BEAR

DEN LEADER GUIDE



BOY SCOUTS OF AMERICA®



Chief Scout Executive
Michael Surbaugh

The BSA's Commitment to Safety

We want you to know that the safety of our youth, volunteers, staff, and employees is an important part of the Scouting experience. Youth develop traits of citizenship, character, fitness, and leadership during age-appropriate events when challenged to move beyond their normal comfort level and discover their abilities. This is appropriate when risks are identified and mitigated.

The Scouting program, as contained in our handbooks and literature, integrates many safety features. However, no policy or procedure will replace the review and vigilance of trusted adults and leaders at the point of program execution.

Commit yourself to creating a safe and healthy environment by:

- Knowing and executing the BSA program as contained in our publications
- Planning tours, activities, and events with vigilance using the tools provided
- Setting the example for safe behavior and equipment use during program
- Engaging and educating all participants in discussions about hazards and risks
- Reporting incidents in a timely manner

Thank you for being part of Scouting and creating an exciting and safe experience for every participant.

Prepared. For Life.®

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BOY SCOUTS OF AMERICA®

BOY SCOUTS OF AMERICA
SCOUTER CODE OF CONDUCT

On my honor, I promise to do my best to comply with this Boy Scouts of America Scouter Code of Conduct while serving in my capacity as an adult leader:

1. I have completed or will complete my registration with the Boy Scouts of America, answering all questions truthfully and honestly.
2. I will do my best to live up to the Scout Oath and Scout Law, obey all laws, and hold others in Scouting accountable to those standards. I will exercise sound judgment and demonstrate good leadership and use the Scouting program for its intended purpose consistent with the mission of the Boy Scouts of America.
3. I will make the protection of youth a personal priority. I will complete and remain current with Youth Protection training requirements. I will be familiar with and follow:
    a. BSA Youth Protection policies and guidelines, including mandatory reporting: www.scouting.org/training/youth-protection/
    b. *The Guide to Safe Scouting*: www.scouting.org/health-and-safety/gss
    c. The Sweet Sixteen of BSA Safety: www.scouting.org/health-and-safety/resources/sweet16
4. When transporting Scouts, I will obey all laws, comply with Youth Protection guidelines, and follow safe driving practices.
5. I will respect and abide by the Rules and Regulations of the Boy Scouts of America, BSA policies, and BSA-provided training, including but not limited to those relating to:
    a. Unauthorized fundraising activities
    b. Advocacy on social and political issues, including prohibited use of the BSA uniform and brand
    c. Bullying, hazing, harassment, and unlawful discrimination of any kind
6. I will not discuss or engage in any form of sexual conduct while engaged in Scouting activities. I will refer Scouts with questions regarding these topics to talk to their parents or spiritual advisor.
7. I confirm that I have fully disclosed and will disclose in the future any of the following:
    a. Any criminal suspicion, charges, or convictions of a crime or offense involving abuse, violence, sexual misconduct, or any misconduct involving minors or juveniles
    b. Any investigation or court order involving domestic violence, child abuse, or similar matter
    c. Any criminal charges or convictions for offenses involving controlled substances, driving while intoxicated, firearms, or dangerous weapons
8. I will not possess, distribute, transport, consume, or use any of the following items prohibited by law or in violation of any Scouting rules, regulations, and policies:
    a. Alcoholic beverages or controlled substances, including marijuana
    b. Concealed or unconcealed firearms, fireworks, or explosives
    c. Pornography or materials containing words or images inconsistent with Scouting values
9. If I am taking prescription medications with the potential of impairing my functioning or judgment, I will not engage in activities that would put Scouts at risk, including driving or operating equipment.
10. I will take steps to prevent or report any violation of this code of conduct by others in connection with Scouting activities.

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The Boy Scouts of America welcomes your comments and suggestions on how to improve this resource. Please email your thoughts to myscouting@scouting.org.

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WELCOME

Welcome! You have chosen to make an important difference in the lives of the youth in your den and pack. With your guidance as their leader, the youth in your den 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 child's success and continued involvement in Cub Scouting. This guide is your key to leading a successful program.

AN OVERVIEW OF CUB SCOUTING

THE PURPOSES OF CUB SCOUTING

Cub Scouting is a year-round, family-oriented part of the Boy Scouts of America. The program is designed for youth who are in the year prior to first grade through fifth grade (or are 6–10 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 to join a Scout troop

All the activities leaders plan and Cub Scouts 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 children and other family members can feel emotionally secure and find support, not ridicule. Activities should be positive and meaningful and should help support the mission and purpose of the BSA.

THE SCOUT OATH AND SCOUT LAW

Use of the Scout Oath and Scout Law in all Scouting programs is designed to help emphasize the unity of Scouting. 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 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.	A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, 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 memorization. The Scout Oath and Scout 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:

What the Scout Oath Means

ON MY HONOR ...

Saying "On my honor" is like saying "I promise."

I WILL DO MY BEST ...

This means that you will do your best to do what the Scout Oath says.

TO DO MY DUTY ...

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.

TO GOD ...

You do your duty to God by following the teachings of your family and religious leaders.

AND MY COUNTRY ...

You do your duty to your country by being a good citizen and obeying the law.

AND TO OBEY THE SCOUT LAW; ...

You also promise to live by the 12 points of the Scout Law, which are described on the next page.

TO HELP OTHER PEOPLE AT ALL TIMES; ...

Many people need help. A friendly smile and a helping hand make life easier for others. By helping other people, you are doing a Good Turn and making our world a better place.

TO KEEP MYSELF PHYSICALLY STRONG, ...

This 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.

MENTALLY AWAKE, ...

You stay mentally awake when you work hard in school, learn all you can, and ask questions.

AND MORALLY STRAIGHT.

You stay morally straight when you do the right thing and live your life with honesty.

What the Scout Law Means

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

A Scout is **TRUSTWORTHY.**

Tell the truth and keep your promises. People can depend on you.

A Scout is **LOYAL.**

Be true to your family, friends, Scout leaders, school, and country.

A Scout is **HELPFUL.**

Volunteer to help others without expecting a reward.

A Scout is **FRIENDLY**.

Be a friend to everyone, even people who are very different from you.

A Scout is **COURTEOUS.**

Be polite to everyone and always use good manners.

A Scout is **KIND**.

Treat others as you want to be treated. Never harm or kill any living thing without good reason.

A Scout is **OBEDIENT.**

Follow the rules of your family, school, and pack. Obey the laws of your community and country.

A Scout is **CHEERFUL**.

Look for the bright side of life. Cheerfully do tasks that come your way. Try to help others be happy.

A Scout is **THRIFTY.**

Work to pay your own way. Try not to be wasteful. Use time, food, supplies, and natural resources wisely.

A Scout is **BRAVE.**

Face difficult situations even when you feel afraid. Do what you think is right despite what others might be doing or saying.

A Scout is **CLEAN.**

Keep your body and mind fit. Help keep your home and community clean.

A Scout is **REVERENT.**

Be reverent toward God. Be faithful in your religious duties. Respect the beliefs of others.

DELIVERING THE CUB SCOUTING PROGRAM

Cub Scouting can be extremely rewarding for every member of the family—children and adults alike. 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 ensuring that you can deliver the fun that families want as easily as possible.

The den is where Cub Scouting takes place. The majority of dens meet two to four times a month with the average meeting lasting 60 to 90 minutes. The 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 website at 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.**

ROLES AND RESPONSIBILITIES IN CUB SCOUTING

Parents and other caring adults support Cub Scouting through a variety of ways. Some adults take on a role with the pack committee and provide support through finance, record keeping, or other administrative tasks to make it easier for den leaders to provide the program.

DEN LEADER

Cub Scout den leaders work directly with Cub Scouts and their parents/guardians to execute the Cub Scouting program in the den. Cub Scout dens are gender-specific and are either all boys or all girls.

Dens may have a den leader and assistant den leader or two co-den leaders. In all situations, den leaders work with parents as a team to deliver the program.

Qualifications: Is at least 21 years old, and should be an experienced leader and is usually a parent or guardian of a child 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 and current with Youth Protection training.

Responsibilities:

- Den leaders carry out the activities listed for each rank adventure in the handbook in order for the Scouts in the den to earn their badge of rank.
- 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 Lion or Tiger den leaders).
- Attend the monthly pack committee meetings.
- Lead the den at pack activities.

- Ensure the transition of Cub Scouts to a den of the next rank (or to a troop if Webelos/Arrow of Light Scouts) at the end of the year.

Lion and Tiger den leaders should do the following:

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

Cub Scout den leaders should keep in mind the following responsibilities:

- Ensure that their den chief attends den chief training, and guide them in working with Cub Scouts. Attend Den Chief Training with them, and see that they receive recognition for their 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 the following responsibilities:

- Ensure that their den chief attends den chief training, and guide them in leading Webelos Scouts. Attend Den Chief Training with them, and see that the den chief's efforts receive recognition at den and pack meetings.
- Provide worthwhile tasks for a Webelos Scout serving as denner so that they can assume some responsibility and gain satisfaction from their efforts.
- Along with the Scoutmaster and assistant Scoutmaster, plan and conduct meaningful joint 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.

Qualifications: Is at least 21 years old, and is recommended by the Cubmaster after consultation with the den leader, parents, and guardians of the Cub Scouts involved, and approved by the pack committee and chartered organization. Is registered as an adult leader of the BSA and current with Youth Protection training.

◇ 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 Cub Scouts in your den may live with two parents, some with one parent, some with foster parents, and some with other relatives or guardians. Whomever Cub Scouts call their family is their family in Cub Scouting.

Our focus is on helping build strong families as we build stronger children. 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 "Youth Protection" section in the *Cub Scout Leader Book* for more information on how parents can help.

◇ DENNER AND ASSISTANT DENNER

The denner position is for Wolf, Bear, and Webelos dens. The denner is a den member selected to be a youth 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 that all Cub Scouts have the opportunity to experience the leadership position. The den leader and den chief determine the denner's responsibilities, which might include leading the opening flag ceremony; 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. Denners should be given meaningful responsibilities and recognition to help them learn how to be leaders. 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 their term is over.

◇ DEN CHIEF

The den chief is an older Scout from a troop, a Venturer, or a Sea Scout who serves as an activities assistant at Wolf, Bear, or Webelos Scout den meetings. The den chief can serve as a positive role model for Cub Scouts as they look toward the continuation of their Scouting experience. The Scoutmaster from a local troop, the Advisor from a Venturing crew, or the Skipper from a Sea Scout ship may be able to help identify a den chief. A den chief that has been approved by their unit leadership and by the pack leadership may serve either an all-boy den or all-girl den regardless of their gender.

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 of Scouting. Becoming a trained leader requires completion of the following training:

- Youth Protection
- Leader Position-Specific

Both trainings are available online at my.scouting.org and as an in-person training through your local council service center. Leaders who have completed these two trainings qualify to wear the Trained Leader emblem.

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 may be helpful 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*
- *Cub Scout Leader How-To Book*
- *Bear Handbook*
- *Group Meeting Sparklers*
- *Cub Scout Ceremonies for Dens and Packs*
- *Cub Scout Songbook*

THE CUBMASTER

You will work closely with the Cubmaster to deliver the Cub Scouting program to the families 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 Scouting 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 new families into Cub Scouting.
- Acquire and use the appropriate and available Scouting literature, including the den leader guide for each program level.
- See that the pack program, leaders, and Cub Scouts positively reflect the interests and objectives of the chartered organization and the BSA.

- Encourage the continuation of Scouting by establishing and maintaining good relationships with local 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 a troop.
- 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 committee 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 Scout leaders.
- Bring families together at joint activities.
- Support the policies of the BSA.

In addition to supporting den leaders, the Cubmaster will help coordinate activities that take place during the pack meeting. Many of the advancement requirements that are related to outdoor adventure, such as camping, and leadership development require the members of each den to work with each other during pack meetings. The Cubmaster will help to organize those activities. Camping activities can only be conducted as pack overnighters, council-organized family camps, or Webelos den overnighters.

RESPONSIBILITIES TO CUB SCOUTS

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

- Respect each child's 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 Cub Scouts find the excitement, fun, and adventure that they expected when they joined Cub Scouting.
- Provide enthusiasm, encouragement, and praise for Cub Scouts' efforts and achievements.
- Develop among the Cub Scouts a feeling of togetherness and team spirit that gives them security and pride.
- Provide opportunities for Cub Scouts to experience new dimensions in their world.
- Become a fully trained Cub Scout leader.

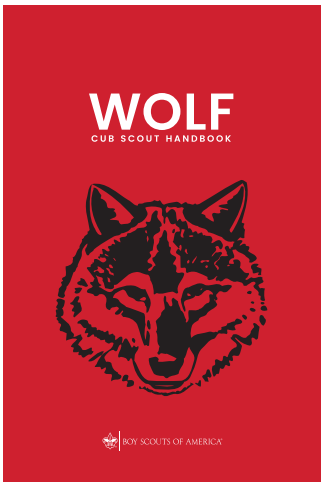
THE CUB SCOUT RANKS AND HANDBOOKS



A child who is 6 years old or is in the year prior to first grade is a Lion. Related adventures are found in the *Lion Handbook.*



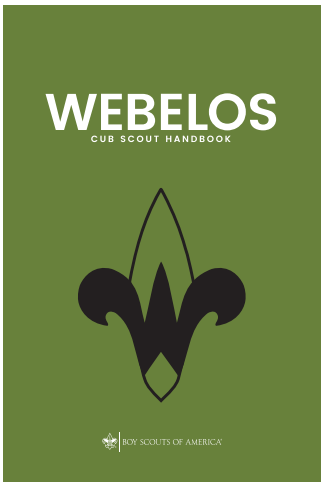
A child who is 7 years old or is in the first grade is a Tiger. Related adventures are found in the *Tiger Handbook*.



A child who is 8 years old or is in the second grade is a Wolf. Related adventures are found in the *Wolf Handbook*.



A child who is 9 years old or is in the third grade is a Bear. Related adventures are found in the *Bear Handbook*.



A child who is 10 to 11 years old or is in the fourth or fifth grade is a Webelos Scout. Related adventures are found in the *Webelos Handbook*.

The den meeting plans are written to help Cub Scouts complete the adventure requirements in their 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 and review for den meeting planning.

ADVANCEMENT

CUB SCOUT ADVANCEMENT FOR RANK BADGE

Advancement is the word used to describe the progress Cub Scouts make toward their rank. It is one of the methods we use to achieve Scouting's aims and its desired outcomes. As Scouts earn the ranks of Lion, 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 is designed to achieve these goals through a series of developmentally appropriate and fun adventures.

RECOGNITION PROCESS

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

Each adventure for Lion through Bear has a metal adventure loop that is designed to be worn on the Cub Scout's belt. To purchase adventure loops at the Scout shop, an advancement report is not required. This allows for the den leader or other pack leadership to purchase adventure loops ahead of time and have them ready to present once a Cub Scout has completed the adventure. Adventure loops are color-coded to each rank. Required adventure loops have full-color logos, and elective adventure loops have single-color logos.

Advancement gives Scouts a means of measuring their progress. Credit is given to the Cub Scout for each requirement when the den leader is satisfied that the Scout has done their best.

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

- The den leader may provide the belt loop or adventure pin at the final meeting when the Cub Scouts complete the adventure. At the following pack meeting, the Scouts would then receive a certificate during a brief ceremony.
- The pack may provide certificates for den leaders to award when Scouts 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 families in the pack, guided by principles that recognition is both *immediate* to encourage the Cub Scouts and *public* to celebrate their success.

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



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 with pack activities.

Goals of the Advancement Program

When implemented correctly, the advancement program will:

- Help build a Cub Scout's self-esteem.
- Help build self-reliance as each Cub Scout discovers they are now old enough to assume certain responsibilities toward other people.
- Give each Cub Scout the positive recognition they need.
- Bring families closer through the advancement activities that each family enjoys with their Cub Scout.

The Den Leader



The den leader has the following responsibilities related to advancement.

1. Work on advancement requirements in den meetings using the handbook and den leader guide for the appropriate rank.
2. Plan meetings that support the advancement program. Other parents with specific skills, the den chief, or local troop leaders 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 age level.
4. Keep accurate records of requirements that Cub Scouts complete. Promptly provide the pack leadership with the advancement records so Scouts can be recognized at the next pack meeting. The use of the Scoutbook mobile app provides the easiest way to keep leaders and parents up to date on advancement.
5. With advancement being completed in the den meeting, a Scout's absence should be the only reason for failure to advance. Work with the Scout and their family to complete activities missed due to absence.
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 meeting. 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 the Cub Scouts and their families. See that den and pack activities are planned so that completing required and elective adventures for all levels is a natural outcome.
2. Guide den leaders in the use of the 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 Cub Scouts in each den who have earned awards receive them at the next pack meeting. Don't let Cub Scouts and family members 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. All Cub Scouts should do their best to complete the requirements as presented in the program.
8. Coordinate with the pack committee to ensure that accurate advancement records are kept.

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 monthly. Purchase awards from the local council service center. See that badges are presented at the next pack meeting. Use of Scoutbook and the Scouting mobile app makes each of these responsibilities easy to manage with an online tool that reduces the use of paper reporting.
4. Help plan advancement and graduation ceremonies for the pack meeting.
5. Help build or secure equipment for use in meaningful advancement ceremonies.

How Fast Should a Den Advance?

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

- Their own motivation for learning new skills, the encouragement and help they get from family, and their 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 den leader guide provide program opportunities that are generally delivered as two den meetings and an outing. This will provide opportunities for the Cub Scouts in your den 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 Cub Scout cannot attend all meetings, the den leader should help the Cub Scout and their family complete the missed activities.

The length it takes for the den to earn their rank is completely up to the den leader and the families in the den. Dens meet as frequently as they like. Although many packs target their blue and gold banquet for awarding the 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 required adventures and elective adventures to suggest activities for the Scout's free time?
- ❏ Do den leaders talk to parents about children who are missing den meetings and therefore missing opportunities to advance?
- ❏ Do den leaders implement the required den meeting plans leading to advancement as outlined in the den leader guide and, when necessary, have advancement work completed at home?
- ❏ Are accurate advancement records kept in the dens and the pack?
- ❏ Do Cub Scouts 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?

BOBCAT

Regardless of what age or grade a Cub Scout is in, the Bobcat rank must be earned before earning any other rank, except Lion. Lion Scouts earn the Lion rank first. When they complete kindergarten, they may begin work on the Bobcat badge. The Bobcat requirements focus on the fundamentals of Cub Scouting that every Cub Scout must know.

You as the den leader can help! Practice the requirements in your den meetings, and encourage Cub Scouts 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*.

BEAR ADVANCEMENT

Bear Scouts work toward the Bear rank. The Bear badge is earned by completing six required adventures and one elective adventure as described below.



1. Complete each of the six required adventures:
   - Baloo the Builder
   - Bear Claws
   - Bear Necessities
   - Fellowship and Duty to God
   - Fur, Feathers, and Ferns
   - Paws for Action (Duty to Country)
2. In addition to the six required adventures listed above, complete at least one elective adventure of your den's or family's choosing.
3. With your parent, guardian, or other caring adult, complete the exercises in the pamphlet *How to Protect Your Children From Child Abuse: A Parent's Guide.*
4. Earn the Cyber Chip award for your age. (The Cyber Chip requirement may be waived by your parent or guardian if you do not have access to the internet.)

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

> Requirement 7 of Bobcat and requirement 3 of Bear are identical. Cub Scouts who earn the Bobcat rank during the same year that they begin working on the Bear rank will need to complete the requirement only one time.

The den leader signs each Bear Scout's handbook (Den Leader's OK) and records progress in the den's advancement records. The Bear 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. For requirements completed at home, the parent or other caring adult who worked with the Cub Scout on the requirement notifies the den leader, and the den leader signs off on the requirement.

For achievements completed at home, the parent or other caring adult who worked with the Cub Scout on the achievement will notify the den leader, and the den leader will sign off on the achievement.

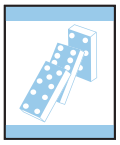
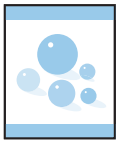
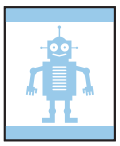
The pack should encourage each den to deliver a year-round program, drawing from both required adventures to support rank advancement and elective adventures to support program enrichment. Elective adventures

may be earned during den activities, by a Scout with participation of the Scout's 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.

After earning the Bear badge, a Cub Scout will continue to meet with the Bear den, working on additional elective adventures until completing third grade (or turning 10 years old) and becoming a Webelos Scout.

	Adventure Loop	Bear
Required		Baloo the Builder
Required		Bear Claws
Required		*Bear Necessities
Required		Fellowship and Duty to God
Required		*Fur, Feathers, and Ferns
Required		Paws for Action (Duty to Country)
Scout or Den Choice		(1) Elective adventure of choice

	Adventure Loop	Bear
Elective		A Bear Goes Fishing
Elective		Bear Picnic Basket
Elective		Beat of the Drum

	Adventure Loop	Bear
Elective		Critter Care
Elective		Forensics
Elective		Grin and Bear It
Elective		Make It Move
Elective		Marble Madness
Elective		Roaring Laughter
Elective		Robotics
Elective		Salmon Run
Elective		Super Science
Elective		A World of Sound

*Seasonal considerations

After a Scout has completed all the requirements for the Bear rank, they should receive the Bear badge at the next pack meeting. This is an important milestone, so the ceremony should be suitably impressive. The Bear badge is sewn on the left pocket of the uniform shirt in the Scout's left position.

Scouts may complete as many elective adventures as their ambition and time available allow. They are entitled to wear each of the adventure loops on their official Cub Scout belt.

◇ PLANNING YOUR MEETINGS

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 for each 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. For example, Lion, Tiger, Wolf, and Bear dens may not go camping as a den. They may only participate in pack overnighters or council-organized family camps. 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 Cub Scouts 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 others 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 and then notify the den leader when those requirements are completed. See page 29 for more information regarding the duty to God adventures.

Read through the Wolf 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 Wolf advancement. Adventure loops may be awarded at any time within the Scout's rank year by age or grade. Once Cub Scouts have moved (graduated) to their next level den, THEY MAY NOT EARN THE RANK OF THEIR PREVIOUS DEN LEVEL.

DEN ANNUAL ADVENTURE PLAN

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

DEN MEETINGS

The den meeting is critical to the Cub Scout's success and enjoyment of the Scouting program. It is in and through the den that youth develop character and learn life skills through completion of the adventure activities. Along the way, they make social connections and enjoy exploring a wide variety of ideas. Den meetings that are fun, organized, and interesting provide a great experience for youth.

The structured, but fun nature of den meetings sets the tone for a Cub Scout experience in which youth thrive. Each den meeting consists of five basic elements: Gathering, Opening, Talk Time, Activities, and Closing.

DEN MEETINGS AT A GLANCE

PREPARATION AND MATERIALS NEEDED

Use this section of the den meeting plan to determine the materials you will need to lead the den meeting and to know when to make arrangements in advance, such as scheduling a meeting with a guest or arranging the logistics for an outing.

Read the pages in the youth 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 (5 TO 15 MINUTES BEFORE MEETING)

- Designed to provide constructive welcoming activities for early arrivals while they wait for the meeting to start
- Suggested gathering activities range from active games to quiet pastimes, depending on children's needs (energy release or settling down), time of day, and the meeting venue
- Should not include activities essential to the meeting, as not everyone will be part of the gathering experience

The Gathering should not include activities essential to the meeting, as not everyone will be part of the gathering experience. Use a formal, time-consuming gathering activity only if youth arrive at different times and there is considerable time before everyone is present. Be sure to begin the meeting itself on time. Sometimes a nutritious snack is substituted for a gathering activity. The gathering activity sets the tone for the den meeting.

OPENING (5+ MINUTES)

- Pledge of Allegiance (may be part of larger flag ceremony)
- Recite the Scout Oath and Law together
- Sometimes additional inspiring message or reflection
- May include Outdoor Code or Leave No Trace ideas related to preparation for an outing

Youth and adults stand respectfully for the opening, which often takes place with Scouts in a horseshoe or circle at the front of the room. The opening may be a longer ceremony for special occasions.

TALK TIME (5+ MINUTES)

- Overview of meeting and den member roles (what to expect)
- Dues collection (only if needed and not collected otherwise)
- General announcements and updates
- Quick discussion (or extensive planning) for coming events
- May include youth sharing ideas or accomplishments related to adventure requirements
- May introduce a new adventure or set groundwork for future advancement

Expand the meeting time to accommodate in-depth discussion or planning if needed.

ACTIVITIES (30+ MINUTES)

- The heart, or core, of the den meeting, where most of the fun and learning (adventure requirements) take place
- Two to three projects, games, or discussions chosen from requirement activities in the meeting plan

Note that many of the activities for requirements include a reflection at the end. (See "Closing" below.) Make sure that someone is taking notes on parts of requirements each youth completes.

CLOSING (5+ MINUTES)

- A ceremonial moment wrapping up the meeting
- Often led by the denner, the youth leader of the den

Closing should be a quiet time. It usually works best to have youth stand in a circle or horseshoe with adults standing behind.

AFTER THE MEETING

- Assign roles and provide opportunities for teamwork.
- Ensure protocols in place for continued supervision and parental pickup.
- Review the general success of the meeting, such as group dynamics and accomplishments.
- Record Scouts' individual requirement completions in their advancement reports, either on paper or electronically.
- Plan for following up with additional parts of requirements or to make arrangements for coming events.
- Communicate with parents via email or a note given to the child to take home. Include a review of the Scouts' accomplishments and reminders of future events and arrangements.

Use this Den Meetings at a Glance guide when preparing for meetings and following through after meetings. Key how-to and ideas for these important considerations are included in the meeting plans throughout this guide. The appendix includes great ideas for generic parts of the meeting, and adventure-specific ideas are highlighted in this chapter.

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. These plans will, if followed, help Cub Scouts advance in rank as they experience all the fun of Cub Scouting. Take time 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 Scouting experience.
- 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 youth handbook for the adventure, be aware of the point of the Law emphasis and how you may be able to help teach it. These points 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.

DO-AT-HOME PROJECTS



Do-at-Home Projects are activities completed 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

You are going to be a great den leader! Use your first den meeting as a chance to get to know each Cub Scout and their family. Take time to hand out the Family Talent Survey or email the link to the PDF form and ask each adult to complete it and return it to you. (The form is available at www.scouting.org/programs/cub-scouts/leaders/forms.) Below are some tips for your first meeting. This will help set a positive atmosphere for everyone.

- Wear your adult uniform to all meetings, and remind Scouts 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 rather than a single long event. (See the Den Meetings at a Glance section earlier in this chapter.)
- Explain clearly to the Scouts the behavioral expectations. You may wish to use the "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, No. 32068, may be purchased at your local Scout shop. Be consistent and friendly but firm.
- Explain that Scouts should bring their handbooks to each meeting.
- Remember to set high expectations so the Cub Scouts in your den can learn how to achieve. Setting low expectations will lower everyone's performance and not meet the expectations families have of the program.

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. They can help you with final preparations before everyone else arrives. It is a good idea to have something constructive for those 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 SCOUTStrong 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.

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 the Cub Scouts in your den earning their badge of rank. It is important that you plan in advance for these den outings. Planning should include the following, at a minimum:

- 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.

There is an activity consent form available to use at the den level for outings. This is a permission slip the parents sign for their child to attend the outing. The activity consent form is also available at www.scouting.org/programs/cub-scouts/leaders/forms.

UNDERSTANDING CUB SCOUT–AGE CHILDREN

Scouting is designed to help children develop character, citizenship, personal fitness, and leadership. To understand where we want them to go, we need to understand where they are.

The Cub Scout years are a time of rapid development for children, falling between the total dependence of early childhood and the relative independence of early adolescence. Cub Scout–age children are becoming more competent, and they need to be able to demonstrate what they can do. Eager to prove themselves to their friends, themselves, and their parent(s) or other caring adults, they show off what they can do, sometimes forgetting to plan ahead and forgoing safety.

Cub Scouting activities are designed for children who are in the normal range of development, but the program is flexible enough to adapt to the needs of those who are developing faster or slower than their peers or who face physical, mental, or emotional challenges.

Cub Scout leaders who understand and recognize the developmental changes of these years will have a much better Cub Scouting experience.

◇ DEVELOPMENTAL CHARACTERISTICS

Although typical behavior patterns exist for any age group, every child is unique. For example, some 10-year-olds are already experiencing the growth spurts associated with puberty, while others still resemble 8-year-olds. It's important not to confuse physical size with psychological maturity. Minds and bodies often develop at different rates.

Physical Development

Children are full of energy. They need a way to burn it off, especially if they've been sitting in a classroom for a long time. They can be noisy and boisterous, and they need to romp and play.

Children are steadily growing. Young children are often quite thin and lack muscle mass. Second graders are losing baby teeth and tend to have an "all teeth and ears" look. By fifth grade, they are taller and heavier, have more stamina, and are capable of more sustained effort.

Children are becoming better coordinated. Children at this age may be clumsy and accident prone, but they gradually become more coordinated. By fifth grade, most children have achieved much better control and increased their mastery of large-muscle activities.

Children are impatient with aspects of personal hygiene. Tasks like brushing their teeth and combing their hair seem unimportant. Self-care routines can be a source of conflict. Few children of Cub Scout age appreciate the importance of cleanliness.

Mental Development

Children are concrete thinkers and take things very literally. Subtleties and humor frequently escape them, and they often interpret "what if" and "maybe" as promises to be kept. However, they are beginning to build concepts out of their concrete experiences and can use these ideas to imagine possibilities and solve problems.

Children are beginning to understand that behavior involves motivation and consequences. By first and second grade, they are likely to try to explain away bad outcomes by saying, "I didn't mean it." Fifth-graders are better at planning ahead to predict possible consequences. They are better at communicating with others because they can begin to see others' points of view.

Children enjoy activities that are distinct from their school-day experiences. By second grade, most children have begun to read on their own with varying success and interest. Cub Scouting often stimulates interest in reading and learning because the activities create a desire to know more. Cub Scouting activities don't have the association with failure that formal schoolwork has for some children; those who have problems at school might turn out remarkable Cub Scout projects.

Children have different learning styles. Some of them learn best visually, and some learn best by listening. Children and adults learn best when lessons are fun and hands-on. Cub Scouting's emphasis on learning by doing gives everyone a chance to shine.

Children are curious and adventurous. For Cub Scouts, the world is still new and waiting to be discovered. First- and second-graders are eager to meet life head-on—often with a willingness to take risks that may outrun their abilities.

Children can be highly imaginative. Children are ready to picture themselves in all kinds of roles and situations. Their ability to pretend lets them explore new ideas and feelings and their relationships with other people. Cub Scouting plays an important role in keeping curiosity alive by letting children do and learn things that interest them.

Children are collectors. Cub Scouts seem to accumulate things indiscriminately, and they're more concerned with quantity than quality. Fifth-graders retain their interest in collecting but often settle down to a more serious focus on one or two kinds of items. They are likely to spend more time counting, sorting, and arranging collections.

Children have short attention spans. First- and second-graders throw themselves into activities with great enthusiasm but might be ready to move on to something else in a remarkably short time. However, when something really interests them, Cub Scouts can stick with it longer. They also like to return again and again to favorite activities.

Children are still developing a sense of time. Many first- and second-graders can tell time with a clock, but they might have little sense of what time means. They express interest in planning and particularly like to know what is coming next. By age 10, most children have improved their time-management skills. They enjoy making rather elaborate plans and can generally get to where they want to be pretty much on schedule.

Building Relationships

Children have a strong need for adult/family support. Although they may be willing to try new things on their own or with peers, children still need family members and adults they look up to whom they can trust and with whom they can share their experiences. By fifth grade, they are ready for greater independence and responsibility. They resent being treated like "little kids," although they still want their parents to be there for them.

Children are learning to interact within groups. Generally, they understand the importance of friends, and many appear anxious about whether others approve of them. Still immature, they often view life mainly from their own perspective.

Children are becoming genuinely devoted and committed to their friends. They usually engage with enthusiasm in group activities. Many youngsters of this age also form spontaneous clubs and other fluid, though often short-lived, peer groups.

Children prefer dynamic group games. Young Cub Scouts love to succeed, and they have a great desire to win every time. They have difficulty understanding and mastering intricate rules of games and may lay blame on their opponents. Fifth-graders, on the other hand, usually have a sharp sense of rules. They can make a distinction between intentional and accidental rule violation.

Children need acknowledgment for their performance. Sometimes children avoid trying innovative endeavors because they are afraid that others might see them perform inadequately. Fifth-graders thrive on praise, too, but they prefer not to be singled out in front of others.

Learning Values

Children are developing ideas about right and wrong. By second grade, many of them do what is right because they've progressed in their moral development and learned important values. Others may do what is right primarily to avoid punishment.

Children are beginning to see the value of trying to get along with others. By age 10, most children have begun to relate conformity to rules with self-interest. They are interested in the benefits they receive when they follow the rules. This age is also a time of much bargaining. They are beginning to understand that others have rights, too.

Children have a growing appreciation for fairness. Some psychologists believe that sensitivity to the feelings of others is the beginning of a moral sense. The young Cub Scout takes a fairly rigid stand on issues of fairness.

Children are beginning to see that values are important. Some of them begin to realize that the ideas expressed in the Scout Oath and Scout Law are values that American society feels are important. Modern American culture requires children to be able to experience moral issues in terms of obedience to rules and to explore them within networks of relationships.

Children like being helpful. At this age they are not too young to do things for others. Children enjoy helping others, especially if they can see that their service actually meets a need. At the end of a service project, it's important to have time for discussion so that your Cub Scouts can understand their experience, learn from it, and grow.

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 the Scout.
- Teach Scouts to reward themselves. This encourages them to think positively about themselves.
- Emphasize and recognize accomplishments.

PROVIDING SUPERVISION AND DISCIPLINE

- As a leader, you must be a number of things to each Cub Scout in your den: friend, authority figure, reviewer, resource, and teacher.
- Listening is an important technique that means giving Scouts an opportunity to express themselves. 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 they are saying; use phrases like, "You really feel that way?" or "If I understand you right. . . ."
- Be on the lookout for signs that a Scout may need redirection, and be ready to intervene before a situation escalates.
- 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.
- Develop a plan for appropriate and consistent consequences for particular types of misbehavior.
- When a Scout is behaving in an unacceptable manner, try the "time out" strategy or redirect their 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. Offer praise when the Scout exerts real effort, even if unsuccessful, and/or when you see 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 all Scouts to answer for their 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 individual is different and unique in their own way. All children 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 the 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 child wants to participate fully and be treated and respected like every other member of the Cub Scout pack. Children 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 the child's 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, capabilities, strengths, and weaknesses as well as how they can support you as the den leader. This will help you become aware of special needs that might arise at meetings, field trips, and campouts with the 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 children, 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 children have different needs. The wise leader will recognize this and be prepared to help.
- Leaders should meet the parents and the new Scout with a disability to learn about the Scout, any physical or cognitive limitations, and their abilities and preferences. 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 a disability that a Cub Scout in your den has.
- Accept the Scout as a person, and give them the same respect that you expect from them. This will be much easier if you know the Scout, their family, their background, and their likes and dislikes. Remember, any behavior that presents difficulties is a force that can be redirected into more acceptable pathways.
- All Cub Scouts use the "buddy system." For children with special needs, the buddy system can take on a whole new meaning. Some disabilities might be too extensive for one Cub Scout to assist their buddy with all the time. In those cases, provide a rotation system of buddies. Just remember that if you find a buddy system that is working and everyone is happy with, don't feel like you have to change it for the sake of changing it. 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 Cub Scout who is helping must be patient—not only because of the special needs of their buddy but because the buddy is new to Cub Scouting.
- 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 them know you care. A small word of praise or a pat on the back for a job well done can mean a lot. Judge accomplishment by what the Scout can do, not by what someone says they must do or by what you think they 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 Scouts to give their best effort.

◇ GIVING INSTRUCTION TO YOUTH WITH DISABILITIES

Accept the child, offering patience, understanding, and respect. Try not to overprotect or under-assist; rather, encourage independence and self-advocacy. Self-advocacy—the process of knowing and being able to communicate personal needs and abilities—is important for any youth to learn.

- Maintain eye contact during verbal instruction, except when the Scout's culture finds this inappropriate.
- Make directions clear and concise. Be consistent with instructions.
- Help the Scout feel comfortable with seeking assistance.

- If there is a learning disability:
  - — 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.

◇ 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.

Advancement is so flexible that, with guidance, most Cub Scouts with disabilities can complete requirements. The standard is, "Have they done their best?" It may take them longer to attempt requirements and demonstrate this, but the accomplishments will be rewarding to the Cub Scouts, their parents, and their leaders.

Include parents to help determine what "best" means for each child. Develop the potential of each Cub Scout to the fullest of their ability through the advancement program. Adaptations are permitted in teaching the skills or activities for the advancement requirements.

There could be times, however, when a Cub Scout's "best" isn't enough even to get a start. For example, a Cub Scout in a wheelchair cannot pass requirements calling for walking or running. In these cases, Cubmasters and pack committees may jointly determine appropriate substitutions that are consistent with Cub Scouts showing they can "do their best." For example, elective requirements could take the place of those required. Or in consultation with a parent or guardian, other minor adjustments representing similar challenges could be made.

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.

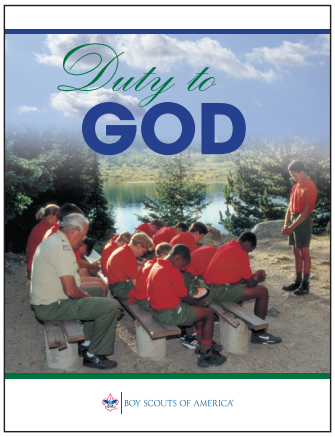
PLANNING YOUR MEETINGS IN ADVANCE

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. Be sure you have an active game or other activity to help keep the meetings fun and exciting. In addition to the Gathering activity, there are additional games in the appendix to this guide that will help you keep everyone 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. The Cub Scouts in your den should participate in the decision-making process. By helping decide what can and can't happen in the den, Cub Scouts 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. You can find this poster along with posters of the Scout Oath and Scout Law at www.scoutshop.org.

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 their 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 Cub Scouts to work with their families to develop an awareness of their own personal beliefs in relation to their 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. Parents or guardians should let the den leader know when the duty to God adventure requirements have been satisfied. If 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/religious-awards or 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 families in your den together. As Cub Scouts finish adventures 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* 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 Cub Scouts 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 Cub Scout's progress toward rank advancement.
- A denner installation ceremony recognizes a youth 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 Cub Scouts in your den to use to show off their accomplishments and achievements. In the appendix of this guide, there are ideas for den doodles. Your den members 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 Cub Scouts may miss one or more of the den meetings you've planned. Transportation issues, illness, or sports and school activities may require Scouts to miss meetings. Do your best to communicate the requirements or activities that were missed to their parents or guardians. Determine if you have program materials you can share, such as activity items or notes on the outing, that a family can use to 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 them make up the missed work. It is a combined effort between you as the den leader, the Cub Scout, and the Cub Scout's family. The Cubmaster is a good resource as well for you to consult if Scouts consistently miss 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 the families in your den is to create a scrapbook early in the program year. Fill the scrapbook with sample artwork that the Cub Scouts create as den activities, stories about their adventures, and pictures taken of Scouts with their completed projects. Whether electronic or paper, the den scrapbook will become a treasured memento.

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 child's handbook.

For ease in keeping track of advancement requirements, advancement posters are available at your local Scout shop (Lion, Tiger, Wolf, Bear, and Webelos). 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 children and families in your den. 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 the youth in your community and influence their lives. There is great satisfaction in helping children learn good values and worthy skills along their way to becoming adults.


Required Adventures

BALOO THE BUILDER

RATIONALE FOR ADVENTURE

Learning to work with wood to create fun and useful items is a good skill for anyone to have. This adventure will expose the Bear Scout to the safe and proper use of hand tools, how to determine the correct type of wood for a project, and how to construct an item. The adventure also offers a good opportunity to bring parents of the Scouts or other adults with woodworking skills into the den setting, asking them to help with some of the technical aspects.

TAKEAWAYS FOR CUB SCOUTS

- Working with wood to create a project
- Understanding basic tools and tool safety
- Learning some basics about project planning (selecting a project, evaluating what is needed, choosing the proper type of wood, etc.)
- Using math skills while measuring
- Showing creativity and artistic skills with the final project
- A Scout is trustworthy, helpful.

ADVENTURE REQUIREMENTS

Bear Handbook, page 28

Complete all of the following requirements.

1. Discover which hand tools are the best ones to have in your toolbox. Learn the rules for using these tools safely. Practice with at least four of these tools before beginning a project.
2. Select, plan, and define the materials for the project you will complete in requirement 3.
3. Assemble your materials, and build one useful project and one fun project using wood.
4. Apply a finish to one of your projects.

NOTES TO DEN LEADER

The woodcraft projects in this section are suitable for Cub Scouts and leaders who have had little experience working with wood. Check with your Cubmaster to see if some family members in the pack have woodworking skills and could help your den complete the adventure. Using the Family Talent Survey is a good way to identify parents or other adults who can assist with special projects. Also, you can contact a hardware store, home improvement store, local carpenters, etc., for more tips, tricks, and information regarding wood tools and their uses.

Remember that Cub Scouts are not allowed to use power tools. Refer to the *Guide to Safe Scouting* for safety.

Prior to Meeting 1, if desired, invite a local carpenter, woodworker, etc., to assist with the den 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
- Samples of the hand tools referenced in the *Bear Handbook*.
- Scrap pieces of wood for practice in learning about tools and tool safety. Consider recycling centers, home building sites, and wood pallet companies as sources for wood.
- Sample pieces of wood showing the different characteristics of wood types. Pictures can be used if samples cannot be obtained.
- Sample wood project plans for review during the planning process. The local library or the internet are both good resources for locating project plans.
- Make sure that all Bears have appropriate safety equipment.
- Have a thank-you note for any special guest.

GATHERING

Play the game Akela Says, which is similar to Simon Says with "Akela" swapped for "Simon." Your den chief or a Scout parent may be Akela. Akela will give instructions to the other players, such as "Jump on one foot," or "Akela says, 'Touch your knees.'" The instructions should be followed only if they begin with the phrase "Akela says."

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Do a den roll call. Have Bears answer by naming which tool they would be if that were possible.

TALK TIME (REQUIREMENT 2)

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Demonstrate each of the tools from the *Bear Handbook*, and review the safety notes for each tool. (Requirement 1)
- Review the steps of planning a project and selecting wood. (Requirement 2)

ACTIVITIES

◇ Activity 1: Tool Practice (Requirement 1)

With appropriate adult supervision, have Bears practice using at least four of the tools demonstrated.

CLOSING

Share an Akela's Minute. Reflect upon the connections to points of the Scout Law, such as trustworthy, helpful, obedient, thrifty, and clean.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1 and 2.
- Make certain the area you have worked in is clean and all tools are cleaned and stored properly.
- If a guest has helped with the meeting, have the Scouts sign and present a thank-you note to that person.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Two paper plates per Scout and a stapler for the Gathering activity
- As an option, Bears may choose to build one of the projects at home between Meeting 2 and Meeting 3. The final wood finish for at least one project will be done at Meeting 3.
- Decide with the parents if the normal den location is suitable for the building projects. Alternative locations could be a cabinet shop, a trade school that teaches woodworking, a garage, or a home hobby shop.
- It would be helpful if each Scout has a parent or guardian for a one-to-one ratio. If adults are not available, contact a local troop to request assistance.
- Bear Scouts may want to wear appropriate work clothing instead of their uniforms.
- Make certain there are enough tools on hand and that each Scout has the materials to begin their project. It will be up to your den whether each Scout brings their own tools and materials or if the den will help with the supplies.
- Make sure that all Bears have appropriate safety equipment.

GATHERING

An activity may not be needed, depending upon the location of the meeting. If a Gathering activity is needed, Scouts can build a "Flying Saucer."

Materials

- Two paper plates per Scout
- One stapler

Each Scout staples their two paper plates together, top to top, and then throws the "saucer" like a discus. The farthest throw wins. You may try alternative ideas after the first round such as throwing the discus with eyes closed, throwing it while standing on one foot, throwing it at a target on the ground, etc.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Have the den chief (or denner) call roll. Have each member of the den come forward and receive the Cub Scout handshake.

TALK TIME

- Carry out business items for the den.
- Quickly review the tool safety rules. This can be done by simply discussing the information from the previous meeting. In addition, the den chief or a parent may demonstrate the wrong way to use a series of tools, and, with each tool, the Scouts can take turns showing them the correct way.

ACTIVITIES

◇ Activity 1: Building a Project (Requirement 3)

- Build the selected project using the information learned at the previous meeting. Keep an eye out for any change in plan that may become necessary as the projects get underway. If this happens, use the opportunity for a teaching point, referring back to the planning process that was introduced in the previous meeting.

- If Bears complete the first project with enough time remaining to begin the second, help them get started. Projects should be completed at home before Meeting 3, if possible, to allow time for finishing and staining or painting.

CLOSING

- Gather the den in a circle. Have Bears give the Cub Scout salute and repeat the Scout Law.
- Thank all who helped with the projects.



Do-at-Home Project Reminder:

If necessary, Bears should complete the building of their projects for requirement 3 at home. They will bring at least one of the projects to Meeting 3 to apply finish.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 3.
- Make certain the area you have worked in is clean and all tools are cleaned and stored properly.
- Remind the Scouts that at the next meeting they will be painting or staining their wood projects, so they should be sure to wear older clothes and shoes that can get paint or stain on them. A note to the parents would also be helpful, explaining what the next meeting will consist of.

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Paint (several colors) or stain as desired to finish one or both of the projects. Water-based paints will make cleanup easier. Check with your local home improvement stores for cans of paint that have been returned as mistakes. The cost for those is usually less. Also, you can request small sample cans of paint, which are inexpensive.
- Sealant (this can be from spray cans or brushed on)
- Old rags to apply the paint or stain
- Paint brushes to apply the paint, stain, or sealant
- Disposable breathing masks
- Disposable gloves to keep hands from becoming stained. Note: First, find out if any of the den members have latex allergies; if so, they will need nonlatex gloves.
- A few days beforehand, remind the Scouts to wear old clothes at the meeting because the products they will use can stain and ruin clothing. A reminder to the parents would also be helpful.
- Remember that this activity will require drying time. If Bears choose to finish both projects—only one finish is needed to complete requirement 4—they can move on to the second project while the first is drying. Have some simple games available (e.g., checkers, tic-tac-toe, rope for tying knots) to keep Bears occupied during this time.

SAFETY NOTE: Read all directions for the paint, stain, and sealant to determine proper ventilation for the work area and proper disposal of the brushes or rags. Make sure Scouts wear the breathing masks while they work.

GATHERING

Play Red Light, Green Light. First, select the den chief or a parent as the leader. The Scouts then line up side by side, and when the leader calls “green light,” they move forward as quickly as they can until they hear “red light.” Any player who continues to move after “red light” is called must return to the starting line and begin again. The first person to reach the leader wins and becomes the new leader. Continue until all the Scouts have arrived and everyone has had a chance to play the game.

OPENING

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

TALK TIME

- Carry out business items for the den.

ACTIVITIES

◇ Activity 1 (Requirement 4)

- Arrange three types of finish on a table, so each Scout can choose the one they want to use. Make sure everyone is wearing old clothes, disposable gloves (nonlatex for those with latex allergies), and breathing masks.
- **Natural wood finish:** Wipe down the project with a rag to remove any dirt or sawdust that may be present. Then apply sealant directly to the wood. This will preserve the wood while allowing the characteristics of the wood grain to show through.
- **Painted finish:** The Scout wipes down the project, then applies the desired paint scheme. After that coat is dry, decide if a second coat is desired. If there are drips or runs, a light sanding may be needed in those areas; then wipe down again and paint once more. When that dries, apply sealant to protect the painted finish.
- **Stained finish:** If a project has a nice wood grain pattern—and paint would only cover up the beauty of the grain—then staining is a good option. The stain may be applied with a rag or a brush. Apply it to small areas, then wipe off with another rag. Continue until the project is finished. If the Scout wants the project to be a darker color, they can apply a second coat of stain, but this isn’t usually necessary. Once the stain has completely dried, apply sealant to protect the finish.

CLOSING

Encourage the Scouts to bring their completed projects to the next pack meeting for display.

AFTER THE MEETING

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

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



NOTES



RATIONALE FOR ADVENTURE

Most Cub Scouts are very excited about the opportunity to own and carry a pocketknife. In some families a pocketknife may be a common tool to carry. In other cases this might be the first time the Cub Scouts and their families are learning about knife safety. It is important that each Scout understands a pocketknife is a tool and not a toy, and how to responsibly handle and use the pocketknife when they are around others.

TAKEAWAYS FOR CUB SCOUTS

- Understanding that carrying and using a pocketknife at approved Scouting activities is an honor to be given to those Scouts who demonstrate they are mature enough to live up to the responsibility that goes along with this tool
- Learning the different types of pocketknives and the appropriate times to use them
- Learning and following safety rules
- A Scout is trustworthy, obedient.

Bear Handbook, page 50

ADVENTURE REQUIREMENTS

Complete the following requirements.

1. Learn about three common designs of pocketknives.
2. Learn knife safety and earn your Whittling Chip.*
3. Do one of the following:
   - A. Using a pocketknife, carve two items.
   - B. With a pocketknife, safely perform each of these tasks:
     - (1) Demonstrate how to cut a piece of rope, twine, or fishing line.
     - (2) Open a sealed box without damaging the contents.
     - (3) Open a can with the can opener tool on a pocketknife.
     - (4) Remove and replace the screws on an object with the screwdriver tool on a pocketknife.
     - (5) Open a letter.

*One of the items carved for Bear Claws requirement 3 may be used to fulfill Whittling Chip requirement 2.

NOTE TO DEN LEADER

Check to see if there are any restrictions about using a pocketknife at your meeting location. With help from parents or other leaders in the pack, identify alternate meeting locations to meet these requirements. You may also find a local troop that is able to assist you with meeting locations and obtaining meeting supplies.

If desired, it is an option to invite a knife collector to assist you with the presentation of the material for Meeting 1. It might also be helpful to invite a few extra parents for the hands-on knife sharpening portion.

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

These den meeting plans, when followed, will complete the requirements for the Bear Claws adventure. These plans allow for completing requirement 3A (carving two items). You may easily adjust the plans to complete requirement 3B during Meeting 2. If Cub Scouts are working on requirement 3A, you may want to plan on a third meeting to allow enough time for each den member to complete their carving at the meetings.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- For each Cub Scout, a copy of the Knife Know-How Quiz and a pencil or pen (See Meeting 1 Resources.)
- Materials for Bag of Air Relay game (See Meeting 1 Resources.)
- One of each of the three knives from the *Bear Handbook* (Referencing the pictures in the handbook is an option if actual knives are not available.)
- Whittling Chip cards
- Sharpening stones, and old rags for wiping down knife blades
- Pocketknife for sharpening in Activity 1
- First-aid kit

GATHERING

Have Scouts take the Knife Know-How Quiz (see Meeting 1 Resources). The answers are as follows: 1. True; 2. False; 3. False; 4. True; 5. False; 6. False; 7. False; 8. False; 9. True. (Doing this activity before the knife safety talk will serve as a benchmark for reflection on what was learned.) Cub Scouts are not expected to know the answers in advance.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Then call the den roll by asking each Cub Scout to respond with one thing a pocketknife might be used for.

TALK TIME (REQUIREMENT 1)

- Carry out business items for the den.
- Introduce the Bear Claws adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Present the three common pocketknives that are referenced in the *Bear Handbook*. (Requirement 1)
- Review the knife safety rules—be certain there is complete understanding about why each rule is in place. This is also a good time to reinforce the two Scout Law points of being trustworthy and obedient.
- Discuss how well the Bears did on the Knife Know-How Quiz. Help them reflect on any new information that was learned after reviewing the knife safety rules.

ACTIVITIES

◇ Activity 1: Knife Sharpening and Safety (Requirement 2)

- Following the knife safety rules, demonstrate the proper way to sharpen a knife.
- Have parents or other adults assist Scouts to ensure safety and comprehension.
- As an optional activity, Bears who have learned how to properly and safely sharpen a knife may use their pocketknives to sharpen the pencils they used for the quiz.

◇ Activity 2: Bag of Air Relay (Optional)

Needed: An even number of players (one player may go twice to even up the teams), enough small paper bags for each player

Instructions: Place a stack of small paper bags at a goal line about 25 feet from each team. Each Cub Scout in turn races to the stack, blows up a paper bag, bursts it with a hand, and races back to touch off the next player.

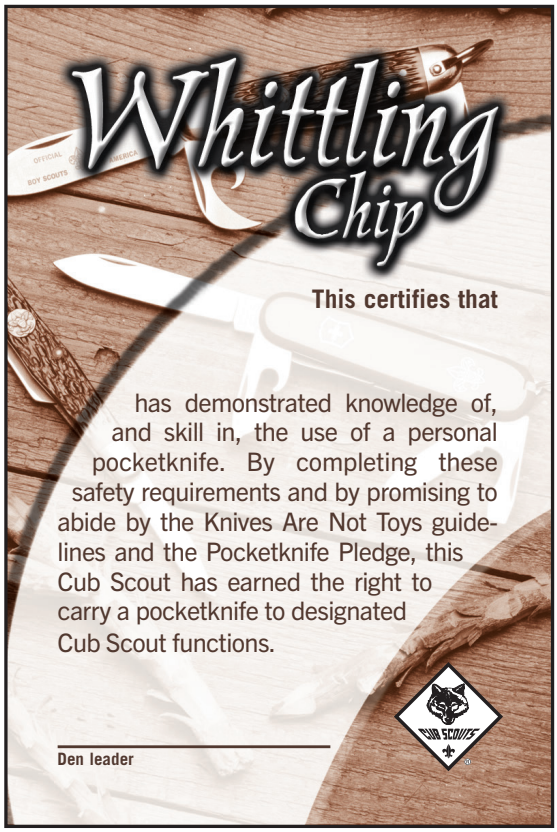
An alternative could be to have the players walk backward on one of the trips either to the bag or back to the line.

CLOSING

- Explain that Bears will earn their Whittling Chip cards at Meeting 2.
- Have the group recite together the Pocketknife Pledge found in the Bear Claws adventure in their handbooks.

AFTER THE MEETING

- Thank any guests who have assisted at the meeting.
- Serve refreshments, if desired.
- Record completion of requirement 1.
- Work together to clean up the meeting place.





Knife Know-How Quiz

Circle the correct answer.

1.	You should close the blade with the palm of your hand.	True	False
2.	A knife is just a toy.	True	False
3.	It's OK to keep your knife dirty as a badge of honor.	True	False
4.	A dull knife is more likely to slip and cut you.	True	False
5.	You should carry your open knife in your pocket.	True	False
6.	Carving your initials into a tree is OK.	True	False
7.	Knives were invented 550 years ago.	True	False
8.	I should use my knife to cut a metal pipe.	True	False
9.	My friends and I should not sit near each other when using our knives.	True	False

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Materials for Group Juggle activity during the gathering
- Bar of Ivory soap for each Bear's first carving
- Small blocks of soft wood for the second carving
- Orangewood sticks and plastic knives with serrated edges for each member of the den
- Sample patterns (See Meeting 2 Resources and the *Bear Handbook*.)
- *Wood Carving* merit badge pamphlet
- Basic first-aid kit
- Whittling Chip cards (No. 34398, single; No. 34223, 8-sheet) to present to Scouts at the end of this meeting
- Invite a local wood-carver to attend the den meeting to assist with the carving.
- If desired, invite a parent or grandparent to also assist.
- Prepare copies of the Whittling Chip certificate (No. 512-028WB) for Scouts who will fulfill the requirements by the end of this meeting.

GATHERING

The Group Juggle game requires a large playing area and several beanbags or small stuffed animals that can easily be thrown. (Provide at least one object for every two players.)

- Arrange den members in a circle. Have each Bear raise one hand to indicate they have not yet caught a beanbag.
- The game leader begins by tossing a beanbag to one Scout, who then tosses to another Scout, who then tosses to another Scout in the circle. After each player has caught the beanbag, their hand should remain down to ensure everyone gets a turn.
- Players continue to toss the beanbag until each Bear has caught it. Then they return the beanbag to the leader who started the tossing.

Second round:

- Try for speed, using the same order of tosses each time.

Third round:

- Add more bags to the game. Work up to as many bags as there are Bears in the circle. Have fun!

OPENING

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

TALK TIME

- Carry out business items for the den.
- Do a quick review of the knife safety rules from the previous den meeting.
- Review the instructions for creating the soap carving. Point out that a Bear's first carving should be a very simple pattern. Explain that the carving will complete the requirements for earning the Whittling Chip card.

ACTIVITIES

◇ Activity 1: Carving (Requirements 2 and 3A)

NOTE: The members of your den may need to practice with an additional bar of soap prior to beginning their project.

Work on the soap carving using the steps in the *Bear Handbook* and the detailed instructions in the Meeting 2 Resources. If some of the Cub Scouts finish early, they may begin their second carving using one of the small blocks of wood. Remind Scouts that they will need to finish their carving projects at home or at the next meeting if not completed during this meeting.

CLOSING

- Present Whittling Chip cards to Bears who have completed the requirements.
- Offer a leader's "thought of the day." This can be any inspirational saying you choose.
- Have each Cub Scout hold up both hands and, as a group, count their fingers. Tell them if they always follow the knife safety rules they have learned, they will always score a perfect set of 10!

Do-at-Home Project Reminder:

If needed, Bears should finish their two carving projects at home in order to complete requirement 3.

AFTER THE MEETING

- Thank any guests and helpers who attended.
- Ask the Scouts to bring their completed carvings to the pack meeting for a display.
- Serve refreshments, if desired.
- Record completion of requirements 2 and 3A, if completed during the meeting.
- Work together to clean up the meeting place.

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



MEETING 2 RESOURCES

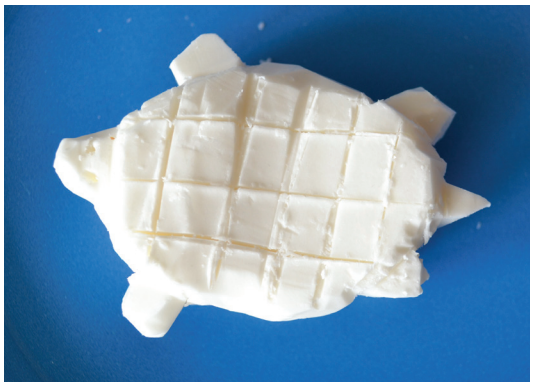
CARVING TIPS AND IDEAS

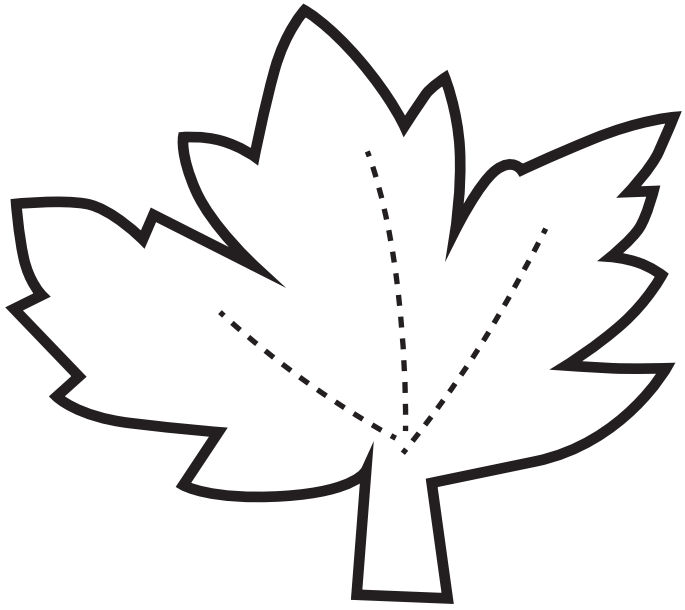
Patterns: A few simple patterns are shown below, and more can be found in the *Bear Handbook*. Children's coloring books provide another good source for patterns. It's important to use simple line drawings that can be easily transferred to the bar of soap.

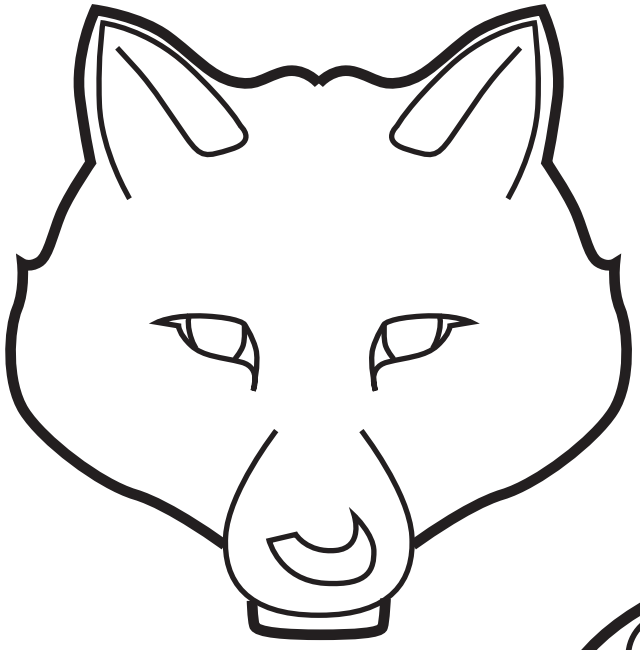
Instructions for Learning to Carve Using Soap

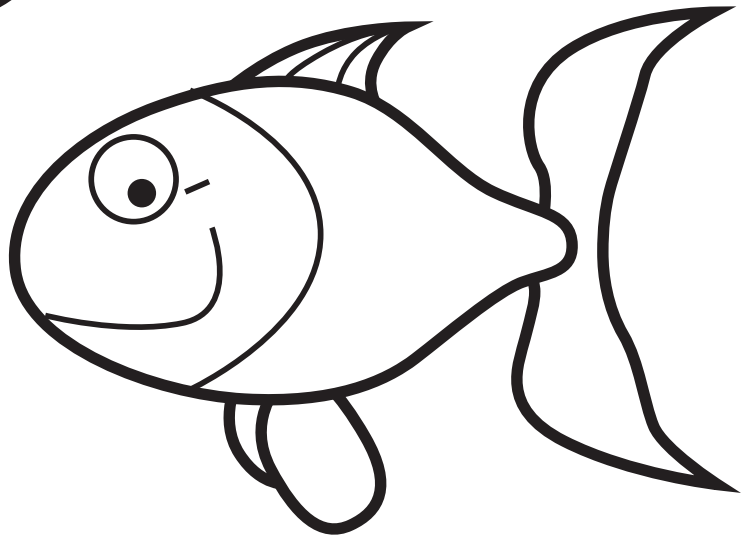
1. **The Tools.** You will need the following: a large cake of white soap (the shape and texture of Ivory® Soap is most commonly used), a paring knife, one or two orangewood "manicure" sticks, and a pencil and tracing paper for sketching (or preprinted patterns).
2. **Preparing the Soap.** If possible, unwrap the soap and allow it to dry for a day or two before you start carving. Cut away the raised edges, and scrape off the lettering. This will create a flat surface for carving. Carving on a tray will keep the area clean and make it easy to collect the chips.
3. **Your Idea.** The subject is often suggested by the shape and quality of the soap. Don't be too ambitious at first. Choose a simple design with a solid, basic shape, without too many delicate undercuts or projections.
4. **From Idea to Soap.** If you have a clear mental picture of your idea, you may carve directly in the soap; or you may use the orangewood sticks to outline a rough sketch of the form you wish to carve on all surfaces. A beginner may wish to sketch the idea first on tracing paper and then transfer it to the soap.
5. **First Rough Cuts.** Regardless of the way you mark the rough outline on the surface of the soap, the first carving step is to make the first rough cuts. This step removes the greater part of the soap that will not be used to carve the design. Place the soap on a table or tray and, holding it with the left hand, start cutting at the upper right-hand corner (reverse this instruction if you are left-handed). Leave about a 1/4-inch margin outside the outline or penciled sketch. You should cut clear through the cake, removing excess soap all the way around. After making these first cuts, you will probably find it more comfortable to carve along your outline, using the knife as if peeling a potato. Again, the cuts should be 1/8- to 1/4-inch away from guide lines to allow for finer work later. Caution: While making rough cuts, you should cut away in small pieces or slices. Soap often breaks apart if cut in big chunks, which could spoil the whole design. It's best to cut too little rather than too much, because you cannot put back a piece once it is removed.
6. **Shaping the Model.** Round out the design by cutting around the corners. As you work, keep turning the soap, always keeping the shape of the piece in mind. You should watch the high points (those that jut out farthest from the surface) and low points (those farthest in), carving gradually from the high points toward the deepest cuts. It may help in some spots to use the tip of the knife. Keep checking the whole form as you carve, and do not try to finish any one part in detail before you are finished shaping the soap.
7. **Polishing.** Allow the soap to dry for a day or two. Then rub it with a soft paper napkin, being careful not to break off corners or projections. Finally, rub it gently with your palm or fingertips.
8. **Details.** When the piece is about finished and all planes and forms are shaped, you can smooth rough edges with the edge of the knife. Mark in details like eyes or ears, etc., with the knife tip or with your orangewood stick.

9. **Soap Sample Designs.** Here are some examples of what could be carved out of soap (a design may need to be enlarged or made smaller depending on the soap size). Please remember that shapes with feet are the ones most likely to break or crack; simple shapes like acorns are just as challenging but will not crack as easily. If you choose a plain shape, you can work to put a lot of detail into your carving.











RATIONALE FOR ADVENTURE

This adventure will introduce new Scouts to basic outdoor skills while helping more experienced Scouts improve and develop skills they learned in previous ranks.

TAKEAWAYS FOR CUB SCOUTS

- Reading weather instruments, including a basic understanding of barometers
- Tying two half hitches
- Improved camping skills (less dependent on parents/adult leaders)
- Cooking a simple meal
- A Scout is cheerful, clean.

Bear Handbook, page 62

ADVENTURE REQUIREMENTS

Complete requirements 1–4. Requirements 5 and 6 are optional.

1. While working on your Bear badge, attend one of the following:
   A. A daytime or overnight campout with your pack or family
   B. An outdoor activity with your den or pack
   C. Day camp
   D. Resident camp
2. Make a list of items you should take along on the activity selected in requirement 1.
3. Make a list of equipment that the group should bring along in addition to each Scout's personal gear for the activity selected in requirement 1.
4. Help set up a tent. Determine a good spot for the tent, and explain to your den leader why you picked it.
5. Demonstrate how to tie two half hitches and explain what the hitch is used for.
6. Learn how to read a thermometer and a barometer. Keep track of the temperature and barometric pressure readings and the actual weather at the same time every day for seven days.

NOTES TO DEN LEADER

These den meeting plans, when followed, will meet the requirements for the Bear Necessities adventure. The meeting plans allow for completing requirement 1A (participating in a pack overnighter). The den must not go camping on their own. Only pack overnighters or council-organized family camps are approved camping activities for Bear Scouts and their families.

Meeting 3 will take place at an outdoor camping location. In advance of the outing, the leader will need to make arrangements with the outing location and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure activity consent forms are distributed, signed, and collected.

This adventure includes optional activities for cooking that are not requirements for this adventure. However, these activities can count toward requirements in the Bear Picnic Basket adventure.

This adventure should help your Cub Scouts further their knowledge of camping and living in the outdoors. Last year, when they were Wolf Scouts, you or another leader probably did most of the work. As the Scouts get older, they should be taking on more of the responsibility for themselves. You may need to borrow camping and cooking equipment from a neighboring troop or pack.

At least one adult leader who is attending the pack overnighter must have completed Basic Adult Leader Outdoor Orientation (BALOO). It is encouraged, though not required, that someone in your den take the training if the den will be attending a council-organized family camp. The course provides excellent information about the proper methods for camping with Cub Scout–aged children and families.

Some chartered organizations do not allow camping as part of the Cub Scout program. Be sure to check with your pack leadership and chartered organization before preparing to use these den meeting plans.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Several small tents—with poles, stakes, rain flies, and ground cloths
- Menu items for optional activity (remember to keep things simple!)
- Homemade barometer parts

GATHERING

◇ Explore a Tent

- Have a tent set up in advance so the Scouts can see what it's supposed to look like: ground cloth laid, stakes properly in the ground, lines all taut, rain fly not touching the tent and placed on level ground.
- Have them look around the meeting area so *they* can decide where to set up a tent for an overnight campout.

NOTE TO DEN LEADER

You will need to review proper tent location, etc., during Activity 1. The Resource section of this meeting has information to assist you.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Recite the Outdoor Code as a den or use the Outdoor Code opening from the appendix.

TALK TIME

- Introduce the Bear Necessities 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 Cub Scouts

ACTIVITIES

◇ Activity 1: Set Up Tents (Requirement 4)

Assemble a tent with the help of all the Scouts. This can be done indoors if necessary for your meeting, but it would be better outside. Show them how to use a ground cloth properly. Demonstrate how the poles are assembled and attached to the tent. Show how to put the stakes in the ground and how to assemble and attach the rain fly.

NOTE TO DEN LEADER

While most tents are put together in a similar fashion, each one is a bit different. Be sure you practice before the meeting so you know how it's done.

A ground cloth is a piece of plastic or a tarp and should not be larger than the tent. It is placed on the ground first and the tent sits on top of it. It should not stick out from underneath the tent as this will cause rain to collect between the tent and ground cloth.

Once the Scouts see how it all comes together, have two of them take down the tent, fold it up, and then assemble it again. Switch to a new team and continue until all of them have had a chance to assemble and take down a tent (it will be helpful to have more than one tent for this exercise). Remind them that a Scout is helpful, and they can take part in setting up and breaking down campsites now that they are older Cub Scouts.

Now proceed to the locations they chose for setting up a tent, and discuss campsite consideration based on what they selected (see Meeting 1 Resources for more information). It would be good to reinforce this discussion during the next campout, when you can point out some "unhelpful" elements at the site (rocks, drains, winds, etc.). If you are meeting indoors, you can use index cards to label mock elements around your meeting room for Scouts to consider.

◇ Activity 2: Meal Planning (Optional)

The goal is to cook a SIMPLE meal with good, balanced food choices that will involve minimal cleanup. Items like packaged mac and cheese, beef stew, or other simple heat-and-eat choices will be fine. Be sure to plan a balanced meal by including fruits and vegetables and a healthy drink to round out the menu.

- Decide which meal the den will cook—lunch or dinner.
- Be aware of any allergies in your group and adjust accordingly.
- With the den, decide who will buy and transport the food. Will you do it as a group? Will every Scout bring part of the meal?

◇ Activity 3: Barometer Activity (Requirement 6)

- Distribute the homemade barometer parts. Show the Scouts how to assemble them as described in the Meeting 1 Resources.
- Then show Scouts how to take a barometer reading. Have them mark the current pressure level on the cardboard. Be prepared with the exact current barometric pressure from a newspaper or online source to give Scouts a starting point for their scale.

You can find the current barometric pressure reading in your area by visiting www.noaa.gov/. Enter your location under the forecast search, and it will provide the barometric pressure.

- Have Scouts place the barometers on a level surface indoors when they bring them home. Tell them to read their barometers each day, mark the current level on the cardboard, and record the reading on the chart in their handbooks; the point is to observe whether the barometric pressure is going up or down.
- They should also record the temperature—either from their own thermometers or by watching a TV weather report. If the weather report includes a barometric pressure reading, they should continue to record that as well and compare the exact readings to the movement of the straw.

CLOSING

- **Den Leader's Minute:** Give a quick reflection on what it means to you as an adult to camp in the outdoors. Ask each Scout, in turn, to say what it means to them.

AFTER THE MEETING

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

MEETING 1 RESOURCES

CAMPSITE CONSIDERATIONS

Cub Scout camping will take place in sites approved by the local council (council camps, local parks, campgrounds). However, 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 more cool and 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 usable as it is, so you won't need to do any digging or major rock removal to shape the area. The less rearranging you do, the easier it will be to follow Leave No Trace principles and leave the site exactly as you found it.
- **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.** All creatures 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 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, sand, graveled soil, or ground covered with pine needles or leaves.
- **Drainage.** While a campsite should be relatively flat, it should slope enough to allow rainwater to run off. However, you don't want to be in the path of natural drainage. Check uphill from where you plan to set up your tent to make sure water won't run through the 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 getting away from crowds and the fast pace of city life. Make camp in places that are far enough away from trails and other campsites. That way you can enjoy peace and privacy while respecting the privacy of other campers.

- **Beauty.** The beauty of a campsite often is what 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 camp there only if the site is appropriate for every other reason, too.
- **Outdoor ethics.** Be gentle on Mother Nature. You can do a lot to protect and preserve the wilderness by leaving no trace of your visit, no marks along the trail, and a tidy campsite—cleaner than you found it. Don't harm plants, animals, or insects. Take nothing but pictures, leave nothing but footprints, and kill nothing but time. That philosophy fits as well in a county park as it does anywhere else.

Activity 3: Barometer

◇ Using Atmospheric Pressure to Forecast the Weather

A shift in atmospheric pressure is one of the most common predictors of weather changes. Weather maps show high and low pressure systems as well as lines of equal pressure called isobars.

Atmospheric pressure that rises slowly over one or two weeks typically indicates settled weather that will last a long time. A sudden drop in atmospheric pressure over a few hours often forecasts an approaching storm, which will not last long, with heavy rain and strong winds.

You can forecast local weather using a barometer and these simple guidelines:

- Decreasing barometric pressure indicates storms, rain, and windy weather.
- Rising barometric pressure indicates dry and colder weather.
- Slow, regular, and moderate drops in pressure suggest a low pressure system is passing in a nearby region. Significant changes are unlikely in the weather where you are located.
- Small, rapid decreases in pressure indicate a nearby change in weather. This is usually followed by brief spells of wind and showers.
- A quick drop in pressure over a short time indicates a storm is likely in five to six hours.
- Large, slow, and sustained decreases in pressure forecast a long period of severe weather, which will be more pronounced if the pressure starts rising before it begins to drop.
- A rapid rise in pressure during fair weather indicates a low pressure cell is approaching. The pressure will soon drop, signaling the severe weather to come.
- Quickly rising pressure, when the pressure has been low, suggests a short period of fair weather is likely.
- A large, slow, and sustained rise in pressure forecasts a longer period of fair weather is on its way.

Barometers are widely used and generally quite reliable at forecasting the weather. There are many types of barometers for sale at a wide range of prices, but a fun project for Scouts is to make barometers of their own from simple household items.

◇ Coffee Can Barometer

Materials:

- Balloon (Note: Before using balloons, check to see if anyone in the den is allergic to latex.)
- Clean, empty metal can
- Rubber band
- Straw
- Tape or craft glue
- Toothpick or straight pin
- Cardboard



Instructions:

1. Cut the balloon in half. Throw away the half with the hole; you will only need the rounded half.
2. Stretch the balloon piece across the open top of the can.
3. Secure the balloon to the coffee can with the rubber band. Make sure it is stretched tightly across and that no air can leak out. (This would prevent the barometer from working properly.)
4. Set one end of the straw at the center of the balloon cover and lay it across the edge of the can. Glue it in place. (Do not use hot glue, which would melt the balloon.)
5. Glue the pin to the loose end of the straw. The pin will indicate the pressure measurements.
6. Stand the cardboard vertically next to the pin or tape it to a wall.
7. Check the internet or news reports to find the barometric pressure in inches for the day, and make a precise mark on the cardboard at the level of the pin to indicate the pressure.
8. Check and record the pressure each day to begin creating a scale.



◇ Bottle Barometer

Materials:

- Clear glass bottle with a long neck
- Water
- Food coloring
- Clear straw or narrow tube
- Rubber stopper or cork for the bottle
- Cardboard or paper

Instructions:

1. Fill the bottle just over half full with water. Add a few drops of food coloring to the water.
2. Bore a hole through the cork or rubber stopper, so the straw will fit through it and still be snug.
3. Fit the stopper with the straw into the bottle neck to seal it. The straw should be in the water and extend above the top of the bottle.
4. Gently blow bubbles using the straw to make water rise through it above the stopper.
5. Follow directions 6 through 8 from the coffee can barometer to create a measuring scale. The water in the straw will rise if the air pressure is low. The water will go down if the air pressure is high.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Gear lists—personal and group (See Meeting 2 Resources.)
- Personal gear list items
- Some group gear list items
- Flying disc or ball for “500” game
- Instructions for “The List Game” (See Meeting 2 Resources.)
- Items for preparing food
- Small tents

GATHERING

Game: Going the Distance (See Meeting 2 Resources.)

OPENING

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

TALK TIME

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

ACTIVITIES

◇ Activity 1: Check Weather Logs (Requirement 6)

Are the barometers working? Did you forecast any interesting weather, such as a rain storm, while recording the measurements? What happened to your readings when the weather changed?

◇ Activity 2: Gear (Requirements 2 and 3)

- Discuss with the Scouts what gear they should bring on the campout for their own personal care and comfort, based on where and when you are camping. Steer them toward items like tents, sleeping bags, ground cloths, pillows, sleeping pads or mattresses, warm clothes, raincoats, eating utensils, hats or caps, toothpaste and toothbrushes, etc. (See Meeting 2 Resources.) Ask them which items they think are the most important, going around the group and letting each one choose something. Have each Scout say why he picked that item (i.e., a sleeping bag to stay warm at night, to sleep well, and to be ready for the next day). Continue until all the items have been discussed. Talk about the importance of each item on the list, not just the first two or three that were picked. Don’t forget the Cub Scout Six Essentials!
- Play the “500” game (see Meeting 2 Resources).
- Make a Group Gear List (see Meeting 2 Resources).
  - — Have the Scouts make their own lists of other gear the group will need to bring, such as a cooking stove, a cooler to keep the food cold, a group first-aid kit, cooking utensils, fire starters, and rope.
  - — Once they have done this, play ”The List Game” with the lists (see Meeting 2 Resources) and see who has the most items left when they’re finished. The object of this activity is to get them thinking about the needs of the group, not to come up with an exhaustive list.

◇ Activity 3: Menu Review (Optional)

Review the menu choices that were made last time. Do you need to prepare any food before the trip? Have all Scouts made plans to bring their required food items?

CLOSING

- Sing Cub Scout Vespers (see Meeting 2 Resources).
- Review details for the upcoming outing in Meeting 3. Make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 2 and 3.
- Work together to clean up the meeting place.
- Prepare thank-you notes for the Scouts to sign at the next meeting.

MEETING 2 RESOURCES

GATHERING

◇ Game: Going the Distance

Materials:

- Several paper bags, buckets, or small boxes
- Items to throw (small beanbags, wrapped candy, small plastic balls, etc.). Be sure to have twice the number of items as paper bags or buckets, so two Cub Scouts can play at a time.

Instructions:

1. Put the containers at separate places along a straight line. Assign points to each place (i.e., two points to the closest, five points to the next, 10 points to the next, etc.).
2. Have the members of your den line up. One or two at a time, they will toss their items into the containers to score points. They must keep track of their total points using the honor system. A Scout is trustworthy.
3. You can make this game more challenging by moving some of the containers far away. Or, have the Cub Scouts toss the items with their backs to the targets.

◇ **Activity 3: Gear**

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.)
- ❑ Roll of duct tape

Spare Items

- ❑ Tent stakes
- ❑ Fuel canisters (Liquid fuels are not allowed.)
- ❑ 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:

_____ _____

_____ _____

_____ _____

_____ _____

Group Gear List

Group items:

_____ _____

_____ _____

_____ _____

_____ _____

◇ "500" Game

Location:

This game should be played outside.

Materials:

Flying disc, softball, rubber ball, football, or any other throwing item

Instructions:

The object is to catch the disc or ball enough times to become the thrower.

One Scout starts as the thrower. The other players gather around at a throwing distance from that Scout, who then yells out, "100" or "200," or any amount the Scout wants the throw to be worth. The disc or ball is thrown toward the group of Scouts. The first catcher to reach 500 becomes the thrower.

"500" Game Variations

- When a new thrower is up, everyone starts over at zero or keeps their current tally, whichever is decided at the start of the game.
- Dead or Alive: Two values can be assigned to a throw, such as "100 dead, 400 alive." If a person catches the object in the air, that player gets the "alive" value. If the object hits the ground first, the player gets the "dead" value. Values like "200 dead, 400 alive" are legal.
- If using a ball that bounces, standard values can be assigned such as 200 in the air, 100 after one bounce, 50 after two bounces, and 25 for all others.
- Grab Bag: If the thrower yells, "Grab bag" for a throw, the Scouts have no idea what the value is. It may be 500 or minus 10,000. Typically, "Grab Bag" is ruled illegal at the start of a game.
- Jackpot: Whoever catches this throw is automatically the next thrower. "Jackpot" is typically used when a thrower has been up a long time or when it is time to end the game.

◇ The List Game

This game can be used for any activity that involves brainstorming for lists of items.

Give the Scouts a topic and tell them to come up with items that are needed. For instance, "What items will the den or pack need to bring in addition to your personal gear?"

Let them write down the items privately for a minute or two. Once they're done, pick a Scout to say one item. If the item is also on someone else's list, it does not count for points. If a Scout comes up with an idea no one else listed, that Scout gets a point. Continue around the group until all listed items have been mentioned, and then total up the points. The winner receives a round of applause.

The object is to encourage the Scouts to come up with ideas that aren't just the common, easy answers.

CLOSING

Song: Cub Scout Vespers

(Tune: "O Christmas Tree" or "O Tannenbaum")

Song: Cub Scout Vespers

(Tune: "O Christmas Tree" or "O Tannenbaum")

As the night comes to this land,
On my promise I will stand.
I will help the pack to go,
As our pack helps me to grow.

Yes, I'll always give goodwill.
I'll follow my Akela still.
And before I stop to rest,
I will do my very best.

MEETING 3 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Camping gear from lists (Personal and Group)
- Food for cooking meals
- Thermometer and homemade barometer
- Rope—a 6-foot piece for each Scout
- Plan for transportation to and from camp location.
- Confirm that transportation to and from the event is in place. Secure signed activity consent forms.
- The unit den leader should bring a copy of the *Guide to Safe Scouting.*

NOTE TO DEN LEADER

This outing will complete requirement 1 for this adventure.

GATHERING

Remind the Scouts of the slogan, "Take only memories, leave only footprints," and the adage that Scouts always leave a campsite better than they found it. Bear Scouts focus on the Outdoor Code principle of "Be considerate in the outdoors." Discuss ways that they can demonstrate that principle when they are at a campsite. Point out to them the things that previous campers may have left behind and remind them that if we leave it here also, other campers will think it was ours. So let's clean up!

OPENING

- Say the Pledge of Allegiance and the Scout Oath and Scout Law. If the den does not have a United States flag, ask one Scout to display the flag on their uniform for the group.
- Go over the activities planned for the outing.
- Share the time that the 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 Cub Scouts.

ACTIVITIES

◇ Activity 1: Set Up Camp (Requirement 4)

The Scouts should be putting up their own tents with minimal help from adults. They should be able to explain why they are putting their tent in this specific location based on site considerations. Have them lay out the tent on the ground where they think it should go. Then, before completely pitching it, have them review the location with an adult.

◇ Activity 2: Prepare and Cook Your Meal (optional for the Cub Scouts to be involved)

- Prepare and cook your meal. Try to let every Scout have a hand in preparing and cooking the food, if possible. If you have a large group, divide the tasks so that some will do the cooking for one meal and cleanup for the next, or vice versa. You need to be sure all Scouts have a practical hand in the project and learn something from it. This might be a good time to discuss how a Scout is clean. Remind them of the importance of washing hands before preparing food to avoid spreading germs. Be sure everyone helps clean the utensils used to cook and eat the meal. Be sure all trash and food scraps are disposed of properly.

- Be sure to have the Scouts help with at least one other meal so they can improve on the skills they learned and add to their cooking knowledge.

◇ Activity 3: Two Half Hitches (Requirement 5)

- Have the Scouts demonstrate how to tie two half hitches to secure a rope to a post, rail, or tree. Have them teach the knot to another Scout. Scouts can find instructions for the knot in the *Bear Handbook.*

◇ Activity 4: Thermometer and Barometer (Requirement 6)

- Set up the thermometer and homemade barometer. Have the Scouts observe the readings at several times during the day. Does the weather appear to be changing? Use the barometer you constructed as a model for Scouts to follow as they construct their own barometers.

◇ Activity 5: Games (Optional)

- Play "500" or any other game.

◇ Activity 6: Campfire (Optional)

- Prepare s'mores, Dutch oven cobbler, or another treat around the campfire.

Enjoy the campout!

CLOSING

- The closing for this plan may be part of the ending of the campfire, or maybe the morning after camping out. It should be inspirational and ideally reference the outdoors.

A Walk with Nature

John Muir was a naturalist, writer, conservationist, and founder of the Sierra Club. He said "In every walk with Nature one receives far more than he seeks."

I ask you, what did you seek when you arrived at this outing? Did you find it, experience it? Now think for a moment about what else you have experienced in our time outdoors. (Pause). Let us travel safely from this place, back to our homes, in hopes that we may soon walk again with Nature.

AFTER THE MEETING

- Record completion of requirements 1, 4, and 5.
- Work together to clean up the campsite.
- Send thank-you notes to those who helped.

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





FELLOWSHIP AND DUTY TO GOD

RATIONALE FOR ADVENTURE

To practice their duty to God, Bear Scouts will have opportunities in this adventure to be good neighbors, reaching out in fellowship to people in their communities. They will experience the universal principle, common to many religions, that we should treat others the way we want to be treated.

TAKEAWAYS FOR CUB SCOUTS

- Showing our duty to God by participating in service projects designed to help a neighbor or community organization
- Learning about individuals who have demonstrated fellowship, and creating plans to help us develop characteristics that will benefit our community
- Worshipping together to strengthen our faith in God
- A Scout is reverent.

ADVENTURE REQUIREMENTS

Bear Handbook, page 74

Complete the following requirements.

1. Discuss with your parent, guardian, den leader, or other caring adult what it means to do your duty to God. Tell how you do your duty to God in your daily life.
2. Complete at least one of the following:
   A. Identify a person whose faith you admire, and discuss this person with your family.
   B. With a family member, provide service to a place of worship or a spiritual community, school, or community organization that puts into practice your ideals of duty to God and strengthens your fellowship with others.
3. Complete at least one of the following:
   A. Earn the religious emblem of your faith that is appropriate for your age, if you have not already done so.
   B. Make a list of things you can do to practice your duty to God as you are taught in your home or place of worship or spiritual community. Select two of the items and practice them for two weeks.

NOTES TO DEN LEADER

This is primarily a family- and home-based adventure. If all or some of the Scouts choose requirement 2 and you would like to reserve part of it for den meetings, the following plans will help you do so.

Den Meeting 1 requires a Do-at-Home Project prior to the meeting. Remind each Cub Scout and family that if the Scout selects requirement 2A as an option, the Scout can share with the den about someone they admire as a person of faith. See the Meeting 1 Resources for details. Youth involved in Scouting are not required to reveal details of their faith or faith practices. All comments must be strictly voluntary.

Also before Meeting 1, if you are completing requirement 2B as a den, research potential projects that would provide service to help a church, synagogue, mosque, temple, religious fellowship, school, or chartered organization. List the possible choices on a poster board for the den to review. Plan to prepare and send out permission slips for Scouts to have signed once the project has been chosen and details of the service project have been confirmed with the selected organization.

All requirements in this adventure may be completed with the Bear's family and/or faith organization. Confirm with Bears their plans for the adventure, and record their completion at the appropriate time.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- List of service project options on poster board
- If desired, ask a Cub Scout and their family to prepare and/or bring refreshments.

GATHERING

Participate in the All Together activity.

Materials:

- Four separate pieces of rope or yarn, at these lengths—20 foot, 15 foot, 10 foot, and 5 foot

Instructions:

1. Tie the ends of the ropes together to form a circle.
2. As the Scouts gather, have them all get inside of this circle. There should be plenty of room for everyone!
3. Next have a Scout untie the 20-foot rope and then retie the remaining ropes together.
4. Once again, everyone gets inside the newly created smaller circle.
5. Continue to take sections out of the circle—the 15-foot piece next, and finally the 10-foot piece—and tie the remaining ends together. Fitting all of the Scouts inside will become more of a challenge as the circle gets smaller and smaller. It takes cooperation and creativity!

This activity can be restarted each time a Scout arrives for the meeting; the goal will be to finish with the den of Bears "All Together"!

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Optional: Include a prayer or moment of reflection for the den.

TALK TIME (REQUIREMENT 2A)

- Carry out business items for the den.
- Allow time for Bears who would like to share their research on people of faith in history (requirement 2A).

ACTIVITIES

◇ Activity 1: Brainstorming With Bear Scouts (Requirement 2B)

- If the Bears plan to work together on the service requirement (2B), it will be useful to research ideas for projects in advance. Prepare a poster board with several ideas listed. This will provide suggestions that might expand beyond cleaning up litter around a church or school grounds, although that is a worthy project to consider!
- To get ideas, you can:
  - — Contact your chartered organization representative, and ask what service they need that would be appropriate for the Bear Scout age and group size.
  - — Communicate to parents via email or letter, and ask if they are affiliated with a community group that would benefit from a service project.
  - — Ask pack families if they need some help with a project that could be done by Bear Scouts.

- Brainstorming inspires creativity and can generate ideas from all the members of the den, including adults, without focusing on "correct" or "incorrect" responses. Activities such as writing down their ideas will give everyone a skill for planning that becomes natural and easier over time. Keep the tone positive. Even if an idea seems unlikely to work, write it down and make sure the den hears it out; that idea may be a stepping stone to another one! Brainstorming is a great opportunity to encourage respect for everyone's contribution, whether or not it is ultimately chosen. Thomas Edison said, "To have a great idea, have a lot of them!"
- To start the brainstorming session, you can write ideas on a flip chart or whiteboard. You may also want to draw or print out a picture of a bear, for example, and have cut-out bear paw prints to give to the Cub Scouts to write down their ideas. Each den member would then place the prints around the bear, showing a "fellowship" of ideas, and review each one. (See Meeting 1 Resources.)
- Allow limited time for discussion, including pros and cons for each project. Decide ahead of time on a method of voting: raising hands, casting ballots, etc. Note that some projects might require only a few individuals. Keep in mind the objective of reaching out into the community to provide service, and allow the Bear Scouts to participate in planning what they can do.

◇ Activity 2: Service Project Plan (Requirement 2B)

- After selecting a project, determine the steps that need to be taken to accomplish it. Write down each question below on its own piece of paper. Then place the questions in individual envelopes or zippered plastic bags and scatter them around the meeting place so Bears must take "steps" to get from one to the other. This activity will help them identify all the tasks the project requires and who will do what. Let each Cub Scout announce one of the questions so that everyone participates.
  - Who will call and make arrangements with someone at the organization or service project site?
  - When can the project be done?
  - What equipment is needed?
  - Who will be responsible for each of the listed steps (youth and adults)?
  - How will we let others know what help we need (pack families, pack committee members)?
  - Add other questions that might pertain to your specific project.

CLOSING

- **12th Point of the Law.** Say: *Baden-Powell, the founder of Scouting, wrote: "First, love and serve God. Second, love and serve your neighbor." In doing your duty to God, always be grateful to Him. Whatever you do, whether at home or school, whether in play or at work, thank God for it, if only with a word or two. Let us each now say a silent prayer for our brother on our right … for our brother on our left … and, now, for our brother Scouts around the world.*
- Make sure the Bears have their permission slips to take home.



Do-at-Home Project Reminder:

Bears should continue to work on other requirements for the adventure with their families and/or faith organizations.

AFTER THE MEETING

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

MEETING 1 RESOURCES

Do-at-Home Project: Requirement 2A

Many people throughout history have shown great faith in God by reaching out to those in their neighborhoods and communities. Many desired to make life better for others and willingly shared their resources, talents, and time to achieve this goal.

If a Scout chooses requirement 2A as an option in this adventure, the requirement should be completed at home. If they want, Scouts who select this requirement can also share with the den about the person they admire as someone of faith.

BRAINSTORMING WITH BEARS:







SERVICE PROJECT PERMISSION SLIP

A SCOUT IS HELPFUL!

My child _____ has permission to participate in the
(name)

_____

SERVICE PROJECT

Date: _____ Time: _____

Please contact _____
(den leader name here)

at _____ if you are able to help us on this service project.
(den leader's phone number)

Your Scout is to bring this permission slip to the service project and return it to the den leader.

MEETING 2 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Contact the service project location and work with someone there to review the project plans, date and time, and any items that the den might need to bring with them.
- Confirm any necessary equipment.
- Secure adult supervision to help with the project.
- Make and confirm all plans for transportation.
- Get a flag that can be used for the opening. This could be a small flag that one Scout will hold as the flag bearer.
- Arrange for water to be available if the project is outside.
- Arrange for refreshments after the project, if desired.
- Have the Bears bring their handbooks to the project site for recording requirement completion.

GATHERING

Gather permission slips from parents for each Scout's attendance and for photos if you plan on taking pictures that may include the Scouts. (You might ask a parent to take photos of the project site before and after the work.)

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Optional: Include a prayer or moment of reflection for the den.

TALK TIME

- Carry out business items for the den.
- Review plans for the project and any equipment that will be needed.
- Remind Scouts about on-task behavior and showing respect for other people's property as they do the work. Through their service today to others, they are showing their duty to God.

ACTIVITIES

◇ Activity 1: Service Project (Requirement 2B)

Do the service project as planned.

CLOSING

- Gather in a circle for the Living Circle ceremony. (See Meeting 2 Resources.)
- Den Leader's Minute: "To Build a Better World" (See Meeting 2 Resources.)

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 2B and any requirements completed by Bears at home.
- Work together to clean up the meeting place.

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



MEETING 2 RESOURCES

THE LIVING CIRCLE

The Living Circle is an important Cub Scouting ceremony that may be used as an opening or closing for a den meeting. It reminds everyone in the den of the friendships they are making and links them with all other Cub Scouts. To form a Living Circle, Cub Scouts and leaders face inward in a close circle. With the right hand, each person gives the Cub Scout sign. They turn slightly to the right and extend left hands into the circle. Each thumb in the circle is pointed to the right, and each person grasps the thumb of the person on their left, making a complete Living Circle handclasp. The Scout Law, Scout Oath, or motto can then be said.

The Living Circle also can be performed by moving all of the left hands up and down in a pumping motion while the Cub Scouts say, "A-ke-la! We-e-e-ll do-o-o ou-r-r best," snapping into a circle of individual salutes at the word "best."

TO BUILD A BETTER WORLD

"Your task, young Scout, is to build a better world," God said.

I answered, "How? The world is such a large, vast place, so complicated now. And I am so small and useless, there is nothing I can do."

In all His wisdom, God said, "Just build a better YOU."

NOTES

FUR, FEATHERS, AND FERNS

RATIONALE FOR ADVENTURE

In this adventure, Bears will explore the outdoor world of mammals, birds, plants, and more! They will understand that every living thing has a home—often very close by. Scouts will also discover that almost every living thing's neighborhood is a home to at least one type of another living thing. Protecting those homes, called habitats, is up to everyone, and Bears can help!

TAKEAWAYS FOR CUB SCOUTS

- Learning about the world of creatures and how we affect our environment
- Practicing ways to conserve in the world around us
- A Scout is thrifty.

Bear Handbook, page 86

ADVENTURE REQUIREMENTS

Complete requirement 1 plus three others.

1. While hiking or walking for one mile, identify six signs that any mammals, birds, insects, reptiles, or plants are living near the place where you choose to hike or walk.
2. Visit one of the following: zoo, wildlife refuge, nature center, aviary, game preserve, local conservation area, wildlife rescue group, or fish hatchery. Describe what you learned during your visit.
3. Name one animal that has become extinct in the last 100 years and one animal that is currently endangered. Explain what caused their declines.
4. Observe wildlife from a distance. Describe what you saw.
5. Use a magnifying glass to examine plants more closely. Describe what you saw through the magnifying glass that you could not see without it.
6. Learn about composting and how vegetable waste can be turned into fertilizer for plants.
7. Plant a vegetable or herb garden.

NOTES TO DEN LEADER

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

Make arrangements to visit a local, state, or federal wildlife refuge, zoo, nature center, aviary, game preserve, local conservation area, wildlife rescue group, fish hatchery, or other animal preservation area for Meeting 3. Identify a location for the outing to help Cub Scouts fulfill requirements for this adventure in a field setting. Where you decide to visit may change the order of activities you do in den meetings 1 and 2.

In advance of the outing, the leader will need to make arrangements with the outing location and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure activity consent forms are distributed, 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
- Pictures of local animals, birds, and plants
- At least one pair of binoculars for the den
- Magnifying glass for each Scout or each pair of Scouts
- Paper and pencil for each Scout
- Materials and equipment to build bird feeders, if desired (See Meeting 1 Resources.)
- Review the Trail Tips for Cub Scout Leaders in the front matter.
- Cub Scout Six Essentials for each Scout

GATHERING

Make sure each Bear has in their possession (or has access to) the six Cub Scout outdoor essentials. As Scouts arrive, lead them in stretching and warming up exercises for the hike. (See the *Bear Handbook*.)

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Recite the Outdoor Code (see the *Bear Handbook*). Note that Bears will focus on being considerate in the outdoors.
- Recite the principles of Leave No Trace (see the *Bear Handbook*). Tell Bears that they will look for ways to demonstrate leaving what they find and being kind to other visitors.

TALK TIME

- Introduce the Fur, Feathers, and Ferns adventure. Build interest by describing the goals of the adventure and some of the activities that are planned.
- Carry out business items for the den.
- Explain that stretches prepare Scouts physically for hikes and other physical activities. Remind everyone in the den of the rules of safe hiking and check that they have the Cub Scout Six Essentials.
- Explain that this week's portion of their adventure will require everyone to stay alert to signs of creatures. Ask Bears what they can do to help others see the wildlife. (Ideas might be to remain quiet and listen, and to share with others in the den through hand signals when someone sees something.)
- Discuss what the Bears will do on the hike to demonstrate the specified principles of the Outdoor Code and Leave No Trace.

ACTIVITIES

◇ Activity 1: Neighborhood Hike (Requirements 1, 4, and 5)

- Go on a 1-mile hike through your neighborhood, a park, or another suitable location. While hiking, focus on observing and identifying six signs of birds, animals, insects, reptiles, and plants. (Hiking tips can be found in the front matter.)
- During the hike, be on the lookout for animals such as squirrels or birds that can be observed in most settings. Encourage each Cub Scout to observe what the animal is doing and to share the binoculars for a better view. Challenge them to explain how watching animals from a distance might be preferable to getting closer. Possible responses: the animals are less likely to flee; you see them engaged in natural behavior. (Requirement 4)

- Stop several times along the hike to examine interesting objects with a magnifying glass. Remind Bears to beware of inadvertently burning insects with a magnifying glass. Ask Bears to describe what they can see with the lens that would not otherwise be visible. Possible responses: small hairs on plants such as mints; distribution of color/pigments; bark texture; details in leaves such as pores, other small openings, or veins. (Requirement 5)

◇ Activity 2: Make a Bird Feeder (Optional)

If there is time after the hike, Scouts may make a bird feeder to take home to continue observing nature in their own backyards. (See Meeting 1 Resources.)

CLOSING

Ask Bears to reflect on the Outdoor Code. How were they considerate in the outdoors? Did they leave what they found? Did they help other visitors enjoy the outdoors? Why are those principles important?



Do-at-Home Project Reminder:

Before the next meeting, Bears will need to research an animal that has become extinct in the last 100 years and learn why the animal became extinct. Bears should also learn about one animal that is on the endangered species list. Finally, with a parent's or guardian's permission, Bears can look on a government website to learn more about endangered species in their area. Members of the den will share what they learned at Meeting 2. (Requirement 3)

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1, 4, and 5.
- Work together to clean up the meeting place.
- Prepare thank-you notes for the Bears to sign at the next meeting.

MEETING 1 RESOURCES

USING BINOCULARS

Teaching youth to use binoculars isn't difficult; they just need a few instructions to make it easy for them. To start, be sure you get binoculars that are the right size and weight for those of Bear Scout age.

◇ Comfort and Fit

- Choose youth-sized, lightweight binoculars for smaller faces and hands. Adjustable models also work very well for this purpose.
- Make sure the binoculars have an easy-to-reach knob for focusing the lens.
- Teach them how to adjust the two halves to match the distance between their eyes.
- If a Scout wears glasses, they should be kept on when using binoculars.

◇ Safety

- Teach Bears that they should never walk while looking through the binoculars. This is to avoid walking into holes, bumping into trees, or falling into streams.
- Tell the Bears to wear the binocular strap around their necks—they should not carry the binoculars or set them down. This will help prevent dropping the binoculars into a pond, for example, or accidentally leaving them behind.

Practice

- Bears should first look at the object they want to view without using the binoculars.
- Then, they should raise the binoculars slowly up to their eyes.
- Once they've found the object again, they can focus the lens.
- While in the outdoors, see if the Bears can hear an animal or bird first and then try to find it with their binoculars.

BIRD FEEDERS

There are several examples below of bird feeders that Bears can make. Remind them to place the feeders or birdhouses high enough to keep animals from eating the seeds or catching the birds. Avoid areas with power lines. Be sure to check for allergies before creating bird feeders.



Bird Cake

Materials:

- Wild birdseed
- Piece of mesh bag (e.g., from a potato or onion sack)
- 12-ounce juice can
- ½ pound of suet
- Double boiler
- Long piece of wire

1. Cut the mesh sack to fit inside the can, with the extra sticking out from the top.
2. Cut the suet into small pieces and heat in the double boiler (to keep it from burning). Let it cool and harden. Remove any pieces of meat.
3. Reheat the suet and mix in 1 cup of birdseed. Pour the mixture into the can and set it in a refrigerator to harden.
4. Set the can in warm water and carefully run a knife around the inside to loosen the sack. Pull out the sack.
5. Tie the ends of the sack with wire, leaving enough to hang it from a tree limb. This same mixture can be molded in a cut-down cardboard milk carton, small foil dishes, or half a grapefruit shell. The cakes can then be set on a fence post or in a feeder.

Bird's Delight

Ingredients:

- 1 cup melted suet
- 3 teaspoons cornmeal
- 1¼ cup peanut butter
- 3 teaspoons butter
- ¼ cup cracked corn
- ¼ cup raisins

Melt the suet as described for the bird cake, adding the peanut butter during the second heating. After the suet has cooled the second time, add the other ingredients. Pour into containers and set in the refrigerator to harden.

Bird Treat Tower

Materials:

- Two mesh bags
- Maize
- Plastic lid
- Shelled peanuts
- Scissors
- Sunflower seeds
- Plastic wire or string

Place one mesh bag inside the other to reduce the size of the holes. Fill about one third of this combined bag with sunflower seeds and tie off that section—like a sausage link. Next, add a layer of maize in the middle third of the bag and tie again. Add the final layer of peanuts and tie the bag closed. Punch a hole in the center of the plastic lid and pull the end of the bag through it. The lid will protect the food from the weather. Make a hanger from the wire or string, attach it to the end of the mesh bag, and hang it in a suitable place.

Pinecone Treats

Materials:

- Peanut butter
- Cornmeal
- Pinecone
- Wire

Mix together equal amounts of peanut butter and cornmeal, about 2 teaspoons of each. The cornmeal reduces the stickiness of the peanut butter, making the mixture safe for birds to eat. Tie a piece of wire around a large pinecone for hanging from a tree. Spoon the mixture in between the pinecone petals. The birds will love it.

Suet Log Bird Feeder

Materials:

- One log, about 16 inches long and 4 inches in diameter
- Suet
- Knife drill or ax
- Heavy screw eye

1. Drill 1-inch-wide holes, six to 10 of them, halfway through the log.
2. Have an adult taper the top of the log with an ax or knife and apply varnish to prevent the wood from cracking.
3. Insert the screw eye in the tapered point and attach a wire for hanging the log from a low branch.
4. Force suet into the holes and hang the feeder from a tree in the yard where it can be observed from the house. Hang it low enough for easy refilling but out of reach of dogs and cats. Woodpeckers, chickadees, titmice, and other suet-feeding birds will enjoy your creation.

Milk Carton Bird Feeder

Materials:

- Half-gallon cardboard milk carton
- Paper clip
- Two brass paper fasteners
- Wire coat hanger
- Marker
- Scissors

1. Use the marker to make cutting lines on the carton. The bottom of the feeder should be 1¼ inch deep. Cut out the opening, leaving the top to be folded back for a roof.
2. Straighten the paper clip and push it through the carton about 1¼ inch from the gable. Bend the clip inside the carton to secure it. Insert the other end of the clip through the feeder roof and bend back to hold.
3. Push the paper fasteners through the peak to seal the top of the feeder. Punch a hole in the peak to hold the coat hanger hook.
4. Punch a few small holes in the bottom of the feeder to let out moisture. Hang your feeder from a branch.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Small containers
- Seeds or small plants
- Soil
- Gardening tools
- List of possible compost materials
- Cardboard periscope materials and tools or magnifying glass (See Note to Den Leader in Activity 1 below and the *Bear Handbook*.)
- A pre-assembled periscope for Activity 1 introduction
- Materials for composting in a cup (See Meeting 2 Resources.)

GATHERING (REQUIREMENT 7)

As Bears arrive, help them plant vegetable seeds or herb seeds in their own containers to take home after the meeting. Small vegetable or herb plants can also be used. This activity is a good opportunity for your den chief to assist.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Have each member of the den tell everyone what vegetable is their favorite.

TALK TIME (REQUIREMENT 3)

- Carry out business items for the den.
- Ask any Bear who has researched an extinct animal for Requirement 3 to share their findings with the den.
- Briefly describe next week's field trip and service project, and review items each Bear should bring and wear.
- Review the gathering activity and ask, "What can be done with these vegetables and plants other than eat what they produce?"
  - — Talk about what compost means and why a Scout and their family might consider having compost. Emphasize how it helps our environment by repurposing food that would otherwise become waste. Tell Bears that compost must be carefully tended. Then explain what the compost material becomes over time and how the material can be used.
  - — Distribute instructions and a list of possible compost ingredients and the benefits they give to the soil. Ask Bears for suggestions of things to add to compost. Remind them that a Scout is thrifty and can reduce waste by composting.

ACTIVITIES

Two activities are optional and have been provided for this meeting. You may choose one or the other or do both depending on the needs and size of your den.

◇ Activity 1: Make a Periscope

Here's a science scoop to pass along to your Bears: When you look directly at something like a ball, you see it because light from the sun or a lamp bounces off the ball and goes into your eye. When you hold the ball around a corner, you don't see it anymore because the light bouncing off doesn't reach your eye. But you CAN see the ball if you hold a periscope past the corner and look through it. That's because the periscope uses mirrors to bounce the light from the ball around the corner and into your eye.

- Explain that scientists show respect for nature by often observing wildlife and plants from a distance. Remind Bears of the binoculars they used in Den Meeting 1 for the same purpose.
- Explain that a periscope can also help us look at things from afar and make them seem closer. Show an example of a periscope that is already constructed.
- Have the Scouts make their own periscopes. Follow the steps in the *Bear Handbook* or another resource of your choosing.
- If there is time after the periscopes are assembled, let the Scouts practice using them in your meeting location or outdoors. Have each Bear pair up with a buddy for this brief exploring time, and then resume the meeting. Ask the Bears: Can you think of a way to improve this periscope design? What happens if you use a longer box? Can you make a periscope using just one mirror?

◇ Activity 2: Composting in a Cup (Requirement 6)

This is a good experiment to help Bears understand how compost is created. They will make compost on a very small and manageable scale by using cups and precollected organic items such as leaves, grass clippings, etc. (See Meeting 2 Resources for detailed instructions and background information about the science behind composting.)

CLOSING

- Remind Scouts to bring proper clothing and equipment to the den outing, as well as signed activity consent forms (if needed). Confirm transportation plans and the meeting location and time.
- Sing "The Ants Go Marching" to tie into the theme of composting. (See Meeting 2 Resources.)

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 3, 6, and 7.
- Work together to clean up the meeting place.
- Have the Bears sign thank-you notes to present at the outing.

MEETING 2 RESOURCES

INDOOR GARDEN IN A TRAY (GATHERING)

Materials: Plastic tray, potting soil, vegetable seeds (e.g., radish, cress, lettuce) or herb seeds. Small vegetable or herb plants may be used instead of seeds.

Instructions: Have Bears fill the tray halfway with potting soil and dampen the soil with water. Demonstrate how to make lines across the soil for seed rows. Then cover the seeds with a thin layer of soil. Give Bears these instructions for growing gardens at home with the help of their parents or guardians:

- Leave the tray where it is warm and light.
- Keep the soil damp.
- Cut off the cress with scissors, and use this and other herbs in cooking or salads.
- You may need to thin the young lettuce and radish plants. Pull a few out and place them in a separate tray to finish growing. The same, if needed, can be done with the herbs.

How to Make Compost

Composting starts by putting a mixture of organic materials in a pile or container, along with water. There are three important ingredients for making compost:

1. **Green material** is high in nitrogen. It can be kitchen scraps like coffee grounds, peelings, fruit cores, and eggshells. Any non-greasy kitchen waste, except meat, can be composted. Manure (NOT dog and cat waste, only from barnyard animals), grass clippings, leaves, and weeds you have pulled are also green materials.

2. **Brown material** is high in carbon. Paper, sawdust, small branches and twigs, dry cornstalks or husks, and straw all fall into this category.

3. **Water** is needed to provide moisture inside the pile. This moisture warms up and helps the material to break down. A compost pile has enough water and other ingredients if it becomes hot in the middle.

Tiny insects chew the material, and probiotics (good bacteria) thrive in it. Turn the pile from the outside once a week so that fresh compost is exposed. This way, all the beneficial organisms will have a chance to grow in the ingredients. As the pile heats up, gains moisture, and is regularly turned, it becomes compost. In about one to two months, you will have a dark, rich, soil-like product. The finished compost has a fresh, earthy odor and can be used to enrich the soil in your garden. Happy growing!

◇ Activity 2: Composting in a Cup

Materials:

- 16-ounce cup with holes in the bottom
- Pair of gloves
- Large bowl
- Organic compostable items (leaves, grass clippings, vegetable scraps, fruit scraps, coffee grounds, etc.)
- ¼ cup soil or dirt
- 1–2 teaspoons of water
- Piece of plastic wrap
- Rubber band
- Large plastic spoon

Instructions: Before beginning this activity, you will need to collect the organic items to compost. There are many different materials you can use. As a general rule, anything that comes from a plant or tree is good to include. Some things you DO NOT want are meats, dairy products, and seafood—those can attract pests, and nobody likes the smell of month-old salmon! Once your items are together, place them in the large bowl, add the 1–2 teaspoons of water and the ¼ cup of soil, and mix.

Next, wearing the gloves and using the plastic spoon, place two scoops from the bowl into the 16-ounce cup. Now lay the piece of plastic wrap over the top of the cup and fasten it to the rim with the rubber band. Make sure the wrap is tight and the rubber band is secure.

Compost piles need sun, shade, water, and movement. So put your cup in a window that gets a good amount of sunlight or outside in an area that is exposed to the sun during the day. Every so often, add 1 teaspoon of water to your cup and give the contents a little shake. The water and movement helps with the composting process.

The sun warms the cup of organic material, which promotes increased microbial activity. (This is just a fancy way to say that the bacteria and fungi LOVE to live in a warm environment!) The shade keeps the compost from becoming too warm, which could lead to a loss of essential moisture.

Your compost cup is now complete, and the composting process is underway. It's time to let nature do its thing!

You can also experiment using composting containers of different shapes, sizes, and colors. For example, a black or dark-colored container will absorb more heat from the sun than one that is clear or light-colored.

The Science Behind It

Compost forms naturally nearly everywhere! Leaves drop from trees. Grass clippings are left after you mow the lawn. Plants and animals die. Over time, these organic materials break down or decompose. The rich, dark brown, crumbly, soil-like material that results is called compost.

Tiny living things do much of the work of breaking down organic materials to make compost. These little workers are called microorganisms and include such things as bacteria and fungi. Worms, pill bugs, and other creatures living in the soil help the microorganisms transform the materials into compost.

The organic materials provide many of the nutrients that plants need for growth and activity. Eventually, these nutrients are returned to the soil, to be used again by trees, grass, and other plants. This is nature's way of composting and recycling!

The compost that you make at your home or school can be used as mulch or mixed into the soil. Compost is one of nature's best mulches and soil amendments. It helps you to save money by reducing your fertilizer, landscaping, and water bills, and by cutting down on trash pickups or disposal.

"The Ants Go Marching" (Closing Song)

The ants go marching one by one.
Hurrah! Hurrah!
The ants go marching one by one.
Hurrah! Hurrah!
The ants go marching one by one;
The little one stops to suck its thumb.

Chorus:
And they all go marching,
Down into the ground to get out of the rain.
Boom, boom, boom, boom, boom, boom, boom.

Additional verses:

The ants go marching … two by two; the little one stops to tie its shoe.
… three by three; the little one stops to climb a tree.
… four by four; the little one stops to open a door.
… five by five; the little one stops to do a jive.
… six by six; the little one stops to pick up sticks.
… seven by seven; the little one stops to look at heaven.
… eight by eight; the little one stops to open a gate.
… nine by nine; the little one stops to pick up a dime.
… ten by ten; the little one stops to say, "The end"—or "the little one stops to start again."

MEETING 3 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Confirm that transportation to and from the event is in place. Secure signed activity consent forms.
- The unit den leader should bring a copy of the *Guide to Safe Scouting.*
- Make sure everyone has packed the Cub Scout Six Essentials and has the proper clothing for the trip.
- Consider having Bears bring the periscopes they made in the last den meeting to observe wildlife during the outing.
- Check to see if a guide at the location can direct Scouts to local plants and wildlife.
- Ask the manager at the location if there is something the Scouts can do to improve the area. Make Bears and their families aware of those needs.

GATHERING

- Ask Bears what they hope to learn during the outing. Tell them to remember to ask the guide any questions they have when they have a chance.
- Remind them of the buddy system, staying with the group, and observing the facility's rules. Remember, a Scout is courteous and abides by all of the rules and customs at an outing venue.

OPENING

- Recite the Pledge of Allegiance and the Outdoor Code.

TALK TIME

- Carry out business items for the den.
- Discuss how Bears can be considerate in the outdoors during the outing.

ACTIVITIES

◇ Activity 1: Nature-Themed Outing (Requirements 2 and 4)

- Visit a zoo, wildlife refuge, nature center, aviary, game preserve, local conservation area, wildlife rescue group, or fish hatchery.
- If possible, have the Bears provide some service to improve the location they visit.
- If the Scouts have their periscopes, they should use them to observe wildlife from a distance.



CLOSING

- Ask Bears to reflect on their visit and share something new they learned or observed during the outing.
- Have them give their thank-you note(s) to anyone who helped with the trip.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 2 and 4.
- Ensure cleanup takes place.

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



NOTES



RATIONALE FOR ADVENTURE

Scouts of this age are learning to become more independent. In this adventure, Bears will learn how to take care of themselves and be a help to their family, community, and the environment. Additionally, they will continue to learn about patriotism and loyalty to our country.

TAKEAWAYS FOR CUB SCOUTS

- Being a help to family, community, and the environment
- Doing a Good Turn daily to be helpful to others
- A Scout is courteous, brave.

ADVENTURE REQUIREMENTS

Bear Handbook, page 106

Complete requirement 1 plus two others from requirements 2–4.

1. Learn about our nation's flag. Display it at home for one month. Say the Pledge of Allegiance, and learn its meaning.
2. Do at least one of the following.
   A. Find out about two famous Americans. Share what you learned.
   B. Find out where places of historical interest are located in or near your community, town, or city. Go and visit one of them with your family or den.
3. Do at least two of the following:
   A. With your school or den, visit a local sheriff's office, police station, or fire department OR talk with a fire safety officer or law enforcement officer visiting your school or den. Find out what skills the officers use to do their jobs. Ask questions that will help you learn how to stay safe.
   B. Make a list of emergency numbers and discuss with your family where the list should be kept. Show your family that you know how to call for help in an emergency. Talk with your family about people who could help you if a parent is not available.
   C. With your family, develop a plan to follow in case of an emergency, and practice the plan at least three times. Your family can determine the emergency, or you can develop several plans.
4. Do at least one of the following:
   A. Do a cleanup project that benefits your community.
   B. Participate in a patriotic community parade or other civic event that honors our country.

NOTE TO DEN LEADER

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

Prior to the first meeting, remind the Cub Scouts to pick and research two famous Americans if they have selected requirement 2A. Be prepared to offer suggestions for those who are struggling to complete this part of the requirement. They can look to their *Bear Handbook* for a list of ideas as well. Some additional ideas include Benjamin Franklin, John F. Kennedy, Martin Luther King Jr., Abraham Lincoln, Charles Lindbergh, César Chávez, and Paul Revere. The children's section of your local library will have a selection of biographies of famous Americans.

NOTE TO DEN LEADER–CONTINUED

Also remind Scouts who have selected requirement 2B to choose a local historical place and discover some information regarding the site. The den leader may need to request help from a local historical society, city or county officials, local library, etc., in order to assist the Scouts.

Note that Scouts will need to report to you when they have completed the portion of requirement 1 regarding flying the flag for 30 days.

Meeting 2 will be an outing to a law enforcement site or a visit from a local officer. If you choose the outing, be sure to contact the proposed location far in advance to set up the meeting and make any necessary plans. Make sure activity consent forms are distributed, signed, and collected.

Meeting 4 will be a service meeting to carry out requirement 4A, a cleanup project to be planned in Meeting 3. Any additional planning required will need to be done for the specific project chosen. As an alternative, the Scouts may participate in a patriotic community parade or other civic event that honors our country (requirement 4B).

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Before Meeting 1, reminder to Scouts to research two famous Americans
- Before Meeting 1, reminder to Scouts to research a local historical site
- A blank U.S. map for the gathering activity—one large map for all to use or a small copy for each Scout (See Meeting 1 Resources.)
- Flag that has been removed from service for retirement ceremony (See Meeting 1 Resources.)
- Materials for the Be a Benjamin activity (See Meeting 1 Resources.)
- Thank-you notes for the law enforcement agency or officer to be signed by Bear Scouts before Meeting 2

GATHERING

Have Bears write the names of as many states as possible on a blank United States map. Can they name all 50?

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Sing a patriotic song. (See Meeting 1 Resources.)

TALK TIME (REQUIREMENT 1)

- Introduce the Paws for Action 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 Cub Scouts.
- Discuss the flag as a symbol of our country. Assist the Scouts with learning how to properly perform a flag ceremony and how to fold the flag.
- With the help of the den members, demonstrate two or three different ways to display the flag. Have each Cub Scout be a part of this hands-on activity. Information regarding this can be found in the Meeting 1 Resources, as well as the BSA resource *Your Flag* (No. 33188) and the United States "Flag Code."

- Review the pledge and ask the Cub Scouts to give their interpretation of the meaning of the different parts.
- Reinforce that a Scout is loyal—in this case to your country.
- Have each member of your den share the information they have learned about a local historical place.
- Be sure to inform Bears and their families if a den outing to a law enforcement location is planned for the next meeting. Confirm that everyone knows the date, time, appropriate clothing, items to bring, and any transportation plans.

ACTIVITIES

Activity 1: Famous American Sharing (Requirement 2A)

Allow each den member a turn to share a presentation about one of the famous Americans they researched before the meeting.

Activity 2: Be a Benjamin (Optional)

Materials: Small boxful of items that can be transformed into a useful device

Introduction:

Benjamin Franklin was a famous American. He was a man of many talents, and one of those was inventing items that became very useful. Some of these items were an odometer, bifocals, the Franklin stove, and a better way to deliver mail, which is still used today.

Steps:

1. Tell the Scouts they are going to be "Benjamins."
2. Give them a challenge that needs to be solved. Then give the group a small box containing items you have previously gathered.
3. Let the Scouts work together to create an item to meet the challenge.

Some ideas for challenges are:

- How can I see around a corner?
- How can I see under water without getting wet?
- How can I reach something high without a ladder?
- How can I sleep when lights are too bright or a noise is too loud?

CLOSING

- With the assistance of the Scouts, perform a simple flag retrieval ceremony. (See the appendix.)
- Confirm plans for the following meeting's den outing to a law enforcement location or visit from a law enforcement officer.
- Have Scouts sign the thank-you notes for the den outing or visitor.

AFTER THE MEETING

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

MEETING 1 RESOURCES

UNITED STATES MAP



Patriotic Songs

Yankee Doodle Dandy

Yankee doodle went to town
A-riding on a pony
Stuck a feather in his hat
And called it macaroni.

Chorus
Yankee Doodle, keep it up,
Yankee Doodle dandy;
Mind the music and the step,
And with the girls be handy!

Father and I went down to camp,
Along with Captain Gooding;
There we see the men and boys,
As thick as hasty pudding.

Chorus

And there was Captain Washington,
And gentle folks about him;
They say he's grown so tarnal proud
He will not ride without 'em.

Chorus

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 they good with brotherhood
From sea to shining sea!

—Katherine Lee Bates

America

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountainside
Let freedom ring!

Our fathers' God, to Thee,
Author of liberty,
To Thee we sing.
Long may our land be bright,
With freedom's holy light;
Protect us by Thy might,
Great God, our King.

—Rev. Samuel F. Smith

DISPLAYING THE FLAG

- When the national flag is displayed flat, either horizontally or vertically, on a wall or in a window, the union (blue field) should be at the top and to the observer's left when facing the flag.
- When displayed from a staff projecting from a windowsill, balcony, or the front of a building, the union (blue field) should be at the staff's peak (unless the flag is at half-staff).
- The U.S. Flag Code, adopted in 1923 and amended by Public Law 94-344 in 1976, states "It is the universal custom to display the flag only from sunrise to sunset ... However, when a patriotic effect is desired, the flag may be displayed 24 hours a day if properly illuminated during the hours of darkness."
- When displayed on a stage or platform, the national flag should be to the speaker's right. Any other flag is on the speaker's left.
- When suspended, the flag should be vertical with the union to the north over an east-west street and to the east over a north-south street. The flag should be hoisted out union (blue field) first.
- Flag decals and stickers may be correctly displayed on the inside of motor vehicle side windows.

MEETING 2 PLAN (Den Outing or Visitor)

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Arrange for a visit to a law enforcement agency or for a law enforcement officer to attend the meeting. If you choose the second option, ask if the officer can provide fingerprinting materials or help with one of the activities below.
- If the meeting is an outing, confirm that transportation to and from the event is in place. Secure signed activity consent forms.
- The unit den leader should bring a copy of the *Guide to Safe Scouting.*
- Materials for fingerprinting (note cards and an ink pad or adhesive tape, unless the officer brings materials)
- Materials for making a shoe track
- Materials for Who Dunnit Game

GATHERING

Words from Words Activity: Each Cub Scout needs a sheet of paper and something to write with. The object is to form as many different words as possible from the letters in "A Scout is brave" (examples: *rave, ties, sat,* etc.). You may want to see how many you can form prior to the meeting.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Encourage reflection on the content of the previous meeting.

TALK TIME

- Carry out business items for the den.
- Introduce the law enforcement officer. Guide the Scouts' questions using the ideas in the *Bear Handbook*.
- Reinforce "A Scout is brave."

ACTIVITIES

◇ Activity 1: Taking a Fingerprint (Optional)

You may have the law enforcement officer assist with this activity if you prefer.

Prints can be made using an ink pad and note card or by gently applying a piece of Adhesive tape to an index finger, then carefully pressing the tape down on a note card.

◇ Activity 2: Making a Shoe Track (Optional)

Materials:

- Cooking spray
- Cocoa or hot chocolate powder
- Sheets of white paper (one for each Scout)
- Small paintbrush
- Paper towels (for cleaning the shoe bottoms)
- Magnifying glass (optional)

1. Have each Scout lightly spray the bottom of one of their shoes. Then have each Scout step on their sheet of paper, leaving an oily track.
2. Using the paintbrush, apply a small amount of the cocoa to the oily area using a dabbing motion (up and down). Then blow away the excess powder.
3. Mix up the sheets and have Bears solve the mystery of who made each track. They should be looking specifically for small cuts, nicks, rocks, missing pieces, wording, etc., on the paper and the shoe soles.
4. An alternative is to have them bring an old shoe from home so they do not use the shoes they are wearing. A second alternative is to take pictures of the shoe soles using a digital camera, download to a computer, and then compare the pictures to the shoe soles.

◇ Activity 3: Play the Who Dunnit Game (Optional)

Materials: Small item for each Scout that will hold a fingerprint (a glass, small mirror, spoon, etc.); tape; powder; brush (inexpensive paintbrushes will work); nontoxic ink pad; note cards (one per Scout); pair of nonlatex, disposable gloves for each member of the den; magnifying glass, if desired

The object of this game is to use the fingerprint cards that Scouts created to figure out who performed certain actions.

1. You will need to have one small item per Scout that will show a fingerprint.
2. Each Scout should have a “master” copy of their fingerprint on a note card, using their index finger and an ink pad or Scotch tape (see the Taking a Fingerprint activity above). The Scout should write their name on the card and give it to the den leader for comparison later.
3. Have each Scout pick one item and touch it firmly with the same index finger to leave a print. The den leader needs to keep track of which item each Scout touches, but remember to have the other Scouts turn their backs or close their eyes so they cannot see what is happening.
4. Once all the Scouts have left a fingerprint, have them put on the gloves and hand each one an item—being careful not to give anyone the item they already touched.
5. To dust for prints, gently place the end of the brush into the powder. Lightly dust the powder over the fingerprint. Be careful: Using too much powder or dusting too vigorously can ruin the integrity of the print.
6. Carefully press a strip of tape down over the fingerprint, being careful not to trap any air bubbles or to smear the print. Lift up the tape and seal the fingerprint in place by applying the tape to a clean note card.
7. Have the Scouts compare this set of cards to the cards they turned in earlier with the ink prints, to see if they can match them.

CLOSING

- Have Scouts thank the law enforcement officer who visited or assisted the group.
- Recite the Scout Oath.



Do-at-Home Project Reminder:

Scouts will need to complete requirement 3B or requirement 3C at home before the next den meeting.

AFTER THE MEETING

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

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Newspapers for gathering activity
- Our Cleanup Project planning page in the *Bear Handbook*
- Prior to the meeting, look around your neighborhood or community to find a suitable location for the service project. Some ideas include a local city park, a senior retirement center, or a community garden. This will help you assist the Scouts with their planning process. Pictures of the different areas will be helpful.
- 3-foot section of rope for each Scout for closing

GATHERING

I Have a New Hat! This is an opportunity for a quick and fun recycling project. Bring old newspapers that the members of the den can use to create hats to wear. Be sure adults join in the fun.

OPENING

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

TALK TIME (REQUIREMENTS 3B AND 3C)

- Carry out business items for the den.
- Have Bears share what they did at home to complete requirements 3B or 3C.
- Work on planning the cleanup service project. Assist and guide the Cub Scouts with the planning by using the prompts in the *Bear Handbook*.
- You may need parents to attend this meeting to assist in the project planning.
- Reinforce that Scouts are loyal to their community, clean in their thoughts and actions, and helpful to those around them.

ACTIVITIES

◇ Activity 1: How Smart Is Your Smeller? (Optional)

This activity can be an outdoor game confined to a designated area, or an inside game if the weather requires.

Materials:

- Bag of trash: empty soda can, plastic foam cup, aluminum foil, gum wrappers, plastic six-pack holder, graham cracker box, twist tops, etc.
- Smelly foods: barbecue sauces, oranges, onions, etc.
- Odorless foods: carrots, celery, etc.
- Samples of partially burned trash: melted bottle, soda can, foil, etc. (You will have to plan ahead for some of these items.)
- Trash bags and nonlatex, disposable gloves for each Scout

Preparation: Before the group arrives, hide trash in obscure places—it should be visible but not blatantly so. Wash out anything that is obviously very messy.

Setting the Stage: Tell the Scouts they are going to see a beautiful area or they are going on a hike.

Going on the Hunt: Take the Scouts to the prepared area, and ask them to identify what might be wrong.

- Have them go on a trash hunt to clean up the site. Give them five to 10 minutes to locate as many items as possible.
- Once the trash is gathered, have them evaluate what they found. Ask them what should be done with the trash. Should it be burned, buried, or taken to be recycled?
- Now ask them how they found the trash. Did they see it or did they smell it first? What if they were hungry bears? Could they have found the trash? Have them identify which smells they could recognize.
- This is a good opportunity to get everyone prepared for the cleanup service project, and also a reminder that a Scout is clean whether in or out of doors.

CLOSING

- Confirm that all families have the necessary information and transportation plans for the upcoming den outing.
- Perform the Square Knot Closing. (See Appendix 7 for illustrations of a square knot.)
  - — Give each member of your den a 3-foot section of rope. Have them use square knots to tie all the ropes together and form a circle. When the circle is complete, ask all of them to hold the rope and lean back carefully in unison to form a tightly stretched circle.
  - — The den leader should then tell them: *You are all part of a group of close friends, held together by the square knot—a symbol of friendship.*

AFTER THE MEETING

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

MEETING 4 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Safety equipment, as needed
- Trash bags and nonlatex, disposable gloves for each participant
- Camera for any before and after photographs
- Arrange for water and refreshments as appropriate.
- Collect signed activity consent forms, and be sure that all families have necessary transportation and meeting information.

GATHERING

- Review any necessary safety precautions with all the Cub Scouts and assisting adults.
- Reinforce from the Scout Law that a Scout is clean.
- Encourage the group to sing as they work. A Scout is cheerful.

OPENING

- Recite the Pledge of Allegiance.

TALK TIME

- Carry out business items for the den.

ACTIVITIES

◇ Activity 1: Cleanup Service Project (Requirement 4A)

Perform the service project as planned.

CLOSING

- Thank anyone who assisted with the project.
- Congratulate the Scouts on their efforts.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 4A.
- Work together to clean up the meeting place.

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



MEETING 4 RESOURCES

SONGS

Cub Scouts Whistle While We Work

(Tune: "Whistle While You Work")

Cub Scouts whistle while we work!

(Whistle the first line.)

We pitch right in, and laugh, and grin,
And whistle while we work.

Cub Scouts hum a merry tune!

(Hum the first line.)

We hum all day at work and play.
We hum a merry tune.
After we became Cub Scouts,
We had to learn the rule
Of being kind and courteous
In both our home and school.
Cub Scouts whistle while we work!

(Whistle the first line.)

We do their bit; we never quit,
Cub Scouts whistle while we work!

I Met A Bear

(Tune: "Sipping Cider")

The leader begins by "singing" one line of each verse, and the group repeats it in the same sing-song fashion. Then everybody sings each whole verse once together.

The other day,
I met a bear
Out in the woods;
Oh, way out there.

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

He said to me,
"Why don't you run?
I see you ain't
Got any gun."

I said to him,
"That's a good idea.
So come on feet,
Away from here."

And so I ran
Away from there,
But right behind
Me was that bear.

And then I see
Ahead of me
A great big tree;
Oh, glory be!

The lowest branch
Was 10 feet up.
I'd have to jump
And trust my luck!

And so I jumped
Into the air,
But I missed that branch
A-way up there.

Now don't you fret;
Now don't you frown.
'Cause I caught that
branch
On the way back down.

This is the end.
There ain't no more.
Unless I meet
That bear once more.

NOTES


Elective Adventures



RATIONALE FOR ADVENTURE

Fishing is a skill that can become a lifelong hobby, or possibly a career. It can be done alone, or with family or friends. This adventure is meant to be fun and can be used for teaching several points of the Scout Law such as trustworthy, helpful, courteous, obedient, thrifty, cheerful, clean, and even reverent.

TAKEAWAYS FOR CUB SCOUTS

- Learning about the types of fish near the Scouts' homes
- Learning what the fish eat, how they can be caught, and how we can conserve and preserve our fish by using the concept of catch-and-release fishing
- Understanding different types of equipment and making simple fishing tackle
- Going fishing and having a hands-on experience to apply all the Bears have learned

ADVENTURE REQUIREMENTS

Bear Handbook, page 120

Complete at least three of the following:

1. Discover and learn about three types of fish in your area. Draw a color picture of each fish, record what each one likes to eat, and describe what sort of habitat each one likes.
2. Learn about your local fishing regulations with your den leader or a parent or guardian. List three of the regulations you learn about and one reason each regulation exists.
3. Learn about fishing equipment, and make a simple fishing pole. Practice casting at a target.
4. Go on a fishing adventure, and spend a minimum of one hour trying to catch a fish. Put into practice the things you have learned about fish and fishing equipment.

NOTES TO DEN LEADER

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

Review the plans for Meetings 1 and 2 before beginning the adventure. You might choose to have a local fishing expert assist with Meeting 1, and you will need to make arrangements for equipment.

Meeting 2 is a den outing to go fishing. Select and make plans with the location in advance. Confirm that transportation to and from the event is in place. Secure signed activity consent forms.

If your fishing plan involves Cub Scouts being in boats, review the *Guide to Safe Scouting* and *Safety Afloat* at www.scouting.org to assure you have a safe outing in compliance with BSA policies.

Review the licensing regulations in your state, which can be obtained through your state conservation service or most places where fishing licenses are sold.

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
- Markers or colored pencils for each Scout
- Copies of the Good Neighbor rules, 1 for each Scout
- Instructions and materials for making a simple fishing pole
- Instructions and fishing line for tying the clinch knot and the Palomar knot
- Samples of fishing equipment
- Provide one fishing pole per Scout, one pole per two Scouts, or one per team for the relay game. Be certain the poles are set up for bait casting practice with a weight on the end instead of a hook.
- Assemble information regarding at least three types of fish that live in your local waters. This information can be found through the internet or through your state or local conservation service. Many states have agencies that are dedicated to fish and wildlife and can assist you at little or no cost.
- You may invite a local fishing club member, a representative from a local sporting goods or bait shop, or a den parent or grandparent to assist with this den meeting. Some organizations may allow you access to a live fish exhibit as well.

GATHERING (REQUIREMENT 1)

As Bears enter, have them go to this adventure in their handbooks and give them colored pencils or markers to draw fish in the books that are native to your area. Provide pictures you have gathered ahead of time along with basic information about each fish. Another option is to create a page for each fish with pictures and a description, and pass out copies of all the pages; Bears can then cut out and staple together pages for several fishes into their own "fish dictionaries."

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Pass out copies of the Good Neighbor Fishing Rules. Have Bears recite the rules together.

TALK TIME (REQUIREMENT 2)

- Carry out business items for the den.
- Talk about the habits, food preferences, sizes, and shapes of the types of local fishes the Scouts drew during the Gathering activity.
- Review the fishing regulations and the Good Neighbor rules. (Requirement 2)
- If you invite a professional or someone who fishes as a hobby to this den meeting, he or she may present the fish information as well as the regulations regarding fishing. You can also find fish that live in your area through your state's fish and game department website.
- Set up an exhibit for a show-and-tell on fishing equipment. This may be done by a local sporting goods representative or one of the individuals mentioned above. Limit the exhibit to simple and inexpensive equipment.

ACTIVITIES

◇ Activity 1: Make a Simple Fishing Pole (Requirement 3)

Materials:

- Sturdy sticks, 4 to 5 feet long (bamboo is a good choice, as is a hiking staff)
- Fishing line

- Safety scissors
- Fish hooks

Instructions:

1. The best type of stick for a fishing rod is strong, yet slightly flexible. Bamboo—about ½-inch thick—would be a good choice, but if bamboo isn't available Bears can bring something similar from home like a hiking staff.
2. If one end of the stick is larger around, use that part as your handle and tie it to one end of the fishing line. Wrap the line in a spiral around the stick until you reach the tip. Tie the line firmly to the tip, but don't cut the line yet.
3. Unroll the line about a foot longer than your stick, then cut it off the roll. You should now have a continuous length of fishing line extending from the handle of your stick down to the hook. (That way, if the fishing rod breaks in the middle, you still have the line in your hand.)
4. Tie a hook to the end of the line, and you are ready to go fishing.

◇ Activity 2: Practice Bait Casting (Requirement 3)

Materials:

- Bait-casting fishing poles, one for each Cub Scout
- Paper plates, flying discs, or similar objects to be targets
- Weights for the ends of fishing poles

Instructions:

1. The poles should be set up with weights tied on the lines instead of hooks.
2. Begin with the targets positioned less than 30 feet away until the Scouts become accustomed to casting.
3. Continue to move the targets away from the Scouts until they are 30 feet away.
4. Once the Scouts can consistently hit the targets, you can give them the challenge of casting under a bush, or near a tree. Many fish choose underwater plants as their habitats, so learning to cast around them is helpful to the Scout.
5. Another option is to set up a relay game by dividing into teams. Each Scout casts to hit a target 5 feet away and then passes the pole to the next Scout. After all Scouts have hit the target, move the target to 10 feet and let them continue. Have as many rounds as you wish before declaring a winning team.

CLOSING

- Gather everyone in your den together in a circle and conduct the Living Circle closing:

  To form a Living Circle, Cub Scouts and leaders face inward in a close circle. With the right hand, each person gives the Cub Scout sign. They turn slightly to the right and extend left hands into the circle. Each thumb in the circle is pointed to the right, and each person grasps the thumb of the person on their left, making a complete Living Circle handclasp. The Scout Oath or Scout Law can then be recited.

  The Living Circle also can be brought to a close by moving all of the left hands up and down in a pumping motion while the Cub Scouts say, "A-ke-la! We-e-e-ll do-o-o ou-r-r best," snapping into a circle of individual salutes at the word "best."
- Remind everyone of the need for fishing equipment at next week's meeting. Confirm that families have all the necessary information on transportation and other items to bring.

AFTER THE MEETING

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

MEETING 1 RESOURCES

GOOD NEIGHBOR FISHING RULES

In addition to your state and local fishing laws, there are also some "good neighbor" rules that are important for Scouts to follow.

1. Always ask permission before fishing on another person's property. (A Scout is courteous.)
2. Always leave the area cleaner than you found it. (A Scout is clean.)
3. Always let others know where you are going and when you will be back. (A Scout is trustworthy.)
4. Do not intrude on a spot where others are already fishing. (A Scout is friendly.)
5. Do not fish in a swimming area. This prevents hooks from being lost in a place where others are walking. (A Scout is courteous.)
6. Decide with your parent if you should wear a life jacket while fishing. (A Scout is obedient.)
7. Know what the weather forecast is before you go fishing, and watch the weather while you fish. Never fish while lightning is striking or if there is a possibility of flooding. (Be Prepared.)

MEETING 2 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Prior to this meeting you will need to secure a safe location for the den to go fishing. Communicate the location to all Scouts in the den. Some organizations near you may sponsor a fishing derby for kids. Larger cities may have a city park that allows fishing.
- Confirm that transportation to and from the event is in place. Secure signed activity consent forms.
- The unit den leader should bring a copy of the *Guide to Safe Scouting*.
- Before the trip, make a group decision about what to do with any fish that are caught. Arrangements may need to be made for ice chests and ice if the fish are being kept.
- It is helpful to have extra equipment, if possible, in case equipment breaks. Additional bait is also a good idea.
- Remember to bring the Cub Scout Six Essentials (including sun protection), trash bags for the Good Turn, cameras for memories, and plenty of adult leadership.
- Remind Bears that the BSA's water safety rules must be followed at all times. Have them pair up and follow the buddy system.

GATHERING

Practice tying the clinch and Palomar knots. See who can tie the fastest knot (properly tied).

OPENING

- Depending on the location of the meeting you may choose not to have a formal opening. If one is desired, have the den chief or denner call the den roll, and have each Cub Scout answer with how many fish that Scout expects to catch at this outing.
- Recite the Pledge of Allegiance and the Scout Law.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Review the BSA buddy system and the Good Neighbor Fishing Rules with the Scouts.

ACTIVITIES

◇ Activity 1: Fishing (Requirement 4)

- Spend at least one hour trying to catch a fish. This time can include baiting the hooks, casting, etc.
- Help Scouts, making sure they are adequately spaced from each other so their lines and hooks do not get tangled.

CLOSING

- Do a Good Turn by making certain the area you have visited is cleaner than you found it.
- Congratulate Scouts on a great fishing trip whether or not they caught fish. Point out that this adventure is a success because they learned about the kind of fish in the area and how to make a pole, tie fishing knots, and bait a hook.
- Have the den chief or denner call the roll again and have the Scouts answer with how many fish they actually caught. Did anyone catch more than they expected at the opening?
- Have them recite the Outdoor Code as a reminder of taking good care of our outdoor world. (See the *Bear Handbook*.)

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 4.
- Work together to clean up the fishing site.
- Remember to thank anyone who helped make this adventure a success.

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



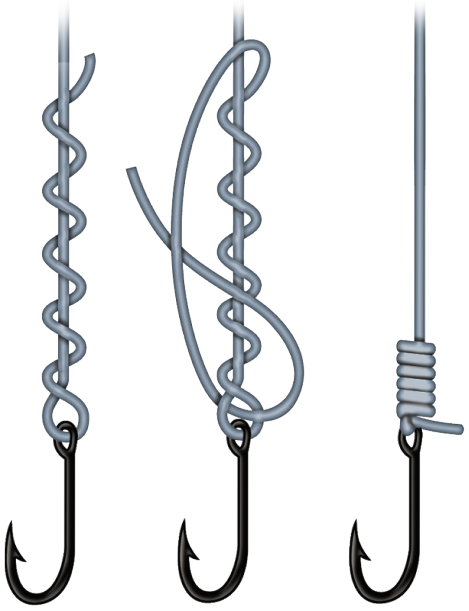
MEETING 2 RESOURCES

KNOT INSTRUCTIONS

◇ Clinch Knot

The clinch knot is a good knot for beginners because it is simple and tightens as tension increases.

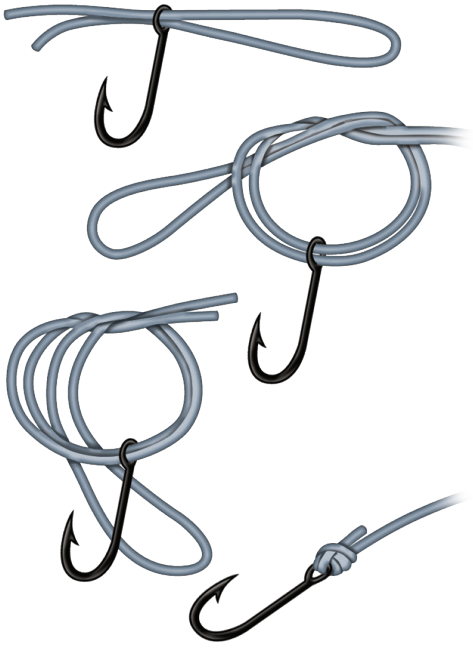
1. The first step is to feed the line through the eye of the hook, which is the circle at the opposite end of the hook's sharp edge.
2. After you have a good length (1½ to 2 inches) of line through the eye, wrap the part of the line that has been through the eye back around the part of the line that hasn't been wrapped, but not tightly.
3. Once this step is completed, there will be a loop of line through the eye of the hook. Feed the line through this loop. This will create a large loop that starts at the top of the coil and goes down to the eye of the hook. Feed the line through this loop and pull the line tight.
4. To finish the knot, slide the coils down toward the eye of the hook.



◇ Palomar Knot

This knot is one of the strongest fishing knots.

1. Start by doubling the line and passing the loop through the eye of the hook.
2. Tie this into a simple overhand knot—basically, the first step in tying a shoe.
3. Then, pass the hook through the loop at the end. To finish the knot, pull it tight.



BEAR PICNIC BASKET

RATIONALE FOR ADVENTURE

This adventure introduces Bear Scouts to the fun of preparing their own meals and snacks. They learn basic skills and safety practices when cooking inside or outside. Scouts also learn how to select, prepare, and perfect their own recipes.

TAKEAWAYS FOR CUB SCOUTS

- Learning basic cooking skills
- Understanding how to read a recipe
- Practicing kitchen safety
- Preparing nutritious snacks independently
- A Scout is clean.

ADVENTURE REQUIREMENTS

Bear Handbook, page 134

Complete at least three of the following:

1. Create your own Bear cookbook using at least five recipes you might cook or prepare either on your own or with some adult help. Include at least one recipe each for breakfast, lunch, dinner, and a nutritious snack.
2. With a family member or den leader, prepare for cooking by explaining the importance of planning, tool selection, sanitation, and cooking safety.
3. Select and prepare two nutritious snacks for yourself, your family, or your den.
4. With the help of an adult, select a recipe to prepare in a kitchen for your den or your family. Help to select the needed ingredients, perhaps from a garden, grocery store, or farmers' market. Cook and serve your planned meal. Clean up after the preparation and cooking.
5. With the help of an adult, select a recipe to prepare in the outdoors for your family or den. Help to select the needed ingredients, perhaps from a garden, grocery store, or farmers' market. Cook and serve your planned meal. Clean up after the preparation and cooking.

NOTES TO DEN LEADER

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

Prior to the first meeting, have your Scouts search for five recipes they like. Ask them to bring the recipes to the meeting for the Bear Scout cookbooks they will make.

Some requirements or activities may need to be done by each Bear Scout at home with their family.

If the den meeting site has kitchen facilities, requirement 4 may be completed as a den. Invite family members to participate. Requirement 5 can be completed as an outdoor den activity.

Requirement 3 can be performed both for the family and for the den. You may assign Scouts to bring snacks to the meetings to meet this requirement. (More than one Scout can bring snacks to each meeting.)

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Grocery bags and balls to toss for the Gathering activity
- Several simple kitchen tools for use by the Scouts during the kitchen tool activity
- Craft supplies and blank index cards for making the Bear cookbooks. It might be helpful to bring several sample cookbooks for reference.
- Each Scout should bring to the meeting five recipes they want to include in their Bear cookbook.
- If any of the Scouts are bringing snacks to the meeting, remind them to review the information on nutritious snacks for requirement 3 in the *Bear Handbook*.
- Read the plans for Meeting 2 in advance. The den will complete either requirement 4 or 5 during the meeting. Bears will need to complete the remaining requirement at home. Remind Bears to make plans for completing that requirement before Meeting 2.

GATHERING

As Scouts arrive, have each play the Grocery Bag Toss game.

- Set up several paper bags (some large and some small) at different distances from a predetermined line.
- Have the Scouts toss a small rubber ball (or a ball made from aluminum foil or even recycled paper) into the bags.
- Each bag can be marked with a number representing points.
- Each Scout can keep up with their own points as the game is played. Tell Scouts to remember their scores for the Opening.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Call roll for the den, asking each Cub Scout to answer by naming their favorite snack. Ask each of them to raise their hands as you call out their possible high scores for the Gathering game. Congratulate all with a den yell by the group.

TALK TIME

- Introduce the Bear Picnic Basket adventure to the den. Build interest by describing the goals of the adventure and some of the activities that are planned.
- To begin Talk Time, have the Scouts spend a few minutes doing the Cutting Out Kitchen Chaos activity (requirement 2). They should do this as a team. (See Meeting 1 Resources.)
- Review the list of correct actions in the *Bear Handbook*, and involve Scouts in a discussion about why these actions are important.
- Review the information in the *Bear Handbook* about using math skills to change a recipe.
- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Get to Know Your Kitchen Tools (Requirement 2)

- Have the Scouts participate in a hands-on activity that introduces basic kitchen tools and allows Scouts to guess what they are used for.
- Scouts should also get to try several of the safe and appropriate tools, depending on available supplies and what is possible at your meeting location.
  - — Have several small kitchen tools, mixing bowls, etc.
  - — Have each Scout practice using the tools to complete the actions they are used for as shown in the *Bear Handbook*.
  - — Adults will need to supervise the use of knives for chopping or the use of an electric mixer or blender.
  - — When using an electric mixer or blender, a Cub Scout may add ingredients with the appliance off. The appliance should only be operated by adults in accordance with the manufacturer's directions.
- You can also plan a relay race in which Scouts go through kitchen activity stations in teams.
  - — Example: Station 1: Measure 1 cup of water into a bowl. Station 2: Add ½ cup of flour to the water. Station 3: Mix the first two ingredients with the correct kitchen tool. Station 4: Pour the mixture into a cupcake pan without spilling it.

◇ Activity 2: Bear Cookbooks (Requirement 1)

- Provide cards and craft supplies for Bears to use in creating their personal cookbooks.
- Assist Bears as needed in assembling the pages and decorating their books.
- Allow time for Bears to share their books and highlight favorite recipes.

CLOSING

- Tell Scouts that great cooking combines many different ingredients to create a spectacular result, just as a Scout den combines different members to create a team that accomplishes spectacular results.
- Recite the Scout Oath.



Do-at-Home Project Reminder:

Bears will need to complete either requirement 4 or 5 at home. The den leader should tell them which requirement will be completed during Meeting 2, so each Scout can make plans to complete the other requirement with their family.

AFTER THE MEETING

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

MEETING 1 RESOURCES

TALK TIME: CUTTING OUT KITCHEN CHAOS (REQUIREMENT 2)

Materials needed:

- Index cards or slips of construction paper
- A cooking pot
- A garbage can

Write the actions listed below on individual index cards or slips of construction paper. Add additional actions as needed. Have the Scouts pick out the correct actions to Cut Out Kitchen Chaos. Cards with correct actions will go into the cooking pot, while the cards with incorrect actions will go into the garbage can.

Correct Kitchen Actions	Incorrect Kitchen Actions
Request permission to use the kitchen.	Lick your cooking spoon.
Have an adult help with the oven.	Pet your dog or cat while cooking.
Make sure you are clean and neat.	Start cooking without a recipe.
Wear shoes while you cook.	Use your baseball glove as an oven mitt.
Be sure working surfaces are clean.	Don't wash dishes, because someone else will.
Decide what you will cook.	Cut raw meat, then use the same cutting board without washing it.
Read your recipe all the way to the end.	
Check your pantry for all your ingredients.	
Clean up after yourself.	
Ask about food allergies.	

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Cups for stacking during the Gathering activity
- Rope to practice knot tying from the *Bear Handbook* or a ball for Scouts to play a game during cooking time
- Select either requirement 4 or 5 to be completed at the den meeting. The other one should be completed at home. Some dens may have access to kitchen areas to complete requirement 4 as a den.
- If you choose 5 (outdoor cooking), you can request help from a BALOO-trained leader in your pack or from one of your local troops.
- Prior to the meeting, decide what will be cooked. Make arrangements for ingredients or have a different ingredient brought by each Scout. Instructions for foil dinners are included in the Meeting 2 Resources.
- This den meeting plan is written for the outdoor setting.

GATHERING

Provide a large number of paper or plastic cups for the Scouts to use. As they enter, have each Scout stack the highest structure they can that will not fall. Doing this outdoors can make it more interesting. Can they figure out how to prevent a breeze from bringing down their structures? Remind Bears to collect their cups at the end of the activity to recycle or reuse for another activity later.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Have the members of your den give their den yell.

TALK TIME

- Carry out business items for the den.
- Do a quick review of outdoor cooking safety. Be certain the Scouts are following good cooking practices by being clean and neat.
- Allow time for sharing among Cub Scouts.



ACTIVITIES

◇ Activity 1: Foil Dinner (Requirement 5)

- See the Meeting 2 Resources for detailed instructions on cooking a foil dinner.
- You may want to provide a knot-tying or knife-carving activity (if Bears have earned their Whittling Chip cards) for them to do while the food is cooking. Kickball is a game option to fill the time.
- A memory game of kitchen tools can also be a quick fill-in. Lay items on a table or the ground, cover, and then give the Scouts a few minutes to see them. Cover the items again and have each Scout make a list of what they remember seeing.
- During the meal, ask Scouts to think how they might change the ingredients (recipe) for the food they put in their foil dinner. Would they add more salt? Different vegetables? Remind them that this is the way cooks become great chefs—by improving their recipes each time they cook.

CLOSING

- Have each Scout describe their foil dinner using only one word.
- Recite the Scout Oath.

AFTER THE MEETING

- Record completion of requirement 5 and requirements completed at home.
- Work together to clean up the meeting place.

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



MEETING 2 RESOURCES

FOIL DINNER INSTRUCTIONS

Charcoal should be lighted prior to preparing the foil dinners. This should be overseen during the entire cooking process by an adult.

Provide each Scout with 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.

Have Scouts place a hamburger patty on the foil. (Remind everyone to wash their hands after handling raw meat. If chicken is chosen as an alternative, it should be precooked to avoid any chance of contamination.) The Scouts may then add diced potatoes, carrots, onions, broccoli, or whatever else they wish to add. Vegetables should all be cut to about the same thickness to help them all cook evenly. Starting with a cabbage leaf 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. They may want to add a handful of rice; just add a few ice cubes with the rice, and it will turn out great!

Demonstrate and help each Cub Scout fold the foil edges up over their food. Holding the two sides together at the top, fold them down once, crease gently, then fold down again and crease. This is known as a "flat pack." The object is to seal the moisture in the package. Try not to rip the seams, but if a Scout does, they can finish wrapping and then repeat with another layer of foil.

The trick is to be able to identify your foil pack later, so have Scouts write their names on the packs with a permanent marker or scratch their names into a small piece of foil and leave it near the outside. Spread the white-hot coals shallowly, and distribute the packs evenly on top. Cook the packs for 20 to 30 minutes.

While the dinners 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
Hot dogs: 5–10 minutes
Carrots: 15–20 minutes
Whole potatoes: 45–60 minutes
Whole apples: 20–30 minutes
Chicken pieces: 20–30 minutes
Pork chops: 30–40 minutes
Ears of corn: 6–10 minutes
Potato slices: 10–15 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.

BEAT OF THE DRUM

RATIONALE FOR ADVENTURE

In this adventure, Bears will learn about another culture and how it might relate to them.

They will have the opportunity to learn about American Indians and their customs, including crafts, ceremonies, music, and dance. They will also learn the importance of living the Scout Oath and Scout Law.

TAKEAWAYS FOR CUB SCOUTS

- Developing observation and listening skills
- Following instructions
- Practicing teamwork
- Living the Scout Oath and Scout Law
- Having fun while learning about and respecting others
- A Scout is courteous.

Bear Handbook, page 150

ADVENTURE REQUIREMENTS

Complete requirement 1 plus two others from requirements 2–4.

1. Learn about the history and culture of American Indians or other indigenous people who lived in your area long ago.
2. Create a legend by building a diorama, writing a story, or presenting a skit.
3. Complete one of the following:
   A. Make a dream catcher.
   B. Make a craft similar to one made by American Indians or indigenous people.
   C. Make a drum. Once your drum is complete, create a ceremonial song.
4. Complete one of the following:
   A. Visit an Order of the Arrow dance ceremony.
   B. Visit an American Indian event or an event presented by other indigenous people.
   C. Learn and demonstrate ceremonial dance steps.
   D. Create a ceremonial dance.

NOTES TO DEN LEADER

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

In this adventure, Bears will explore American Indian history and culture. If possible for Meetings 1 and 2, invite representatives from local American Indian groups or the local Order of the Arrow lodge who can assist with information and activities. Review requirement 1 with those representatives. Invite them to share the information with the den on their visit to help complete this requirement, or plan to fulfill requirement 1 during the outing.

Meeting 3 will be a den outing to a location or event where Bears can learn more about American Indian culture. In advance of the outing, the leader will need to make arrangements with the outing location and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure activity consent forms are distributed, signed, and collected. Review the complete adventure and make plans for each meeting well in advance in order to secure visitors and confirm all necessary outing details.

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
- Copy of the Scout Oath and Scout Law
- Materials for gathering game (See Meeting 1 Resources.)
- Dream catcher supplies (See Meeting 1 Resources.)
- Pony bead zipper pull craft (See Meeting 1 Resources.)
- If desired, American Indian music from the music source of your choice may be used to enhance this adventure.
- You may wish to invite an expert on American Indian culture for the Talk Time portion of this meeting.
- Prepare in advance thank-you notes for the Bears to sign and present to any visitors at Meeting 1 or Meeting 2.

GATHERING

◇ Qua'quallis Game

Materials:

- Canning jar rings or curtain rings
- ½-inch-thick dowel, cut into 12-inch pieces
- String cut into 30-inch lengths

This American Indian game originally would have used hollow bones (as rings) and a sharp stick. Drill a small hole through each dowel about 1 inch from the end. Thread one end of the string through the hole, and tie a knot to hold it in place. Tie the other end of the string to the ring. Holding the stick in your hand, "throw" the ring into the air by quickly snapping your hand upward. Try to spear the ring with the end of the stick.

OPENING

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

TALK TIME

- Carry out business items for the den.

- Allow time for sharing among Cub Scouts.
- Introduce the Beat of the Drum elective and the legend of the dream catcher. (See Meeting 1 Resources.)

ACTIVITIES

◇ Activity 1: Den Legend (Requirement 2)

- Have the Bears write a short legend about their den. Allow each Scout to have input in the story. Have them share the story with their parents.

◇ Activity 2: Dream Catchers (Requirement 3A)

- Using the directions in the *Bear Handbook*, make dream catchers.

◇ Activity 3: Make a Craft (Requirement 3B)

- If an additional activity is needed during the meeting, Bears can make a zipper pull using pony beads (see Meeting 1 Resources); OR you may send this activity home with the Scouts to be completed and brought to the next meeting.
- Bears also have the option to make a craft of their own choosing, such as the talking stick craft described in the *Bear Handbook*.

CLOSING

- **Akela's Minute:** Spend a few moments reflecting on the information shared with the members of the den and the game they played. Ask them to mention one new thing they learned during this meeting.
- Give the den yell.

AFTER THE MEETING

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

MEETING 1 RESOURCES

TALK TIME

This time can be enhanced by sitting on the floor, dimming the lights, and/or playing soft American Indian music. Feel free to make changes that suit the needs of your den. You may also invite an expert in American Indian customs to give this presentation.

Explain that one of the exciting things we get to do as Scouts is to learn about other cultures. American Indians have a culture that is all their own and has developed over many generations. Some examples of traditional American Indian customs might be:

- Medicine men or women (tribe healers and spiritual leaders)
- Animal totems (animals associated with an individual)
- Code of ethics (codes to monitor behavior as a community)
- Love of the land (belief in being connected to all of one's surroundings)

American Indians also have traditionally made many beautiful crafts. They used natural plants for color dyes and also traded for beads and buttons to add to their clothing and the items they used.

Have the Scouts reflect on whether any of the customs you are discussing sound similar to parts of their own culture.

Explain what a "legend" is. One example of a legend is the story of the American Indian dream catcher. (Bears will have an opportunity to write a legend during the activity portion of this meeting.)

◇ The Legend of the Dream Catcher

Long, long ago, American Indians discovered the night air was filled with dreams, both good and bad. They believed there must be a way to protect a sleeper by catching the bad dreams but letting the good dreams stay free. So they wove a "dream catcher"—a web in a circle with holes for the good dreams to pass through. The dream catcher was placed on watch over a bed, hanging freely. The first night, the bad dreams rushed to the bed to enter the sleeper and tried to pass through the dream catcher. But they did not know their way, so they became tangled in the lines of the web. The good dreams knew how to pass through the holes and then slide down the soft feathers so gently that the sleeper did not know that he or she was dreaming. As morning began to arrive, the bad dreams that were tangled in the dream catcher perished with the first light of the new day.

ACTIVITY 3: MAKE A CRAFT (REQUIREMENT 3B)



Pony Bead Zipper Pull

Materials for Each Bear:

- A variety of pony bead colors, if Bears will create their own designs
- 58 blue beads and 23 yellow beads, if Bears will create the example shown
- One lanyard hook per Bear
- 3 yards of cord for each Bear

Find the center of the cord. Tie the cord to the lanyard hook, or tie a knot to create a loop at the top of the pull. Add beads to one end of the cord, and lace the other end of the cord back through the beads after each row. Have Bears count the beads as they work to follow the pattern in the example, or have them make up their own patterns. Tie a double knot when finished, and add additional beads or feathers as decoration.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Supplies for Pokean (See Gathering.)
- Supplies for making a drum (See Activity 2.)
- Prior to this meeting, make arrangements if possible for one or more members of your council's Order of the Arrow lodge or for a representative from an American Indian group to attend this meeting. (See www.oa-bsa.org for more information regarding the Order of the Arrow.) Request that they wear American Indian regalia and assist the Scouts with learning ceremonial dance steps. Ask them to bring whatever mode of music this will require. Your local council office can help you contact the lodge. As an alternative, you could invite someone who has knowledge of American Indian ceremonial dancing.
- If the den has completed requirement 1 already, request that Order of the Arrow members or other guests discuss the history and culture of the American Indians who lived in your area.
- Have thank-you notes signed by the Scouts for any special guests at the meeting.
- Prepare thank-you notes for Bears to sign for the upcoming den outing.

GATHERING

Pokean

The game of pokean, which originates with the Zuni tribe of New Mexico, involves seeing how many times a player can use their hand to hit a shuttlecock made of cornhusks and feathers before it falls to the ground.

To make the shuttlecocks, collect corn husks but do not allow them to become too dry. Each Bear will need three corn husks. Fold one corn husk in thirds to make a pad. Then lay the other two across each

other and place the pad in the center. Fold the two flat husks across the pad and bring the ends into the center, wrapping them with another small husk or twine. Glue two or three feather into the top with white glue to make the pokean twirl in the air.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance.
- Have the den form a tight circle with the den flag in the center. Each Scout should grasp the flagpole with the left hand, make the Cub Scout sign with the right hand, and say the Scout Oath.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Introduce the Order of the Arrow member(s) or the American Indian expert. Ask the guest(s) to share about American Indian clothes, decorations, and ceremonial dancing. Ask the guest(s) to demonstrate some ceremonial dance steps.

ACTIVITIES

◇ Activity 1: American Indian Dance (Requirements 4C and 4D)

Have the Scouts learn a couple of the dance steps demonstrated by the guest(s). With the help of the guest(s), have the Scouts create their own ceremonial dance.

◇ Activity 2: Make a Drum (Requirement 3C)

Materials:

- Large empty container that has a lid (coffee can, oatmeal container, etc.)
- Material to stretch across the top if the lid will not be used. Options include vinyl fabric or latex balloons (check for allergies first).
- Large rubber bands
- Construction paper
- Feathers
- American Indian designs reflecting tribes from your area
- Scissors
- Glue

Instructions: Cut out circles of fabric or cut the tops off of balloons, allowing enough extra material to stretch over the edges of the drum base. Attach the top with a rubber band. Cover the can with construction paper of your choice. Either cut out or draw designs on the sides of the can. Decorate with feathers, stickers, etc.

CLOSING

- Have the Scouts give the Bow and Arrow Cheer to their guest(s). Have them motion as if shooting arrows while saying “Zing!” with each arrow. They should then present their thank-you notes.
- While seated in a circle on the floor, lead the Bears in a reflection on this meeting and have them share any new things they learned.
- Have the members of the den stand and recite the Scout Law.
- Remind Scouts of the upcoming den outing, and be sure families have all necessary travel information.

AFTER THE MEETING

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

MEETING 3 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Make arrangements to visit a place or event that presents American Indian culture. This outing will reinforce the information learned at the previous two meetings.

  Some examples are:

  —Order of the Arrow dance event in your council or one nearby

  —American Indian event or powwow

  —State park, museum, or local college that has American Indian artifacts
- Confirm that transportation to and from the event is in place. Secure signed activity consent forms.
- See if a guide is available to assist the group and answer questions from the Scouts.
- The unit den leader should bring a copy of the *Guide to Safe Scouting*.

GATHERING

Remind everyone that it is important to stay together, be on their best behavior, and use the buddy system. Have Bears share things they would like to learn about during the visit.

OPENING

- Recite the Pledge of Allegiance.

TALK TIME

- Carry out business items for the den.

ACTIVITIES

◇ Activity 1: Outing (Requirement 4A or 4B)

Enjoy the visit to the selected destination. If your group has a guide, encourage the Bears to ask questions during the tour.

CLOSING

- Give thank-you notes to people who helped with the outing.
- Plan a cheer ahead of time to show appreciation for this help. The Bow and Arrow Cheer from the previous meeting is a good example.
- Have Bears reflect on what they learned and the parts of the visit they found most interesting.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 4A or 4B.

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



CRITTER CARE

RATIONALE FOR ADVENTURE

Bear Scouts will learn how caring for a pet fosters responsibility and offers a sense of companionship that they can nurture and cherish throughout their lives. This adventure also gives them an opportunity to learn about the many ways animals return the favor and assist people in need.

TAKEAWAYS FOR CUB SCOUTS

- Following directions
- Learning the benefits of having loyal pets and being loyal to them in return
- Showing respect and kindness for animals
- Developing patience and perseverance as they train their pets
- A Scout is kind.

ADVENTURE REQUIREMENTS

Bear Handbook, page 164

Complete all of the following:

1. Do one of the following:
   A. If you have a pet, make a list of tasks that you did to take care of the pet for two weeks.
   B. If you do not have a pet, research one that you would like to have and prepare a report about the care it needs.
2. Complete one of the following:
   A. Make a poster or a PowerPoint presentation about your pet or a pet that you would like to own. Share the poster or presentation with your den, pack, or family.
   B. Make a poster or PowerPoint presentation explaining three ways that animals can help people. Share the poster or presentation with your den, pack, or family.
3. Complete at least one of the following and share with your den, pack, or family:
   A. Visit with a local veterinarian or an animal shelter caretaker. Find out what types of animals he or she might see on a regular basis and the types of care he or she gives to them.
   B. Learn about careers that involve the care of animals. What education, training, and experience are required?

NOTES TO DEN LEADER

Much of this elective will need to be completed at home with the Scout's family. Tell the Scouts they will need to let you know when they have completed requirements 1 and 2.

Also, you will need to be sensitive to any pet allergy issues within the den.

Meeting 3 will be a den outing to a veterinarian's office or an animal shelter. In advance of the outing, the leader will need to make arrangements with the outing location and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure activity consent forms are distributed, signed, and collected.

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 Who Am I? game (see Gathering)
- Invite a guest who trains animals to assist others, and ask if they can bring one of the animals for a demonstration. Some examples: K-9 trainers in the police department, people who train animals for special services (e.g., seeing eye dogs, search and rescue), or experts in pet therapy (visiting hospitals and retirement homes).
- Request a demonstration from someone who has an unusual pet (e.g., a snake or other reptile) or someone who trains animals for obedience, agility, tricks, etc.

GATHERING

Materials for Who Am I? game:

Pictures of different types of pets; safety pins, badge clips, or tape

Instructions:

As each Scout arrives at the meeting, attach one of the pictures to the Scout's back without showing it to them. Then the Scout will go to the other members of the den and ask questions about the animal in their picture to try to figure out which animal it is. Continue until everyone has guessed correctly.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Have each Scout answer the roll call with a sound made by their animal from the Who Am I? game. If the pet is quiet (e.g., a fish or hermit crab), the Scout can make hand gestures or facial expressions.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Tell the Scouts to name some ways animals can help people (requirement 2B). Make sure each of these topics is covered:
  - Animals can be trained to assist police and emergency crews. K-9 dogs help police officers with their patrols and arrests, bomb-sniffing dogs search for explosives, drug-sniffing dogs locate illegal drugs hidden in vehicles or elsewhere, search-and-rescue animals can find someone who is lost or trapped.
  - Pets can be trained to serve special purposes in the lives of their owners. Just a few examples: They can assist people who are blind, experience seizures, or have diabetes. Have you ever noticed a sign on the door of a public building that says service animals are allowed? This makes it possible for special-purpose pets to accompany their owners and keep them safe.
  - Pets offer loving companionship. Caring for a pet can lift our spirits and reduce our stress and anxiety. They also make "good listeners" when we need to talk to someone. Emotionally, pets play a valuable role in their owners' well-being.
  - Pets can keep us physically active. Just caring for our pets each day gets us off the couch and moving around. They can even double as "workout partners," providing us with opportunities for exercise through activities like walking, jogging, or simply playing a game of fetch.
  - Care must be taken around stray, unfamiliar, or wild animals. Remember that animals can bite and, if infected with rabies, they can spread the disease to people.

ACTIVITIES

Three optional activities, depending on whom you have invited as a guest:

◇ Activity 1: Working Animals (Optional)

If your guest trains animals for special services, ask if they can explain the training process to the Scouts and what job the animals do. Invite the Scouts to ask questions.

◇ Activity 2: Dog Training (Optional)

If your guest is a dog trainer, ask them to demonstrate how a dog is trained. Allow time for everyone to ask questions and, if possible, assist the dog with some tricks.

◇ Activity 3: Unusual Pets (Optional)

If your guest has an unusual pet, ask them to introduce the pet to the den. Give the Scouts some time for questions and safe interaction with the pet.

CLOSING

Have the Scouts stand at attention and repeat the 12 points of the Scout Law. Ask each Scout to name which of the points they might use in this adventure.



Do-at-Home Project Reminder:

They will also need to do requirements 2A or 2B and share their poster or PowerPoint presentation with the den.

AFTER THE MEETING

- Serve refreshments, if desired.
- Work together to clean up the meeting place.
- Prepare thank-you notes for the Bears to sign at the next meeting. The notes should be given to anyone who helps with the outing. Remember to mail one to the guest who helped at Meeting 1.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items to serve as obstacles in the gathering activity (e.g., chairs, cardboard boxes, small cones)
- Poster paper
- Markers, colored pencils, or crayons
- A story to share with the Scouts about a pet hero (see Closing)

GATHERING

Set up an agility course for the Scouts to run through when they arrive, using items you have brought or items available at the meeting site. Explain to them that some pets, including dogs and cats, can be terrific "athletes," and a common activity for athletes is to run an agility course. Have them take turns going through, around, over, and under the obstacles to see who can make the best time. After the Scouts finish the course, you can make things more challenging by having them go through it backward, with one eye closed, hopping on one foot, etc. Make sure at least one adult is on hand to ensure safety.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Have Bears answer the den roll call by finishing this statement: "If I could own any pet in the world, it would be a _____."

TALK TIME

- Carry out business items for the den.
- Have each Scout share with the group their poster or PowerPoint presentation for requirement 2A or 2B.
- Share the story of Balto the Sled Dog.
- Review plans for the next den meeting, an outing to a veterinarian's office or an animal shelter.

ACTIVITIES

◇ Activity 1: Pet Posters (Requirement 2A)

Have each Bear Scout create a poster about their pet based on the information they learned in their research or just things they have observed—their pet's favorite food, favorite activities, the pet's age and breed, etc.

CLOSING

Akela's Minute: Reflect with the Scouts that just as they come in all shapes and sizes, our pets do as well. And sometimes our pets love us so much that they perform heroic feats to help us. People have been helped by dogs, cats, horses, and other animals. Tell them the story of Balto (see Meeting 2 Resources) or another pet hero you select.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 2A or requirement 2B.
- Work together to clean up the meeting place.
- Pass out activity consent forms for Scouts to have signed by a parent or guardian before Meeting 3, the den outing to a veterinarian's office or animal shelter. Confirm the location and transportation plans.
- Have the Scouts sign thank-you notes for the guest at last week's meeting and anyone helping with the outing.

MEETING 2 RESOURCES

◇ The Story of Balto the Sled Dog

In the year 1925 in Nome, Alaska, there was a terrible diphtheria outbreak that made many, many people sick. Not enough medicine was available to treat all the sick people because no vehicles could make the trip in the terrible snowstorm that had developed. Then teams of mushers with their sled dogs stepped up and decided they would battle the blinding blizzard and make the trip of 674 miles to deliver the medicine.



Statue of Balto in Central Park, New York City

Balto was one of the heroic lead dogs who helped the people of Nome. He proved himself on the tough Iditarod Trail, and also by saving his team in the Topkok River when they almost lost the sled. Balto was able to stay on the trail in near whiteout conditions; the man who drove the sled team said he could hardly see his hand in front of his face. Many others helped that night, but Balto, who led the final leg of the trip, was chosen to be honored for his dedication.

MEETING 3 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Be sure all arrangements are made for the den to visit a local veterinarian's office or animal shelter. Contact the location well in advance and confirm all plans with the office manager.
- Confirm that transportation to and from the site is in place. Secure signed activity consent forms.
- Have thank-you notes prepared for staff members at the location and anyone who helps with the outing.

GATHERING

- Remind Scouts to be courteous during the outing.
- Remind everyone of the importance of staying together and being on their best behavior.
- Use the buddy system.
- Review any questions the Scouts want to ask to make certain all are appropriate.

OPENING

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

TALK TIME

- Carry out business items for the den.

ACTIVITIES

◇ Activity 1 (Requirements 3A and 3B)

- During the visit to the veterinarian's office or animal shelter, find out what types of animals the staff usually sees. Have the Scouts ask the questions they prepared for the veterinarian or shelter caretaker. Some possibilities:
  - How many years did you go to school?
  - Do you have to work on nights or weekends?
  - What classes should I take in school if I choose this career for myself?
  - What is your favorite part of taking care of animals?
  - Do pets have allergies just like people?

CLOSING

Assemble all the Scouts and have them thank any staff members at the facility or parents who helped with the outing. Be sure to give them the thank-you notes.

AFTER THE MEETING

- Record completion of requirements 1 and 3.

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



NOTES



RATIONALE FOR ADVENTURE

This activity will help the Bear Scout learn about being observant, looking for clues, and solving situations with those clues.

TAKEAWAYS FOR CUB SCOUTS

- Learning observation and listening skills
- Following instructions
- Working with a team
- Helping others
- Problem solving
- A Scout is loyal.

Bear Handbook, page 174

ADVENTURE REQUIREMENTS

Complete all of the following:

1. Talk with your family or den about forensics and how it is used to help solve crimes.
2. Take your fingerprints and learn how to analyze them.
3. Complete one of the following:
   A. Learn about chromatography and how it is used in solving crimes. Do an investigation using different types of black, felt-tip markers. Share your results with your den.
   B. Do an analysis of four different substances: salt, sugar, baking soda, and cornstarch.
4. Complete one of the following:
   A. Visit the sheriff's office or police station in your town. Find out how officers collect evidence.*
   B. Learn about the different jobs available in forensic science. Choose two, and find out what is required to work in those jobs. Share what you learn with your den.
   C. Learn how animals are used to gather important evidence. Talk about your findings with your den.

*Note that this may be done during the same visit as "Paws for Action" requirement 3A.

NOTES TO DEN LEADER

Meeting 3 will be an outing to a sheriff's office or police station. In advance of the outing, the leader will need to make arrangements with the outing location and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure activity consent forms are distributed, signed, and collected.

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
- "Tree cookie" illustrations or examples, if available, for Talk Time (A tree cookie is a sliced portion of a tree stump that indicates the tree's history and how the environment affected its growth. Some educational websites offer a variety of tree cookies, or you might look into available resources through your local council.)
- Fingerprint analysis supplies: balloons, index cards, and washable ink
- Shoe impression: chalk, dark-colored paper
- Chromatography: paper towels or coffee filters, different black pens/markers, scissors, bowl or glass, small amount of water, pencil, and tape

GATHERING

The Detective Game: Two Scouts are detectives and are sent out of the room. The others choose an object that the detectives will try to discover, such as a piece of furniture, a book, or a button on someone's clothing. The detectives are called back, and they try to solve the mystery by asking each of the other players only three questions. Suggest that they first narrow their search to a specific area of the room and then identify the object.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Bears can sing "The Bear Went Over the Mountain" to fit the theme of being searching detectives.

The Bear Went Over the Mountain

The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
To see what he could see.
And all that he could see,
And all that he could see,
Was the other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that he could see.

TALK TIME (REQUIREMENT 1)

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Introduce the Forensics elective adventure. Explain what forensics is, how it is helpful to us, and how it is used in the solving of crimes. Talk about the different things at a crime scene that can be used as evidence.
- Ask questions about the Detective Game they played such as:
  - —Did certain questions make solving the case harder or easier?
  - —Could they have solved the case by asking only one question?
  - —Would solving the case have been easier if they could have asked more than three questions?

- Discuss fingerprints and how each person's fingerprints are unique. Then compare the use of fingerprints in solving crimes to the use of tree cookies in finding out what happened with a tree. Have the Scouts look at some illustrations of tree cookies and talk about what tree cookies tell us. Then talk about what fingerprints tell us. Show illustrations of the three basic fingerprint patterns.

ACTIVITIES

◇ Activity 1: Fingerprint Analysis (Requirement 2)

Let each Bear use a balloon or a plain index card to make a fingerprint. (Note: If you plan to use balloons, be sure there are no latex allergies in the group.) Refer to the *Bear Handbook* for instructions.

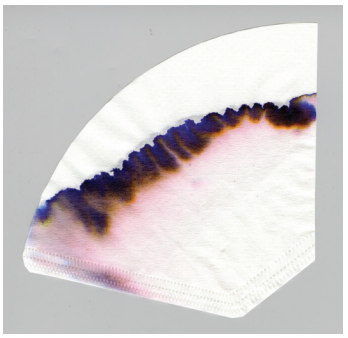
Materials:

- Balloons (at least one per Scout)
- Index cards
- Washable ink

1. Have each member of the den take a balloon. Before they blow it up, they should place a finger in the washable ink and then carefully press that finger on the surface of the balloon. If Bears would like, they can put more than one fingerprint on their deflated balloons.
2. Allow the fingerprints to dry for a couple of minutes.
3. Scouts blow up their balloons, blowing only a small amount of air at a time. Each Scout should stop periodically to take a look at the print as it gets larger. Have the Scouts tie the balloons before the print is too large and becomes blurry.
4. Have the Scouts describe what they see looking at their prints.

◇ Activity 3: Chromatography (Requirement 3A)

Chromatography is a method to separate the components of a substance so it can be analyzed. The steps for chromatography can be found in the *Bear Handbook*. It may be helpful to review the steps and test the process before the den meeting.



Materials:

- Black, nonpermanent felt-tip pens (have several options as only some will work)
- Coffee filter
- Scissors
- Small glass with water
- Newspaper

You can see through this process that black ink is actually a mixture of colored inks. The different colors have different weights, and they can be separated using this form of chromatography.

CLOSING

- **Akela's Minute:** Seat the den members in a circle on the floor. Spend a few moments reflecting on the activities and the game that they played. Have each Scout share one new thing that they learned during the meeting.
- Confirm the location of the upcoming outing. Tell each Scout to think of two questions they can ask at the law enforcement office.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1, 2, and 3A.
- Work together to clean up the meeting place.
- Prepare thank-you notes for the Scouts to sign at the next meeting.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Checker puzzle supplies for Gathering: a copy of the instructions for each member of your den; a bucket of checkers, discs, bottle caps, or similar items
- Materials for Missing Pieces Opening (See Meeting 2 Resources.)
- Powder Analysis activity supplies: magnifying glass, chalk, salt, sugar, baking soda, cornstarch, black paper, and the chart in the *Bear Handbook* for recording the analysis
- If you choose to do Activity 2, set up a "crime scene" in an appropriate space indoors or outdoors that will allow the Scouts to look, discover, and analyze what is in the area and solve the "crime."
- The den leader or a designated adult should go ahead of time to prepare the scene. Depending on the area available, try to mark off a space of 3 or 4 square feet and leave things there that may be considered evidence.
- You can make shoe prints or—with permission from the property owner—drop small items like a gum or candy wrapper, an apple core, or piece of paper with part of a phone number on it. The items could be any kind of small "clues" that might be used to determine who was there.
- You may also invite a professional—a police officer or other individual who has knowledge of working with detection and/or forensics. This person will be able to help with the questions and clues.

GATHERING

Have Bears try the Checker puzzles. (See Meeting 2 Resources.)

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Have Bears participate in the Missing Pieces Opening. (See Meeting 2 Resources.)

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among the Scouts.
- Discuss with Bears the need for observation skills when faced with a mysterious situation. Emphasize that each and every piece of a puzzle usually means something.
- Tell everyone that they will be visiting a local law enforcement agency during their upcoming outing. Ask them to consider questions they might ask the people who work there. Consider recording the questions to help Bears remember them during the visit.

ACTIVITIES

◇ Activity 1: Powder Analysis (Requirement 3B)

Forensics chemists help analyze evidence that is found at a crime scene. Explain to the Scouts how powder analysis is done. (See the instructions in the *Bear Handbook*.)

Materials:

- Sheets of black paper (two per Scout)
- White chalk

1. Give each member of the den one sheet of black paper and have them use the chalk to list the following items the paper: sugar, baking soda, salt, and cornstarch.

2. Put a small amount of each item on the paper next to its name.
3. Using the chart in the *Bear Handbook* or on a separate sheet of paper, have each Scout analyze the substances and fill out the chart.
4. When this is done, bring Bears together and discuss their findings.
5. Now give each member of the den a new piece of black paper and put each of the substances on the paper without labeling them. Have Bears try to identify each substance. Discuss how they were able to determine what each substance was.

◇ Activity 2: Crime Scene Detection (Optional)

The idea of this activity is to have the Scouts go to an area that has been marked off and look for clues that could be used as evidence. This gives them the opportunity to use the knowledge they gained about collecting evidence and the importance it plays in solving questions.

1. Have Bears gather around the area that you have marked off. Explain that they will be collecting clues to try determining who was in the area.
2. Ask them to consider the following:
   a. Has someone or something recently passed through this area?
   b. Was it a human or an animal?
   c. Male or female?
   d. Adult or child?
   e. Can we figure out what they were doing there?
   f. If they find an apple core (or other item), was it dropped by the same person or someone else?

As the Cub Scouts discover the clues, help them analyze each one to solve the mystery. For instance, if they see a shoe print, ask them to look at it. Is it a small shoe, a larger shoe, a sneaker, etc.? They might find a gum wrapper; is it a kind of gum that an adult might chew, or is it bubble gum (which would suggest they're looking for someone younger)?

If you have a visitor (forensics professional, detective, or police officer), have this guest talk with the Bear Scouts about what they found and point out what they might have missed. Discuss how what they missed could be important information used in solving crimes.

CLOSING

- Do the Case Solved Cheer. Split the den into two groups. When the leader points a finger at the first group, they will say, "Case." When the leader points a finger at the second group, they will say, "Solved." Do this three times, getting louder each time until all the Scouts say in unison, "Case solved!"
- Review details for the upcoming outing in Meeting 3. Make sure all Scouts and their families know the plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 3B.
- Work together to clean up the meeting place.
- Prepare thank-you notes for the Scouts to present at the den outing.

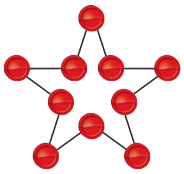
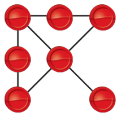
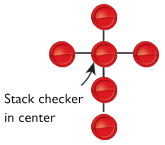
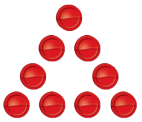
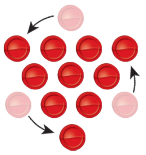
MEETING 2 RESOURCES

CHECKER PUZZLES

Think of the puzzles below as crime scenes. The Scouts must collect the "evidence" and then analyze it to solve the "crime." Note that a row does not always need to be horizontal and checkers may be stacked.

Materials:

- Copy of instructions for each Scout
- Bucket of checkers, discs, bottle caps, or similar items

Puzzle Setups	Solutions
1. Place 10 checkers in five rows with four checkers in each row.	
2. Put seven checkers in four rows with three checkers in each row.	
3. With six checkers arrange two rows, having four in each row.	
4. Put nine checkers in three rows with three checkers each. Now, rearrange the nine checkers to form rows of four checkers per row.	 
5. Upside-down pyramid: First, arrange 10 checkers to form a triangle with four in the bottom row, three in the second row, two in the third row, and one on top. Now, moving only three checkers, turn the triangle so that it points down instead of up.	 

MISSING PIECES OPENING

You will need a puzzle with just a handful of pieces, but enough to give one to each person at the meeting (Scouts, den chief, leaders, etc.). This can be a simple child's puzzle or one you make from cardboard with a picture glued on and cut out into puzzle pieces.

Some of the puzzle pieces should be put together on a table before the meeting with the missing sections spread out so it is very obvious where the others go. Then the den chief or denner hands each person a piece. Ask Bears to look at the puzzle and see if they can tell what the picture is. Then have them go forward, either one by one or as a group, and insert their pieces into the puzzle. After the Scouts are finished, the leaders should do the same.

Now that the puzzle is complete, remind everyone that until all the pieces were in the right place, they could not see the entire picture.

MEETING 3 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Plan well in advance for your visit to a local sheriff station, police station, or forensics lab. When you contact the location, explain the reason for the visit and ask about the possibility of having hands-on activities.
- As an alternative, a professional from the location could visit the den meeting as a guest. However, the excitement of an on-site tour will reinforce the learning experience for the Scouts.
- Review any questions the Scouts want to ask to make certain they are appropriate.
- Confirm that transportation to and from the event is in place. Secure signed activity consent forms.
- The unit den leader should bring a copy of the *Guide to Safe Scouting*.
- Have thank-you notes prepared for staff members at the location and anyone who helps with the outing.

GATHERING

- Remind everyone of the importance of staying together and being on their best behavior.
- Use the buddy system.
- Once you arrive, identify where restrooms are located.

OPENING

- Most government facilities will have a flagpole available. Your den may wish to hold a simple flag ceremony. You may also want to invite members of the group you are visiting to take part in this ceremony.
- Ask Scouts to name points of the Scout Law they will demonstrate during the outing.

TALK TIME

- Carry out business items for the den.

ACTIVITIES

◇ Activity 1 (Requirements 4A, 4B, and 4C)

- Visit a local sheriff or police station or a forensics lab.
- Have the Scouts ask the questions they prepared.
- Ask the professional you are visiting to share about the different jobs available in the forensics field.
- Discuss the role animals can play in forensics.

CLOSING

- Plan a cheer in advance to give to helpers at the tour site.
- Have Scouts give the thank-you notes prepared in advance.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 4A, 4B, and 4C.

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



NOTES

GRIN AND BEAR IT

RATIONALE FOR ADVENTURE

In this adventure, Cub Scouts will learn the value of helping other people have fun. The goal is to make sure everyone is wearing a grin!

TAKEAWAYS FOR CUB SCOUTS

- Cooperating on a project
- Planning an event
- Showing empathy for younger children
- Demonstrating appreciation for others
- A Scout is loyal, friendly.

Bear Handbook, page 186

ADVENTURE REQUIREMENTS

Complete at least four of the following:

1. Play a challenge game or initiative game with the members of your den. Take part in a reflection after the game.
2. Working with the members of your den, organize a Cub Scout carnival and lead it at a special event.
3. Help younger Cub Scouts take part in one of the events at the Cub Scout carnival.
4. After the Cub Scout carnival, discuss with the members of your den and your den leader what went well, what could be done better, and how everyone worked together to make the event a success.
5. With your den, develop a thank-you cheer to recognize those who helped organize the Cub Scout carnival.

NOTES TO DEN LEADER

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

This adventure culminates in a Cub Scout carnival. The carnival can take place as part of your monthly pack meeting. Planning in advance of the event will ensure that it will be a success. There is no outing associated with this adventure; the implementation takes place at the pack meeting.

The goal is to help the Cub Scouts take on as much of the responsibility for leading activities at the pack meeting as possible. Practicing in advance with simple and enjoyable games will prepare everyone for success.

Because this adventure culminates in a pack meeting event, you will need to coordinate with the Cubmaster. If your den is small, enlist the aid of parents and/or others to help at the pack meeting.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Gathering activity—Joking Around (See Meeting 1 Resources.)
- Games—materials as needed for games that the leader selects (See Meeting 1 Resources.)
- Coordinate the Cub Scout carnival theme with the Cubmaster and other den leaders.

GATHERING

Carry out the "Joking Around" activity. Print out the list of jokes and answers found in the Meeting 1 Resources. Cut them apart and invite Cub Scouts to pair each question with its corresponding answer.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- As part of the flag ceremony, have the denner lead the Cub Scouts in the Scout Oath.
- Sing "We're Here for Fun," or select a song from the Meeting 1 Resources or the *Cub Scout Songbook* to sing as your opening.

TALK TIME

- Carry out business items for the den.
- Introduce this month's adventure: hosting the Cub Scout carnival at a pack meeting. Make these points:
  - —We will play and practice games that the Cub Scouts will share at the pack meeting.
  - —The den will work together to carry out the Cub Scout carnival.
- Allow some time for sharing among the den members. Ask the Bears to say what they like best about a carnival and list those things as possible ideas for the pack carnival.

ACTIVITIES

◇ Activity 1: Playing Games (Requirement 1)

- Play three or four games selected from the *Bear Handbook* or the Meeting 1 Resources. Remind everyone that Scouts are friendly to one another and kind during both competition and team-building exercises.
- Depending on the weather, you may elect to play inside games or outside games.
- At the end of this activity, discuss the problems they had to solve while playing, what they liked about the games, and how they could play them better in the future. Encourage the Bears to think about which games they would like to share with younger Cub Scouts in the pack and how they can help lead the younger members of the pack in playing the games. With the Bears, decide which games should be included in the carnival.

CLOSING

Scout Handshake Closing: Have the members of your den form a circle and pass the Scout handshake from one to another around the circle until it reaches the person who started it. As each Cub Scout receives the handshake, have that Scout make a wish and pledge to do their best.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 1.
- Have the denner and den chief lead cleanup.
- Share a note with parents to inform them about the Cub Scout carnival theme for the next pack meeting.

MEETING 1 RESOURCES

GATHERING: JOKING AROUND

Materials needed: Cut apart the questions and the answers. Have the Bears pair each question with the correct answer.

Questions

How can you tell if an elephant has been in your cupboard?	**Why did the teacher draw on the window?**
What's green and yells "Hi Ho, Silver"?	**Why is 2+2=5 like your left foot?**
Why was it hot after a soccer game?	**How did the grandmother knit a suit of armor?**
What did the glue say to the teacher?	**What's the difference between a train and a teacher?**
Why did the clock in the cafeteria always run slow?	**Why did the Cyclops close his school?**
Why was the music teacher not able to open her classroom?	**Where did the pencil go for vacation?**
What flies around the kindergarten room at night?	**When is a blue school book not a blue school book?**
Why did the students study in the airplane?	**Where do New York City kids learn their multiplication tables?**

Why did the student bring scissors to class?	**Why was the voice teacher so good at baseball?**
Why is it dangerous to do math in the jungle?	**What's the worst thing that can happen to a geography teacher?**
What object is king of the classroom?	**Why did the teacher go to the beach?**

Answers

He leaves his footprints in the peanut butter.	To make the lesson very clear!
The Lo-o-o-o-o-n-e Pickle.	It's not right.
Because all the fans had left.	She used steel wool!
"I'm stuck on you."	The teacher says, "Spit your gum out," and the train says, "Choo-choo!"
At every lunch, it went back four seconds!	Because he only had one pupil.
Because her keys were on the piano.	To Pennsylvania.
The alpha-BAT.	When it is read!
Because they wanted higher grades.	Times Square.
She wanted to cut class!	Because she had the perfect pitch.
Because when you add four and four you get ate (eight).	Getting lost.
The ruler!	To test the water.

OPENING SONGS

We're Here for Fun
Tune: "Auld Lang Syne"

We're here for fun right from the start,
So drop your dignity;
Just laugh and sing with all your heart,
And show your loyalty.
May all your troubles be forgot,
Let this night be the best;
Join in the songs we sing tonight,
Be happy with the rest.

The More We Get Together
Tune: "Ach, du lieber Augustin"

The more we get together, together, together,
The more we get together, the happier we'll be.
For your friends are my friends, and my friends are your friends,
The more we get together, the happier we'll be.
The more we get together, together, together,
The more we get together, the happier we'll be.
For you know that I know, and I know that you know,
The more we get together, the happier we'll be.

If You're Happy
If you're happy and you know it, clap your hands. (clap, clap)
If you're happy and you know it, clap your hands. (clap, clap)
If you're happy and you know it, then you really ought to show it.
If you're happy and you know it, clap your hands. (clap, clap)
2nd verse: If you're happy and you know it, stamp your feet. (stamp, stamp)
3rd verse: If you're happy and you know it, shout "Amen." ("Amen!")

ACTIVITY 1 GAME OPTIONS

◇ BODY TAG

Needed: Large, level playing area, any number of players

The den leader chooses one of the Scouts to be "It" by touching that Scout. "It" must then place their right hand on the spot where they have been touched (arms, chest, back, ankle, etc.), and in this position they must tag another Scout, who becomes the new "It." Play until everyone has had a chance to be "It."

◇ ELBOW TAG

Needed: Large, level playing area, large number of players

All players get a partner and link elbows. (If you have an odd number of players, make one group of three.) Then all the linked pairs form a circle, and one pair is selected to run first. In the pair, one player is "It" and begins to chase the other, "the runner," around the outside of the circle. To be considered "safe," the runner must link elbows with a player in another pair before being tagged. The player in the new threesome who is not linked with the runner becomes the new runner. If the runner is tagged before linking with one of the pairs, that player becomes "It" and the former "It" becomes the runner.

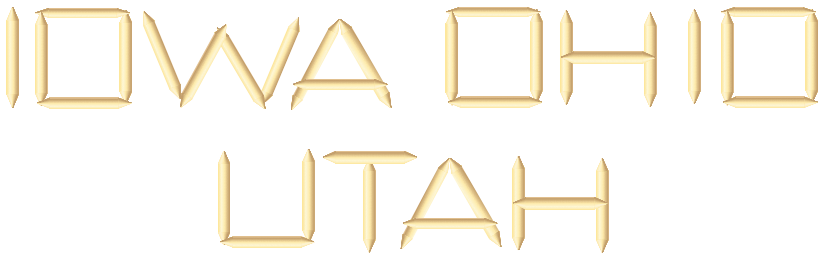
MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Gathering: 12 toothpicks for each Cub Scout
- Materials as needed for the selected games (see the *Bear Handbook*)
- Continue working with the Cubmaster and other den leaders to coordinate the Cub Scout carnival theme.

GATHERING

Toothpick Puzzle: Give a dozen toothpicks to each Scout. Challenge the Bears to put their 12 toothpicks together to form the names of three states. Each state will take 11 or 12 toothpicks, so they will need to be created one at a time. (Hint: Each state's name has only four letters.)



OPENING

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

TALK TIME

- Carry out business items for the den.
- Review this week's plan for choosing games to lead during the Cub Scout carnival at the next pack meeting. Make these points:
  - —We will play and practice games that the Cub Scouts will share at the pack meeting.
  - —The den will work together to carry out the Cub Scout carnival.
- Share other notes about the upcoming pack meeting.
- Allow time for sharing among the den members.

ACTIVITIES

◇ Activity 1: Games (Requirement 1)

Play two more games, different from the games played during the previous den meeting. Later, reflect on the games and ask the Bears how they might help younger Cub Scouts play them at the pack meeting. (See the *Bear Handbook* for instructions.)

◇ Activity 2: Carnival Planning (Requirement 2)

Using a piece of chart paper, help the members of your den plan how they will get ready to lead games at the Cub Scout carnival. Make the tasks concrete and specific so the Bears know what to expect when they finish. If you can copy the plans and share them with parents the following week, it will help ensure that everyone is prepared.

Put the following questions at the top of each column on the paper and help everyone think through each activity in advance.

1. What do we need to do?
   a. We need to decide which game to lead.
   b. We need to make a sign for our game.
2. What do we need to bring?
3. Who needs to know our plans?
   a. Be sure our parents or guardians know what we will do.
4. How will we help the younger Cub Scouts?
5. How will we know we have done a good job?

Have each Cub Scout select a game to lead during the Cub Scout carnival.

CLOSING

Form a circle. Each member of the den grasps the left hand of the person to their immediate left with their right hand, crossing their right arm over their left while doing so. This will form a continuous circle of crossed arms.

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

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
- Poster with the Scout Oath (or refer to the *Bear Handbook*)
- Materials for balloon animals
- Equipment for selected games
- Materials as needed to construct medallions or trophies
- Two sample awards prepared in advance to share as models
- Continue coordination of Cub Scout carnival theme with Cubmaster and other den leaders.

GATHERING

Balloon Animals: Provide balloons and pictures of balloon animals. Scouts may construct balloon animals as they wait for others to arrive. (See Meeting 3 Resources.)

OPENING

- Denner or den chief will lead members of the den in standing in a circle around the American flag and reciting the Pledge of Allegiance.

TALK TIME

- Carry out business items for the den.

- Review this meeting's adventure, noting these activities:
  - —Playing and practicing games that the Cub Scouts will share at the pack meeting
  - —Working together to organize the Cub Scout carnival
  - —Creating tokens to show appreciation for those who helped run the carnival
- Allow some time for sharing among Cub Scouts.

ACTIVITIES

◇ Activity 1: Trying Carnival Games (Optional)

- Have one or more of the Bears lead the game that they will be responsible for leading at the pack meeting. Then reflect with the den on how the game went, and discuss how it will be played at the pack meeting. Be encouraging and supportive.

◇ Activity 2: Making a Cheer (Requirement 5)

Work together to develop a simple cheer for those who helped the den with the circus.

CLOSING

- **Den Leader's Minute:** Reflect with the Scouts that in Activity 2 of this meeting, they worked on appreciating others and giving recognition. Remind them that, while receiving recognition is a great feeling, a Scout should always be prepared to do their best in every situation whether or not they receive recognition for their actions.
- Recite the Scout Law.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 5. Requirements 2, 3, and 4 will be completed at the pack meeting.
- Work together to clean up the meeting place.

MEETING 3 RESOURCES

BALLOON ANIMALS

Materials needed: specialty balloons, air pump (if available), marker

Long balloons work best for making balloon animals. Share the pictures below to give the Bears ideas of what sort of balloon animals they can put together. There are many internet sites with helpful instructions.

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



HOW TO MAKE A BALLOON DOG

Materials:

A selection of specialty 260 balloons

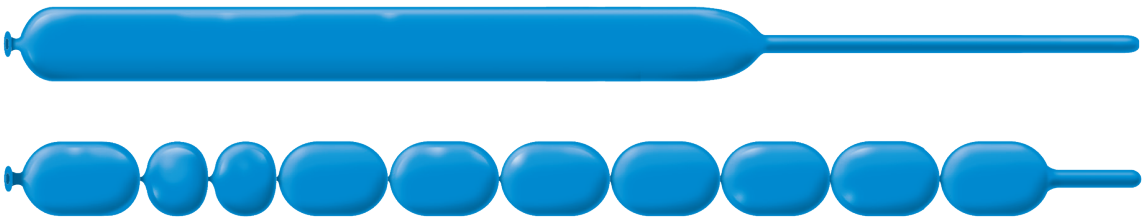
Marker

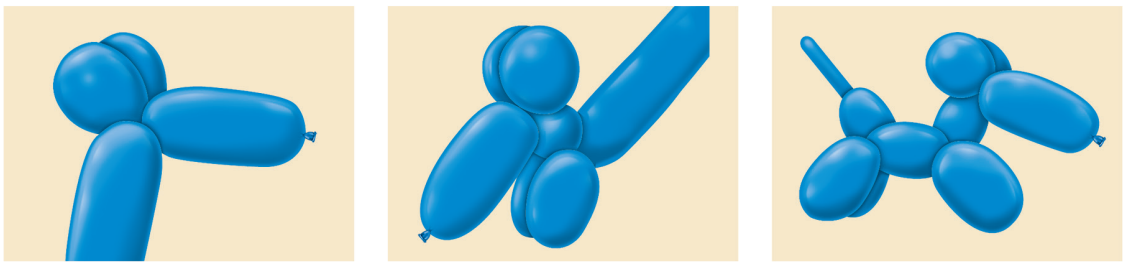
Small hand pump (optional)



Instructions:

1. Blow up the balloon. Leave about 2 inches at the end uninflated.
2. Starting from the left, create the first three twists. The first section of balloon should be about 2 inches long for the dog's nose. The second two sections should each be about 1 inch long. These will become the dog's ears.
3. Fold back the first section so it rests against the main part of the balloon. Create a lock twist by firmly twisting the two ear pieces around each other to lock them in place.
4. Then create three twists about 3 inches apart for the neck and front legs. Create a lock twist around the second and third sections to hold the legs in place. The balloon should form the front half of the dog.
5. Duplicate step 4 to create the body and back legs and lock them in place. The last section of balloon will become the dog's tail. You're finished!







RATIONALE FOR ADVENTURE

This adventure teaches the members of the den about action and reaction. Using common objects, Bear Scouts will learn about chain reactions, pulleys, and levers. They will take all of the things that they learn and create a fun Rube Goldberg–type machine.

The term "Rube Goldberg" is defined in the Merriam-Webster dictionary as "doing something simple in a very complicated way that is not necessary." The use of the term was inspired by the cartoons of Rube Goldberg, an engineer-turned-cartoonist who lived from 1883 to 1970. Goldberg's cartoons depict humorous "inventions" that make use of many principles of physics that Bears will encounter in this adventure. This adventure is all about creating a chain reaction to accomplish a simple task—and having a lot of fun along the way!

TAKEAWAYS FOR CUB SCOUTS

- Learning about action and reaction
- Cooperating as a den to complete a task
- Encouraging your fellow Scouts
- Looking at common objects (such as dominoes, craft sticks, marbles, string, paper cups) from different perspectives and exploring how they balance, tip over, stack, and fall to create Rube Goldberg machines

ADVENTURE REQUIREMENTS

Bear Handbook, page 198

Complete all of the following:

1. Create an "exploding" craft stick reaction.
2. Make two simple pulleys, and use them to move objects.
3. Make a lever by creating a seesaw using a spool and a wooden paint stirrer. Explore the way it balances by placing different objects on each end.
4. Complete one of the following:

   A. Draw a Rube Goldberg–type machine. Include at least six steps to complete your action.

   B. Construct a real Rube Goldberg–type machine to complete a task assigned by your den leader. Use at least two simple machines and include at least four steps.

NOTES TO DEN LEADER

The cartoons of Rube Goldberg are intended to serve as inspiration for the spirit of fun and experimentation behind the activities in this adventure. As a leader, you will need to review any specific cartoons, drawings, or videos you might choose to share to ensure they are appropriate for Cub Scouts.

Remind Bears that safety is of the highest importance in all Scouting activities and that all of their inventions must align with age-appropriate guidelines for Scouts.

Between Meeting 2 and Meeting 3, Scouts will have a Do-at-Home Project for which they will be designing an imaginary Rube Goldberg machine (requirement 4A). This machine does not need to be something they can execute, so Bears can use their imaginations to create an invention on paper that would not be possible to create in reality. Bears will also need to bring materials to Meeting 3 to be used in the den's creation of a simple Rube Goldberg machine (requirement 4B). See suggested items in the Meeting 3 Plan.

Consider searching online and previewing some sample videos of the "exploding" craft stick activity in Meeting 1 and the Rube Goldberg machines in Meeting 2 to share with the den and generate excitement. You can find a variety of creative machines featured in videos on the Rube Goldberg official site: https://www.rubegoldberg.com/rube-tube/

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Materials for Sticky Stop game
- Materials and an appropriate space for Activity 1, the "exploding" craft stick chain reaction investigation
- Prepare for the "exploding" craft stick activity by reviewing the instructions in advance and searching for sample videos online. You might choose to share a video with the Scouts if you feel they will benefit from seeing an example. Be sure to carefully preview any videos in advance.
- Materials for Knot Circle closing

GATHERING

Play the Sticky Stop game.

Materials:

- Table or other flat surface
- Double-sided tape
- Marbles (probably two per Scout)

Instructions:

Place the double-sided tape at one end of the table. Scouts with marbles are at the other end.

Each Scout must roll their marbles across the flat surface, trying to get the marbles to stick to the double-sided tape on the opposite end. The trick is to find the correct speed: If it's too slow, the marble won't make it; if it's too fast, the marble will fall off the table.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance.
- Have the Scouts gather in either a circle or a straight line, standing about arm's length apart. The den chief or Akela begins with the words "A Scout is …" He or she then touches the shoulder of one Scout, who in turn says "Trustworthy" and then touches the next Scout's shoulder. That Scout in turn says "Loyal" and touches the next Scout's shoulder and so on, until all 12 points of the Scout Law have been recited.

  Each Scout must signal the next Scout before the word is said, creating a chain reaction. This can be tied into the activity later in the meeting.

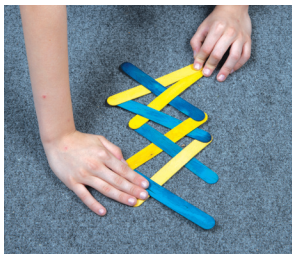
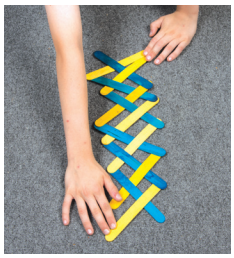
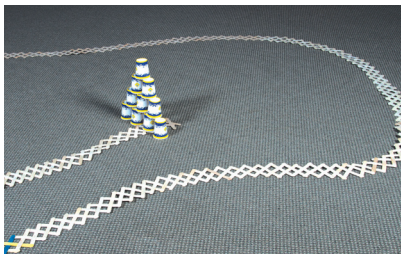
TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Introduce Scouts to Rube Goldberg machines and look at the sample cartoon in the *Bear Handbook*. Try to pick out different steps—both the logical ones and the funny or creative ones. Remind Scouts that the inventions in the machines were not intended to actually be made or tried out as they were drawn. However, many people in recent years have created amazing Rube Goldberg machines using their imaginations and science.

ACTIVITIES

◇ Activity 1: "Exploding" Craft Stick Reaction (Requirement 1)

- Review the steps for creating this investigation in advance. Perform a small test reaction to get a better understanding of the process and any challenges you may encounter.
- Using the steps in the *Bear Handbook*, work together as a den to create an "exploding" craft stick reaction.

NOTES TO DEN LEADER

This is a great opportunity for teamwork in your den. Be prepared for this to take the entire den activity time. To build a chain that is approximately 15 feet takes 20 minutes. If you have extra time, have the Scouts experiment with curves and inclines. Consider using two different colored craft sticks to help them keep their pattern straight. If you don't have two different colors, mark one set with a number or letter to set it apart. If you have a large den you may want to break Bears into smaller groups to stay within the time frame available for this activity.

- After completing the activity, discuss the reaction the Scouts had to their experiments. Ask questions such as the following:
  - How did the investigation go?
  - Where did your team come up against obstacles, and in what way did you solve them?
  - If you were to describe your reaction in sounds only, what would it sound like?
  - Did you notice how weaving the craft sticks held them together, but you had to use your hand to hold the end in place until you were ready to let them spring apart?
  - How many cups were you able to stack?
  - How long of a chain reaction were you able to make?
  - Was it easier to do this as a team?

CLOSING

Knot Circle

Materials:

Length of rope or string (6 to 8 inches) for each Cub Scout and each adult who might be in attendance

Instructions:

1. Begin with two Scouts, and have them tie their strings together at one end only. There should now be one longer piece of string with a knot in the middle.
2. Have another Scout tie their piece of string to one end of the longer piece, creating an even longer piece of string. All Scouts should hold on to their pieces of string as the process continues.
3. Continue until all those in attendance have tied on their pieces of string. (The type of knot is unimportant; however, you may ask for a Scout knot in order to teach and reinforce knot tying.)
4. Now the first person and the last person should come together and tie the two ends together to create a circle of string with everyone still holding on to it.

Explain that each piece of the string was needed to make one complete circle. Just as the strings make one circle, each member of the den plus the leaders and parents come together to make the den complete. Without everyone, the Bear den circle is incomplete. Also, you may add that their Bear den is a "string" in the pack—helping to form the circle with all the other dens—or that each member of each Bear's family is a "string," helping to make the family complete.

AFTER THE MEETING

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

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Materials needed for Toppling Tower gathering activity
- Candles and matches (or flashlights, etc.) for Opening
- Materials needed for lever and pulley investigations (See Meeting 2 Resources.)
- Copy of the Do-at-Home Project for each Scout (See Meeting 2 Resources.)

GATHERING

Toppling Tower

Materials:

- Large bowl of water
- Plastic plate
- Five empty soda cans

Instructions:

Have Scouts try to stack all five cans on the plastic plate as it floats in the bowl—without tipping the cans over or sinking the plate.

OPENING

- **Bear Scout Light:** The den leader asks Bears to sit on the floor in a circle and then 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 Scout spirit shown by one Bear Scout. See how it shines? The rays from several Bear Scouts make an even brighter light. Each Scout lets their light shine by doing their best and helping other people.

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

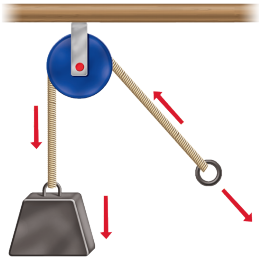
- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.

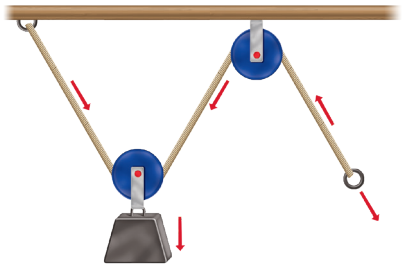
TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Explain the use of levers and pulleys, and ask the Scouts for examples that they see in their everyday life.

ACTIVITIES

◇ Activity 1: Pulley Investigations (Requirement 2)





Pulley #1 Materials:

- Rolling pin
- String
- Heavy book

Pulley #2 Materials:

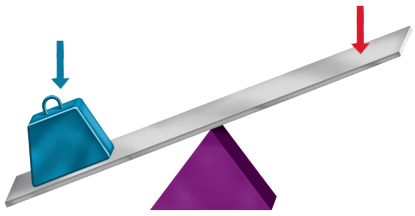
- Two large spools
- Two pencils or dowels (must be able to fit in the spool hole and move easily)
- 30 feet of string or strong yarn

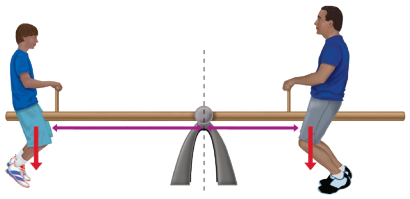
Follow the steps in the *Bear Handbook* for the two different types of pulleys. Once the investigation is complete, ask leading questions rather than questions that can be answered with yes or no. Suggestions include:

- For the first pulley, was it easier or harder with the rolling pin? Which pulley do you think takes more strength and why?
- Where did you come up against obstacles, and in what ways did you solve them?

(If you have a large den, you may want to break Bears into smaller groups to stay within the time frame needed for this activity.)

◇ Activity 2: Lever Investigations (Requirement 3)





A lever is a simple machine that has only two parts: a beam (this could be a piece of wood or metal) and a fulcrum (the support that the lever pivots on). You add energy when you use your hands to change the weights on each end. See what actions result.

Materials:

- Paint stirrer
- Pencil
- Spool (edges should be wider than the paint stirrer)
- Rubber band
- Small weights or other objects

Follow the instructions in the *Bear Handbook* to make a first-class lever. Similar levers you might see include a seesaw, a crowbar, a hammer pulling a nail, or a pair of scissors. (This last one uses two first-class levers put together.)

CLOSING

- Den yell
- Remind Scouts of the Do-at-Home Project for next week (requirement 4A). Hand out the project instructions page in the Meeting 2 Resources.

AFTER THE MEETING

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

MEETING 2 RESOURCES

Do-at-Home Project Reminder:

For the next meeting, you will be designing a Rube Goldberg machine to complete requirement 4A. This machine does not need to be possible to make. Instead, you can let your imagination run wild to come up with your "dream" invention!

Here's how to create a Rube Goldberg machine:

1. Choose a simple task (such as drying your face, putting on a hat, or opening a door).
2. Decide what working elements you want to include in your design. These could include chain reactions, pulleys, levers, ramps, balls, and more.
3. Add your imagination! How could you use those elements in different ways? How could you include building blocks, toy cars, string, or other items in your design?
4. Have fun! Bring your design to the den meeting to share with everyone.

At that meeting, you will build a real Rube Goldberg machine with your den. Your den leader may ask you to bring several disposable household items that could be used in the creation of the group machine. Remember that all materials you bring must be safe. Check with your den leader or a parent or guardian to be sure items are OK to bring in.

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Materials for the Ready, Set, Aim! gathering activity
- Miscellaneous items for constructing the Rube Goldberg machine. You may ask parents to assist you in furnishing items. Some examples are dominoes, Popsicle sticks, marbles, string, paper cups, etc.

GATHERING

Ready, Set, Aim!

Materials:

- Item with hollow center that is 1-3 feet in length (e.g., pool noodles, conduit, empty wrapping-paper rolls, etc.)
- Cups
- Marbles

Instructions:

1. You may want to have several lengths of hollow tube to allow for experimentation of how fast and far the marble can roll depending on which length of tube is used.
2. Secure the tube at an angle so the marble can make its exit. This can be done by leaning it against a wall or table or simply by having the Scout hold it.
3. Have each Bear drop a marble down the hollow tube, sending it rolling across the floor and into a cup that has been placed 2 feet away. When they are successful at that distance, Bears can try other distances as well.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Sing "Head, Shoulders, Knees, and Paws." Bears should touch their heads, shoulders, and knees as they sing each of those words. For paws, Bears should hold their hands in front of them and wave. For fun, you can change the song to be sung fast, slow, or deep (like a growling bear).

Head, shoulders, knees, and paws
Knees and paws
Head, shoulders, knees, and paws

Knees and paws
Eyes and ears
And mouth and snout
Head, shoulders, knees, and paws
Knees and paws

TALK TIME (REQUIREMENT 4A)

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Share the Rube Goldberg drawings the Scouts brought from home. Talk about the different elements that they incorporated (requirement 4A).

ACTIVITIES

◇ Activity 1 (Requirement 4B)

- Build a Rube Goldberg machine using recycled materials brought from home.
- You may wish to break your den into small groups with different tasks to speed up the machine-building process.
- Choose a simple task that the Scouts' machine should complete. Or, if the Scouts already have some ideas, provide feedback and guidance as needed to encourage a positive outcome.
- Remind Scouts that they should use two simple machine types for their Rube Goldberg machine and have at least four steps. They can review the descriptions of pulleys and levers in their handbooks to help them as they build.
- Also remind Scouts that they are likely (almost certain) to experience some failures along the way. The best Rube Goldberg machines require many changes and lots of testing to make them work. The process of working together, sharing ideas, trying things out, and staying positive when changes are needed is far more important than making a successful machine.
- Have the Scouts explain and demonstrate their machine. If the machine is not finished, have them share what they completed and the vision for their machine.

There are some spectacular videos of Rube Goldberg machines available if you conduct a search on the internet. Be sure to preview the videos to ensure they are appropriate for the audience.

CLOSING

- Have Bear Scouts repeat the Cub Scout Motto in unison ("Do Your Best").
- **Akela's Minute:** Reflect with the den on the process of building the machine. Did their machine meet their expectations? What part of the process did they enjoy most or find the most challenging? What would they do differently next time? Reinforce the idea that, as long as they did their best, the Scouts were successful.

AFTER THE MEETING

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

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



MARBLE MADNESS

RATIONALE FOR ADVENTURE

In this adventure, Bears will learn about a game that has entertained people since the time of ancient Egypt and has been an important part of Scouting since its early days. They will experience individual competition and teamwork, helping others, learning rules, and being a good sport.

TAKEAWAYS FOR CUB SCOUTS

- Using observation and listening skills
- Following instructions
- Working as a team
- Developing creativity
- Living the Scout Oath and Scout Law
- Helping others
- Practicing sportsmanship
- A Scout is friendly.

Bear Handbook, page 212

ADVENTURE REQUIREMENTS

Complete requirements 1–4. Requirement 5 is optional.

1. Discuss with your family or den the history of marbles, such as where and when the game began. Talk about the different sizes of marbles and what they are made of and used for.
2. Learn about three different marble games, and learn to play one of them. Learn how to keep score. Learn and follow the rules of the game. Play the game with your family, friends, or your den.
3. Learn four or five words that are used when talking about marbles. Tell what each of the words means and how it relates to playing marbles. Share this information with your den.
4. Complete one of the following:
   A. With your den or family, make a marble obstacle course or marble golf course. Share what you create. Invite everyone to go through your course.
   B. Create your own game using marbles, and design rules for playing the game. Share the game you created with your den, family, or friends. Explain the rules and how to play the game.
   C. With your den or family, create a marble race track. Have at least two lanes so you can race your favorite marbles against each other.
   D. Make a marble maze.
5. With the help of an adult, make a marble bag to hold marbles.

NOTES TO DEN LEADER

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

Prior to Meeting 1, ask everyone to bring in a box lid for the marble maze activity. Most of the requirements for this adventure can be done with the den, but Bears will need to complete requirement 4B (creating a game using marbles) at home following Meeting 1. Bears will bring their games to Meeting 2 to share with the den.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Materials for each Cub Scout to make a bag to hold marbles (See Meeting 1 Resources.)
- Marbles
- Chalk to draw the playing ring on the ground
- Materials for each Cub Scout to make a marble maze (See Meeting 1 Resources.)
- Picture of Earth, the "Big Blue Marble" (See Meeting 1 Resources.)

GATHERING (REQUIREMENT 5)

As Scouts enter, provide materials for them to make their own bags to hold marbles. The den chief, assistant leader, parents, etc., can assist with this project. (See Meeting 1 Resources.)

OPENING

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

TALK TIME (REQUIREMENTS 1, 2, AND 3)

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Begin this adventure by talking about marbles, including how long they have been around and how marbles have changed through the centuries (requirement 1). Ask the Scouts to name games that can be played with marbles, such as Chinese checkers or some board games.
- Talk about the different words (names of moves, marbles, games) associated with the game of marbles. (Requirement 3)
- Tell Scouts that they will complete requirement 4B at home before Meeting 2. Bears will create their own games using marbles and present the games at the next meeting.

ACTIVITIES

◇ Activity 1: Marble Games (Requirement 2)

Have the Scouts learn the marble game Ringer, which can be found in the *Bear Handbook*. Teach them both the game and the rules. Discuss the importance of following the rules and how a Scout is obedient when following the rules. (See Meeting 1 Resources.) You may choose another game to play if you or the members of your den prefer.

Lagging

Players start the first game by lagging to determine the order of play. In some games, having the first turn could decide the game—which makes lagging an important skill for players to learn. The 10-foot diameter playing ring should be set up correctly before lagging occurs.

Here are the steps to follow before each game:

1. Players draw a set of parallel lines on the ground on opposite sides of the ring (10 feet apart). One line is the pitch line, and the other line is the lag line.
2. Players should stand behind the pitch line on the edge of the empty ring.
3. Each player takes a turn tossing or shooting their "shooter" marble. The goal is to have the marble end up closest to the lag line—either in front of the line or past it.

◇ Activity 2: Build a Marble Maze (Requirement 4D)

Materials:



- One box lid or box for each Scout to use as the frame for their maze
- Plastic straws
- Paper rolls
- Tape or glue
- One marble for each Scout

Instructions:

1. Create a marble maze by taping or gluing barriers into the box.
2. The barriers should guide the marble through the box.
3. Mark one corner of the box or box lid as “Start” and the opposite corner as “Finish.”



CLOSING

- **Akela’s Minute:** Ask if the Scouts have ever heard Earth called the “Big Blue Marble.” Tell them that the nickname is because, from space, Earth’s atmosphere shows swirls of clouds similar to the patterns on marbles. Share a picture so they can see the resemblance. See visibleearth.nasa.gov for photos of Earth.
- Recite the Scout Oath together.

Do-at-Home Project Reminder:

Before Meeting 2, Bears need to create a marble game at home. They should consider the rules for playing the game and be ready to explain it at the den meeting.

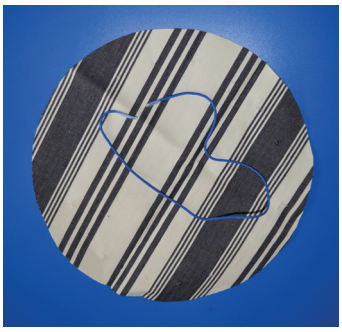
Each Bear should also bring materials to Meeting 2 to contribute to the den’s marble obstacle course. The list could include, but is not limited to: tape, scissors, paper plates, paper cups, cardboard rolls (paper towel and toilet paper size), card stock to make rolls, small cardboard boxes, blocks, PVC pipe, PVC elbows, or PVC T caps.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1, 2, 3, 4D, and 5.
- Work together to clean up the meeting place.

MEETING 1 RESOURCES

GATHERING: MARBLE BAG (REQUIREMENT 5)



Scouts may use the directions in the *Bear Handbook* or the simple directions below to create their marble bags.

Materials:

- A circle of material or vinyl, 10 to 12 inches in diameter.
- A shoelace or string 18 to 20 inches in length. If using string, wind clear tape at the ends to keep the string from fraying.

1. Cut small slits around the circle about 1 inch from the edge and approximately ½ inch apart.
2. Weave the shoelace or string in and out of the slits around the circle, gathering the cloth as necessary to form the bag.
3. Tie with a loose knot or place a bead over the strings/laces to hold them snug.



TALK TIME: BASIC TERMS FOR MARBLES

- **Aggies** are marbles that are made from agate or glass that resembles agate.
- **Bowling** occurs when a player rolls a shot on the ground.
- **Bumblebees** are yellow and black striped marbles.
- **Edgers** are marbles near the edge of the ring.
- **For Fair** means playing for the fun of the game. At the end of each game, the marbles are returned to their owners.
- **For Keeps** means each player keeps the marbles that he shoots out of the ring.
- **Histing** occurs when a player raises their hand from the ground while shooting.
- A **hit** occurs when a player shoots a marble out of the ring.
- **Hunching** occurs when a player moves their hand forward across the ring line when shooting from the line, or moves the hand forward from the spot where the shooter came to rest inside the ring.
- **Knuckling down** is a position in which at least one knuckle must touch the ground until the shooter has left the hand.
- **Lofting** (or **plunking**), a difficult shot, occurs when a player shoots in an arc through the air to hit a marble.
- **Marbles** should only be used as a term for the target marbles. These can also be called **mibs**, **miggs**, **ducks**, **kimmies**, or **hoodles**.
- A **miss** occurs when a player fails to knock a marble from the ring on a shot.
- **Roundsters** (or **circling**) is the act of selecting the best location outside the ring for knuckling down.
- A **shooter** is the attacking marble. It can also be called a **taw**, **glassy**, or **monny**.
- A **shot** is the act of snapping the shooter at a marble by a quick extension of the thumb.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Race track and/or obstacle course for marbles
- Marble racer pattern, 1 copy for each Bear
- Card stock for making racers
- Felt board race track
- Marbles

GATHERING (REQUIREMENT 4C)

Make marble racers to be used on the felt board marble race track. See the pattern in the Meeting 2 Resources.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Tell Scouts, *"When we create and play marble games as we will do today, we are helpful in working together to create games, we are courteous to other players when we compete, and we are obedient when we follow the rules."* Together, recite the Scout Law.

TALK TIME (REQUIREMENT 4B)

- Carry out business items for the den.
- Have the Scouts share with the den the games they made up at home (requirement 4B).

ACTIVITIES

If the den is large, separate the Scouts into two teams. Each team will make race track and an obstacle course.

◇ Activity 1: Marble Races (Requirement 4C)

- Have Scouts use the felt track to race the marble racers they made in the Gathering activity.

◇ Activity 2: Marble Obstacle Course (Requirement 4A)

- Have Scouts work together to build a marble obstacle course.

CLOSING

- **Akela's Minute:** Spend a few moments reflecting on the information shared with the Scouts and the games that they played. Ask each Bear to say one new thing they learned during this adventure.
  - — If desired, you can incorporate a "Roses and Thorns" activity. Each Scout is to share one thing about the adventure that was difficult (the thorn), but they must also share something about the adventure that they really liked (the rose).
  - — There may not be any thorns, which is terrific!
- Have the den stand and recite the Scout Oath.

AFTER THE MEETING

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

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



MEETING 2 RESOURCES

MARBLE RACE CARS AND TRACK

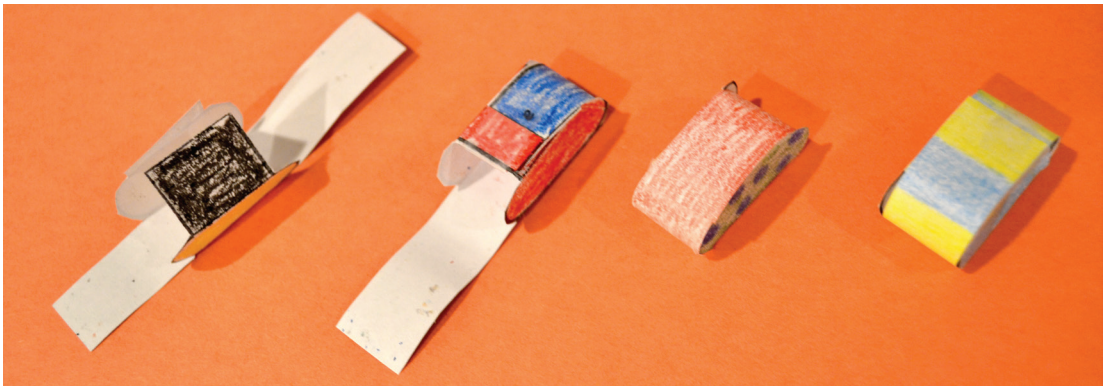
Materials needed:

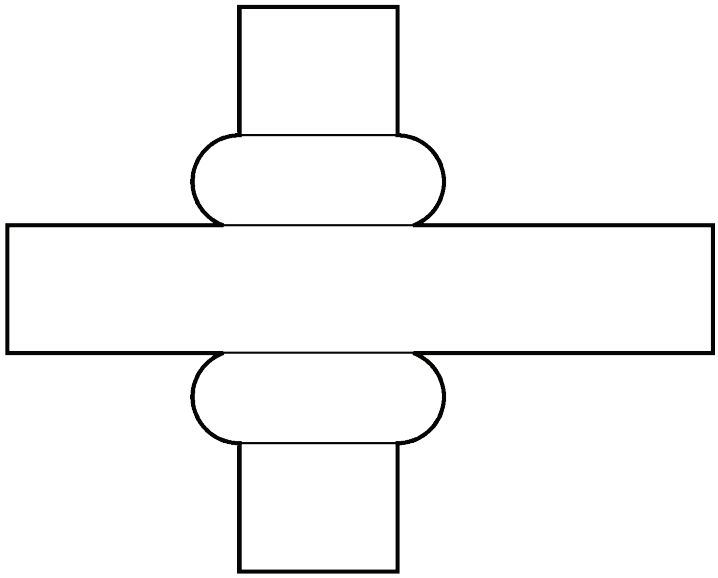
- Marbles, one for each Scout
- Race-car pattern, one copy for each Bear
- Markers or colored pencils
- Scissors
- Clear tape
- Felt board track
- 1-inch strips of poster board and tape for lanes

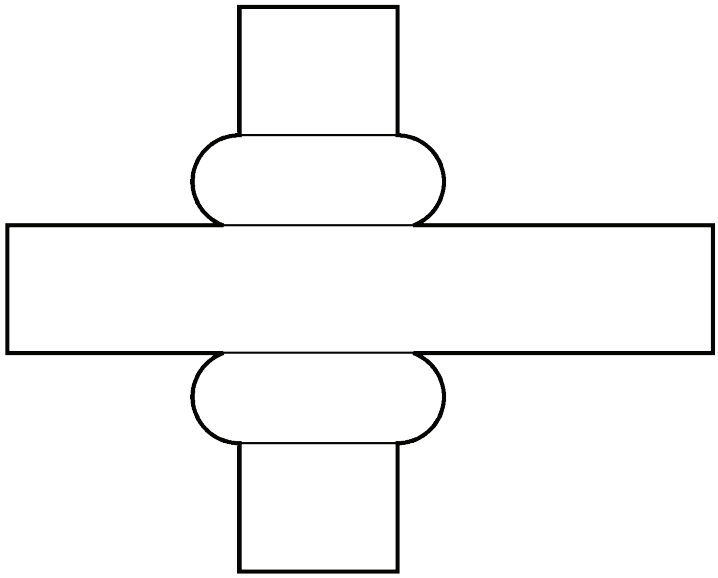
Instructions:

These race cars can be raced on a felt-covered board that is set at a downward angle (such as leaning against a chair). Create racing lanes by taping stiff paper on its edge to the felt board. The Scouts will be amazed to see their race cars tumble down the track!

1. Decorate the car as desired. (This is easier if done prior to cutting out the racer.)
2. Cut out pattern.
3. Fold tabs on thin lines, and tape short tabs together.
4. Tape long tab to short tabs.
5. Put the marble in, and tape last tab to long tab.
6. Have fun racing!







NOTES

ROARING LAUGHTER

RATIONALE FOR ADVENTURE

Laughing provides many health benefits. It also enhances teamwork and improves alertness, creativity, and memory. In this adventure, Bear Scouts will share laughter with others, strengthening their bond with family members and the den.

TAKEAWAYS FOR CUB SCOUTS

- Benefits of laughter (releases stress, relaxes muscles, helps your body stay healthy, boosts immune system, eases anxiety and fear)
- Learning social skills and how to diffuse conflict in a group
- Practicing respect for others, being courteous, and following directions
- A Scout is cheerful.

Bear Handbook, page 226

ADVENTURE REQUIREMENTS

Complete at least four of the following:

1. Think about what makes you laugh. Write down three things that make you laugh.
2. Practice reading tongue twisters.
3. Create your own short story. Remove some nouns, verbs, adjectives, and adverbs from the story, leaving blanks. Without telling the story, have a friend insert his or her own nouns, verbs, adjectives, and adverbs in the story you created.
4. With a partner, play a game that makes you laugh.
5. Share at least two jokes with members of your den to make them laugh.
6. Practice at least two run-ons with your den, and perform them at a pack meeting or campfire program.

NOTES TO DEN LEADER

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

This adventure includes two den meetings; it does not include a den outing.

The guidelines for each meeting include some options for jokes and funny stories, but you might choose to look at other BSA resources for additional ideas. You might visit http://boyslife.org/section/jokes/ or look at www.scoutshop.org for additional resources.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Print out tongue twisters on slips of paper (see Meeting 1 Resources), and give one to each Scout (requirement 2)
- "Create a Story" text with blank lines to fill in (1 copy per Scout)
- Pencils (1 per Scout)
- 3 poster boards:
  - — 1 with the song for the Opening written on it, large enough for Scouts to see and follow
  - — 1 for listing things that make us laugh (Talk Time)
  - — 1 for listing the 10 words in the "Create a Story" activity

GATHERING

Play the Whatever You Do, Don't Smile or Laugh game (requirement 4). As Scouts enter, pair them up face to face and have them take turns trying to make their partner smile or laugh. They can make faces or sounds, but no touching is allowed. When those pairs have finished the game, pair each Scout with someone else until everyone has smiled or laughed.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Have the entire den sing the S-M-I-L-E song (see Meeting 1 Resources).

TALK TIME (REQUIREMENT 1)

- Carry out business items for the den.
- Allow time for sharing among members of the den. As this is happening, listen for anything that makes the Cub Scouts laugh. Point out that sharing laughter brings us all together as a den.
- Introduce the Roaring Laughter adventure. Emphasize that laughter is contagious, as they found out in the Gathering time. Ask Bears what makes them laugh, and make a list of their answers on a sheet of poster board (requirement 1).

ACTIVITIES

◇ Activity 1: Tongue Twisters (Requirement 2)

Give each Scout a tongue twister printed on a piece of paper (see samples in Meeting 1 Resources). Allow time for each Scout to practice before reading aloud. Remind the Scouts that if they slip up on the tongue twisters and others in the den laugh, they are not making fun but just laughing *with* each other—because the words are really hard to say together. See how quickly each Scout can read their twister; the faster they go, the funnier it gets!

◇ Activity 2: Create a Story (Requirement 3)

Give each Scout a pencil and a copy of the short story with blank spaces to fill in. (See instructions in Meeting 1 Resources.)

CLOSING

- **Akela's Minute:** *The Scout Law says that a Scout is friendly and cheerful. We proved that today, and we'll have more cheer at the next meeting.*
- Join together in a den yell.

Do-at-Home Project Reminder:

Each Scout needs to write down a short story at home using blank spaces, like the ones they just filled in. Then the Scout should ask a friend who hasn't heard the story for some words to put in the blanks, and bring the finished story to the next meeting to share with the den (requirement 3).

AFTER THE MEETING

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

MEETING 1 RESOURCES

OPENING: S-M-I-L-E SONG

Print this song on poster board, large enough for everyone to read as they sing. (Tune: "John Brown's Body"/"The Battle Hymn of the Republic")

It isn't any trouble just to S-M-I-L-E.
It isn't any trouble just to S-M-I-L-E.
If there's ever any trouble, it will vanish like a bubble,
If you'll only take the trouble just to S-M-I-L-E.
It isn't any trouble just to L-A-U-G-H.
It isn't any trouble just to L-A-U-G-H.
If there's ever any trouble, it will vanish like a bubble,
If you'll only take the trouble just to L-A-U-G-H.

◇ Activity 1: Tongue Twisters

Here are some sample tongue twisters. Print these, and any others the Scouts might enjoy, on slips of paper for each Scout to read one aloud.

A big black bug bit a big black bear. But where is the big black bear that the big black bug bit?

How many yaks could a yak pack pack if a yak pack could pack yaks?

Cows graze in groves on grass which grows in grooves in groves.

Friendly Frank flips fine flapjacks.

How much wood would a woodchuck chuck if a woodchuck could chuck wood?

Kris Kringle carefully crunched on candy canes.

Silly Sally swiftly shooed seven silly sheep.

What noise annoys a noisy oyster? A noisy noise annoys a noisy oyster.

If Stu chews shoes, should Stu choose the shoes he chews?

Which witch wished which wicked wish?

◇ Activity 2: Create a Story

Write the numbers 1 through 10 on a poster board. One Scout at a time, have each of them think of a word to go with each number. (If fewer than 10 Bears are present, the den leader or adults can also play.)

1. Noun (a name)
2. Adjective (a describing word)
3. Noun (a place)
4. Noun (a name)
5. Noun (a name)
6. Verb (an action word)
7. Verb (an action word)
8. Noun (a thing)
9. Verb (an action word)
10. Noun (a place)

Pass out pencils and copies of the following story. Then read it aloud, stopping for each Scout to say their word when you reach that number.

Yesterday, my friend [1] _____ and I went to the [2] _____

[3] _____. We met [4] _____ and

[5] _____ and decided to [6] _____.

We were [7] _____ [8] _____ and

had a lot of fun. We hope to [9] _____ at the [10] _____

_____ again soon.

After you finish, go through the story a second time, stopping at each number for all the Scouts to write down the word. Ask them if they enjoyed the story. The fun was in the surprise that came with each word. Tell them each Scout will need to write their own story for the next den meeting, using the "What I Did at _____" story included with this adventure in the *Bear Handbook* (requirement 3).

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Sample run-ons (funny skits) the den can present at a campfire program or the next pack meeting
- Contact the Cubmaster to coordinate plans for the run-ons.

GATHERING (REQUIREMENT 3)

As the Scouts arrive, have each one share the story they created with another Bear, the den chief, or an adult (requirement 3).

OPENING

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

TALK TIME (REQUIREMENT 5)

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts. Have each Bear tell a few jokes to make the others laugh (requirement 5; if anyone needs ideas, they can choose from the sample jokes included with this adventure in the *Bear Handbook*).
- Tell everyone that the den will be presenting run-ons (short, funny skits) at a campfire program or the next pack meeting. At this meeting, they will choose which run-ons they want to perform and practice their lines.

ACTIVITIES

◇ Activity 1: Run-ons (Requirement 6)

Help the Scouts look through possible run-ons and jokes for the pack meeting. Ask if anyone has a joke or run-on they would like to add to the list. Then vote on the ones to use and practice them as a group. Tell them these things to remember:

1. Most important, you want to tell a joke that you think is funny. If it doesn't seem funny to you, others will probably feel the same way.
2. Who are you telling the joke to? Don't forget who your audience is and how the joke will sound to them. For example, a younger brother or sister might not understand or laugh at a joke that you find funny.
3. What things should you do to present the joke in a funny way? Your facial expressions, body movements, and hand gestures all play a part in telling a joke. Also, be sure you know the joke really well, so you won't forget any of it. Some jokes require a setup—telling a story that leads to the punch line—but be sure the story doesn't go on too long. Remember, "Practice makes perfect!"
4. You can find more jokes in *Boys' Life* magazine or by visiting a library or bookstore to find a joke book.

CLOSING

- Make a circle with everyone holding hands.
- **Akela's Minute:** *Laughter sparks enthusiasm, and it's contagious. Having a sense of humor and being able to laugh at yourself can help you be more creative. It even helps you to stay healthy. Share your laughter with your family and friends—that's a great way to bring everyone closer together and build stronger friendships.*
- Finish by passing a smile around the circle: Everyone squeezes the hand of the person to their right, and gives that person a smile.

AFTER THE MEETING

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

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





RATIONALE FOR ADVENTURE

Advances in science and technology have created a world of possibilities. Robots of many shapes and sizes can now perform tasks traditionally done by humans—from sensing the speed of a vehicle to sorting items based on color. In this elective adventure, Bear Scouts will learn how different types of robots are used and then create their own simple robotic figures.

TAKEAWAYS FOR CUB SCOUTS

- Developing their creativity and imagination
- Becoming more aware of the role robotics plays in our daily lives
- Having fun as they learn new things

ADVENTURE REQUIREMENTS

Bear Handbook, page 238

Complete at least four of the following:

1. Identify six tasks performed by robots.
2. Learn about some instances where a robot could be used in place of a human for work. Research one robot that does this type of work, and present what you learn to your den.
3. Build a robot hand. Show how it works like a human hand and how it is different from a human hand.
4. Build your own robot.
5. Visit a place that uses robots.

NOTES TO DEN LEADER

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

Meeting 3 in this adventure will be an outing to a place where robots are part of the daily routine. Besides businesses or factories that use robotics in their processes, you may also consider a local college or medical facility. If traveling to the site is not an option, look into the possibility of a virtual visit by checking out the institution's website. If the den does go to the location, make sure the staff knows the visitors will be Bear Scouts so they can plan an age-appropriate tour.

In advance of the outing, the leader will need to make arrangements with the outing location and confirm the outing plan with families, including transportation and any additional items they need to bring. Make sure activity consent forms are distributed, signed, and collected.

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
- Building blocks or other building objects for gathering activity
- Collect pictures of six types of robots from magazines and the internet to share during Talk Time.
- If you have access to an actual robot, that would be great to show as well.
- Materials for the If I Were a Robot activity (brooms, boxes, books, etc.)
- Materials for the Build a Robot Hand activity (see Meeting 1 Resources)

GATHERING

- As Scouts arrive, have building blocks or other objects on hand so they can get creative, constructing what they think a robot should look like.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Have each Scout answer the roll call by saying the name of a robot they know from movies, TV shows, books, or video games.

TALK TIME (REQUIREMENT 1)

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Have each Scout write down six tasks that can be performed by robots and show the pictures you collected to give them some ideas (requirement 1).
- To get the Scouts thinking about requirement 2, review the four categories into which jobs for robots usually fall (dangerous, dirty, dull, and difficult). You can find more information on these categories in the *Bear Handbook*.
- Ask Bears which of those four categories best fits the following types of robot technology.
  - **Industrial:** robots that do welding, painting, or packaging of materials
  - **Household:** vacuum cleaners, pool cleaners, sweepers, gutter cleaners, etc.
  - **Medical:** robots that are built much smaller than a human hand to assist with delicate medical procedures
  - **Research:** robots used for gathering data
  - **Military:** drones, as well as robots made for bomb disposal, transportation, or search-and-rescue operations
  - **Space:** robots used on the International Space Station, Mars rovers, etc.
- Finally, just for fun, lead a conversation about “entertainment robots” that are built as toys or for animatronics at amusement parks.

ACTIVITIES

◇ Activity 1: If I Were a Robot (Optional)

Help Bear Scouts see what life would be like if they were robots, designed for dull, repetitive tasks. Have at least two or three activity stations for them to rotate through. For example, in one area they can carry boxes or stacks of books across a room from one place to another. In another area, one Scout can sweep with a broom while a second Scout picks up the dust and a third Scout disposes of it. A large set of silverware could be laid out, and each Scout takes a turn counting the number of forks, knives, and spoons. When everyone has done each task, ask these questions:

1. Was it fun to do the same thing over and over?
2. Would they enjoy a job where they performed the same task every day, all day long?
3. Did they use mental skills (e.g., problem solving, math) while doing these repetitive tasks?

◇ Activity 2: Build a Robot Hand (Requirement 3)

Have Scouts build a robot hand from cardboard, drinking straws, nylon cord, and rubber bands (see instructions in the *Bear Handbook*). Once the activity is completed, ask these questions:

1. What items can you pick up with your robotic hand?
2. Why is it easier to pick up some items than it is to pick up others?
3. What would happen if you added more fingers?
4. How about if you added a thumb?

CLOSING

- **Akela's Minute:** *The use of robots in our world is a wonderful thing. Robots can keep us safe, obtain information from places we may not be able to get to, provide us with a fun hobby, and so much more. We should always remember, though, to take care of ourselves and those around us, and not let the use of robots make us lazy or too dependent. Now let's say the Scout Oath, and think about the words and what they mean.* (Lead Bears in reciting the oath.)
- Tell the Scouts to look for examples of robotics before the next meeting, whether they are out with their families, at school, or watching television. Possibilities can include common services like ATMs and automatic car washes, or anything that relies mainly on machines to accomplish the task. Which of the four categories they learned about—dangerous, dirty, dull, or difficult—do those tasks fall under?

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1 and 3.
- Work together to clean up the meeting place.
- Prepare thank-you notes for the Bears to sign at the next meeting. The notes should be given to anyone who helps with the outing.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Items for the Scoutbot game (see Gathering)
- Materials for the Build a Robot activity. Whether the Scouts are using purchased kits or making their robots from household items, be sure to build a sample by yourself before the meeting so you know how much time and work it will involve. NOTE: You may need to schedule a longer meeting to allow enough time for the activity, or plan for Bears to do some of the building at home. In some kits, soldering wires onto motors is required; each Scout's parent or guardian should assist with this before the construction starts, or they can order pre-soldered kits from many companies.

GATHERING: SCOUTBOTS

Tell Scouts as they arrive to pretend they are "Scoutbots," built for repetitive activities. The idea is to see how many times they can repeat a particular motion without error. Tell everyone to keep up with their totals, and remind them: A "Scoutbot" is trustworthy. Possible activities include dribbling a basketball, performing yo-yo tricks, hopping on one foot, rotating a hula hoop, or tossing a small ball from one hand to the other.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Have the Scouts sing "There Was a Scout Who Had a Bot" (see Meeting 2 Resources)

TALK TIME (REQUIREMENT 2)

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Review the robot hand construction from the last meeting and the repetitiveness of robot tasks.
- Have Bears talk about the different types of robots they've seen since the last meeting. (Requirement 2)
- Review plans for Meeting 3, an outing to a business or institution where robots are a part of daily operations.

ACTIVITIES

◇ Activity 1: Build a Robot (Requirement 4)

See suggestions in Meeting 2 Resources, and read the tips on safety for this activity in the *Bear Handbook.*

CLOSING

Recite the Scout Law. Then ask each Scout to answer: *If you had a robot friend, which one of the 12 points in the Scout Law would you most want the robot to follow, and why?*

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 2 and 4.
- Work together to clean up the meeting place.
- Pass out activity consent forms for Scouts to have signed by a parent or guardian before Meeting 3, the den outing to a business or other institution where robots are used. Confirm the location and transportation plans.
- Have the Scouts sign thank-you notes for anyone helping with the outing.

MEETING 2 RESOURCES

OPENING:

Song: There Was a Scout Who Had a Bot

"There Was a Scout Who Had a Bot" (Tune: "Bingo")

There was a Scout who had a bot,

And Robbo was his name-o.

R-O-B-B-O

R-O-B-B-O

R-O-B-B-O, and Robbo was his name-o.

Repeat the verse five times, each time omitting one more letter from the end and replacing it by having everyone clap their hands (like the original song) or snap their fingers.

◇ Activity 1: Build a Robot (Requirement 4)

For Scouts who make their robots from purchased kits, here are some good sources.

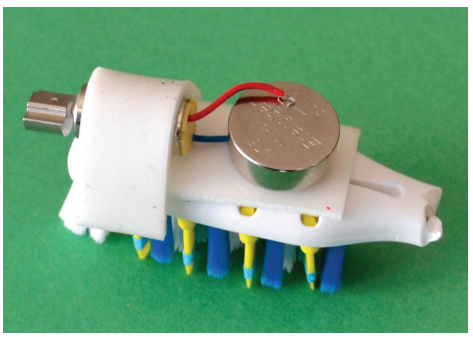
Kits from *Bristlebots.org* come with everything needed to build a bristlebot, with no soldering required.

EvilMadScientist.com offers directions with a supply list for building a "brushbot" from a standard toothbrush head (www.evilmadscientist.com/2007/bristlebot-a-tiny-directional-vibrobot/). You can purchase pre-soldered pager motors from Evil Mad Scientist, gather the remaining items on your own, and construct the brushbot using their directions.

Other robotics kits can be found in your local Scout shop or from DiscoverThis.com, ScientificsOnline.com/, LEGO.com, and many other internet sources. You might also find the kits at a local hobby store, toy store, or bookstore.

The most important thing to remember is safety first! Prep work may need to be completed ahead of time, and all Scouts should wear eye protection when constructing their robot.





MEETING 3 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Be sure all arrangements are made for the den to visit a business or institution that uses robots. Contact the location well in advance and confirm all plans with the staff member in charge.
- Confirm that transportation to and from the site is in place. Secure signed activity consent forms.

GATHERING

- Remind everyone of the importance of staying together and being on their best behavior.
- Use the buddy system.
- Review any questions the Scouts want to ask to make certain all are appropriate.
- If the members of your den are coming separately, play the Follow the Robot game (based on Follow the Leader) to keep them busy until everyone has arrived. First, select a leader—the den chief or an adult. The leader silently performs a repetitive action such as hopping on one foot, and the Scouts then imitate that action. The leader still doesn't say anything, but changes to a different repetitive action several times to keep the Scouts watching and playing the game. There is no winning or losing in this one—just having a good time!

OPENING

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

TALK TIME

- Carry out business items for the den.

ACTIVITIES

◇ Activity 1 (Requirement 5)

- During the den's visit to the facility, have the Scouts ask the questions they prepared.
- Ask the professional guiding the tour to share about the different jobs available in the field of robotics. Perhaps the guide can tell the Scouts about educational requirements for those jobs and what classes in school might help prepare them for studying robotics.
- Ask the guide if he or she knows of a robotics club for young people in the area.
- After the visit, reflect with the Scouts on these questions:
  - What did they like most about the robots they saw?
  - If they saw more than one robot, which was their favorite?
  - How were these robots useful in doing jobs that could be dangerous, dirty, dull, or difficult for people?
  - Can the Scouts imagine how those jobs might have been accomplished before robotics technology?

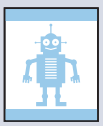
CLOSING

- Plan a cheer in advance to give to helpers at the facility, including the tour guide.
- Have Scouts give the thank-you notes prepared in advance.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirement 5.
- Ensure cleanup takes place, if needed.

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



SALMON RUN

RATIONALE FOR ADVENTURE

This adventure will introduce Bear Scouts to swimming safety, boating safety, physical development and fitness, skill development, and fun in the water. Bears in nature like to swim and play in the water, and so can Bear Scouts.

TAKEAWAYS FOR CUB SCOUTS

- Learning confidence, knowledge, and skills in and around bodies of water
- Gaining knowledge and skills in boating safety
- A Scout is obedient, brave.

ADVENTURE REQUIREMENTS

Bear Handbook, page 250

Complete requirements 1–4 plus two others.

1. Explain the importance of response personnel or lifeguards in a swimming area. Tell how the buddy system works and why it is important.
2. Visit a local pool or swimming area with your den or family. Go swimming or take a swimming lesson.
3. Explain the safety rules that you need to follow before participating in boating.
4. Identify the safety equipment needed when going boating.
5. Demonstrate correct rowing or paddling form. Explain how rowing and canoeing are good exercise.
6. Show how to do both a reach rescue and a throw rescue.
7. Demonstrate the front crawl swim stroke to your den or family.
8. Name the three swimming ability groups for the Boy Scouts of America.
9. Earn the BSA beginner swim classification.

NOTES TO DEN LEADER

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

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. The training is available at my.scouting.org.

This adventure comprises two den meetings. The second meeting is a den outing to a pool or other swimming area for completion of requirements 1, 2, 6, 7, 8, and 9. Identify the location well in advance of the outing and make arrangements with the staff member in charge. Confirm plans with families, including place, time, and transportation. Make sure activity consent forms are distributed, signed, and collected.

You may want to request assistance from a local troop for one or both of the meetings. Troop members include Scouts who have earned different aquatics merit badges and can help teach the Bear Scouts about safety in and around the water. Many councils have an aquatics committee able to provide guidance, personnel, pool access, and other resources.

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
- Boating equipment (e.g., life jackets, canoe paddles, rowboat oars, emergency equipment)
- Rope (several feet in length), extension devices (brooms, paddles, noodles), and a rescue flotation device (ring buoy, plastic jug, etc.) for the Reach Rescue game
- Take the Safety Afloat online training, if not current, and review Safety Afloat information.
- Invite troop leaders in your area to demonstrate aquatics information to the den.
- Identify experienced boaters in the pack or someone, such as the council aquatics committee, who can put you in touch with lifeguards or swimming/water safety instructors to help with this adventure.
- Write down the Safe Boating Rules for the Talk Time game (see Talk Time). Put each rule in a separate envelope.

GATHERING: SALMON SAYS

As Scouts arrive, have the den chief or assistant den leader supervise a game of Salmon Says (Simon Says), making sure to do some stretching exercises and swimming strokes as warm-ups for the Rowing and Paddling Strokes activity. Examples: Salmon says, "Row a boat"; "Paddle a canoe"; "Be a swimmer"; "Swim with your arms"; "Swim with your legs," "Do 10 jumping jacks . . . five squat thrusts . . . five push-ups."

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Call roll for the den, asking each Scout to answer by naming an activity people can do in or on the water.

TALK TIME (REQUIREMENTS 3 AND 4)

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Review plans for Meeting 2, an outing to a local pool or other swimming area.
- Say: *When we go swimming or boating, there is something very important that we need to know. Can anyone guess what it is?* Pause for answers, and continue: *How to stay safe!* It is important for everyone to understand that aquatic activities for Scouts must follow the rules of the BSA as well as the rules in the area where they are swimming or boating.
- Write the safety rules for boating below on separate pieces of paper, and put each rule in an envelope. Then divide the Scouts into buddy teams and give each team an envelope. One at a time, have them read their rules aloud. Pause to lead a discussion about each rule (requirement 3).

1. Always wear a life jacket when you go boating.
2. Check the weather. If it looks bad, keep your boat at the dock.
3. Balance your boat to prevent it from tipping over.
4. Remember to not overload the boat. Too much weight could sink it.
5. Step into the center of the boat when you board or change seats, and always keep low.
6. If your boat tips over, hang on to the boat until help arrives.
7. Keep a lookout for other boaters and swimmers.
8. Only go boating with adult supervision.

- Finish the Talk Time with a demonstration of equipment needed for boating (requirement 4). Explain to the Bear Scouts that this list—adapted from the BSA Safety Afloat guidelines at www.scouting.org—is for all Scout boating activities including those in Boy Scouting and Venturing. Not all of these activities are allowed at the Cub Scout level, but they need to know and understand the list, especially if their family participates in boating.

1. The **water craft** must be suitable for the activity, be seaworthy, and float if capsized. All craft and equipment must meet regulatory standards, be properly sized, and be in good repair.
2. **Life jackets** must be sized to the participants.
3. **Paddles** must be sized to the participants.
4. Properly designed and fitted **helmets** must be worn when running rapids rated above Class II.
5. **Emergency equipment** such as throw bags, signal devices, flashlights, heat sources, first-aid kits, radios, and maps must be ready for use.
6. **Spare equipment**, **repair materials**, **extra food and water**, and **dry clothes** should be appropriate for the activity.
7. All gear should be stowed to prevent loss and water damage.
8. For float trips with multiple craft, the number of craft should be sufficient to carry the party if a boat is disabled, and critical supplies should be divided among the craft.

ACTIVITIES

◇ Activity 1: Rowing and Paddling Strokes (Requirement 5)

Have Scouts properly put on life jackets. As the Scouts are performing the strokes, instruct them on the proper way to enter, sit, and exit the craft as well as how to use the oars and the paddle. Having adults and older Scouts on hand to assist with this is helpful. If possible, provide a rowboat and a canoe for demonstration purposes.

Rowing: Show the Scouts an oar or set of oars. Have them simulate rowing the boat, using the strokes illustrated for this adventure in the *Bear Handbook*.

Paddling: Show the paddle and point out the differences between it and the oar. Explain that both have a purpose for the type of craft they are used with. Have the Scouts simulate paddling a canoe.

Ask the Scouts which muscles they felt moving as they completed both actions. This activity will help them learn that rowing and paddling exercise the muscles in your body.

◇ Activity 2: Boating Relay and Reach Rescue Games (Optional)

Scouts will use their imaginations and their new knowledge about rowing and paddling to complete the Boating Relay and Reach Rescue games. This activity will help them review life jackets, the buddy system, rowing a boat, paddling a canoe, and using both the throw and reach methods to help a stranded boater or swimmer.

Materials for each pair of Scouts: 1 life jacket; 2 sticks posted in two lines 20 feet apart; 1 piece of rope, about a foot long. Optional: 2 oars and 2 paddles for each pair.

Before you begin, demonstrate each challenge in the relay.

- Properly put on a life jacket.
- Untie the rope, put it in your pocket, and row the "boat"—using correct rowing form—toward the stick on the opposite side of the course. (Remind everyone that rowboats are propelled with the rower facing the back of the boat, so they will be walking backward for this portion of the relay.)
- Once you get to the other side, tie the rope to the stick. Then paddle a "canoe"—using correct paddling form—back toward the start line.
- Use the throw rescue method to save a buddy whose "canoe" has tipped over.

After the demonstration, divide the Scouts into teams of two (if you have an uneven number, one of the teams can have three players). Then the relay begins:

- Scout 1 in each team puts on the life jacket. The Scout lets an adult check it for proper fit, and then unties the rope.
- Scout 1 "rows a boat" (walking backward) to the opposite side, crossing an imaginary lake. An adult returns the rope to the starting line and reties it.
- Scout 1 switches to a "canoe" and "paddles" (walking forward) toward the starting line, but stops on the way back because the canoe has tipped over. Scout 2 performs a throw rescue to get Scout 1 "out of the water" and able to finish paddling home.
- Once finished, Scout 1 takes off the life jacket and hands it to Scout 2, who takes a turn completing the challenge with Scout 1 performing the throw rescue.

When the relay is over, lead a reflection: *What parts of the challenge were difficult? What parts were easy? When you row a boat, which end of the boat do you face? How about when you paddle a canoe? Besides the throw rescue, what's another method to save someone from drowning (reach rescue)?*

Then the teams move on to the Reach Rescue game:

- Scout 1 lies down or kneels on both knees directly across from Scout 2 on the opposite side of a marked-off line.
- Remind everyone to use a "safe word" such as "Pineapple" instead of "Help" when practicing rescues that call for assistance. Also tell them that people who are really drowning, not just panicked, are not able to call for help.
- One Scout acts as a rescuer by reaching out to their buddy, first using an arm, then a leg while lying down, then using various objects such as a branch, a broom, etc.
- After each reach, the Scouts move a little farther apart and try again.
- Let this continue for a few minutes, and then have them switch roles.
- If a rescuer moves across the line (and would now be in the water), they must begin again.

CLOSING

- **Akela's Minute:** Ask each Scout to show or tell one thing they learned about boating. Remind everyone that "a Scout is brave" in the face of an emergency, and while it might be scary, they need to try to be brave and wait for lifeguards and response personnel to help if an emergency situation arises.
- Repeat the Scout Oath in unison.
- Pass out activity consent forms for Scouts to have signed by a parent or guardian before Meeting 2, the den outing. Confirm the location and transportation plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 3, 4, and 5.
- Work together to clean up the meeting space.
- Prepare thank-you notes for Bears to sign at the next meeting. The notes should be given to anyone who helps with the outing, including lifeguards at the pool or swimming area.

MEETING 1 RESOURCES

Refer to the BSA publication *Aquatics Supervision* (No. 34346) as your primary resource. It contains details about all the activities and requirements for this adventure: rowing and paddling technique, how to do reaching and throwing rescues, learning to swim, and how to give the swim classification tests.

SAFETY AFLOAT

BSA groups shall use Safety Afloat for all boating activities and Safe Swim Defense for all swimming activities.

MEETING 2 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Noodles or towels to use for reach rescue
- Rope and an empty, closed plastic jug for throw rescue
- Swimming buddy tags to be issued after swimming ability checks
- This meeting, a den outing to a local pool or other swimming area, may necessitate more than one visit for all the Scouts to meet requirements 1, 2, 6, 7, 8, and 9. The size of your den may determine how you wish to proceed.
- You might also consider local schools, colleges, YMCAs, Boys & Girls Clubs, or the local Red Cross chapter for use of facilities but also for assistance in working with members of your den.
- Activities at the swimming area must be supervised by an adult with current Safe Swim Defense training. It is recommended that all leaders for this meeting take or renew that training. You may also want to invite a BSA Lifeguard.
- Confirm that transportation to and from the event is in place. Secure signed activity consent forms.
- The unit den leader should bring a copy of the *Guide to Safe Scouting*.

GATHERING

While waiting for everyone to arrive at the site, remind the Scouts of appropriate behavior including safety considerations. Point out any rules at the swimming area beyond the basic safety rules of the BSA. “A Scout is obedient” to the rules while visiting other places.

OPENING

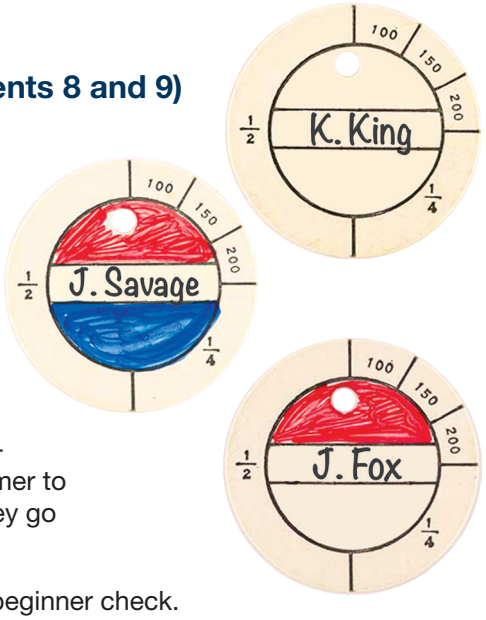
- Assemble the group, and review the buddy system.
- Say the Pledge of Allegiance.
- Ask Scouts to name points of the Scout Law they will demonstrate during the outing (friendly, courteous, etc.).

TALK TIME (REQUIREMENT 1)

- Carry out business items for the den.
- Before anyone enters the water, have them do simple warm-up activities, including stretching the torso, arms, and legs. Remind Bears they must stay in the designated area during the activities—no more than chest deep.
- Remind them about always swimming with a buddy. A buddy is someone to help you if you get into trouble, and you can help them if they need it. Do a buddy check before allowing the Scouts to enter the water, and every 10 minutes throughout the session. You may want to assign this task exclusively to one adult.
- Introduce the response personnel and lifeguards who will assist with the outing. It is their job to oversee the swimming area and respond if someone gets into trouble. Always be very obedient to them; someone’s life may depend on it. Make sure the Scouts know where the qualified adult supervisors will be located. Ask Bears why response personnel and lifeguards are important to everyone there.

ACTIVITIES

◇ Activity 1: Swimming Ability Checks (Requirements 8 and 9)



Have all the Scouts gather at poolside and explain the three swimming classifications used in Scouting:

- Nonswimmer
- Beginner
- Swimmer

Show examples of buddy tags (pictures or actual blank tags), and explain that Scouts can move from one classification to another after passing the BSA swim tests, which must be taken once a year. When a Scout attempts the beginner's test (requirement 9 for this adventure) and passes it, they go from nonswimmer to beginner classification. Later, if a Scout passes the next test, they go from beginner classification to swimmer.

Assign one adult to each Scout who feels ready to attempt the beginner check. In addition to understanding the testing procedure, each adult should be comfortable in the water and be able to perform a reaching assist. Lifeguards or response personnel are also required to monitor the tests. Each Scout taking the test will:

1. Jump feetfirst into water that is over their head in depth.
2. Level off and swim 25 feet on the surface.
3. Stop, make a sharp turn, and swim back to the starting place.

Before each Scout enters the water, ask first if they have ever jumped into water over their head. It is very important that you understand their comfort level. If a Scout seems nervous, allow them to first slide into the water or step into it using the ladder. If the Scout seems more comfortable after this, let them jump in and proceed with the swim check. By contrast, be aware that some members of the den may have swimming experience and will require less practice time.

◇ Activity 2: Front Crawl Swim Stroke (Requirement 7)

Have Scouts practice the front crawl stroke by standing waist deep in the water, bending at the waist, and reaching forward as far as they can while moving their arms in a circular motion. Then they can try to push off the pool with their feet, combining the arm motion with the flutter kick. (See the *Bear Handbook* for steps and illustrations.)

◇ Activity 3: Reach Rescue and Throw Rescue (Requirement 6)

After Scouts attempt the beginner check, have them move on to practicing these two rescue methods in the chest-high swimming area.

Reach

Divide Scouts into buddy pairs, and have one pretend to be in trouble in the water while their buddy outside the pool will be the rescuer. Since we are practicing rescues, the Scout in the water will use a "safe word" like "pineapple" instead of shouting for help. (They should only yell "Help!" in an actual emergency. Remind the Scouts that not every person in need will be able to call out for help, even though they may be briefly able to struggle to the surface.) First, the one in the water calls out "Pineapple!" The rescuer then lies down at the side of the pool and extends one arm to their buddy. Next, have the rescuer extend one leg while holding on to the side of the pool. Finally, have the Scout attempt the rescue with a pool noodle or a towel. Then let the buddies switch places and repeat the process.

Throw

In this method, have the rescuer, standing at poolside, throw one end of a rope tied to a closed plastic jug. The buddy can grab on to this and be pulled in.

◇ Activity 4: Water Fun Time (Optional)

When Scouts finish with the requirement activities, give them some time for water games like pool tag, pool volleyball, or water spud: Players scatter about the pool, and a starter throws a soft rubber ball high into the air, calling out a player's name. That player recovers the ball and throws it at one of the other Scouts. Each player must stay in the same spot but may duck underwater to keep from being hit. If a player is hit, that player picks up the ball and tries to hit someone else. If the ball goes wild, one "spud" is counted against the player who threw it. The player with the fewest spuds wins.

CLOSING

Circle up in the chest-high water. Take a moment to tell Scouts how well they did with their swimming. Then have everyone yell the Scout Water Safety chant. Tell them to splash in the middle of the circle on the last line.

S is "Someone's watching" Never swim alone.

C is "Check the rules." Know where you can roam.

O is "Only buddies" should go from the shore.

U is "Know what U can do"—don't do any more.

T is "Tell a grown-up" if someone is in need.

S-C-O-U-T shows safety. Now you take the lead!

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1, 2, 6, 7, 8, and 9.
- Have Scouts give their thank-you notes to anyone who helped with the outing.

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



NOTES

SUPER SCIENCE

RATIONALE FOR ADVENTURE

In this adventure, Bear Scouts will get a little messy but gain a lot of knowledge! Science is an everyday wonder that Scouts can learn more about by simply using ordinary household supplies. Their *actions* will create amazing *reactions* in fun investigations exploring static electricity, oil and water, sinking versus floating, and color morphing and layering.

TAKEAWAYS FOR CUB SCOUTS

- Following directions
- Introduction to the scientific method
- Learning the scientific law of action and reaction
- Finding new ways to be creative

Bear Handbook, page 268

ADVENTURE REQUIREMENTS

Complete at least four of the following:

1. Make static electricity by rubbing a balloon or a plastic or rubber comb against another material, such as a fleece blanket or wool sweater. Explain what you learned.
2. Conduct one other static electricity investigation. Explain what you learned.
3. Do a sink-or-float investigation. Explain what you learned.
4. Do a color-morphing investigation. Explain what you learned.
5. Do a color-layering investigation. Explain what you learned.

NOTES TO DEN LEADER

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

Encourage the members of your den throughout this adventure to explore the “why” questions in each experiment: Why does static electricity happen? Why do colors separate? Why did our prediction come true? Why did it not come true?

Meeting 3 will be a den outing to a science lab, science museum, or school to learn more about static electricity as well as density and buoyancy. Identify a location well in advance of the outing and make arrangements with the staff member in charge. Confirm plans with families, including place, time, and transportation. Make sure activity consent forms are signed, distributed, and collected.

This adventure also supports STEM (science, technology, engineering, and mathematics) activities in local schools.

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
- "Lab coats" (Use old shirts throughout this adventure, due to the risk of staining.)
- Items for Static Cling and Follow the Balloon activities (requirement 1)
  - Balloon (If there are latex allergies in the den, substitute with a rubber or plastic comb and a piece of PVC pipe.)
  - Polar fleece blanket or 1 wool sweater
  - Section of cloth
  - Tissue paper
  - Ribbon
  - Aluminum foil
  - Two aluminum cans, one empty and one full
  - Paper scraps
  - Cardboard scraps
  - Yarn or string
  - chenille stem
  - Coin
  - Pingpong ball
  - Running water
- Items for Flying Bottle Beads activity (requirement 2)
  - Empty, dry 1-liter bottle
  - ¼ cup of small Styrofoam beads (like the ones in beanbag chairs)
- One pair of goggles for each member of the den (These are optional but they add to the fun, and experiments in this adventure can get messy. However, if there are latex allergies, be sure to use nonlatex goggles.)

GATHERING: CARPET SHUFFLE SHOCK

As Scouts enter, let them shuffle their shoes along a carpet or rug to pick up extra electrons and a negative static charge. Then they touch a door knob, and zap! The electrons jump from the Scouts to the knob (a conductor), and they feel a static shock.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Have each Scout answer the roll call with a noise they associate with science experiments ("Sploosh," "Fizz," "Glug," etc.).

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Ask: *Have you ever heard the expression, "There is electricity in the air?" Well, in our Super Science adventure, we're going to prove there is electricity in the air—static electricity. We'll use our super scientist skills to show that static electricity, though invisible, can shock us, move paper, make our hair stand on end, and cause objects to fly!*

ACTIVITIES

NOTE: Use the second option for Activities 1 and 2 if anyone in the den has a latex allergy.

◇ Activity 1: Static Cling and Follow the Balloon (Requirement 1)

Option 1: Create static electricity by rubbing the balloon on the fleece blanket or wool sweater. Ask Scouts to predict which of these objects will stick to the balloon: human hair, tissue paper, aluminum foil, cardboard scrap, paper scrap, yarn/string, chenille stem, ribbon, cloth, and a coin. Discuss your findings with the den. Some objects will be more affected by static electricity than others.

Then charge the balloon again with static by rubbing it on the blanket or sweater. Predict which of these objects will follow the balloon and which ones will move away from it: pingpong ball, full aluminum can, empty aluminum can, gentle stream of tap water. Discuss the results with your den. This is another way we can prove that static electricity affects objects.

Now rub the balloon on someone's head. Watch what happens to their hair as negative electrons build up on the balloon. After doing this for a few seconds, place the balloon near a steady, gentle stream of tap water, about ⅛-inch thick. Does the water move toward or away from the balloon?



Option 2: Vigorously rub the PVC pipe or rubber comb against the blanket or sweater. Then conduct the same investigations as in Option 1 to see which objects stick to the pipe or comb.

Conduct the same object and water investigations, substituting the comb for the balloon. For the water experiment, charge the comb by vigorously rubbing it against the blanket or sweater or running it several times through long, dry hair. Then place the comb near the stream from the tap and see how the water bends. In both options, the neutral water should be attracted to the electron-charged comb or balloon and move toward it.

◇ Activity 2: Flying Bottle Beads (Requirement 2)

Make sure the 1-liter bottle is empty and dry, then fill it with the ¼ cup of Styrofoam beads. Now rub the bottle on someone's head and watch the beads fly around inside. Next, see what happens when you put the bottle down and touch it with your hands. Do the beads move toward or away from your hands? Run the same investigations with more objects to check the reaction of the beads.

CLOSING

Akela's Minute: *As electrons move around, they go from atom to atom and from object to object. Normally, we don't even notice it. But when there are a lot of objects, they build up something called a negative charge. Picture a room getting really, really crowded. Everyone is moving around, getting squished, and they start to feel grumpy. Then the door opens, and people want to rush out to get away from the crowd!*

Take that example and think about electrons: They build up their negative charge and have nowhere to go—until they meet another object. If they come near an object with fewer electrons (called a "lesser charge"), all of the extra electrons will rush over to the other object. Then you can hear a popping noise and sometimes see a spark, just like our Carpet Shuffle Shock. When you get a shock from static electricity, it's because a negative charge left an object and jumped to your body.

What a super reaction from electrons! Let us give a Bear cheer (or den yell) *for the electrons. Good night, Super Scientist Bears!*

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 1 and 2.
- Work together to clean up the meeting place.
- Take a group photo of the den to be printed out and used during the opening of Meeting 2.
- Prepare thank-you notes for the Bears to sign at the next meeting. The notes should be given to anyone who helps with the outing.

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Photo of the den for the opening
- "Lab coats" (see Meeting 1)
- Items for Sticks and Spoons game (Gathering)
  - 10 marbles per Scout
  - Plastic straws (same size, 1 per Scout)
  - Spoons (same size, 1 per Scout)
  - Plastic cups (same size, 1 per Scout)
- Items for Bear Science Experiment (Opening)
  - One large pot
  - Index cards (1 per Scout)
  - One copy of den group photo from Meeting 1
- Items for Sink or Float investigation (Requirement 3)
  - Three eggs
  - Three drinking glasses (same size)
  - Salt (2 tablespoons, more or less, depending on size of glasses)
  - Sugar (same as above)
  - Water
  - Tablespoon
- Items for Color Morphing investigation (Requirement 4)
  - One large jar or vase (must be clear)
  - Water
  - Cooking oil
  - Liquid food coloring (blue, red, and yellow)
  - Tablepoon
  - Measuring cup
- Items for Color Layering investigation
  - Sugar (15 tablespoons)
  - Water (15 tablespoons)
  - Food coloring (blue, green, red, and yellow)
  - Six clear plastic cups (same size)
  - Tablespoon

GATHERING: STICKS AND SPOONS

As they enter, give all Scouts a straw, a plastic cup, and a spoon and have them sit on the floor with 10 marbles scattered near each of them. At the word "Go," give them 50 seconds to pick up as many marbles as possible—using only the straw and spoon—and drop them into their cups. Each Scout keeps their own score ("a Scout is trustworthy"). After everyone has arrived and played the game, declare the winner.

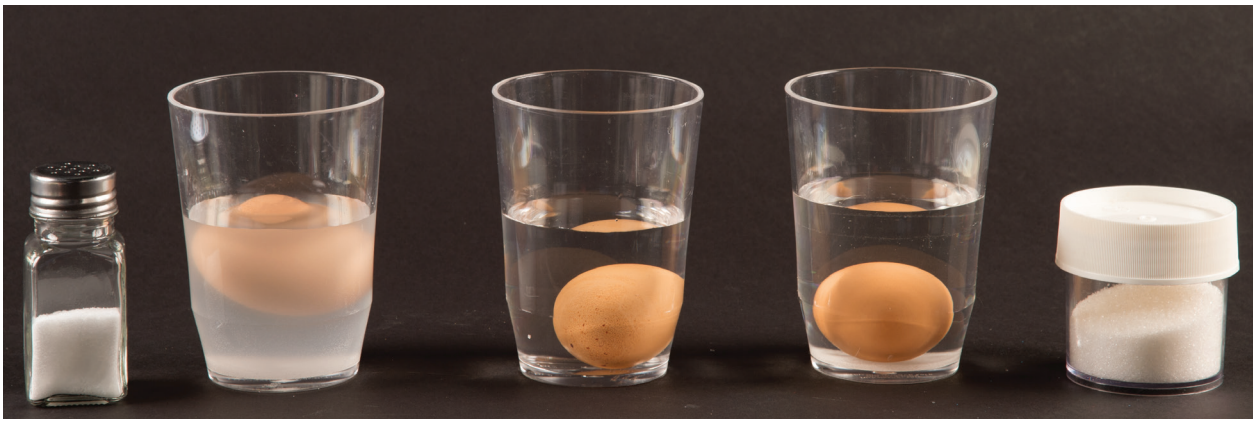
OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- **Bear Science Experiment:** Give each Scout an index card with one or points of the Scout Law written on it. In turn, have each Scout name the point they are holding and drop it into the pot. Then reach into the pot and pull out last week's picture of the den. Explain that all of us together, by following the Scout Law, create a den that does great things!

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Ask if they have seen any static electricity in their homes or at school since the last meeting. Have them share any stories.
- Review plans for Meeting 3, an outing to a science lab, science museum, or school.
- Tell the Scouts: *At this meeting, we will discover how we can make eggs sink or float, suspend colors in water, and make a rainbow in a cup of water!*

ACTIVITIES



◇ Activity 1: Sink or Float (Requirement 3)

Ask Bears: *Can you guess—or use your Super Science to "hypothesize"—whether an egg will sink or float in water that is salty? What if the water is filled with sugar? And what if the water has nothing added? Well, we can use our Super Science to find out.*

Now conduct the investigation. Fill all three glasses with water. Have the Scouts leave plain water in the first glass, stir salt into the second one, and stir the same amount of sugar into the third glass. Can the Scouts predict what will happen when they add an egg to each glass? Let them try it and see if the eggs sink or float.

Then continue: *In this adventure, we experimented with what scientists call "variables." We left plain water in the first glass, but we stirred salt into the second glass and sugar into the third one. Salt makes water denser so the egg floats at the top. Using the same amount of sugar, the egg still floats, but not as well. In plain water, it doesn't float at all. Did your findings support your hypothesis or should you have made a different prediction?*

Activity 2: Color Morphing (Requirement 4)



Ask: *Have you ever heard the saying "Oil and water don't mix"? Let's use our Super Science to find out if that is true. Then we'll experiment more by adding colors to the liquid. What do you predict will happen?*

Have the Scouts fill the jar or vase with water. Then add exactly 3 drops each of red, blue, and yellow food coloring to the oil (no more or it will turn black). Stir the color and oil together—you will see it break up into little droplets. Slowly pour the mix into the water and watch the show begin!

Now ask: *What is happening? Did you guess right? Oil and water do not mix. When stirred together in the same container, they will actually push away from each other once the motion stops. When you added the food coloring to the oil, you stirred it, mixing the two together. Once this is added to the water and allowed to be still, the water and oil start to separate. Liquid food coloring is water-based. This causes the colors to push away from the oil. As the colors move through the water, it causes a beautiful color morphing effect.* If you have more time for this activity, try it with different color combinations.

Activity 2: Color Layering (Requirement 5)













Set out the materials for this investigation, and say: *We found out how to create unique designs with colors in liquid. Now, can we put those colors together in layers to create a rainbow effect? Let's use Super Science to see.*

Place five of the cups in a row. Keeping the cups in order, add 1 tablespoon of sugar to the first cup, 2 tablespoons to the second, 3 tablespoons to the third, 4 tablespoons to the fourth, and 5 tablespoons to the fifth cup. Keep the sixth cup empty.

Pour 3 tablespoons of lukewarm water on top of the sugar in the first five cups, and stir until the mix dissolves. Now add a different food color to the first four cups and combine two of the colors in the fifth cup. Stir the five cups again.

Now, pour half the contents of the fifth cup into the sixth cup. Take the spoon and place it against the inside of the cup, bowl side up. (**Note:** Using a spoon diffuses the force of the liquid pouring into the cup. This will let the colors layer on top of one another instead of mixing.) Be sure to pour gently, creating the first layer, and continue doing this with the remaining three cups. Enjoy the rainbow in your sixth cup!

Explain: *Adding sugar to the water causes it to become thicker as the sugar molecules take over the space. The more sugar you add, the denser the water becomes. This lets you stack the colored water as long as you pour it gently.*

CLOSING

- **Den Electricity:** Have Bears stand in a circle facing inside. Ask each Scout to turn all the way to their right and place both hands on the shoulders of the person in front of them. Everyone starts walking slowly, shuffling their feet. Tell the den: *When we work together, we create electricity. Not only the static electricity that gives a* little *spark when we shuffle on carpet, but the* giant *spark when we learn and grow together as Scouts.*
- Pass out activity consent forms for Scouts to have signed by a parent or guardian before Meeting 3, the den outing. Confirm the location and transportation plans.

AFTER THE MEETING

- Serve refreshments, if desired.
- Record completion of requirements 3, 4, and 5.
- Work together to clean up the meeting place.
- Have the Scouts sign thank-you notes for anyone helping with the outing.

MEETING 3 PLAN (Den Outing)

PREPARATION AND MATERIALS NEEDED

- Be sure all arrangements are made for the den to visit a science lab, science museum, or school to learn more about static electricity, and density and buoyancy. Contact the location well in advance and confirm all plans with the staff member in charge. Check to see if the physics department at a local college or university might be willing to assist in the tour.
- Confirm that transportation to and from the site is in place. Secure signed activity consent forms.
- STEM activities (science, technology, engineering, and mathematics) may also be included in this outing.

GATHERING

- Remind Scouts to be courteous during the outing.
- Remind everyone of the importance of staying together and being on their best behavior.
- Use the buddy system.
- Review any questions the Scouts want to ask to make certain all are appropriate.

OPENING

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

TALK TIME

- Carry out business items for the den.

ACTIVITY

◇ Activity 1: Outing (Optional)

- Ask the professional guiding the tour to share about the different jobs available in the field of physics. Perhaps the guide can tell the Scouts about educational requirements for those jobs and what classes in school might help prepare them.
- Ask the guide if he or she knows of a science club for young people in the area.

CLOSING

- Plan a cheer in advance to give to helpers at the facility, including the tour guide.

AFTER THE MEETING

- Serve refreshments, if desired.
- Ensure cleanup takes place, if needed.

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





RATIONALE FOR ADVENTURE

Every culture has its own unique instruments. In this adventure, Scouts will "visit" three different parts of the world and explore some of their musical sounds. Scouts will get the chance to make their own versions of three instruments from those places and take them home to share with their family.

TAKEAWAYS FOR CUB SCOUTS

- A basic understanding of world musical culture
- Cooperation and sharing while making instruments
- Creativity
- Deductive reasoning when it comes to sound
- Respect for other countries

ADVENTURE REQUIREMENTS

Bear Handbook, page 280

Complete all of the following:

1. Make an mbira.
2. Make a sistrum.
3. Make a rain stick.

NOTES TO DEN LEADER

In this adventure, you and your den will be able to experience something every culture has in common—music! Your Bear den will be able to explore three different instruments made from easily found and recycled materials. It might be good to download audio samples online in advance of each meeting so Scouts can hear what each instrument sounds like. A great time to share your instruments would be at a pack meeting.

MEETING 1 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Map of Africa
- Materials for constructing an mbira (see this adventure in the *Bear Handbook*)
- If you wish, try to find someone who has knowledge or experience with this instrument who could visit the den meeting and speak with the Scouts. Check with local cultural centers, museums, or the music department at a nearby college.

GATHERING

Play a game of Ampe, Ampe *(AM-pay).* Schoolchildren play this game in Ghana, Africa. It is very similar to Rock Paper Scissors.

Instructions:

Pick one player as the leader. That player stands on one side and the others stand in a line facing the leader. The leader then walks across and stands opposite the first player in line, and they both do the following actions at the same time:

1. Say, "Ampe, Ampe."
2. Clap your hands.
3. Jump in place and land with one foot forward.

If both of them put the same foot forward, the leader sits down and the other Scout take the leader's place. If each puts a different foot forward, the leader moves to the next player in line and they repeat the actions.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Have Bears answer the den roll call with the Swahili word for Yes, *ndiyo z (en-DEE-yo),* or Hello, *jambo (JAM-bo).*

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Tell the Scouts it is time to visit Africa and learn about one of the musical instruments, played there, the mbira—a wooden board with metal or wooden strips, or tines, that vibrate when you pluck them.
- Display a map of Africa so the Scouts can get a sense of where the instrument comes from. The mbira has been an important instrument in Africa for more than 800 years, and it is known by that name throughout much of the continent. But depending on the country you visit, the style of the instrument may be different and called by a different name:
  - mbira in Zimbabwe
  - kalimba *(kuh-LIM-buh)* in Kenya
  - ikembe *(ee-KEM-bay)* in Rwanda
  - likembe *(lee-KEM-bay)* in the Democratic Republic of the Congo

These versions of the mbira are different in appearance, just as there are various types and styles of some instruments in the United States, like the guitar. Some mbiras have only six tines to pluck, while others have as many as 33. The instrument can be played by itself, but normally several mbiras are played together to accompany singers or dancers.

In our country, this kind of instrument might be called a finger harp, a gourd piano, or a thumb piano—because you use your thumbs to pluck (depress and release) the metal strips (tongues or lamellas) that make particular musical notes.

ACTIVITIES

◇ Activity: Make an Mbira (Requirement 1)

See instructions in the *Bear Handbook* for making an mbira. After each Scout has made one, take some time to experiment. Have the Scouts see what difference it makes if a player uses a craft stick instead of their thumb to pluck the tines. Ask: W*hat happens when a metal spoon? How about a plastic spoon? Does the noise change depending on whether wood, metal, or plastic?* Have them try to play a simple tune like "Happy Birthday" or "Twinkle Twinkle Little Star."

CLOSING

Akela's Minute: Tell the Scouts that while people around the world may be different in many ways, they are the same in many other ways. This adventure helps us to understand that other cultures have musical instruments and enjoy music just as we do. Likewise, when friends in other cultures close a meeting or gathering, they wish for their friends to remain safe until they see each other again. Have the Scouts turn to each other and say *kuwa salama (KOO-uh sa-LA-ma)*, which means "Be safe" in Swahili, a language used widely in East Africa and the Congo region.

AFTER THE MEETING

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

MEETING 2 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Map of Egypt
- Materials for constructing a sistrum (see this adventure in the *Bear Handbook*)
- If you wish, try to find someone who has knowledge or experience with this instrument who could visit the den meeting and speak with the Scouts. Check with local cultural centers, museums, or the music department at a nearby college.

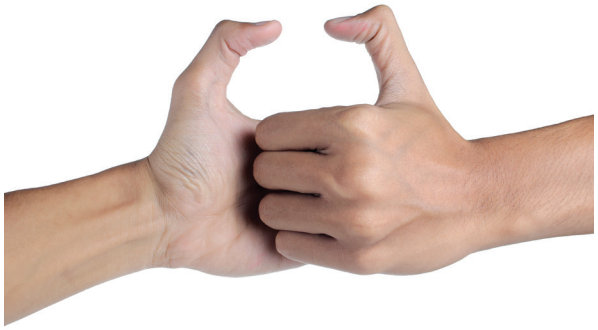
GATHERING

Play thumb wrestling, an ancient Egyptian game.

Instructions:

Divide the Scouts into pairs as they arrive for the den meeting. Have each Scout link four fingers on one hand with the same four fingers on the other's hand. Both of them should leave their thumbs free, facing up. On the count of three, they "wrestle" with their thumbs. The winner is the first player who can hold the other's thumb down for more than 3 seconds.

NOTE: Adults should not thumb wrestle with the Scouts. Remind everyone that good sportsmanship is important, and they are not to hold each other's thumbs down for more than 3 seconds.



OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law. Refer to *Ceremonies for Dens and Packs* for additional guidance.
- Have Bears answer the den roll call with the Arabic word for Yes, *Aiwa (you-wa),* or Hello, *Ahlain (Ah-len).*
- Share this information with them about the gathering activity they just did: The ancient Egyptians played many of the same games that we do today. If you look at pictures of Egyptian artwork, you will see people throwing javelins, wrestling, swimming, running, etc. The game you just played (thumb wrestling) is one that ancient Egyptians also played.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Display the map of Egypt and tell Bears that, for this meeting, they will travel 3,000 years back in time to ancient Egypt where they will learn how to make a sistrum. This instrument is a type of Egyptian musical rattle that was used to play songs for the pharaohs of Egypt. There are many wall paintings of musicians playing their sistrums for the Egyptian royalty. In those days, sistrums were made out of bone, wood, and strong plant fibers. To make our sistrums, we will use materials found around us that give us the same look and sound as those early instruments (see this adventure in the *Bear Handbook*).

ACTIVITIES

◇ Activity: Make a Sistrum (Requirement 2)

- Have Scouts make their sistrums (see instructions in this adventure in the *Bear Handbook*).
- After this is done, play a song and have them try to match the rhythm of the song with the rattle of their sistrums. Then ask: *Was it easier to match the beat by shaking the sistrum or by sliding it back and forth? Now use your Bear ears: What sound in nature is similar to the sound of a sistrum? Does the sistrum sound like wind blowing through tall grass? Like an animal? Like the gentle noise of a river?*

CLOSING

- **Akela's Minute:** *This week we traveled again—not only to another country, but also back in time. Egyptian history gives us details of one of the earliest cultures that has been discovered, and more discoveries are being made even now. Since we have been on a journey this week both in time and place, let's wish each other a safe journey in Arabic until we come together for the next meeting. Bissalama. That means "Have a safe journey!"*

AFTER THE MEETING

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

MEETING 3 PLAN

PREPARATION AND MATERIALS NEEDED

- U.S. and den flags
- Map of Chile (or a map of South America)
- 1 spinning top for each Scout in the gathering activity
- Materials for making a rain stick (see this adventure in the *Bear Handbook*)
- If you wish, try to find someone who has knowledge or experience with this instrument who could visit the den meeting and speak with the Scouts. Check with local cultural centers, museums, or the music department at a nearby college.

GATHERING

Have the den play a game of Trompo, or "Whipping Top." Trompo has been played by people in Latin America since approximately 2,800 BC. It is a version of spinning tops.

Instructions:

Tape a circle on the floor or ground for playing tops, and give one to each Scout as they arrive. Pair up the Scouts and have them spin their tops to see which one will be knocked out of the circle.

OPENING

- Conduct a flag ceremony of your choosing that includes the Pledge of Allegiance and the Scout Oath and Scout Law.
- Have the Scouts answer the den roll call with the Spanish word for Yes, *Sí,* or Hello, *Hola.* Spanish is the official language spoken in Chile.

TALK TIME

- Carry out business items for the den.
- Allow time for sharing among Cub Scouts.
- Display the map of Chile or the map of South America, pointing out where Chile is. Remind Bears that they traveled to Africa and Egypt in the first two meetings of this adventure, and now it's time to go to the country of Chile.
- Explain that rain sticks—which are thought to produce rain by artificial means—are found in many cultures where plants must be kept growing for communities to survive. The Diaguita Indians of Chile have been making rain sticks for centuries. They dance and shake them to imitate the sound of rain.
- The original rain sticks were made out of cacti. A piece of cholla cactus would be cut off and left to dry out. The spikes on the outside were then scraped away so it would be safe to hold the rain stick. The spikes on the inside were left intact so that when the "stick" was filled with seeds, beans, or small rocks, a unique noise would be made as they fell softly past each spike.

ACTIVITIES

◇ Activity: Make a Rain Stick (Requirement 3)

Tell the Scouts: *Since we don't have cacti growing at our meeting place, we will use cardboard tubes and other modern items to recreate the sound of rain. (See this adventure in the* Bear Handbook *for a list of materials and instructions.) There are many ways to control the sound of a rain stick: The length of the stick makes a difference and so do the items that you choose to put inside. Decide on the combination of sounds and size before you create your rain stick. Everyone's rain stick will be a little bit different.*

After the rain sticks are completed, discuss the sounds the sticks made. Say: *Use your Bear ears. What sound from nature did your rain stick make? Did it sound like the rain on your roof? Did it make the sound of a waterfall? When you shook it, did it sound like thunder?*

CLOSING

Have the Scouts stand at attention and repeat the Scout Oath. Then have them turn to each other and say, "Cuídate" *(KWEE-da-tay)*, which is Spanish for "Be safe."

AFTER THE MEETING

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

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



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

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APPENDIX 1
PARTS OF YOUR MEETING

GATHERING ACTIVITIES

BADEN-POWELL SAYS

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

CONCENTRATION

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

CRAFT STICK PUZZLES

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

HOT OR COLD

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

MARBLE GOLF

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

MILK JUG TOSS

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



◇ ODD OR EVEN

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

◇ PONG

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

◇ PUZZLE MANIA

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

◇ STOPLIGHT (SIMILAR TO RED LIGHT, GREEN LIGHT)

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

OPENING CEREMONIES AND IDEAS

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

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



CUB SCOUT/WEBELOS SCOUT LIGHT

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

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

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

◇ DEN FLAG OPENING

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

◇ DEN YELL OPENING

Give your den yell.

◇ HANDSHAKE OPENING

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

◇ OPENING/CLOSING SONG CEREMONY

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

◇ OUTDOOR CODE OPENING

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

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

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

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

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

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

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

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

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

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

◇ PLEDGE OF ALLEGIANCE OPENING

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

◇ ROLL CALL OPENING

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

◇ SCOUT LAW OPENING

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

◇ SCOUT OATH OPENING

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

◇ SCOUT OATH OR SCOUT LAW MEANING OPENING

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

◇ ROLL CALL OPENING

(Can be adapted for Wolf or Bear Scouts)

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

FLAG CEREMONIES TO OPEN AND CLOSE DEN MEETINGS

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

FLAG CEREMONY PLANNING

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

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

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

Use the following suggestions to make your ceremony effective:

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

FLAG CEREMONY COMMENTS

Keep in mind the following guidelines:

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

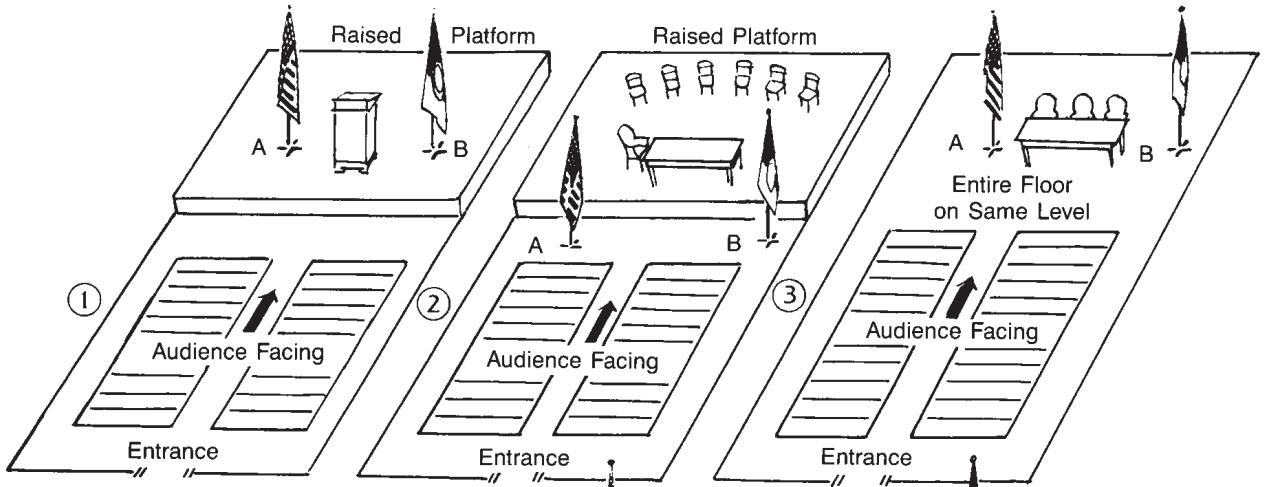
◇ STANDARD INDOOR FLAG CEREMONY USING FLAG STANDS

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

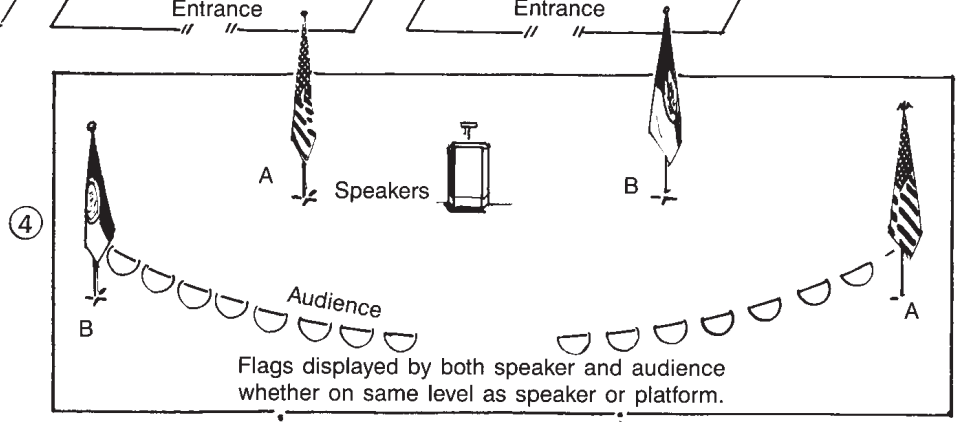
Personnel: Narrator and color guard

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

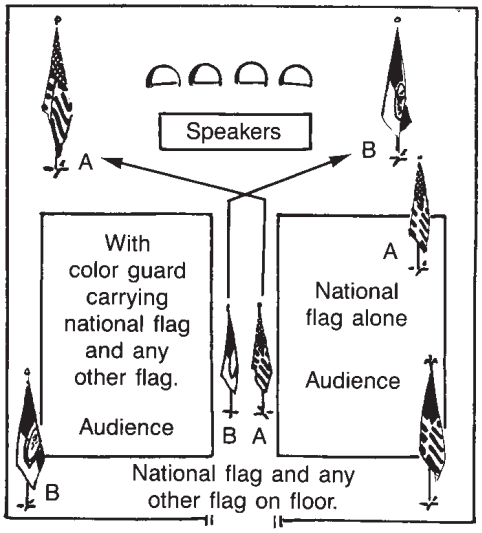
NARRATOR WILL CALL:	ACTIONS
Attention. Will Scouts please rise.	(Pause.) The color guard waits in the back of the room for the Scouts to stand and become quiet.
Color guard, advance.	The den flag guards and bearer are on the left, and the U.S. flag guards and bearer are on the right. With the U.S. flag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

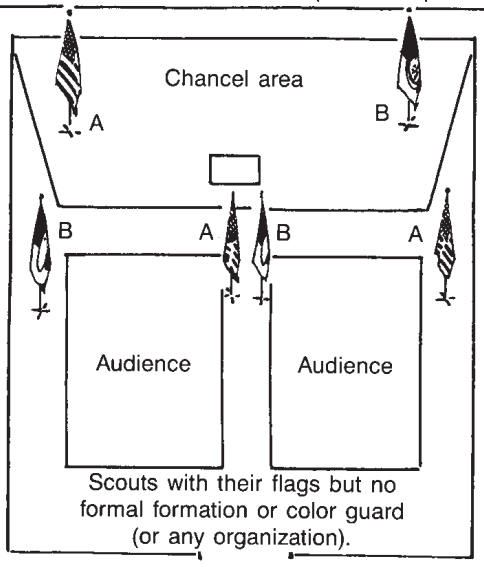


Note: **A** stands for the national flag, **B** stands for any other flag.



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





RETRIEVAL OF COLORS INDOORS

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

STANDARD OUTDOOR FLAG CEREMONY USING A FLAGPOLE

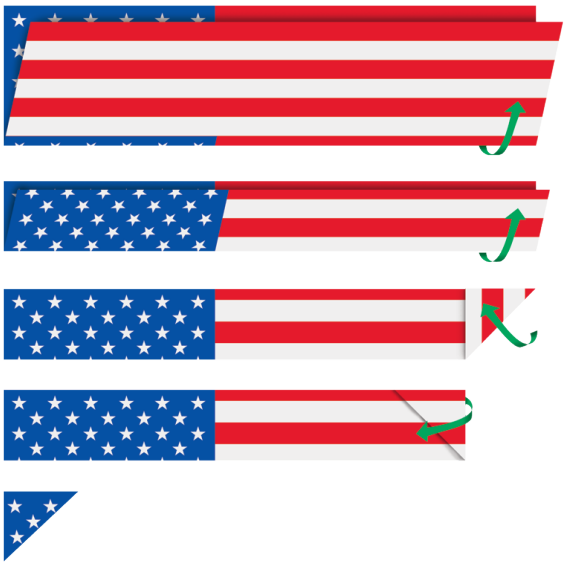
Preparation: Check the flag against the rope to make sure the attachments line up before the flag ceremony. It helps to lower the loops to the base of the flagpole so it is ready for the ceremony. Rewind the cord to hold in place.

Personnel: Narrator and color guard

Materials: U.S. flag and a pack flag

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

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



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

◇ RETRIEVAL OF COLORS—FLAGPOLE

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

TALK TIME SUGGESTIONS

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

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

DUES

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

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

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

ADVANCEMENT

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

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

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

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

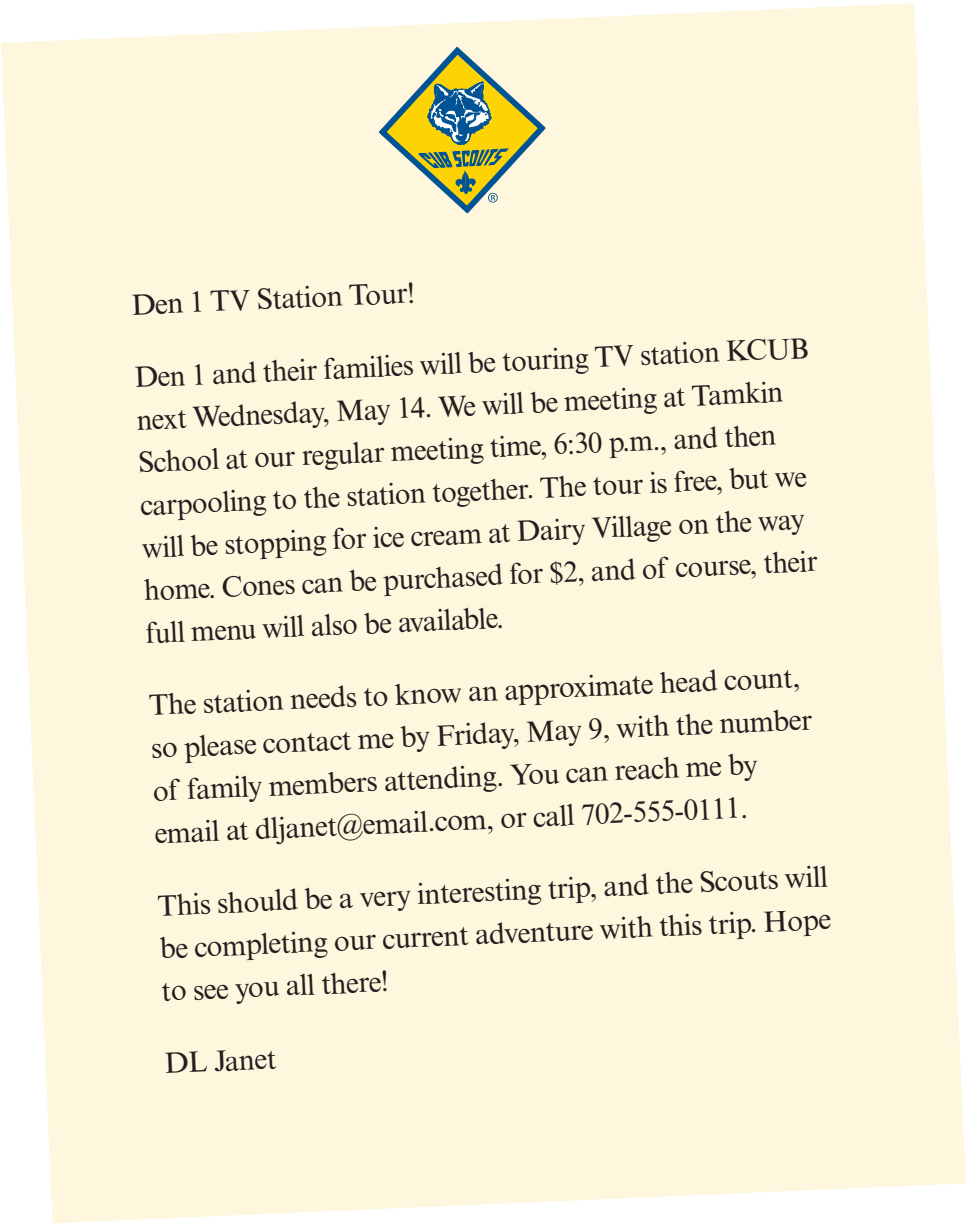
This may also work well in the gathering activity time if you have help and the activity will not be interrupted.


BEAR ADVANCEMENT
Instructions Complete the requirements for all six required adventures, plus one elective adventure, to earn the rank of Bear. Use the chart below to fill in the date of completion.
Den _____ Den Leader _____
Pack _____ Cubmaster _____
Name
Required Bear Adventures
Elective Adventures
Date Earned Bear
BOY SCOUTS OF AMERICA

◇ OUTINGS OR TOURS

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

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



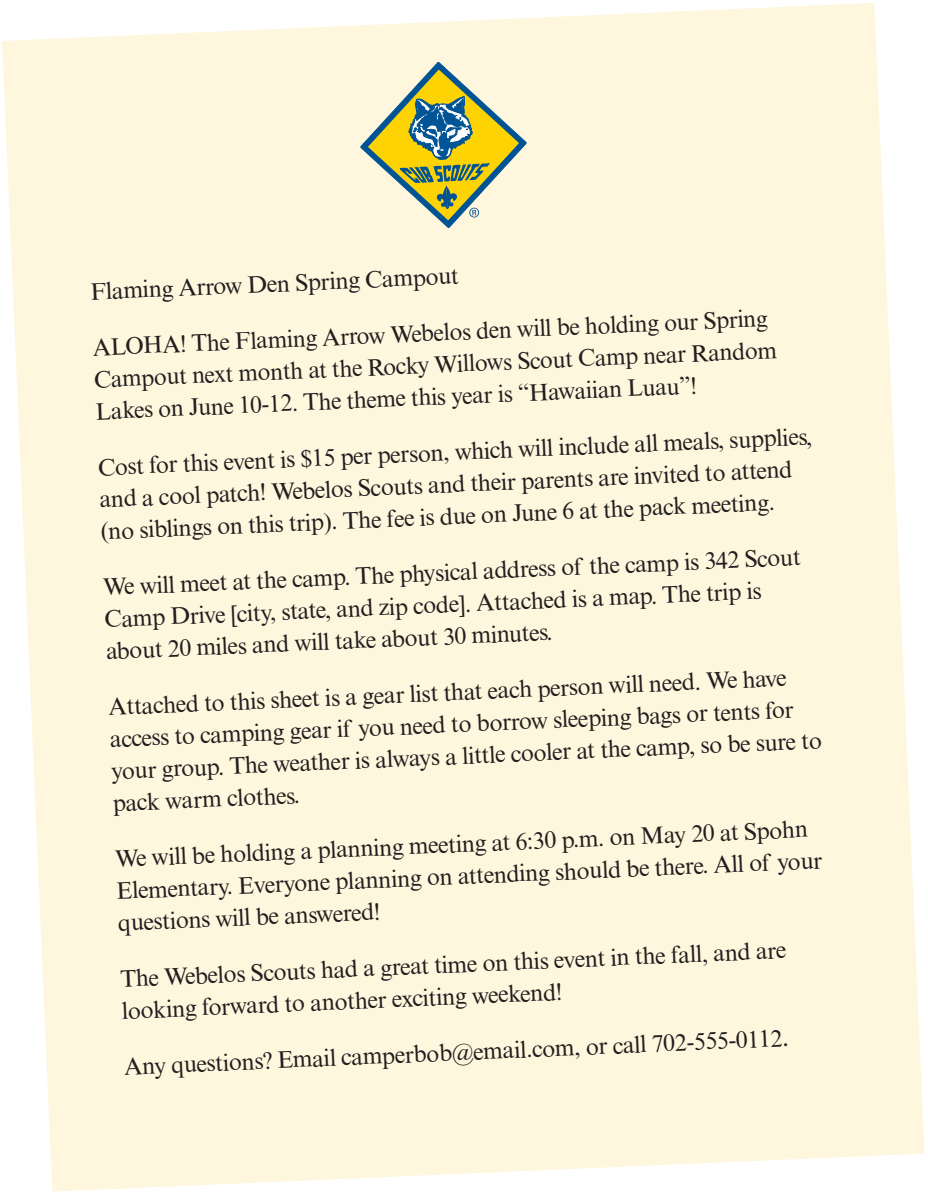
Den 1 TV Station Tour!

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

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

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

DL Janet



Flaming Arrow Den Spring Campout

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

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

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

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

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

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

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

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

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

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

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

Cub Scout Outdoor Program Checklist

Date(s) _____

Location _____

❑ BSA facility ❑ Council-approved non-BSA facility

I. Administration

❑ *Guide to Safe Scouting* reviewed
❑ Parent permission slips
❑ Health forms
❑ Insurance
❑ Camp reservation made
❑ Camp deposit/fee paid
❑ Local requirements
❑ Licenses and permits (fishing, boat, campfire, parking, etc.)

II. Leadership

Event leader _____ Phone (____) _____

Assistant _____ Phone (____) _____

Program leader _____ Phone (____) _____

Assistant _____ Phone (____) _____

III. Transportation

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

Equipment hauled by _____

IV. Location

❑ Maps prepared _____
❑ Assembly location _____
❑ Departure time _____
❑ Camp arrival time _____
❑ Camp departure time _____
❑ Anticipated return time _____
❑ Stops en route (meal Y/N) _____

V. Equipment

❏ Personal equipment lists ❏ Program equipment

❏ Group ❏ Emergency

VI. Feeding

❏ Menu planned by _____

❏ Who buys food? _____

❏ Fuel supplied by _____

❏ Duty roster by _____

❏ Food storage _____

VII. Sanitation

❏ Special camp requirements _____

_____

VIII. Safety

❏ Ranger contact Phone (____) _____

❏ Nearest medical facility Phone (____) _____

❏ Nearest town ❏ Police number _____

❏ First aid/CPR-trained leaders _____

_____

IX. Program

❏ Program planned

❏ Special program equipment needed

Item(s) _____ Provided by _____

Item(s) _____ Provided by _____

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 and Gold Banquet: Inviting other family members

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

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

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

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

Additional events provide by the council or district such as:

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

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

◇ CUB SHARING TIME

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

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

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

◇ DENNER INVESTITURE

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

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



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

◇ MEETING INFORMATION

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

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

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

◇ GROUNDWORK FOR FUTURE ADVANCEMENT

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

CLOSING CEREMONIES

◇ CUB SCOUT CIRCLE CLOSING

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

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

◇ FLAG FOLDING CLOSING

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

◇ FRIENDSHIP CIRCLE CLOSING

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

◇ HANDSHAKE CLOSING

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

◇ LEADER'S MINUTE CLOSING

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

◇ LIVING CIRCLE CLOSING

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

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

◇ MOUNTAIN CLIMBING CLOSING THOUGHT

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

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

◇ MY FLAG CLOSING

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

◇ PATRIOTIC SONG CLOSING

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

◇ SQUARE KNOT CLOSING

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

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

◇ WE MEET AS CUB SCOUTS CLOSING

Have the Cub Scouts in your den form a circle.

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

DEN OUTINGS

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

◇ OUTINGS

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

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

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

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

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

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

◇ HIKES

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

◇ PLANNING DEN OUTINGS AND EXCURSIONS

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

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

APPENDIX 2
WORKING WITH CUB SCOUTS

CHILD BEHAVIOR

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

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

HOW TO ACHIEVE POSITIVE BEHAVIOR

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

◇ EXPECTATIONS

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

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

◇ CODE OF CONDUCT

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

◇ TWO-DEEP LEADERSHIP

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

THE DEN CHIEF

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

DEN MEETING STRUCTURE

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

LEADER/SCOUT RELATIONSHIP

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

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

TRACKING BEHAVIOR

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

◇ CONDUCT CANDLE

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

◇ TICKETS

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

◇ MARBLE JAR

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

◇ STICKERS AND CERTIFICATES

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

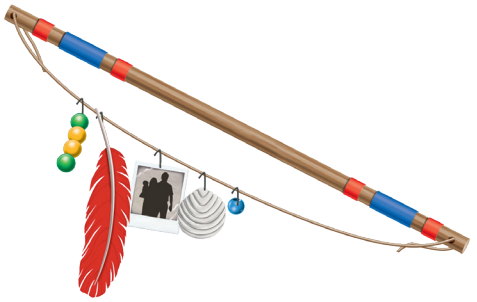
◇ SUPERSTAR PINS

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

◇ SUPERSTAR NOTES

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

COUP STICK



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

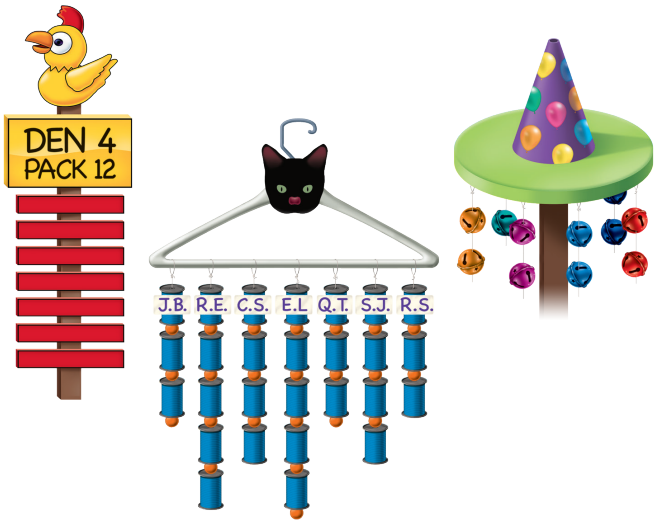
Make a den coup stick by drilling a hole through a wooden dowel at the top and bottom. Loop a long piece of heavy-duty string or leather cord through the holes so it runs the length of the dowel. Award small items at den meetings for good behavior. Use beads, feathers, stamped leather pieces, stamps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

DEN DOODLES AND DEN FLAGS

DEN DOODLES

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

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



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

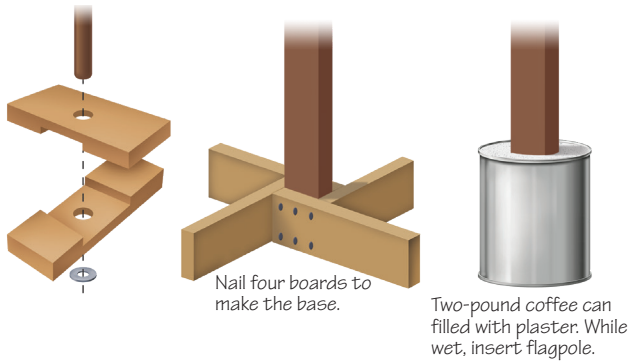
Dens may earn simple awards (sometimes called dingle dangles) for a variety of things, such as perfect attendance, good behavior, participation in service projects, or responsibilities at the pack meeting. For example, the den leading the flag ceremony at the pack meeting or at school might earn a small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

DEN FLAGS

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

◇ BASES FOR DEN DOODLE OR DEN FLAG

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



DEN LEADER "SURVIVAL" KIT

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

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

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

GUIDELINES FOR SPECIFIC TYPES OF SPECIAL NEEDS AND DISABILITIES

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

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

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

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

MOBILITY IMPAIRMENTS

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

HEARING LOSS

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

VISION IMPAIRMENTS

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

SPEECH/LANGUAGE DISORDERS

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

◇ COGNITIVE DISABILITIES

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

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

◇ SOCIAL/EMOTIONAL IMPAIRMENTS

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

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

◇ AUTISM SPECTRUM DISORDER

Here are some tips for leaders.

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

◇ ATTENTION DEFICIT DISORDER

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

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

◇ LEARNING DISABILITIES

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

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

APPENDIX 3
CRAFTS

WHY WE USE CRAFTS

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

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

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

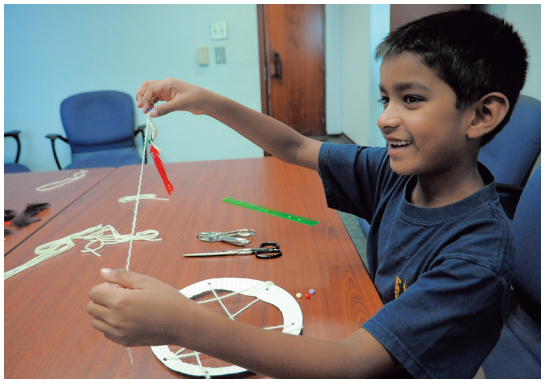
TEACHING CRAFTS TO CUB SCOUTS

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

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

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

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



6. Whenever possible, start a craft in a den meeting that can be finished at home with family help. Be sure, however, that the family is aware of the responsibility and has any instructions and materials necessary.
7. Display the craft projects at a pack meeting.

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

HELPING CUB SCOUTS WITH CRAFTS

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

RESOURCES FOR CRAFT MATERIALS

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

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

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

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

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

◇ USING SALVAGE

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

Here's a partial list of useable scrap materials:

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

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

TIPS FOR PAINTING

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

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

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

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

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

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

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

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

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

TIPS FOR ADHESIVES



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

APPENDIX 4
GAMES

WHY WE USE GAMES

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

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

HOW TO CHOOSE GAMES

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

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

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

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

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

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

Consider these factors when choosing games:

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

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

SUGGESTIONS FOR LEADING GAMES

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

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

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

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

CHOOSING "IT" AND TEAMS

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

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

When choosing teams, try one of these ideas:

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

COOPERATIVE GAMES

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

In general, cooperative games:

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

MAKING GAMES COUNT—LEADING REFLECTIONS

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

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

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

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

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

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

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

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

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

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

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

GAMES

◇ ACTIVE GAMES WITH EQUIPMENT



BALLOON BATTLE ROYAL

Activity Level: High

Needed: Any number of players, balloons, string

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

CAT'S TAIL

Activity Level: Moderate

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

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

◇ ACTIVE GAMES WITHOUT EQUIPMENT

BEAR IN THE PIT

Activity Level: High

Needed: Any number of players

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

SHERE KHAN (THE TIGER GAME)

Activity Level: High

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

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

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

◇ BALL GAMES

BUCKETBALL

Activity Level: High

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

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

MONKEY IN THE MIDDLE

Activity Level: Moderate

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

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

◇ BICYCLE GAMES

BIKE RELAY

Activity Level: Moderate

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

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

COASTING RACE

Activity Level: Moderate

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

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



◇ KNOT GAMES

GIANT SQUARE KNOTS

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

KNOT CARD GAME

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

◇ NONCOMPETITIVE, COOPERATIVE, AND TEAM-BUILDING GAMES

BATTING DOWN THE LINE

Activity Level: Low

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

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

BLANKET BALL

Activity Level: Low

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

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

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

◇ PARACHUTE GAMES

PARACHUTE VOLLEYBALL

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

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

THE UMBRELLA

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

◇ RELAYS AND RACES

BALLOON SWEEPING RELAY

Activity Level: High

Needed: Even number of players, balloons, brooms

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

BALLOON KANGAROO JUMPING

Activity Level: High

Needed: Any number of players, balloons

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

◇ PHYSICAL FITNESS ACTIVITIES

CIRCLE HOP

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

CRAB WALK

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



◇ QUIET GAMES WITH EQUIPMENT

CLIP IT

Materials: Small dish with paper clips for each team

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

BLOWBALL

Materials: Small table or large box, table tennis balls

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

◇ QUIET GAMES WITHOUT EQUIPMENT

ABOVE AND BELOW

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

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

ELECTRIC SQUEEZE

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

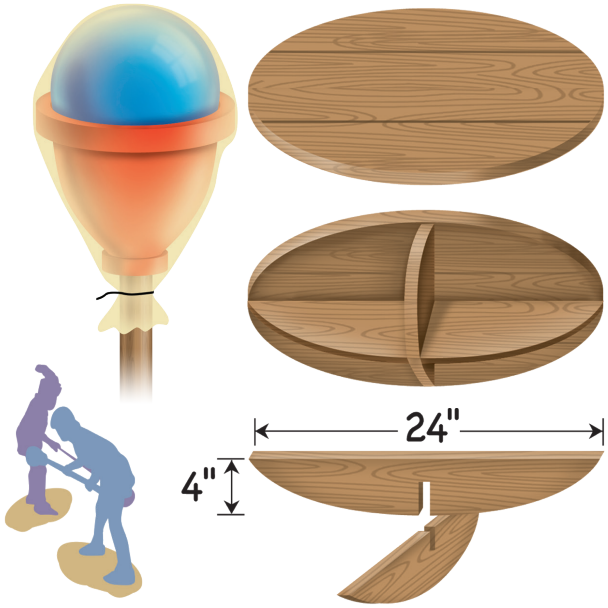
◇ HOMEMADE GAMES

HOMEMADE RING TOSS

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

TEETERBOARD JOUSTING

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



◇ TIRE GAMES

ROLL FOR DISTANCE

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

TIRE ROLLING RELAY

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

◇ WATER GAMES

UP AND UNDER

Swimming Ability Level: Nonswimmers and up

Materials: Playground ball

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

CORK RETRIEVE

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

Materials: Ample supply of corks or wooden blocks

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

LIVE LOG

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

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

◇ WINTER GAMES IN THE SNOW

FOX AND GEESE

Needed: Freshly fallen snow on an open playground

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

SNOWBALL SHARPSHOOTING

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

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

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

APPENDIX 5
OUTDOORS

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

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

WHAT TO DO IF LOST

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



S – T – O – P!

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

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

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

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

HEALTH AND SAFETY

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

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

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

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

FUN ON HIKES

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

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

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



TYPES OF HIKES

SEASONS HIKE

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

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

WEB OF LIFE

Materials: Pencil, paper

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

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

TRACKS AND SIGNS

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

MICRO HIKE

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

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

NATURE SAFARI

Materials: Field guides, pencils, paper

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

SENSE OF TOUCH

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

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

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

NATURE BABIES

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

NATURE NOISES

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

COUNT THE COLORS

Materials: Crayons, paper, pencils

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

INCH HIKE

Materials: Small rulers

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

A-B-C HIKE

Materials: Pencils, paper

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

◇ STRING-ALONG HIKE

Materials: 36-inch piece of string

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

◇ SURPRISE BREAKFAST HIKE

Materials: Breakfast fixings for everyone

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

◇ NIGHT HIKE

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

◇ SILENT HIKE

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

HIKING GAMES

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

◇ KNOW YOUR ROCK

Materials: Tape, pencil, rocks found on your hike

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

◇ KNOW YOUR LEAF

Materials: Leaves

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

GRAB BAG

Materials: 15 items from nature, 15 small paper bags

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

NATURE PHOTOGRAPHER

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

NATURE KIM'S GAME

Materials: Nature items, towel or jacket

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

CAMOUFLAGE TRAIL

Materials: 15 or 20 human-made objects

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

NATURE SCAVENGER HUNT

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

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

BSA OUTDOOR ETHICS PROGRAM

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

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

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

THE OUTDOOR CODE

As an American, I will do my best to—

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

LEAVE NO TRACE* PRINCIPLES FOR KIDS

Know Before You Go

Choose the Right Path

Trash Your Trash

Leave What You Find

Be Careful With Fire

Respect Wildlife

Be Kind to Other Visitors

Leave No Trace™
Center for Outdoor Ethics | LNT.org

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

APPENDIX 6
RESOURCE GUIDE FOR AQUATICS ACTIVITIES

WATER SAFETY

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

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

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

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

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



BSA SAFE SWIM DEFENSE

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

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

HOME SWIMMING POOL SAFETY FOR UNIT EVENTS

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

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

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

GUARDED PUBLIC POOLS WITH LIFEGUARDS ON DUTY

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

Important items include the following:

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

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

BSA SAFETY AFLOAT (Boating Safety)

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

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

WATER RESCUE

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

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

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

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

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

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

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

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

SWIM CLASSIFICATION TESTS

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

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

SWIMMER CLASSIFICATIONS

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

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

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

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

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



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

2. ". . . swim 75 yards in a strong manner . . ."



The swimmer must be able to cover distance with a strong, confident stroke. The 75 yards is not the expected upper limit of the swimmer's ability. The distance should be covered in a manner that indicates sufficient skill and stamina for the swimmer to continue to swim for greater distances. Strokes repeatedly interrupted and restarted are not sufficient. The sidestroke, breaststroke, or any strong overarm stroke, including the back crawl, are allowed in any combination; dog paddling and underwater strokes are not acceptable. The strokes need to be executed in a strong manner, but perfect form is not necessary. If it is apparent that the swimmer is being worn out by a poorly executed, head-up crawl, it is appropriate for the test administrator to suggest a change to a more restful stroke. A skilled, confident swimmer should be able to complete the distance with energy to spare, even if not in top physical condition. There should be little concern if a swimmer is out of breath because the distance was intentionally covered at a fast pace. However, a swimmer who barely has the energy to complete the distance will benefit from additional skill instruction.

3. ". . . swim 25 yards using an easy, resting backstroke."



The swimmer must demonstrate a restful, free-breathing backstroke that can be used to avoid exhaustion during swimming activity. It is placed at the end of the distance requirement to emphasize the use of the backstroke as a relief from exertion and may actually be used by some swimmers to catch their breath if they swam the first part more strenuously than needed. The change of stroke must be done without support from side or bottom. Any effective variation of the elementary backstroke is acceptable. The form need not be perfect. For example, a modified scissors kick may be substituted for a whip kick. Restful strokes are emphasized in Scouting as important safety skills that can be used whenever the swimmer becomes exhausted or injured. Some swimmers, particularly current or former members of competitive swim teams, may not be familiar with the elementary backstroke. A back crawl will suffice for the test if it clearly provides opportunity for the swimmer to rest and catch the breath. However, individuals successfully completing the test with the back crawl should be encouraged to learn the elementary backstroke.

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



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

5. "After completing the swim, rest by floating."



This critically important component evaluates the swimmers' ability to support themselves indefinitely in warm water when exhausted or otherwise unable to continue swimming. Treading water will tire the swimmer and is therefore unacceptable. The duration of the float is not significant, except that it should be long enough for the administrator to determine that the swimmer is in fact resting and could continue to do so. A back float with the face out of the water is preferred, but restful facedown floating is acceptable. If the test is completed except for the floating requirement, the swimmer may be retested on the floating only (after instruction), provided the test administrator is confident that the swimmer can initiate the float in deep water when exhausted.

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

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

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

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

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

TESTING PROCEDURE

Beginners:

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

Swimmers:

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



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

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



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

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

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

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

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



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

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.



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

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

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

on how far they got, encouraged to practice, and told that they will be able to retake the test at a later date. If a person in a swimsuit at the swimming area decides not to take either test, they should be encouraged to slip into shallow water and show what they do know. That is, professed nonswimmers should be part of the overall unit activity, not shunted aside in the interest of time. Everyone should be encouraged to try to swim to the best of their ability, but no one should be coerced into the water.

Some participants may be willing to jump into water over their head even though they have never done it. Therefore, every participant should be asked if they have jumped into deep water before. If they have not, first confirm that they can swim in shallow water and then see if they are comfortable in deep water with a slide-in entry at the edge. The test may proceed once the person demonstrates comfort in deep water.

With proper screening, those taking the test should not be at risk of a bad experience. Nevertheless, test administrators should be ready and able to provide immediate assistance if the swimmer does need help, perhaps due to a cramp or exhaustion. Ideally, the course for the beginner test should be alongside a pool deck or pier so that the swimmer is always within a hand's reach or a single stroke from support. The course for the swimmer test should be within reach of a pole. The best way to keep poles ready for use is to lay them along the edge of the pool or pier. A pole is then within easy, unobtrusive access at all times. If the course incorporates a floating dock in a natural body of water, then the feetfirst entry and first few strokes should be within easy reach. If the course then extends beyond the reach of a pole, the swimmers should be either within reach of rescue personnel in a rowboat or canoe or within easy throwing distance of a ring buoy on a line or a throw bag. If a person taking the test succeeds in leveling off after the feetfirst jump, then the most likely need will be to encourage a tired swimmer to come to the side under their own power. In a few cases, a reaching assist may be needed immediately after the feetfirst entry. Test administrators should be skilled in basic rescue techniques to satisfy Safe Swim Defense guidelines for trained safety personnel. If there are others in the water not taking part in the testing, then additional response personnel (lifeguards) are needed. In either case, a lookout is required to monitor all in-water activity.

SWIM TEST ANXIETY

Both the unit leader and the test administrator should be sensitive to those who may be fearful of the water, uncertain of their ability, worried about peer reaction, otherwise apprehensive, or simply confused about the process and what is expected of them. The unit leader should work with the test administrator to help prepare such Scouts for the swim test, particularly when it is conducted by someone the Scout is unfamiliar with, such as staff at resident camp or at a multiunit, council-organized swim test prior to camp.

The first day of a camp program may be an overwhelming experience for Scouts for many reasons—being away from home and the support systems that home provides, the thrill but uncertainty of what they will experience at camp, and perhaps thoughts of how they will measure up in comparison to their buddies. At summer camps, the swim test is often the first program activity where Scouts both interact significantly with those outside the unit and are asked to perform to a standard. That experience may produce significant anxiety for a small number of youth. However, there is no justification for fears to be realized. The unit leader can help prepare those Scouts both before and at camp so that the swim test is a positive experience. The following items should help leaders recognize and reduce anxiety about the testing process:

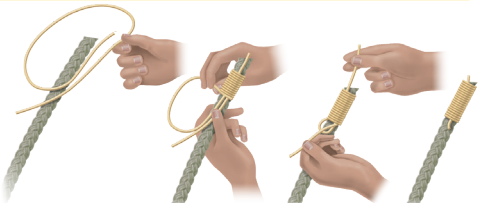
- **Early identification.** Scouts who may be anxious around the water or with the swim test process should be identified well before summer camp or other event for which the test is required. Comfort around the water should be included in the leader's discussion with parents for youth who join the unit. The leader should also talk to the Scouts themselves. For Cub Scouts, check to see if swimming is an interest. Be sure to watch for nonverbal cues to see if their body language matches what they say.
- **Year-round swimming programs.** A year-round swimming program provides meaningful and fun activities and allows the leader to observe firsthand the comfort level of Scouts around the water. It also provides an opportunity to see how unit members respond to those reluctant around the water or with lesser swimming ability.

- **Prepare the unit for the test.** The leader should familiarize Scouts with the swim test process. Explain the purpose of the test and how it will be conducted. Explain that each Cub Scout's swimming ability may be different and that the better swimmers are expected to encourage and support those with lesser ability. Remind everyone that opportunities to retake the test will be provided to those who don't make it as far as they would have liked. Encourage any Cub Scout who needs to speak with the leader away from their peers to do so. And remember that no one should be forced—whether by anyone's statement or through peer pressure—to take either test if they choose not to.

APPENDIX 7
LEADER HELPS

KNOTS AND ROPES

◇ WHIPPING A ROPE



Ropes are made of twisted fibers. When a rope is cut, the fibers separate. You can whip the ends in place with string so the rope won't unravel.

Cut off the part that has already unraveled. Take a piece of strong string, dental floss, or thin twine at least 8 to 10 inches long. Make a loop and place it at one end of the rope.

Wrap the string tightly around the rope. When the whipping is as wide as the rope is thick, slip the end through the loop. Then firmly pull out the string ends and trim them off.

◇ FUSING A ROPE



Rope and cord made of plastic or nylon will melt when exposed to high heat. Cut away the frayed part of the rope. Then, working in a well-ventilated area, hold each end a few inches above a lighted match or candle to melt and fuse the strands together. Melted rope can be hot and sticky—don't touch the end until it has cooled. Do not try to fuse ropes made of manila, sisal, hemp, cotton, or other natural fibers, because they will burn rather than melt.

◇ KNOTS FOR CAMPING

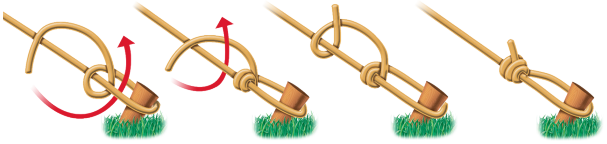
You will use rope for many purposes when you go camping. These knots will come in handy for different situations.



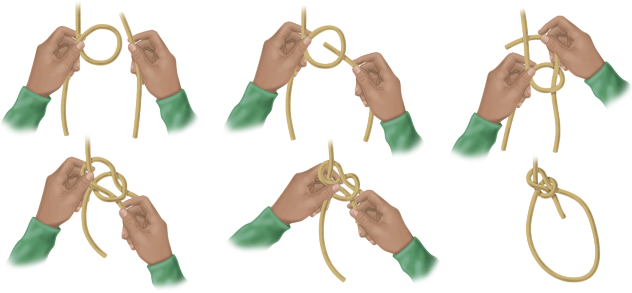
1. **Square Knot:** For tying two ropes together and for tying bandages in first aid.



2. **Taut-line Hitch:** For tightening and loosening a rope easily and for use on tent guy lines. Tighten or loosen the knot by pushing the hitch up or down.



3. **Two Half Hitches:** For tying a rope to a post or ring. This knot is strong but is easy to loosen.



4. **Bowline:** Used when you want a loop that will not slip or close up. It is often used in rescue work.

APPENDIX 8
AWARDS

AWARDS CUB SCOUTS CAN EARN

The following awards can by earned by Cub Scouts. Visit Scouting.org to learn more about each individual award and to find current requirements.

◇ CONSERVATION GOOD TURN AWARD

The Conservation Good Turn is an award packs may earn by partnering with a conservation or environmental organization to choose and carry out a Good Turn in their home communities.



◇ OUTDOOR ACTIVITY AWARD

Tiger, Wolf, Bear, and Webelos Scouts have the opportunity to earn the Cub Scout Outdoor Activity Award. Scouts may earn the award in each of the program years as long as the requirements are completed again each year. Cub Scouts complete specific requirements for each rank, including a number of different outdoor activities.



◇ NATIONAL SUMMERTIME PACK AWARD

The National Summertime Pack Award encourages packs to be active when school is out for the summer. Youth and adult pack members can earn the award by taking part in one activity per month in June, July, and August.



◇ SCOUTSTRONG HEALTHY UNIT AWARD



When Scouts recite the Scout Oath and Scout Law, they promise to keep their mind and body fit. Help Cub Scouts in your den keep that promise by following three healthy practices at all meetings and gatherings: drink right, move more, and snack smart. Your den can earn the SCOUTStrong Healthy Unit Award by fulfilling the following requirements during meeting times:

Drink right: Make water the main beverage (six meetings).

Move more: Include 15 minutes of fun physical activity (nine meetings).

Snack smart: Serve fruits or vegetables, when snacks are provided (three meetings).

When Scouts achieve and wear the SCOUTStrong Healthy Unit Award, they're creating a standard for meetings. This builds a healthy Scouting experience that can establish lifelong habits. Plus, activities for the award match many advancement requirements. Find a tracker to record your den's progress toward this award and additional resources at Scouting.org.

◇ STEM/NOVA AWARDS



The Nova awards for Cub Scouts are for Wolf, Bear, and Webelos Scouts who are interested in learning more about science, technology, engineering, and mathematics. These awards may not be earned by Lions or Tigers.



For their first Nova awards, Scouts have the opportunity to earn the Nova award patch, followed by three more π pin-on devices. The patch and the three devices represent each of the four STEM topics. The Supernova awards have more challenging requirements and recognize more in-depth, advanced achievement in STEM–related activities.



◇ WORLD CONSERVATION AWARD



The World Conservation Award for Cub Scouts provides an opportunity for individual Wolf, Bear, and Webelos Scouts to "think globally" and "act locally" to preserve and improve our environment. This program is designed to make youth members aware that all nations are closely related through natural resources, and that we are interdependent with our world environment.

Requirements for this award must be completed *in addition to* any similar requirements completed for rank. This award may not be earned by Lions or Tigers.

APPENDIX 9
ADDITIONAL RESOURCES

RESOURCES, FORMS, AND APPLICATIONS

*** Items with an asterisk are available at scouting.org.**

† Items with a dagger symbol are available at www.scoutshop.org or at your local Scout shop.

★ Items with a star are available at my.scouting.org or through local council training.

◇ DEN AND PACK MANAGEMENT

Bear Den Leader Guide, No. 37001 †

BSA Annual Health and Medical Record, No. 680-001 *

Cub Scout Den Record *

Cub Scout Leader Book, No. 33221 †

Den Chief Handbook, No. 33211 †

Lion Kit, No. 39003 †

Meeting Place Inspection Checklist *

Monthly Den Dues Envelope, No. 34209 †

Pack Overnighter Site Approval Form, No. 13-508 *

Tiger Den Leader Guide, No. 37002 †

Webelos Den Leader Guide, No. 37003 †

Webelos Den Record *

Wolf Den Leader Guide, No. 37004 †

◇ UNIFORMING

Adult Leader Uniform Inspection Sheet, No. 34048 *†

Guide to Awards and Insignia, No. 33066 †

Tiger, Wolf, and Bear Uniform Inspection Sheet, No. 34282 *†

Webelos Scout Uniform Inspection Sheet, No. 34635 *†

◇ TRAINING

Aquatics Supervision, No. 34346 †

BALOO (Basic Adult Leader Outdoor Orientation), No. 510-033 ★

Belay On, No. 430-500 *

Climb On Safely ★

Cub Scout Leader Position-Specific Training ★

Cub Scout Leader Fast Start Training ★

How Do I Rate as an Effective Leader? *

Safe Swim Defense, No. 34370 †★

◇ MEMBERSHIP RECRUITING AND LEADERSHIP SELECTION

Adult Registration Application, No. 524-501; in Spanish, No. 524-502 *†

Family Talent Survey Sheet *

Family Information Letter Samples (5) *

Leadership Transfer Notice, No. 28-401 *

Selecting Cub Scout Leadership, No. 522-500 *

Youth Application, No. 524-406; in Spanish, No. 524-423 *

◇ ADVANCEMENT

Advancement Report, No. 34403 *†

Arrow of Light Pocket Certificate, No. 34219 †

Bear (Den) Advancement Chart, No. 34191 †

Bear Pocket Certificate, No. 34221 †

Bear Handbook, No. 33451 †

Bobcat Pocket Certificate, No. 34218 †

Cub Scout Cycle, No. 13-027 *

Cub Scout Insignia Stickers—Large, No. 34650 †

Den Advancement Report *

Lion (Den) Advancement Chart, No. 39000 †

Pack Graduation Certificate, No. 33751 †

Tiger (Den) Advancement Chart, No. 34715 †

Tiger Handbook, No. 34713 †

Tiger Pocket Certificate, No. 34714 †

Webelos Handbook, No. 33452 †

Webelos Scout (Den) Advancement Chart, No. 34187 †

Webelos Scout Pocket Certificate, No. 34222 †

Wolf (Den) Advancement Chart, No. 34182 †

Wolf Handbook, No. 33450 †

Wolf Pocket Certificate, No. 34220 †

◇ PROGRAM PLANNING

Activity Consent Form, No. 680-673 ★

BALOO (Basic Adult Leader Outdoor Orientation), No. 510-033 †★

BSA Cub Scout World Conservation Award *

Buddy tags

Campfire Program Planner *

Climb On Safely brochure, No. 430-099 *

Cub Scout Ceremonies for Dens and Packs, No. 33212 †

Cub Scout Day Camp Administration Guide, No. 430-338 *

Cub Scout Den Meeting Program *

Cub Scout Grand Prix Pinewood Derby Guidebook, No. 33721 †

Cub Scout Leader How-To Book, No. 33832 †

Cub Scout Magic, No. 33210 †

Cub Scout Outdoor Activity Award *

Cub Scout Songbook, No. 33222 †

Cub Scout/Webelos Scout Outdoor Program Guide *†

Den Chief Handbook, No. 33211 †

Fun for the Family, No. 33012 †

Group Meeting Sparklers, No. 33122 †

Guide to Safe Scouting, No. 34416 *†

Individual Campout Checklist for Pack Overnighter *

National Camp Standards, No. 430-056

National Den Award *

National Summertime Pack Award, No. 33748 *†

Pack Meeting Planning Sheet *

Pack Meeting Plans *

Pack Program Planning Chart, No. 26-004 *

Safe Swim Defense, No. 34370 †

Unit Money-Earning Application, No. 34427 *†

Webelos Den Meeting Program, No. 33852 *

Webelos Scout Overnight Checklist *

Your Flag, No. 33188 †

◇ RECOGNITION

Assistant Denner Shoulder Cord, No. 385 †

Den Chief Badge of Office (cloth), No. 387 †

Den Chief Service Award (certificate), No. 33726 †

Den Chief Service Award (shoulder cord), No. 389 †

Den Chief Shoulder Cord, No. 388 †

Denner Shoulder Cord, No. 368 †

National Den Award Ribbon, No. 17631 †

National Summertime Pack Award pins:
- Tiger National Summertime Award pin, No. 14332 †
- Wolf National Summertime Award pin, No. 14333 †
- Bear National Summertime Award pin, No. 14334 †
- Webelos National Summertime Award pin, No. 14335 †

Pack Leader Appreciation Certificate, No. 33755 †

Progress Record for the Cub Scout Den Leader Award *

Progress Record for the Cub Scout Leader's Training Award *

Progress Record for the Cubmaster's Key Award **

Safe Swim Defense Certificate, No. 34243 †

Troop Junior Leader Certificate (for den chiefs), No. 33745 †

Webelos Den Chief Shoulder Cord, No. 457 †

Whittling Chip Certificate, No. 34223 †

◇ CUB SCOUTING FOR CHILDREN WITH DISABILITIES

Cub Scout Leader How-To Book, No. 33832 †

A Guide to Working With Scouts With Special Needs and DisABILITIES, No. 510-071 **

Scouting for Youth With Disabilities Manual, No. 34059 *

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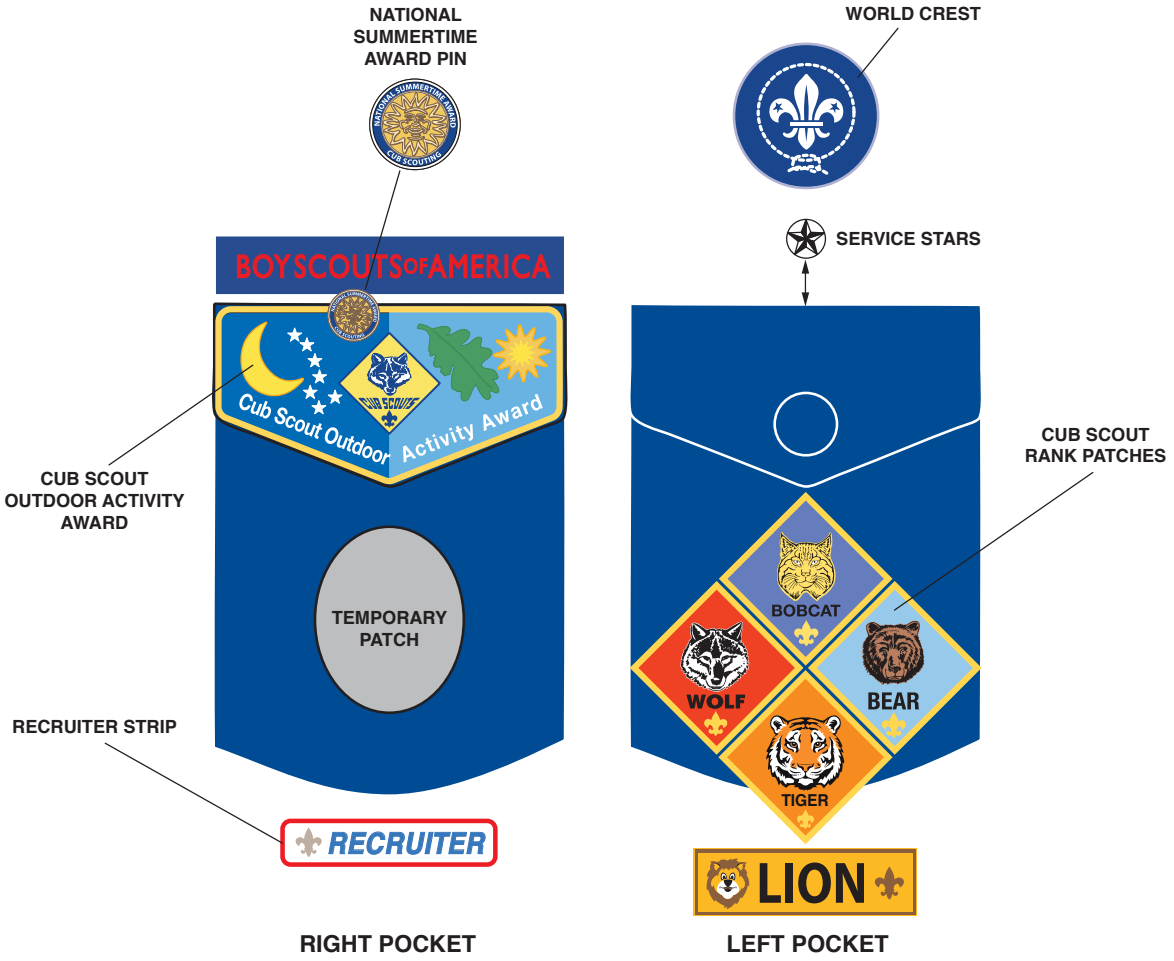
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NOTES

Official Placement of Insignia





SCOUT OATH

On my honor I will do my best
To do my duty to God and my country
and to obey the Scout Law;
To help other people at all times;
To keep myself physically strong,
mentally awake, and morally straight.

SCOUT LAW

Trustworthy
Loyal
Helpful
Friendly
Courteous
Kind
Obedient
Cheerful
Thrifty
Brave
Clean
Reverent

BOY SCOUTS OF AMERICA
1325 West Walnut Hill Lane
P.O. Box 152079
Irving, TX 75015-2079
www.scouting.org

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