPENING

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

## TALK TIME (REQUIREMENT 2)

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

## ACTIVITIES

### ◆ Activity 1: Time Capsule (Requirement 3)

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

### ◆ Activity 2: Timeline Matching Game

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

## CLOSING

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

## AFTER THE MEETING

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



## MEETING 2 RESOURCES

### GATHERING

#### Archaeology Box Dig

##### Preparation and Materials:

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

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

A sample record sheet might look like this:

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

### **“What Was It?”**

#### **Materials:**

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

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

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



# NOTES



# MAESTRO!



## RATIONALE FOR ADVENTURE

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

## TAKEAWAYS FOR CUB SCOUTS

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

*Webelos Handbook, page 474*

## ADVENTURE REQUIREMENTS

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

### NOTES TO DEN LEADER

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

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

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



# MEETING 1 PLAN

## PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Confirm that a tour and activity plan has been submitted, if required, and that transportation to and from the event is in place. Secure signed activity consent forms.
- Unit den leader should have in possession (if required by local council practices) the tour and activity plan and a copy of the *Guide to Safe Scouting*.
- Thank-you notes signed by the Scouts for anyone who helps with the outing or performs for the den

## GATHERING: HUM THAT TUNE

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

## OPENING

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

## TALK TIME

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

## ACTIVITIES

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

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

## CLOSING

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



### Do-at-Home Project Reminder:

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

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

### AFTER THE MEETING

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

## MEETING 2 PLAN

### PREPARATION AND MATERIALS NEEDED

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

### GATHERING

- Assemble a sample kazoo before the meeting (see Meeting 2 Resources), and have each Scout make his own when he arrives.

### OPENING

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

### TALK TIME

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

## ACTIVITIES

### ◆ Activity 1: Name That Tune

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

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

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

## CLOSING

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



### **Do-at-Home Project Reminder:**

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

## AFTER THE MEETING

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

# MEETING 2 RESOURCES

## ACTIVITIES

### GATHERING

#### *How to Make a Kazoo*

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

### Activity 2: Making Musical Instruments (Requirement 2)

#### Materials Needed (see directions below)

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

#### Test Tube Tunes

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

#### Straw Oboe

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

#### Glove-a-Phone

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



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

#### **Homemade Trumpet**

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

## **MEETING 3 PLAN**

### **PREPARATION AND MATERIALS NEEDED**

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

### **GATHERING**

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

### **OPENING**

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

### **TALK TIME**

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

## ACTIVITIES

### ◆ Activity 1: Musical Genres

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

### ◆ Activity 2: Songwriting (Requirement 3)

- Select one of the songwriting activities in requirement 3. Start the activity by asking the Scouts how they think music is created. Lead a discussion about the songwriting process. (See the *Webelos Handbook* for suggestions and resources.)
- To encourage Scouts to write a theme-related song, begin with a familiar tune. Some easy ones to consider are “My Darling Clementine,” “Row, Row, Row Your Boat,” and “She’ll Be Coming ‘Round the Mountain.” Then brainstorm some key words to create new lyrics related to your theme. The critical point is matching the syllables to the beats of the song. Here is an example:

#### **Theme: Space**

(tune: “Row, Row, Row Your Boat”)

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

The new lyrics could be:

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

## CLOSING

- Gather in a circle and pass the Scout handclasp from one den member to another until it reaches the one who started it.
- As each Scout receives the handclasp, he silently makes a wish and pledges to do his best!

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirement 3, as applicable.
- Copy the songs selected for the pack meeting and make sure to distribute them to Scouts before the pack meeting.

## MEETING 3 RESOURCES

### ACTIVITIES

#### Activity 1: Musical Genres

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

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

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

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

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

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

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

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

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





# MOVIEMAKING



## RATIONALE FOR ADVENTURE

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

## TAKEAWAYS FOR CUB SCOUTS

- Creating projects with technology
- Teaching others about that technology

## ADVENTURE REQUIREMENTS

*Webelos Handbook, page 492*

Do all of these:

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

### NOTES TO DEN LEADER

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

## MEETING 1 PLAN

### PREPARATION AND MATERIALS NEEDED

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

### GATHERING

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



## OPENING

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

## TALK TIME

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

## ACTIVITIES

### ◆ Activity 1: Storyboarding (Requirement 1)

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

## CLOSING

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

## AFTER THE MEETING

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

# MEETING 1 RESOURCES

## Activity 1: Storyboarding

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Storyboard Template

# MEETING 2 PLAN

## PREPARATION AND MATERIALS NEEDED

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

## GATHERING

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

## OPENING

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

## TALK TIME

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

## ACTIVITIES

### ◆ Making the Movie (Requirement 2)

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

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

### ◆ Activity 2: Watching the Movie (Requirement 3)

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

## CLOSING

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

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

## AFTER THE MEETING

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



## MEETING 2 RESOURCES

### ACTIVITIES

#### Activity 1: Making the Movie (Requirement 2)

##### Flip-Book Animation

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

##### Materials:

- One small memo pad (about 3 X 4 inches), glued or stapled at the top, NOT spiral-bound. You could also use a stack of sticky notes.
- Dark felt-tip pen

##### Instructions:

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

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





# PROJECT FAMILY



## RATIONALE FOR ADVENTURE

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

## TAKEAWAYS FOR CUB SCOUTS

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

## ADVENTURE REQUIREMENTS

*Webelos Handbook, page 500*

Do 1 through 5, then choose two of 6 through 8:

1. Interview a grandparent, another family elder, or a family friend about what life was like when he or she was growing up. Share his or her story with another family member.
2. Talk with members of your family about your family name, history, traditions, and culture. Create a family tree of three generations, or make a poster or Web page that shows the origins of your ancestors. Or choose a special celebration or holiday that your family participates in, and create either a poster, picture, or photo slideshow of it. Share this project with your den.
3. Show your understanding of your duty to family by creating a chart listing the jobs that you and other family members have at home. Choose three of the jobs you are responsible for, and chart them for two weeks.
4. Select ONE of the jobs below that belongs to another family member, and help that person complete it:
  - a. Create a grocery shopping list for the week.
  - b. Complete the laundry for your family one time.
  - c. Help prepare meals for your family for one day.
5. Create a list of community service or conservation projects that you and your family can do together, and present it to your family. Select one project, plan it, and complete it with your family.
6. With the help of an adult, inspect your home and its surroundings. Make a list of hazards or security problems you find. Correct one problem you found, and tell what you did.
7. Hold a family meeting to plan an exciting family activity. The activity could include:
  - a. A family reunion
  - b. A family night
  - c. A family outing
8. Have your family event. Afterward, tell your parent or guardian what you liked best about the event.

## NOTES TO DEN LEADER

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

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

# MEETING 1 PLAN

## PREPARATION AND MATERIALS NEEDED

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

## GATHERING: PUZZLES

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

## OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and, as appropriate, the Scout Oath and Scout Law.
- Have the denner call roll. As each Scout's name is called, have him step forward and name one reason his family is special or means a lot to him.

## TALK TIME

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

## ACTIVITIES

### ◆ Activity 1: Pack Family Tree

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

## ◆ Activity 2: Planning At-Home Projects

- Have each Scout decide which two of requirements 6, 7, and 8 he wants to complete for the adventure.
- You may want to hold a “mock family meeting” to help den members see how a family meeting might lead to a successful family reunion, family night, or family outing. How can a Scout be sure that everyone in his family, from the youngest to the oldest, has an opportunity in the meeting to suggest ideas and express his or her opinion.
- What if a family decided to have a cleaning day at home? How could they plan the day so it would feel like a game but also get the work done quickly and efficiently? After all, a big part of being active in your family is to have FUN with your family! Ideas might include:
  - Use a timer to give each family member a limited number of minutes or hours to complete a task. Have a friendly race to see who finishes first!
  - Break down the chores on a chart, and have each person do only one chore at a time.
  - When a chore is finished, put a check mark, happy face, or star next to it on the chart. Then move on to the next chore!
- Tell Scouts that the ultimate goal of requirements 6, 7, and 8 is for them to HELP their families. One way to do this is by communicating well with their parents or other family members. Have Scouts write down the ideas they will bring home to share with their families.

## CLOSING

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



### Do-at-Home Project Reminder:

During the next week, Scouts will hold their family meetings to decide on and plan a family activity (requirement 7). If they do the activity before Meeting 2, they can give a report on how it went.

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

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

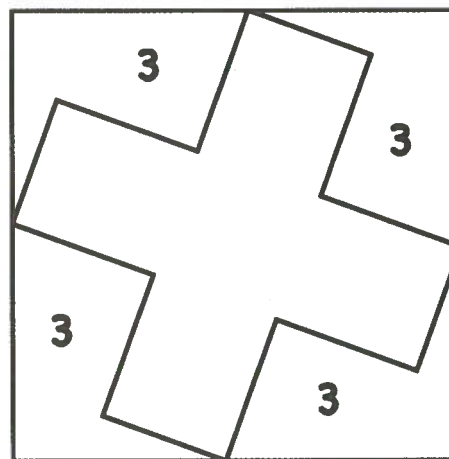
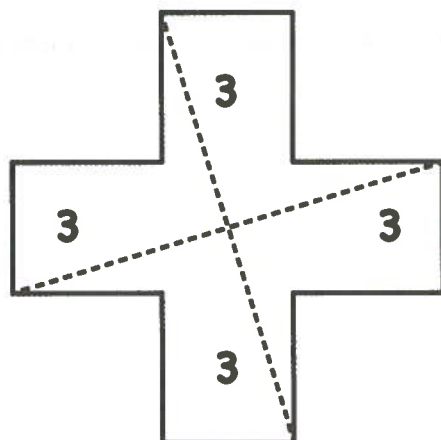
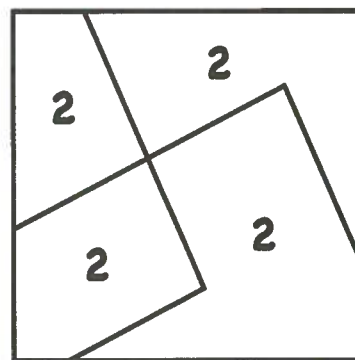
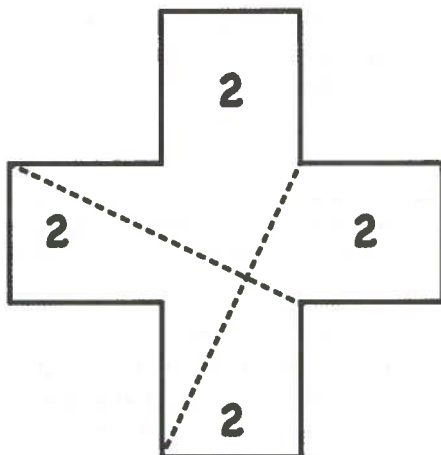
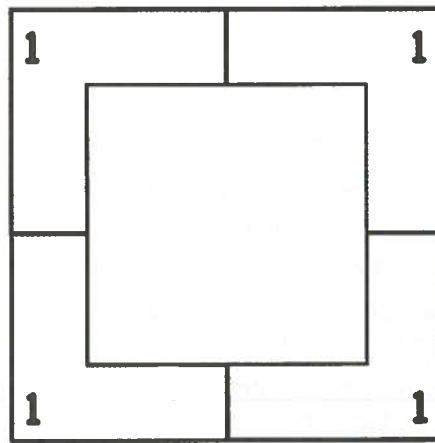
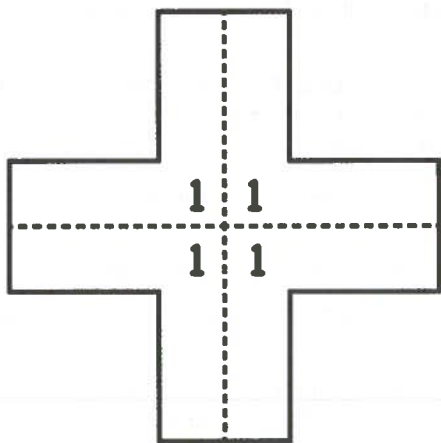
## AFTER THE MEETING

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



# MEETING 1 RESOURCES

## GATHERING: PUZZLES



# MEETING 2 PLAN

## PREPARATION AND MATERIALS NEEDED

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

## GATHERING

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

## OPENING

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

## TALK TIME (REQUIREMENTS 1, 2, 5, AND 7)

- Carry out business items for the den.
- Allow time for sharing among Webelos Scouts. How did the planning meetings go with their families (requirement 7)?
- Have Scouts share the family trees or other projects they completed for requirement 2.
- Discuss the interviews they conducted for requirement 1. What stories were told in the interviews? Did each boy come away with a better understanding of his family’s history and traditions?
- Lead a discussion about energy saving, recycling, and different types of conservation or community projects the boys might do with their families to complete requirement 5.
- Explain that at this meeting Scouts will focus on how to be safe in their homes. The den will practice doing home safety checks.

## ACTIVITIES

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

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

### ♦ Activity 2: Home Safety Checks

- Tell Scouts they are now members of a safety inspection team. Their mission: to walk through a room where you have set up at least four or five potential hazards, check off the problems that need to be addressed on the Safety Checklist (see Meeting 2 Resources), and make sure the hazard is eliminated. **Note:** This gives them some practice if they will be completing requirement 6 at home.
- If possible, have one situation that the Scouts can fix with a screwdriver or other tool. Give each boy a pen and a copy of the Safety Checklist to fill out as he goes through the room.
- Be sure the boys understand that these jobs are meant to be helpful to their families. A Scout is helpful!

## CLOSING

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



### Do-at-Home Project Reminder:

Scouts will complete requirements 3, 4, 5, and 6 or 8 at home during the next two weeks and share their experiences at a later den meeting.

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 1, 2, and 7.
- Completion of requirements 3, 4, 5, and 6 or 8 will be recorded later. Check on the Scouts' progress at the next meeting.

# MEETING 2 RESOURCES

## ACTIVITIES

### Activity 2: Home Safety Checks

#### Safety Checklist

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

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





# NOTES



# SPORTSMAN



## RATIONALE FOR ADVENTURE

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

## TAKEAWAYS FOR CUB SCOUTS

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

## ADVENTURE REQUIREMENTS

*Webelos Handbook, page 516*

Do all of these:

1. Show the signals used by officials in one of these sports: football, basketball, baseball, soccer, or hockey.
2. While you are a Webelos Scout, participate in two individual sports.
3. While you are a Webelos Scout, play two team sports.
4. Complete the following requirements:
  - a. Explain what good sportsmanship means.
  - b. Role-play a situation that demonstrates good sportsmanship.
  - c. Give an example of a time when you experienced or saw someone showing good sportsmanship.

## NOTES TO DEN LEADER

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

Many team sports can work well with small groups, even if the rules need to be adjusted somewhat (example: two three-man teams for basketball). If two dens wish to combine for team sports, baseball, flag football, soccer, or softball could be added to the list. This discussion should help you decide whether requirements 2 and 3 will be completed at the regular meeting site or during den outings to one or more locations. The sports selected will depend upon interest and available resources, including space and equipment.

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

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

# MEETING 1 PLAN

## PREPARATION AND MATERIALS NEEDED

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

## GATHERING

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

## OPENING

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

## TALK TIME

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

## ACTIVITIES

### ◆ Activity 1: Hand Signals (Requirement 1)

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

### ◆ Activity 2: Sportsmanship and the Scout Law (Requirement 4a)

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

### ◆ Activity 3: Sportsmanship Scenarios (Requirement 4b)

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

## CLOSING

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

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Record completion of requirements 1 and 4.
- Have Scouts sign thank-you notes for any guest who came to this meeting and/or anyone who is scheduled to help at Meetings 2 and 3.

# MEETING 1 RESOURCES

## ACTIVITIES

### Activity 3: Sportsmanship Scenarios (Requirement 4b)

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

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



# MEETING **2** PLAN

## PREPARATION AND MATERIALS NEEDED

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

## GATHERING

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

## OPENING

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

## TALK TIME

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

## ACTIVITIES

### ◆ Activity 1: Individual Sports (Requirement 2)

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

## CLOSING

- Line up the Scouts and have them high five or fist bump each other. Coaches (leaders or parents) should also display good sportsmanship by shaking hands.
- Review plans for the next meeting, where each Scout will participate in two team sports (requirement 3). If the meeting will be a den outing to another site, make sure all Scouts and their families know the plans.

## AFTER THE MEETING

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

# MEETING 3 PLAN

## PREPARATION AND MATERIALS NEEDED

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

## GATHERING

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

## OPENING

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

## TALK TIME

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

## ACTIVITIES

### ◆ Activity 1: Team Sports

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

### ◆ Activity 2: Invent a Team Sport (optional)

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

## CLOSING

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

## AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place or to leave the outdoor location cleaner than you found it.
- Record completion of requirement 3.
- Give thank-you notes signed by the Scouts to anyone who helped.

## MEETING 3 RESOURCES

### Activity 2: Invent a Team Sport (optional)

Game name: \_\_\_\_\_

Number of players needed: \_\_\_\_\_ Equipment/materials needed: \_\_\_\_\_

Space needed: \_\_\_\_\_

Rules of play:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Games ends when: \_\_\_\_\_

Notes:



## MEETING 4 PLAN (Den Outing, optional)

### PREPARATION AND MATERIALS NEEDED

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

### GATHERING

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

### ACTIVITIES

#### ◆ Activity 1: Visit to a Sporting Event

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

### CLOSING

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

### AFTER THE MEETING

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

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



# APPENDIX

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

## Appendix 1: Parts of Your Meeting

### ◆ Gathering Activities .....A-7

|                          |     |
|--------------------------|-----|
| Baden-Powell Says.....   | A-7 |
| Concentration .....      | A-7 |
| Craft Stick Puzzles..... | A-7 |
| Hot or Cold .....        | A-7 |
| Marble Golf .....        | A-7 |
| Milk Jug Toss .....      | A-7 |
| Odd or Even.....         | A-8 |
| Pong.....                | A-8 |
| Puzzle Mania.....        | A-8 |
| Spotlight.....           | A-8 |

### ◆ Opening Ceremonies and Ideas .....A-8

#### Openings

|                                                 |      |
|-------------------------------------------------|------|
| • Cub Scout/Webelos Scout Light .....           | A-9  |
| • Den Flag Opening .....                        | A-9  |
| • Den Yell Opening.....                         | A-9  |
| • Handshake Opening .....                       | A-9  |
| • Opening/Closing Song Ceremony .....           | A-9  |
| • Outdoor Code Opening .....                    | A-9  |
| • Pledge of Allegiance Opening.....             | A-10 |
| • Roll Call Opening .....                       | A-10 |
| • Scout Law Opening .....                       | A-10 |
| • Scout Oath Opening .....                      | A-10 |
| • Scout Oath or Scout Law Meaning Opening ..... | A-10 |
| • T-I-G-E-R Opening Ceremony .....              | A-10 |
| • Tiger Opening (or Closing) .....              | A-10 |

#### Flag Ceremonies to Open and Close Den Meetings

|                                                         |      |
|---------------------------------------------------------|------|
| • Flag Ceremony Planning.....                           | A-11 |
| • Create Your Own Opening With the U.S. Flag .....      | A-11 |
| • Flag Ceremony Comments .....                          | A-11 |
| • Standard Indoor Flag Ceremony Using Flag Stands ..... | A-12 |
| • Retrieval of Colors Indoors .....                     | A-14 |
| • Standard Outdoor Flag Ceremony Using a Flagpole.....  | A-14 |
| • Retrieval of Colors—Flagpole .....                    | A-15 |

## ◆ **Talk Time Suggestions .....A-16**

|                                                         |      |
|---------------------------------------------------------|------|
| Dues.....                                               | A-16 |
| Advancement.....                                        | A-16 |
| Outings or Tours .....                                  | A-17 |
| Communicating the Pack and Den Calendar to Parents..... | A-21 |
| Cub Sharing Time .....                                  | A-21 |
| Denner Investiture.....                                 | A-21 |
| Meeting Information.....                                | A-22 |
| Groundwork for Future Advancement .....                 | A-22 |

## ◆ **Closing Ceremonies .....A-22**

|                                         |      |
|-----------------------------------------|------|
| Brotherhood Circle Closing .....        | A-22 |
| Flag Folding Closing .....              | A-22 |
| Friendship Circle Closing.....          | A-22 |
| Handshake Closing.....                  | A-22 |
| Leader's Minute Closing .....           | A-22 |
| Living Circle Closing .....             | A-22 |
| Mountain Climbing Closing Thought ..... | A-23 |
| My Flag Closing .....                   | A-23 |
| Patriotic Song Closing .....            | A-23 |
| Square Knot Closing.....                | A-23 |
| Tiger Closing Song .....                | A-23 |
| We Meet as Cub Scouts Closing .....     | A-23 |

## ◆ **Den Outings.....A-24**

|                                           |      |
|-------------------------------------------|------|
| Outings .....                             | A-24 |
| Hikes .....                               | A-24 |
| Planning Den Outings and Excursions ..... | A-24 |

## **Appendix 2: Working With Boys**

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## ◆ **Boy Behavior .....A-25**

## ◆ **How to Achieve Positive Behavior .....A-25**

|                                 |      |
|---------------------------------|------|
| Expectations .....              | A-25 |
| Code of Conduct .....           | A-25 |
| Two-Deep Leadership.....        | A-25 |
| The Den Chief .....             | A-26 |
| Den Meeting Structure.....      | A-26 |
| Leader/Scout Relationship ..... | A-26 |

|                                                                                |             |
|--------------------------------------------------------------------------------|-------------|
| ◆ <b>Tracking Behavior .....</b>                                               | <b>A-27</b> |
| Conduct Candle.....                                                            | A-27        |
| Tickets .....                                                                  | A-27        |
| Marble Jar .....                                                               | A-27        |
| Stickers and Certificates.....                                                 | A-27        |
| Super Star Pins.....                                                           | A-27        |
| Super Star Notes .....                                                         | A-27        |
| Coup Stick .....                                                               | A-27        |
| ◆ <b>Den Doodles and Den Flags .....</b>                                       | <b>A-28</b> |
| Den Doodles .....                                                              | A-28        |
| Den Flags.....                                                                 | A-28        |
| Bases for Den Doodle or Den Flag .....                                         | A-28        |
| ◆ <b>Den Leader “Survival” Kit.....</b>                                        | <b>A-29</b> |
| ◆ <b>Guidelines for Specific Types of Special Needs and Disabilities .....</b> | <b>A-29</b> |
| Mobility Impairments .....                                                     | A-29        |
| Hearing Loss.....                                                              | A-30        |
| Vision Impairments .....                                                       | A-30        |
| Speech/Language Disorders .....                                                | A-30        |
| Cognitive Disabilities.....                                                    | A-30        |
| Social/Emotional Impairments.....                                              | A-30        |
| Autism Spectrum Disorder.....                                                  | A-31        |
| Attention Deficit Disorder.....                                                | A-31        |
| Learning Disabilities.....                                                     | A-31        |

## **Appendix 3: Crafts**

---

|                                              |             |
|----------------------------------------------|-------------|
| ◆ <b>Why We Use Crafts .....</b>             | <b>A-32</b> |
| ◆ <b>Teaching Crafts to Cub Scouts.....</b>  | <b>A-32</b> |
| ◆ <b>Helping the Boy With Crafts.....</b>    | <b>A-33</b> |
| ◆ <b>Resources for Craft Materials .....</b> | <b>A-33</b> |
| Using Salvage.....                           | A-34        |
| Tips for Painting.....                       | A-35        |
| Tips for Adhesives .....                     | A-35        |



## Appendix 4: Games

|                                                            |      |
|------------------------------------------------------------|------|
| ◆ Why We Use Games.....                                    | A-36 |
| ◆ How to Choose Games.....                                 | A-36 |
| ◆ Suggestions for Leading Games .....                      | A-37 |
| ◆ Choosing “It” and Teams .....                            | A-38 |
| ◆ Cooperative Games .....                                  | A-38 |
| ◆ Making Games Count—Leading Reflections .....             | A-38 |
| ◆ Games .....                                              | A-40 |
| Active Games With Equipment.....                           | A-40 |
| • Balloon Battle Royal.....                                | A-40 |
| • Cat’s Tail.....                                          | A-40 |
| Active Games Without Equipment.....                        | A-40 |
| • Bear in the Pit .....                                    | A-40 |
| • Shere Khan (The Tiger Game).....                         | A-40 |
| Ball Games.....                                            | A-41 |
| • Bucketball .....                                         | A-41 |
| • Monkey in the Middle.....                                | A-41 |
| Bicycle Games.....                                         | A-41 |
| • Bike Relay .....                                         | A-41 |
| • Coasting Race .....                                      | A-41 |
| Knot Games.....                                            | A-42 |
| • Giant Square Knot .....                                  | A-42 |
| • Knot Card Game .....                                     | A-42 |
| Noncompetitive, Cooperative, and Team-Building Games ..... | A-42 |
| • Batting Down the Line .....                              | A-42 |
| • Blanket Ball .....                                       | A-42 |
| Parachute Games .....                                      | A-42 |
| • Parachute Volleyball.....                                | A-42 |
| • The Umbrella.....                                        | A-42 |
| Relays and Races .....                                     | A-43 |
| • Balloon Sweeping Relay .....                             | A-43 |
| • Balloon Kangaroo Jumping .....                           | A-43 |
| Physical Fitness Activities.....                           | A-43 |
| • Circle Hop .....                                         | A-43 |
| • Crab Walk .....                                          | A-43 |

|                                     |      |
|-------------------------------------|------|
| Quiet Games With Equipment .....    | A-43 |
| • Clip It.....                      | A-43 |
| • Blowball .....                    | A-43 |
| Quiet Games Without Equipment ..... | A-44 |
| • Above and Below .....             | A-44 |
| • Electric Squeeze .....            | A-44 |
| Homemade Games.....                 | A-44 |
| • Homemade Ring Toss.....           | A-44 |
| • Teeterboard Jousting .....        | A-44 |
| Tire Games.....                     | A-44 |
| • Roll for Distance.....            | A-44 |
| • Tire Rolling Relay .....          | A-44 |
| Water Games .....                   | A-45 |
| • Up and Under .....                | A-45 |
| • Cork Retrieve .....               | A-45 |
| • Live Log .....                    | A-45 |
| Winter Games in the Snow .....      | A-45 |
| • Fox and Geese.....                | A-45 |
| • Snowball Sharpshooting.....       | A-45 |

## Appendix 5: Outdoors

|                               |      |
|-------------------------------|------|
| ◆ What to Do If Lost.....     | A-46 |
| ◆ Health and Safety.....      | A-46 |
| ◆ Fun on Hikes.....           | A-47 |
| ◆ Types of Hikes .....        | A-48 |
| Seasons Hike.....             | A-48 |
| Web of Life.....              | A-48 |
| Tracks and Signs .....        | A-48 |
| Micro Hike.....               | A-48 |
| Nature Safari .....           | A-48 |
| Sense of Touch .....          | A-49 |
| Nature Babies .....           | A-49 |
| Heads-Tails Hike .....        | A-49 |
| Nature Noises .....           | A-49 |
| Count the Colors.....         | A-49 |
| Inch Hike.....                | A-49 |
| A-B-C Hike.....               | A-49 |
| String-Along Hike.....        | A-50 |
| Surprise Breakfast Hike ..... | A-50 |

|                  |      |
|------------------|------|
| Night Hike ..... | A-50 |
| Silent Hike..... | A-50 |

## ◆ **Hiking Games .....A-50**

|                             |      |
|-----------------------------|------|
| Know Your Rock .....        | A-50 |
| Know Your Leaf.....         | A-50 |
| Grab Bag.....               | A-51 |
| Nature Photographer .....   | A-51 |
| Nature Kim's Game.....      | A-51 |
| Camouflage Trail .....      | A-51 |
| Nature Scavenger Hunt ..... | A-51 |

## ◆ **BSA Outdoor Ethics Program .....A-52**

|                                         |      |
|-----------------------------------------|------|
| The Outdoor Code .....                  | A-52 |
| Leave No Trace Principles for Kids..... | A-52 |

## **Appendix 6: Resource Guide for Aquatics Activities**

---

### ◆ **Water Safety .....A-53**

### ◆ **BSA Safe Swim Defense .....A-54**

### ◆ **BSA Safety Afloat (Boating Safety) .....A-55**

### ◆ **Swim Classification Tests .....A-56**

### ◆ **Swimmer Classifications.....A-56**

### ◆ **Testing Procedure.....A-58**

### ◆ **Swim Test Anxiety.....A-60**

## **Appendix 7: Leader Helps**

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### ◆ **Knots and Ropes.....A-62**

## **Appendix 8: Awards**

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### ◆ **Awards Cub Scouts Can Earn .....A-63**

## **Appendix 9: Additional Resources**

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# APPENDIX 1

## PARTS OF YOUR MEETING

### GATHERING ACTIVITIES

#### ◆ BADEN-POWELL SAYS

This game is played like Simon Says. The leader is at the front and gives a command to perform an action (i.e. "Stand on your left foot."). If the leader begins the command with "Baden-Powell says," then everyone does the action. If the action is done incorrectly, the boy is out. If the command does not begin with "Baden-Powell says," and the action is performed, the boy 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, he keeps the pair and wins a point. If they do not match, he turns the cards he selected 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 his marble from the tee box toward the hole. The Scout should count his number of shots to get to the hole. Once the first hole has been conquered, he moves on to the next hole. The Scout with the lowest score wins. You can make the course harder by putting obstacles in the way.

#### ◆ MILK JUG TOSS

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





### ◆ ODD OR EVEN

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

### ◆ PONG

Create pairs of players, and seat them across from each other with table space between them. Each player has a straw, and each pair of players has a ping pong 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 each Scout will have to go to the other Scouts to hunt for the pieces that match his puzzle. 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 boys should be lined up away from the leader. With his 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 boy 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 boys 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 boys of Cub Scout age. Simple ones are more effective than long, elaborate ones because boys this age have short attention spans.
- Rotate responsibilities among the boys in your den for the opening, flag, and even closing ceremonies at your den meeting. When boys are involved, it is easier to hold their attention during the meeting.
- Use a variety of ceremonies to hold the boys' and adults' 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 boys come with different skill levels. Younger boys 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 his light shine by doing his 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 boy grasps the flagpole with his left hand, makes the Cub Scout sign with his 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 him 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 boys 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 boy presents the colors (the U.S. flag) at the open end of the horseshoe. In turn, each boy 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 boys 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 adult partners, parents, or guardians (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 Boy 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.

### ◆ T-I-G-E-R OPENING CEREMONY

Each Tiger holds a poster with a letter on it. After he shouts his letter, his adult partner reads the statement matching the letter. (Tigers only)

**ADULT 1:** *T is for TEAM, the Tiger team, a boy and his adult partner having fun together.*

**ADULT 2:** *I is for INTRODUCTION, showing us what Cub Scouting is all about.*

**ADULT 3:** *G is for GOOD TIMES, having fun together as a den and with your family.*

**ADULT 4:** *E is for EXPLORING, searching out new things to see and do.*

**ADULT 5:** *R is for READY, ready for new adventures together as a team.*

**ADULT 6:** *S is for SHARING, taking time to talk to each other about the fun things we get to do.*

### ◆ TIGER OPENING (OR CLOSING)

The Tigers and their adult partners stand in a circle and hold hands. In turn, each adult partner tells one thing the Tiger did since the last meeting to show that he did his best. End with everyone reciting the Cub Scout motto. (Tigers only)



# 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 for boys.

## ◆ 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 boys 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 his 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 his or her 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 boys in your flag ceremonies at different times of the year. Boys with physical disabilities can proudly act as narrator or even flag bearers when adults see these events as possibilities instead of barriers.
- Sometimes we hear people say the phrase "one nation (pause) under God." When this phrase was added by House Joint Resolution 243 and approved by President Dwight D. Eisenhower on June 14, 1954, it was added without a comma or pause after the word "nation." The correct phrasing is "one nation under God."



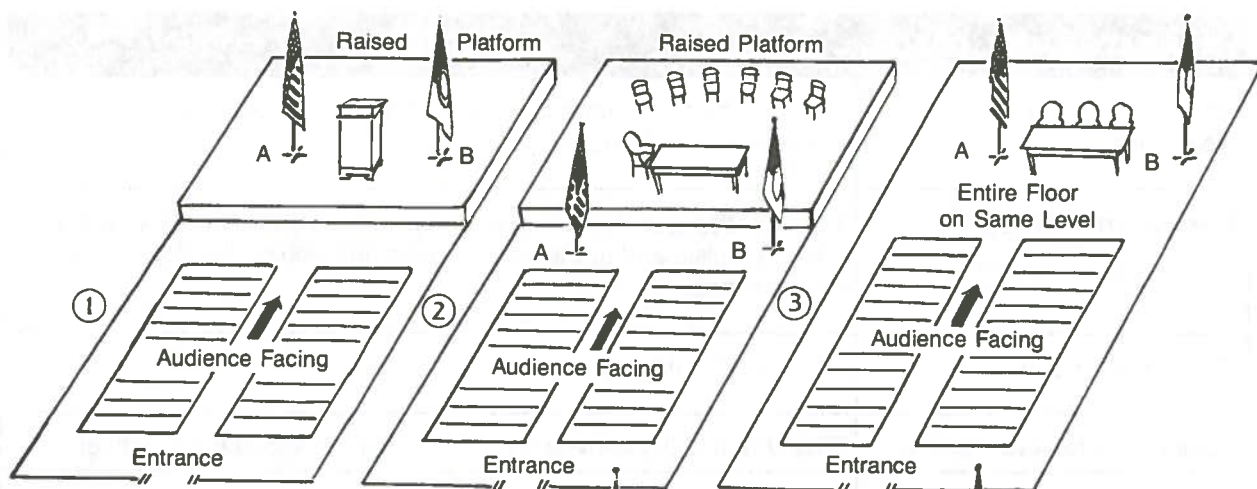
## ◆ STANDARD INDOOR FLAG CEREMONY USING FLAG STANDS

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

**Personnel:** Narrator and color guard

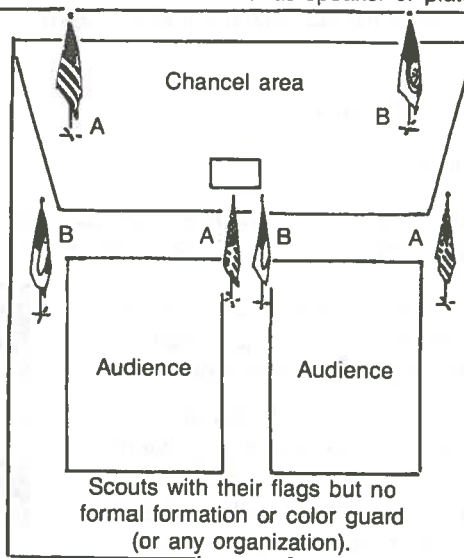
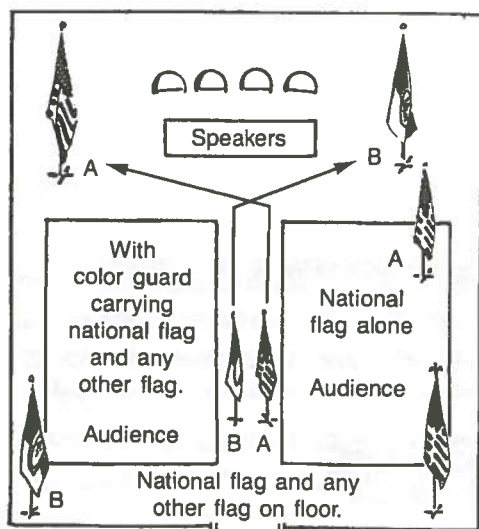
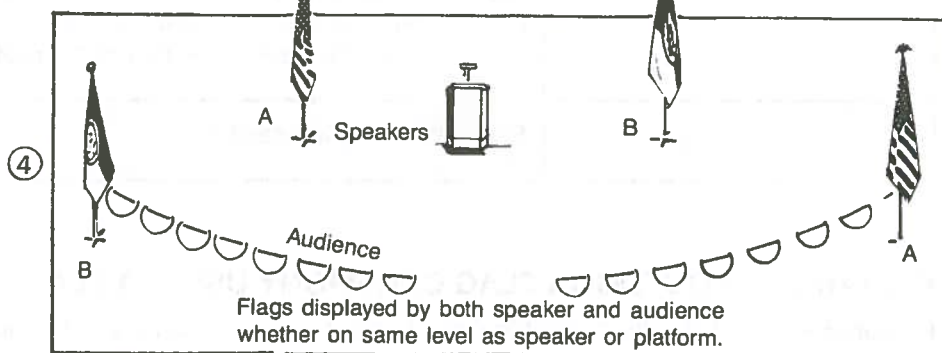
**Materials:** U.S. flag and a den flag if available

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



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

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



## ◆ RETRIEVAL OF COLORS INDOORS

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

## ◆ STANDARD OUTDOOR FLAG CEREMONY USING A FLAGPOLE

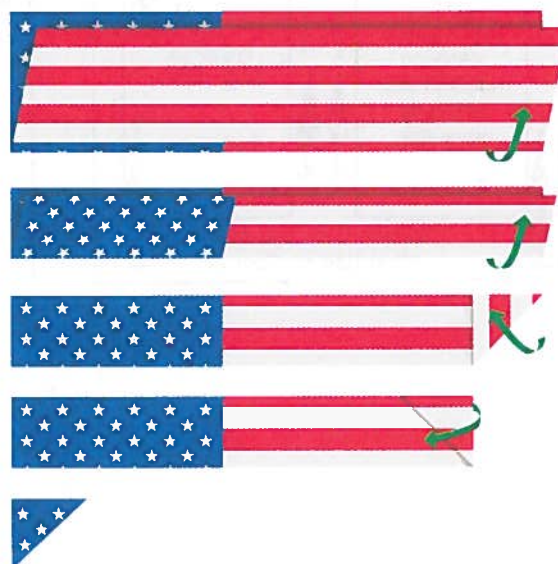
**Preparation:** Check the flag against the rope to make sure the attachments line up before the flag ceremony. It helps to lower the loops to the base of the flagpole so it is ready for the ceremony. Rewind the cord to hold in place.

**Personnel:** Narrator and color guard

**Materials:** U.S. flag and a pack flag

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

- Outside noises from wind and water can make it difficult to hear voices. Keep the group close together and have the speaker face the crowd.
- Plan your flag ceremony carefully. If you do not have a secure flag holder, have the boys 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 boy or adult.





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

#### ◆ RETRIEVAL OF COLORS—FLAGPOLE

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



# TALK TIME SUGGESTIONS

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

It may be handy to have a prepared handout to send home with the Scouts or hand to their parents, especially if it involves logistics—such as meeting somewhere different for a tour or items the Scouts need to bring from home for the next meeting, etc.

## ◆ 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. There are various ways to record the payments: a wall chart, a special colored bead on a “den doodle,” a den record book, or another method that works for you. Make it easy and simple so anyone willing to help can handle it. 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 (usually around \$1 a month), 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 sells 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. If your pack uses a computer-based tracker and you or an assistant are proficient in entering information on a laptop or other device, then it may work well for you to track advancement digitally. You can learn more about digital tracking with MyScouting on 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 a Cub Scout has completed an advancement item with his family or at school, have him 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.

**TIGER ADVANCEMENT**  
Instructions: Complete the requirements for all 10 required adventures plus one character adventure to earn the rank of Tiger. Mark the chart below to fill in the date of completion.

Den: \_\_\_\_\_ Den Leader: \_\_\_\_\_  
Pack: \_\_\_\_\_ Cubmaster: \_\_\_\_\_

Name: \_\_\_\_\_

|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|

**WOLF ADVANCEMENT**  
Instructions: Complete the requirements for all 10 required adventures plus one character adventure to earn the rank of Wolf. Mark the chart below to fill in the date of completion.

Den: \_\_\_\_\_ Den Leader: \_\_\_\_\_  
Pack: \_\_\_\_\_ Cubmaster: \_\_\_\_\_

Name: \_\_\_\_\_

|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|

**BEAR ADVANCEMENT**  
Instructions: Complete the requirements for all 10 required adventures plus one character adventure to earn the rank of Bear. Mark the chart below to fill in the date of completion.

Den: \_\_\_\_\_ Den Leader: \_\_\_\_\_  
Pack: \_\_\_\_\_ Cubmaster: \_\_\_\_\_

Name: \_\_\_\_\_

|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|

**WEBELOS/ARROW OF LIGHT ADVANCEMENT**  
Instructions: Complete the requirements for all 10 required adventures plus one character adventure to earn the rank of Webelos/Arrow of Light. Mark the chart below to fill in the date of completion.

Den: \_\_\_\_\_ Den Leader: \_\_\_\_\_  
Pack: \_\_\_\_\_ Cubmaster: \_\_\_\_\_

Name: \_\_\_\_\_

|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|

## ◆ 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. It's very important that everyone involved has the information they need to have a great time.

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](mailto: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. 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](mailto:camperbob@email.com), or call 702-555-0112.

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

- Dates
- Location
- 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!

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

# Cub Scout Outdoor Program Checklist

Date(s) \_\_\_\_\_

Location \_\_\_\_\_

☐ BSA facility

☐ Council-approved non-BSA facility

## I. Administration

☐ Tour and activity plan

☐ Camp reservation made

☐ Parent permission slips

☐ Camp deposit/fee paid

☐ Health forms

☐ Local requirements

☐ Insurance

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

## II. Leadership

Event leader \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

Assistant \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

Program leader \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

Assistant \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

## III. Transportation

| Driver | No. of seat<br>belts | Driver<br>License No. | Auto Insurance<br>Yes/No |
|--------|----------------------|-----------------------|--------------------------|
| _____  | _____                | _____                 | _____                    |
| _____  | _____                | _____                 | _____                    |
| _____  | _____                | _____                 | _____                    |
| _____  | _____                | _____                 | _____                    |
| _____  | _____                | _____                 | _____                    |

Equipment hauled by \_\_\_\_\_

## IV. Location

☐ Maps prepared

\_\_\_\_\_

☐ Assembly location

\_\_\_\_\_

☐ Departure time

\_\_\_\_\_

☐ Camp arrival time

\_\_\_\_\_

☐ Camp departure time

\_\_\_\_\_

☐ Anticipated return time

\_\_\_\_\_

☐ Stops en route (meal Y/N)

\_\_\_\_\_



V. Equipment

☐ Personal equipment lists

☐ Program equipment

☐ Group

☐ Emergency

VI. Feeding

☐ Menu planned by \_\_\_\_\_

☐ Who buys food? \_\_\_\_\_

☐ Fuel supplied by \_\_\_\_\_

☐ Duty roster by \_\_\_\_\_

☐ Food storage \_\_\_\_\_

VII. Sanitation

☐ Special camp requirements \_\_\_\_\_

VIII. Safety

☐ Ranger contact

Phone (\_\_\_\_) \_\_\_\_\_

☐ Nearest medical facility

Phone (\_\_\_\_) \_\_\_\_\_

☐ Nearest town

☐ Police number \_\_\_\_\_

☐ First aid/CPR-trained leaders \_\_\_\_\_

IX. Program

☐ Program planned

☐ Special program equipment needed

Item(s) \_\_\_\_\_ Provided by \_\_\_\_\_

Item(s) \_\_\_\_\_ Provided by \_\_\_\_\_

Item(s) \_\_\_\_\_ Provided by \_\_\_\_\_

Item(s) \_\_\_\_\_ Provided by \_\_\_\_\_

Item(s) \_\_\_\_\_ Provided by \_\_\_\_\_

Item(s) \_\_\_\_\_ Provided by \_\_\_\_\_

Item(s) \_\_\_\_\_ Provided by \_\_\_\_\_

☐ Rainy day activities planned

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ◆ COMMUNICATING THE PACK AND DEN CALENDAR TO PARENTS

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

**Blue & Gold Dinner:** 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 provided 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. He 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 his left shoulder. The cord is removed at the end of the month, and presented to the new denner for his period of service. This responsibility mirrors leadership tasks the Scout will need for rank advancement in Boy Scouts. You should have specific tasks designated for the denner to do, and make sure he performs them.



## ◆ MEETING INFORMATION

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

## ◆ BROTHERHOOD CIRCLE CLOSING

Form the den in a brotherhood circle. Each boy places his left arm around the shoulder of the boy on his left and his right arm around the shoulder of the boy on his 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 boys 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 boys form a circle and pass the Scout handshake from one to another around the circle until it reaches the boy who started it. As each boy receives the handshake, he silently makes a wish and pledges to do his 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 fine friendships he is making in Cub Scouting.

Den leaders and den members form a close circle and turn to their right, each placing his left hand into the center of the circle, palm facing downward. Each person grasps the thumb of the person behind him, making a complete circle with the group. Everyone's right hand is held straight up in the Cub Scout sign. 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 boys 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 each boy to write a sentence about what the U.S. flag means to him. 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 boy a 3-foot section of rope. The boys 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.*

## ◆ TIGER CLOSING SONG

Divide the singers into two groups. The first group sings the first verse. The second group responds with the second verse. Repeat, singing faster each time. This song could be adapted for other ranks. (Tune: "The Muffin Man")

*Can you find a Tiger,  
A Tiger, a Tiger?  
Can you find a Tiger  
With black and orange bold stripes?*

*Yes, we found a Tiger,  
A Tiger, a Tiger.  
Yes, we found a Tiger  
With black and orange bold stripes.*

## ◆ WE MEET AS CUB SCOUTS CLOSING

Have the boys form a circle.

**Den leader:** *We meet as Cub Scouts [Tigers, Wolves, Bears, Webelos 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

Boys 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 boys 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 boys 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 of an excursion relates to the monthly theme or activity badge.
- Refer to the *Guide to Safe Scouting* (BSA 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 at [www.scouting.org/HealthandSafety/GSS/toc.aspx](http://www.scouting.org/HealthandSafety/GSS/toc.aspx).
- Be sure to file the proper forms and permits. A tour and activity plan (No. 680-014) is recommended whenever the den travels to a place other than its regular meeting place (even for short in-town trips) and an activity consent form (permission slip) should be signed by the parent or guardian of every boy. The tour and activity plan and the activity consent form can be accessed at [www.scouting.org/HealthandSafety/TourPlanFAQ.aspx](http://www.scouting.org/HealthandSafety/TourPlanFAQ.aspx)

# APPENDIX 2

## WORKING WITH BOYS

### BOY BEHAVIOR

Positive behavior is a great responsibility and, sometimes, challenge for the den leader. It isn't easy—but it isn't impossible, either. Remember that each boy (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, expressing himself, experimenting (and making some mistakes in the process), and having fun.

How each boy tries to fulfill these needs is what makes him unique. One boy 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 every boy and his family.



### HOW TO ACHIEVE POSITIVE BEHAVIOR

The den meeting is a time when the den leader and Cub Scouts socialize, practice what they've learned at home, 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 boys' behavior. Many times, that simply means recognizing and rewarding good behavior. Here are some suggestions for encouraging good behavior.

#### ◆ EXPECTATIONS

Be sure that every boy and his parent or guardian understand the purposes of Cub Scouting, the advancement system, the structure of the den and pack, and the expectations of both boy and parent in the program. A letter to parents and guardians with a follow-up face-to-face meeting within a couple of days of their son joining Cub Scouts will ensure this.

Den leaders should be sure to wear their uniforms to strengthen a visual connection between the leader and the boy. The uniform serves as a reminder for boys to be on their best behavior.

#### ◆ CODE OF CONDUCT

A code of conduct is a list of behavioral expectations and consequences if the code is broken. Boys, with the den leader's guidance, usually create it themselves. 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. Boys 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

A minimum of two registered adult leaders, a registered leader and an adult parent or guardian of a participating Cub Scout—one of whom must be at least 21 years old or older—is required for all trips and outings. Two-deep leadership can also be invaluable in managing boys and their activities during den meetings. With two leaders, an energetic den can be divided into two groups, or one leader can work with a boy who is having difficulty keeping up or managing his behavior. Furthermore, a second adult provides another pair of hands when projects require adult help.

## ◆ THE DEN CHIEF

The den chief is a wonderful resource for the success of a den. Although the den chief is not part of the two-deep leadership because he is not an adult, he 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 the boys' behavior. For instance, if the den leader enjoys the den meeting, the boys will, too. The boys model what they see, so be a good model by having a positive attitude.

- **Be consistent and fair** in all your dealings with boys. Treat them the same when they break any rules. But do this in a manner that allows a boy to keep his dignity. Give him a chance to tell his side of the story. Allow him the opportunity to apologize. He will be aware of and remember your kindness and caring. Your example of fairness will carry over into other aspects of the boys' lives.
- **Be a good listener.** When a boy wants your attention, look him in the eye. If you are busy, look him in the eye and ask him to wait a minute. Honor his patient waiting by turning to him with your full attention as soon as possible.
- **Give each boy a chance to participate in discussions.** To encourage boys to speak one at a time and to listen carefully, you might try a "talking stick," an American Indian tradition. 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. Let the den members decorate the talking stick so that it represents them and they value it. Use markers, paints, or stickers to enhance the stick. Boys may want to hang feathers, beads, or shells on leather strips from their talking stick.
- **When you notice a boy's good behavior, comment on it!** Let him and the others in the den 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.





# TRACKING BEHAVIOR

Keeping track of behavior helps a boy and his leader know how he is doing. Here are some suggestions.

## ◆ CONDUCT CANDLE

Use the same candle each week. The denner 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 a boy 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.

## ◆ TICKETS

Buy tickets at teacher or party supply stores, or make them yourself by hand or with the use of a computer. Give boys a ticket when they do something good. (Try to give each boy 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 boys 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.

## ◆ STICKERS AND CERTIFICATES

Give big flashy stickers to boys 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.

## ◆ SUPER STAR PINS

Decorate clothespins, one for each boy, with stars. As you notice a boy's good behavior, pin one on him. At the end of the meeting, boys with pins on can pick something from a “treat bag” filled with food items (candy, granola bars, popcorn, bags of chips or cookies, etc.) or inexpensive items that appeal to boys (baseball cards, small toys, pencils). Vary the items in the treat bag often.

## ◆ SUPER STAR NOTES

These notes to parents and guardians are good for praising the boy when he gets back home. You can make your own by hand or with a computer or buy them at a teacher supply store. The boy will know you really appreciate it if you tell his family how well he did.

## ◆ COUP STICK

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

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





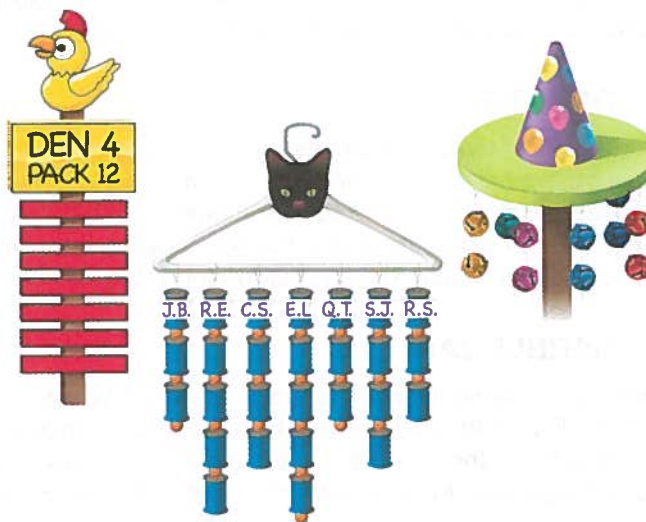
# DEN DOODLES AND DEN FLAGS

## ◆ DEN DOODLES

A den doodle is a clever way to record advancement progress and other accomplishments of the boys 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 boys' help, 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 boy'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 achievements toward rank. Colored beads and shells slipped onto leather lacing are common items for symbols of progress. Identify each symbol with an achievement or elective number or activity badge name.



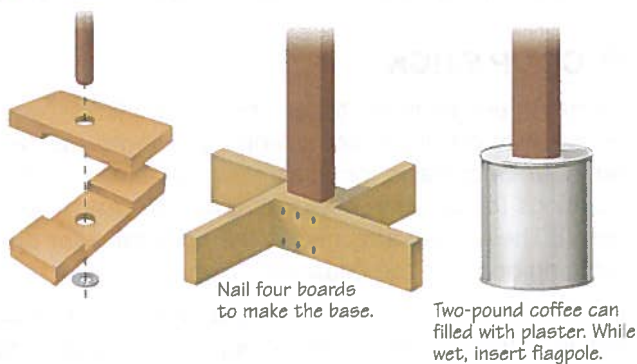
Dens may earn simple awards (sometimes called dingle dangles) for a variety of things, such as perfect attendance, good behavior, participation in service projects, or responsibilities at the pack meeting. For example, the den leading the flag ceremony at the pack meeting or at school might earn a small 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 from the BSA Supply Division. The flag may go home with a different boy 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 chaos has erupted, 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 boys like 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 boy has needs. Three important ones are to feel accepted by a group, to feel a sense of competence as he approaches a task, and to feel a sense of self-satisfaction at its completion.

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

Many people wonder how a boy who is different from other members of the den will be accepted. You will find that with proper preparation of the den, these boys are 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 he needs, or wants, 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 son. 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 his 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 his 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 he belongs.
- Use short, direct instructions that help the Scout know what is expected of him.
- 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 his answers. Rephrase 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 his own craft project calls for creativity in each boy. As he embarks on his project, he may need to measure, trace a pattern, cut or saw, sand, and assemble a project with nails, screws, or glue. Crafts develop boys' ability to understand and satisfy their 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 boys work with crafts, they learn to shape materials into useful articles. While decorating them, they also learn that useful things can be beautiful art. They gain confidence to experiment with materials and tools and learn new ways to do things. A completed craft project enables each boy to shout out "I did my best!"

### TEACHING CRAFTS TO CUB SCOUTS

The leader's job is to stimulate each boy's interest and curiosity and to encourage him to try. It is important to allow the boy to create and be proud of his creation. He is making more than just "things"; he is building his 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 working with boys on craft projects. In addition, the following steps will help leaders teach crafts:

1. Choose a project with the help of the boys. 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 boys don't have to wait to trace them.
3. Make a sample to show the boys, but remember: These are age-appropriate crafts for boys, so don't go overboard and make your sample too elaborate.
4. Gather enough materials and tools so everyone can work at the same time.
5. Teach the craft step by step:
  - Cut out parts, as required.
  - Put them together.
  - Finish it (sand, polish, paint, etc.).
  - Clean up.
6. Whenever possible, start a craft in a den meeting that boys can finish 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 boys’ abilities and interests. 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. By relating crafts to the monthly theme, you give each boy a chance to live a new dream each month and to create the costumes, props, and other items to help make that dream a reality. 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 boys whose interests and abilities lean in other directions.

## HELPING THE BOY WITH CRAFTS

- Encourage the natural creative urge in each boy. If you don’t, the urge may disappear and be replaced by lack of confidence in his own abilities.
- Through praise, you can help the boy build self-confidence in his abilities.
- Learning by doing is important.
- Show enthusiasm for the boy’s progress. Don’t be overly critical.
- Show him how—but don’t lose patience and take a tool away from him because you can do it better or faster. This will discourage him and destroy his self-confidence.
- Be patient. Remember: Boys 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.

Check telephone directories and begin looking 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. Keep your eyes and ears open for the endless list of “beautiful junk” available for recycling into Cub Scout crafts.

- **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 old telephones as props for skits; 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.
- **Ice Cream Stores:** Use empty 3-gallon cardboard containers for wastebaskets and storage.
- **Medical Laboratories:** Ask for clean paraffin and tongue depressors.
- **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
- 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 name tags, 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
- Pipe cleaners—for simple sculptures
- 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. The boys 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 is 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 for the boys.
- 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 let boys 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 boys develop now 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 a boy to follow rules, to take turns, to respect the rights of others, to give and take, and to play fair. Some games help boys 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 "boy 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 boy and yet not overtax the weakest. It should stimulate the growth and development of muscles. Most outdoor games meet this test.

Boys 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 boys of this age. (Also, boys who have had recent severe illness should not take part in active games.)

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

Boys need to learn to play fair and to follow the rules. They also need to learn that they can't always be winners. Many boys 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 the boy to try to improve his skills.

Some games are selected for their educational value. Boys' 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 boys 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 boys grow and develop.

## SUGGESTIONS FOR LEADING GAMES

Boys 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 boys on the smaller team must compete or race twice.
- As a rule, Webelos Scouts are larger and stronger than first-grade Tigers and second- and third-grade Cub Scouts. For some pack competitions, have boys in the same grade compete against each other, but not against older or younger boys. With this method, several winners can be recognized.
- An alternative is to mix the groups so that each team has boys 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 boys follow 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 the boys are still having fun.
- Have enough leaders to handle the group.
- Keep It Simple; Make It Fun (KISMIF).

Teach games to boys with the hope that they 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 his leadership role. Find creative ways to develop leadership skills among the boys 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 boy 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 an “It” box. After a name is drawn, it goes into a second box marked “It.” When all names are in the second “It” 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 boy decorates a craft stick with his name on it and any other creative artwork he wishes. 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.

You can also make a game of choosing sides. Have boys sit in a circle and then whisper in each boy’s ear the word “Wolf” or “Bear.” Then they must make the appropriate animal sound to find the other members of their team.

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



# GAMES

## ♦ ACTIVE GAMES WITH EQUIPMENT

### BALLOON BATTLE ROYAL

**Activity Level:** High

**Needed:** Any number of players, balloons, string

Arrange Cub Scouts in a large circle, each with an inflated balloon tied to his 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 boy 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 5 minutes.

## ♦ ACTIVE GAMES WITHOUT EQUIPMENT

### BEAR IN THE PIT

**Activity Level:** High

**Needed:** Any number of players

Boys 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. He may not use his hands to break the grip of the players in the ring. When he does break through, the others try to catch him. The first one to tag him is the next Bear.

### SHERE KHAN (THE TIGER GAME)

**Activity Level:** High

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

One boy 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 boys 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 men. This game is also known as Pom-Pom Pullaway.

## ◆ 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 boys 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 he can intercept it as it is thrown back and forth. If the Monkey gets the ball, he changes 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 his 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 he 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 Webelos 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 him, 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 his 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 boy in each team a broom. On a signal, he sweeps 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

Boys line up side by side, each with an inflated balloon between his knees. On a signal, boys hop to the other side of the room and back to the starting line. The one finishing first wins. If a boy breaks his balloon, he is out of the race. If a boy drops his balloon, he must replace it between his knees before he can keep going.

## ◆ PHYSICAL FITNESS ACTIVITIES

### CIRCLE HOP

Draw a circle about 6 feet in diameter and stand two boys 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, boys 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 (5–8 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

Boys 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

Boys 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. A player is eliminated if he responds incorrectly. The last player to remain in the game wins.

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

### ELECTRIC SQUEEZE

Boys form a circle and hold hands, with "It" in the center. One player starts the "shock" by squeezing the hand of one of the boys next to him. 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 he guesses correctly, the player caught becomes "It."

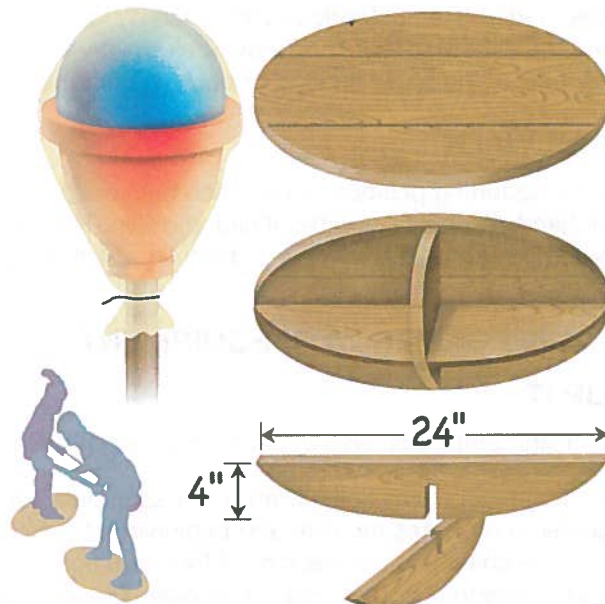
## ◆ HOMEMADE GAMES

### 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. Boys 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 his opponent off his board. When any part of a knight's body touches the floor, he is beaten. *Only pushing is permitted; do not permit swinging or hard thrusting of the poles!*



## ◆ TIRE GAMES

### ROLL FOR DISTANCE

Each boy rolls his tire as hard and as fast as he can up to a stopping line. The player whose tire rolls the farthest wins.

### TIRE ROLLING RELAY

Form two teams and give the first boy 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 his 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 boy on each team has a large ball. On a signal, he passes the ball overhead to the second player, who passes it between his 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 boys 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, boys jump in and try to retrieve the corks, bringing them back to the starting point one at a time. The boy with the most corks wins.

### LIVE LOG

**Swimming Ability Level:** All boys should be of the "Swimmer" ability level.

Establish a goal at one end of the pool. One boy is the "log." He floats on his back in the center of the pool. The others swim around him. 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 a Goose gets caught by the Fox, he becomes 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. Boys 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 boys are real sharpshooters, have them move farther away to throw.

*Variation:* For Tigers or younger boys, 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 boys aim and shoot.

# APPENDIX 5

## OUTDOORS

Outdoor activities are an important part of Cub Scouting. Boys learn to appreciate and care for the beautiful environment all around them as they hike, explore, and investigate the world. The Cub Scouting outdoor program is a foundation for the outdoor adventure boys will continue to experience when they move on to a Boy Scout 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 boys learn the following suggestions, which can be learned with 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 boys, leaders, and families 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/HealthandSafety/GSS/toc.aspx](http://www.scouting.org/HealthandSafety/GSS/toc.aspx). 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/HealthandSafety/GSS/gss02.aspx](http://www.scouting.org/HealthandSafety/GSS/gss02.aspx) and in the Aquatics section of the Appendix.

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. Better yet, take the families with you!
- 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 the boys in advance about what they should do if they get lost (see above).
- Carry a first-aid kit and know how to use it. Know basic emergency first-aid procedures.
- File a tour and activity plan with your local council service center two weeks before any den outing or campout.
- 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 and the boys 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 boys 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, boys 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 the boys' 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.

Boys 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

Lay strings out along an area to study. Boys cover the string trail inch by inch 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 boys learn to identify animals. See how many different species each boy can see on this local safari.

### ◆ SENSE OF TOUCH

This hike will illustrate the many textures of nature. Make sure that boys are instructed to examine the objects they find, not take them. Examples of what the boys 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.

### ◆ HEADS-TAILS HIKE

**Materials:** Coin

Toss a coin each time you reach a crossroads. Turn left if the coin turns up heads, right if the coin is tails.

### ◆ NATURE NOISES

This is a great way to help boys notice and enjoy the sounds around them. Stop along the hike at different points. Boys 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 boy 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 boys 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 boys 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 boys to go on a “surprise” hike. Pick the boys up at their homes and head 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. 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 boys appreciate the world around them. Calm the boys by having them sit alone and a few feet apart for a short period of time. On the den leader’s signal, the group begins to move along the trail tapping shoulders and pointing to share the sights and sounds of the hike. No talking!

## HIKING GAMES

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

### ◆ KNOW YOUR ROCK

**Materials:** Tape, pencil, rocks found on your hike

Each boy finds a fist-sized rock, remembering where he found it so he 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 boys 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, each boy gets to know a leaf by its shape, size, color, veins, etc. Then put all leaves in a pile and let one boy at a time try to find his, explaining to the group how he did it and what he 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 boys and let them try to identify the object by feeling the outside of the bag.

## ◆ NATURE PHOTOGRAPHER

Boys work in buddy pairs, with one boy acting as the “camera” and the other as the “photographer.” The photographer guides the camera, who has his eyes closed, to an interesting nature picture. When the photographer is ready to “take the picture,” he taps on the camera’s shoulder to signal him to open and close his eyes. The photographer can “adjust” his 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 his 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 boys to study. After a few minutes, cover the items with the towel or jacket and have the boys 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. Boys 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 the boys’ knowledge of nature in an exciting competition. It is run like any scavenger hunt—each group of boys 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 boys can find within the area. Objects should be common enough that a Cub Scout can identify most of them. Make sure that boys 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 Scout program includes outdoor stewardship and care for the environment as demonstrated through the BSA's Outdoor Code and the Leave No Trace Principles for Kids. These guiding principles serve as part of an overall program supporting ethical decision making in the outdoors and are an appropriate place to start with Cub Scouts.



## THE OUTDOOR CODE

As an American, I will do my best to—

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

## LEAVE NO TRACE\* PRINCIPLES FOR KIDS

Know Before You Go  
Choose the Right Path  
Trash Your Trash  
Leave What You Find  
Be Careful With Fire  
Respect Wildlife  
Be Kind to Other Visitors



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



BSA resources for Outdoor Ethics are available here:  
[www.scouting.org/outdoorprogram/outdoorethics.aspx](http://www.scouting.org/outdoorprogram/outdoorethics.aspx)

# APPENDIX 6

## RESOURCE GUIDE FOR AQUATICS ACTIVITIES

### WATER SAFETY

Water activities can make good den or pack activities, but safety rules are very important any time a pack is holding an event around water. Some of the boys 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 online at [MyScouting.org](http://MyScouting.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. Those videos are available as items AV-09DVD29 and AV-09DVD02.)

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.

*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 [www.scouting.org/OutdoorProgram/Aquatics/safe-swim.aspx](http://www.scouting.org/OutdoorProgram/Aquatics/safe-swim.aspx) 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 Cub Scout who can't swim can drown silently within 20 seconds of entering water over his 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.

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.

## BSA SAFETY AFLOAT (Boating Safety)

BSA groups shall use Safety Afloat for all boating activities. Go to [www.scouting.org/OutdoorProgram/Aquatics/safety-afloat.aspx](http://www.scouting.org/OutdoorProgram/Aquatics/safety-afloat.aspx) 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 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 his 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.

## SWIM CLASSIFICATION TESTS

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

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

## SWIMMER CLASSIFICATIONS

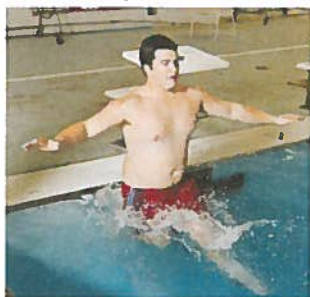
Scouting recognizes three basic swimming classifications: **swimmer**, **beginner**, and **nonswimmer**. Swim classification tests should be renewed annually, preferably at the beginning of the season.

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

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

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

**1. "Jump feetfirst into water over the head in depth. Level off . . ."**



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

**2. "... swim 75 yards in a strong manner . . ."**



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

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

**3. "... swim 25 yards using an easy, resting backstroke."**



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

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

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



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

**5. "After completing the swim, rest by floating."**



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

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



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

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

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

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

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

## TESTING PROCEDURE

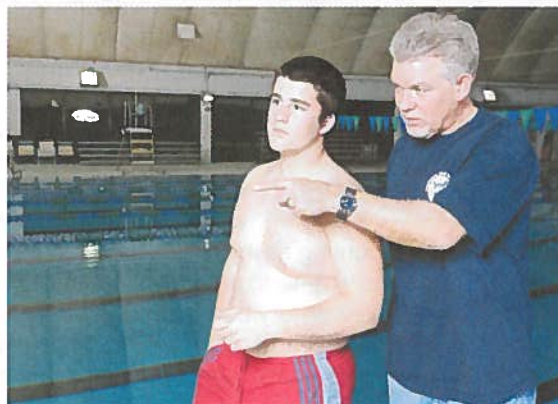
### Beginners:

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

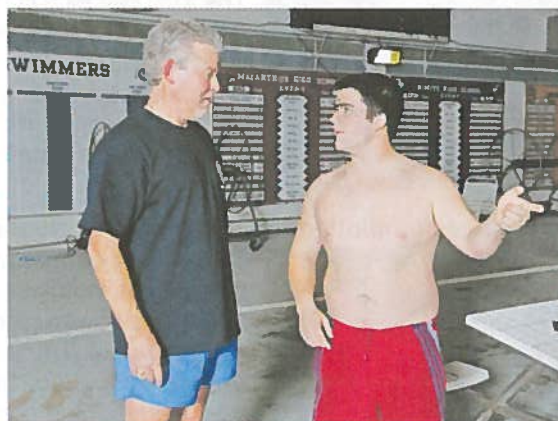
### Swimmers:

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

All swimming activities, including swim classification tests, follow the elements of Safe Swim Defense. The health history of each individual should be reviewed before testing. No one should be allowed in the water against the recommendations of parents, guardian, or physician. 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. The unit may be asked to conduct swim classification tests before



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.

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 his 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 physician 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 his buddy. If the unit leader has sufficient evidence that the Scout is indeed a good swimmer—he has earned the Lifesaving merit badge, for example, or is a member of a swim team—then an extension of the Scout's previous swimmer classification is appropriate until he heals sufficiently to retake the test.

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

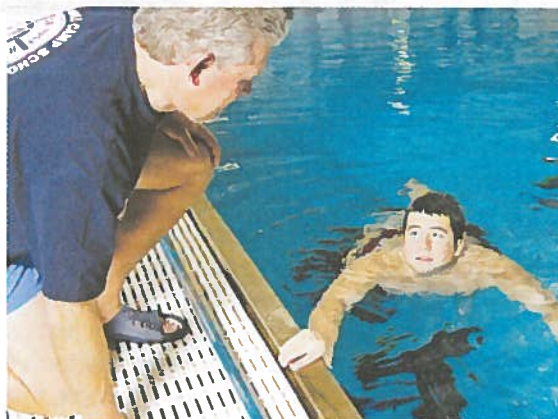
Very small backyard or apartment pools (less than roughly 20 feet in the maximum direction) are fine for a unit swim, but should be avoided as locations for swim classification tests since likely contact with the sides and bottom during all the turns makes it difficult to judge how well the person can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

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

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

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

Although the tests may be explained to the unit as a whole, the test administrators should briefly review the tests with each participant. Each person should be asked if he or she would like to first try the beginner or the swimmer test. If the person asserts the ability to easily swim 100 yards, then it is not necessary to take the beginner test before the swimmer test. If a person is hesitant, he 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,



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.



then he should be encouraged to slip into shallow water and show what he does 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 boys. 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 boys who join the unit. The leader should also talk to the boys themselves. For Cub Scouts, check to see if swimming is an interest. For Boy Scouts, comfort in the water should arise naturally during discussions of advancement requirements for Second Class, which includes the beginner test, and for First Class, which includes the swimmer test. Be sure to watch for nonverbal cues to see if the boy's body language matches what he says.
- **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. For troops, it will help move Boy Scout advancement along faster. Ideally, the first time the Scout takes a swim test is during a learn-to-swim class with a familiar, trusted instructor conducting the exercise. Subsequent tests are just repeats of tasks the boy knows he has accomplished before.

- **Consider precamp swim tests.** Some councils arrange precamp swim tests for units. If that option is available, consider whether boys with swim test anxiety might perform better away from the other first-day camp activities. If allowed, reluctant members of the unit might arrive early to get adjusted to the water and take a “mock” test prior to the “real” test. (Note that the camp aquatics director may retest any Scout or leader whose skills appear inconsistent with their classification.)
- **Prepare the unit for the test.** The leader should familiarize Scouts with the swim test process as part of the unit’s camp readiness discussions. Explain the purpose of the test and how it will be conducted. Explain that each boy’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 boy who needs to speak with the leader in private 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.
- **Work with the camp aquatics director.** The camp aquatics director should approach the unit leader when the unit arrives at the swimming area for orientation before the test. That is an intentional opportunity for the leader to identify any medical concerns and to discuss any boys who may be anxious about the swim test. Make sure the aquatics director assigns an empathetic, experienced staff member to work with each such boy and stay with the boy until the staff member establishes a reasonable rapport. The tests will be conducted one-on-one, so it should be possible for leaders to stagger interactions with more than one Scout. If the Scout remains anxious, the leader may request the aquatics director to arrange a special time to conduct the test for that individual when there is less activity in the area and more time for the boy to become comfortable before taking the test.

# APPENDIX 7

## LEADER HELPS

### KNOTS AND ROPES

#### ◆ WHIPPING A ROPE

Ropes are made of twisted fibers. When a rope is cut, the fibers separate. You can whip the ends in place with string so the rope won't unravel.



Cut off the part that has already unraveled. Take a piece of strong string, dental floss, or thin twine at least 8 to 10 inches long. Make a loop and place it at one end of the rope.

Wrap the string tightly around the rope. When the whipping is as wide as the rope is thick, slip the end through the loop. Then firmly pull out the string ends and trim them off.

#### ◆ FUSING A ROPE

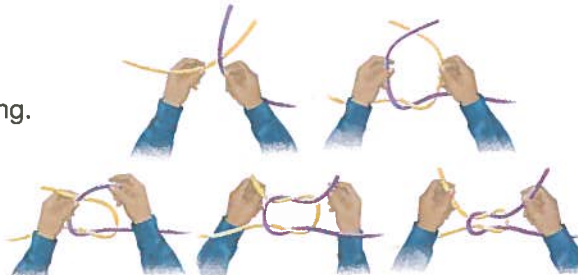
Rope and cord made of plastic or nylon will melt when exposed to high heat. Cut away the frayed part of the rope. Then, working in a well-ventilated area, hold each end a few inches above a lighted match or candle to melt and fuse the strands together. Melted rope can be hot and sticky—don't touch the end until it has cooled. Do not try to fuse ropes made of maila, sisal, hemp, cotton, or other natural fibers, because they will burn rather than melt.



#### ◆ KNOTS FOR CAMPING

You will use rope for many purposes when you go camping. These knots will come in handy for different situations.

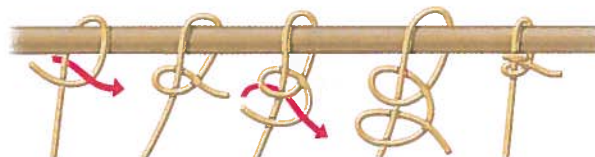
1. **Square Knot:** For tying two ropes together and for tying bandages in first aid.



2. **Taut-line Hitch:** For tightening and loosening a rope easily and for use on tent guy lines. Tighten or loosen the knot by pushing the hitch up or down.



3. **Two Half Hitches:** For tying a rope to a post or ring. This knot is strong but is easy to loosen.



4. **Bowline:** Used when you want a loop that will not slip or close up. It is often used in rescue work.





# APPENDIX 8

## AWARDS

### AWARDS CUB SCOUTS CAN EARN

The following awards can be earned by Cub Scouts. Visit [Scouting.org](http://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.



#### ◆ OUTDOOR ETHICS AWARENESS AWARD AND OUTDOOR ETHICS ACTION AWARD

Cub Scouts who are interested in learning more about outdoor ethics and Leave No Trace may earn the Outdoor Ethics Awareness Award. The Outdoor Ethics Action Award asks Scouts to use their new knowledge to take steps to improve their outdoor skills.





## ◆ SCOUTSTRONG HEALTHY UNIT AWARD

When a Scout recites the Scout Oath and Law, he promises to keep his 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 (6 meetings).

**Move more:** Include 15 minutes of fun physical activity (9 meetings).

**Snack smart:** Serve fruits or vegetables, when snacks are provided (3 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](http://Scouting.org).



## ◆ STEM/NOVA AWARDS

The Nova awards for Cub Scouts are for Wolf, Bear, and Webelos Scouts who are interested in learning more about science, technology, engineering, and mathematics. These awards may not be earned by Tigers.

For their first Nova awards, Scouts have the opportunity to earn the Nova award patch, followed by three more  $\pi$  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 Tigers.



# APPENDIX 9

## ADDITIONAL RESOURCES

### RESOURCES, FORMS, AND APPLICATIONS

- \* Items with an asterisk are available at [www.scouting.org/cubscouts](http://www.scouting.org/cubscouts).
- † Items with a dagger symbol are available at [www.scoutstuff.org](http://www.scoutstuff.org) or at your local Scout shop.
- ★ Items with a star are available at [www.myscouting.org](http://www.myscouting.org) or through local council training.

### ◆ DEN AND PACK MANAGEMENT

Annual BSA Health and Medical Record, No. 680-001 \*

Cub Scout Den Record \*

*Cub Scout Leader Book*, No. 33221 †

*Den Chief Handbook*, No. 33211 †

Individual Cub Scout Record \*

Meeting Place Inspection Checklist \*

Monthly Den Dues Envelope, No. 34209 †

Pack Overnighter Site Approval Form, No. 13-508 \*

*Pack Record Book*, No. 33819 †

Webelos Den Record \*

### ◆ UNIFORMING

Adult Leader Uniform Inspection Sheet, No. 34048 \*†

Cub Scout Leader Training Poster Set, No. 34876 †

*Cub Scout Leader Specific Training Video*, AV01-V013 ★

*Guide to Awards and Insignia*, No. 33066 †

Tiger, Wolf, and Bear Uniform Inspection Sheet, No. 34282 \*†

Webelos Scout Uniform Inspection Sheet, No. 34635 \*†

### ◆ TRAINING

BALOO (Basic Adult Leader Outdoor Orientation), No. 34162 ★

Cub Scout Fast Start ★

Cub Scout Leader Specific Training, No. 34875 ★

Cub Scout Leader Training Poster Set, No. 34876 †

*Cub Scout/Boy Scout Fast Start Training DVD*, AV-01DVD22 †

How Do I Rate as an Effective Leader? \*

Safe Swim Defense, No. 34370 †★

*This Is Scouting*, No. 36118 \*†★

## ◆ MEMBERSHIP RECRUITING AND LEADERSHIP SELECTION

Adult Registration Application, No. 524-501; in Spanish, No. 524-502 \*†

Cub Scouting and Your Family, No. 34362 \*

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 \*

Pack Graduation Certificate, No. 33751 †

*Tiger Handbook*, No. 34713 †

Tiger Pocket Certificate, No. 34714

*Webelos Handbook*, No. 33452 †

Webelos Scout (Den) Advancement Chart, No. 34187 †

Wolf (Den) Advancement Chart, No. 34182

*Wolf Handbook*, No. 33450 †

Wolf Pocket Certificate, No. 34220 †

## ◆ PROGRAM PLANNING

*BALOO (Basic Adult Leader Outdoor Orientation)*, No. 34162 †★

BSA Cub Scout World Conservation Award \*

Buddy Tags, No. 1595 †

Campfire Program Planner \*

Climb On Safely, 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 Scouting's Outdoor Ethics Award \*

*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 Overnighiter \*  
 Informed Consent Form (Permission Slip) \*  
*National Camp Standards*, No. 430-056  
 National Den Award \*  
 National Summertime Pack Award, No. 33748 \*†  
 Outdoor Code Poster (big prints), No. 33689 †  
 Pack Meeting Planning Sheet \*  
 Pack Meeting Plans \*  
 Pack Program Planning Chart, No. 26-004 \*  
*Resident Camping for Cub Scouts, Webelos Scouts, and Parents*, No. 13-33814 \*  
 Safe Swim Defense, No. 34370 †  
 Tour Planning Checklist, No. 680-014 \*  
 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 BOYS WITH DISABILITIES

*Cub Scout Leader How-To Book*, No. 33832 †  
*A Guide to Working With Scouts With Special Needs and Disabilities*, 510-071 †  
*Scouting for Youth With Disabilities Manual*, No. 34059 \*

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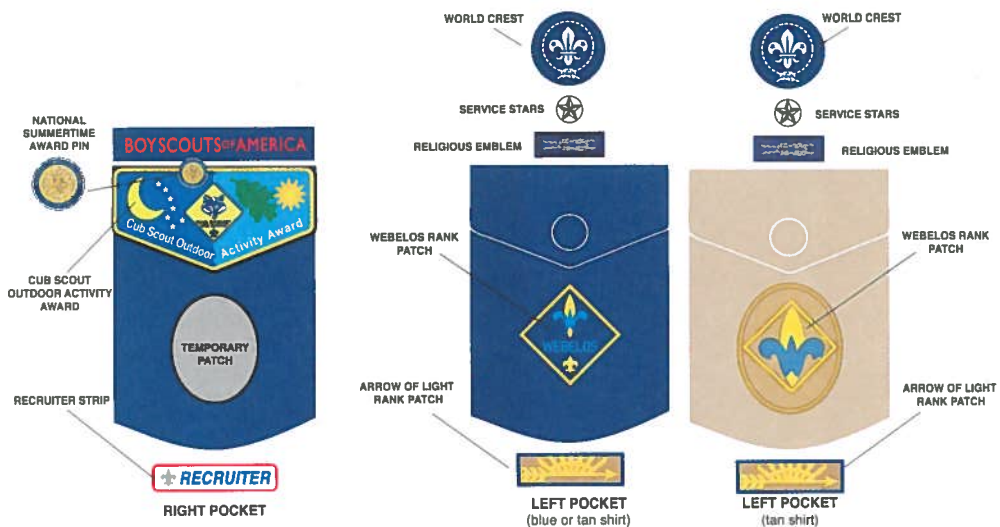
# NOTES

# NOTES



# NOTES

# Official Placement of Insignia



# SCOUT OATH

---

On my honor I will do my best  
To do my duty to God and my country  
and to obey the Scout Law;  
To help other people at all times;  
To keep myself physically strong,  
mentally awake, and morally straight.

# SCOUT LAW

---

Trustworthy  
Loyal  
Helpful  
Friendly  
Courteous  
Kind  
Obedient  
Cheerful  
Thrifty  
Brave  
Clean  
Reverent



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