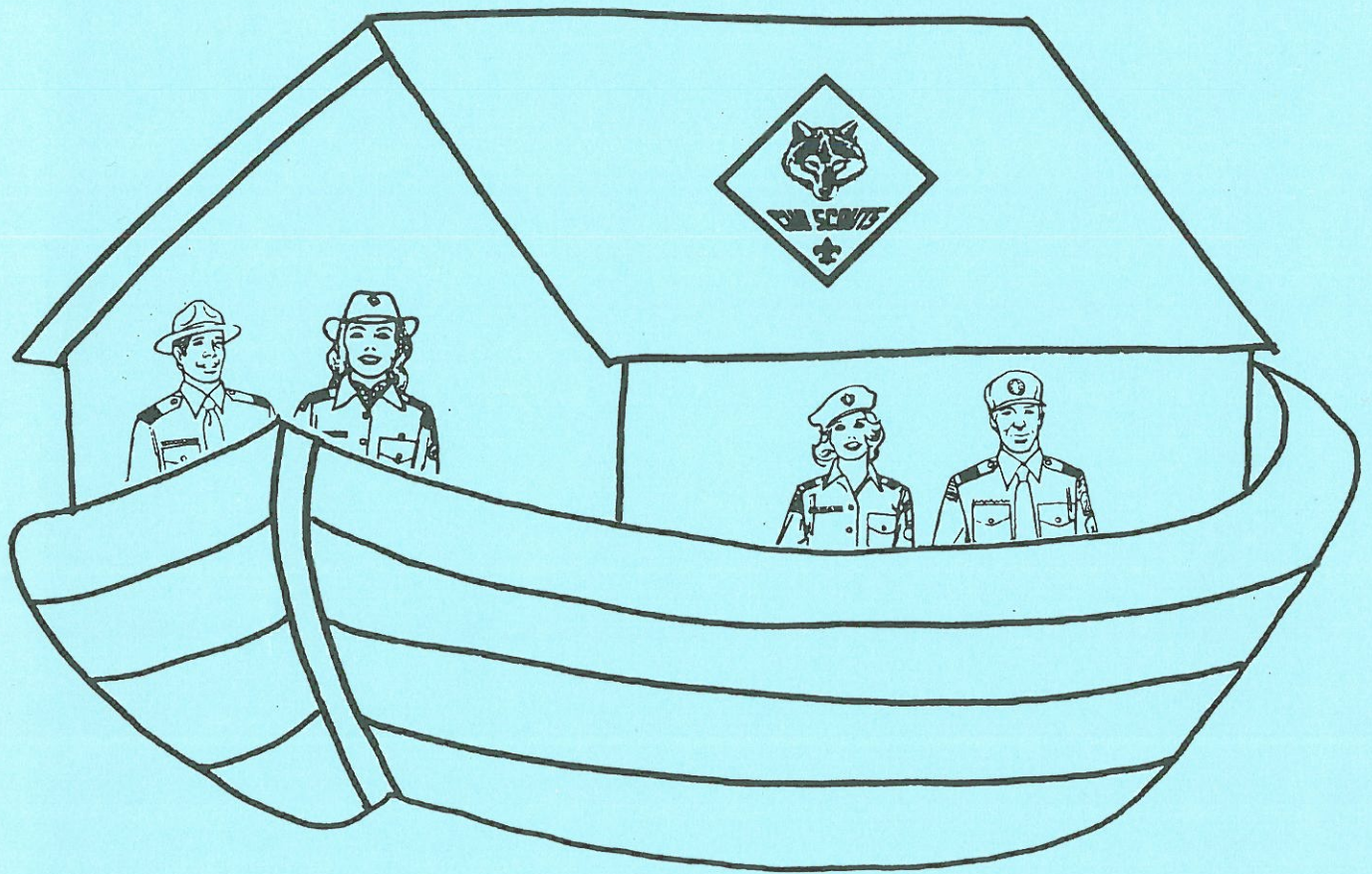


ARK OF LEADERSHIP

1987 POW WOW



LEADERS TWO BY TWO

INDIANHEAD COUNCIL
St. Paul, Minnesota





A program for Tiger Cubs, Cub Scouts, Boy Scouts, Varsity Scouts, Explorers, and Career Awareness Explorers.

**INDIANHEAD COUNCIL
BOY SCOUTS OF AMERICA, INC.**

Charles L. Sommers Scout Service Center
393 Marshall Avenue, St. Paul, Minnesota 55102
Telephone: Area Code (612) 224-1891

CONGRATULATIONS!!!!

You are now the proud owner of an Indianhead's Ark of Leadership Pow Wow Book!!!!!!

I'm glad that you ordered an Indianhead's Ark of Leadership Pow Wow Book. I'm sure, you'll find it the best we've ever done. Pow Wow is a fun filled day of training where I always learn lots of new ideas; no matter how many I've attended. And I especially love meeting new Scouters and visiting with those that I have met at other Scouting functions.

Our theme this year is "Indianhead's Ark of Leadership". This theme holds a lot of meaning for me and I'd like to try to explain it to you. Leadership, it what we are teaching Scouts. We teach Scout Skills, Sportsmanship, Citizenship, Crafts, Songs, Acting, Friendship, Religious Awareness, and much more. But most importantly we teach them Leadership. We are teaching them how to be the leaders of the future. We also teach them that sharing the Leadership makes the job easier and more fun.

How do we do all of this? We have a Leader and an Assistant Leader for every position that there is in Scouting. Think about it! Denner/Assistant Denner -- Den Leader/Assistant Den Leader -- Webelos Den Leader/Assistant Webelos Den Leader -- Cubmaster/Assistant Cubmaster -- Committee Chairman/Assistant Committee Chairman -- Scoutmaster/ Assistant Scoutmaster. We need two (2) deep Leadership in order to give the Scouts a well rounded program. No one person can do it ALL - We need to be able to share the work and the fun. The Scouts learn to relate to more than one person in the same capacity and learn how to work together by experiencing it with you.

Thank you for being a Scout Leader. Thanks too, to all of my super staff for being Leaders of Leaders. Each of you are fantastic and you are important to Scouts - Our Leaders of the Future.

Ann Dravis
1987 Pow Wow Chairman
Indianhead Council - BSA

*Serving MINNESOTA counties of Ramsey, Washington, Chisago, Rice, Scott, Dakota, LeSueur, and Anoka;
WISCONSIN counties of Pierce, St. Croix, Polk, and Burnett.
Supported by "Friends of Scouting" and the general public
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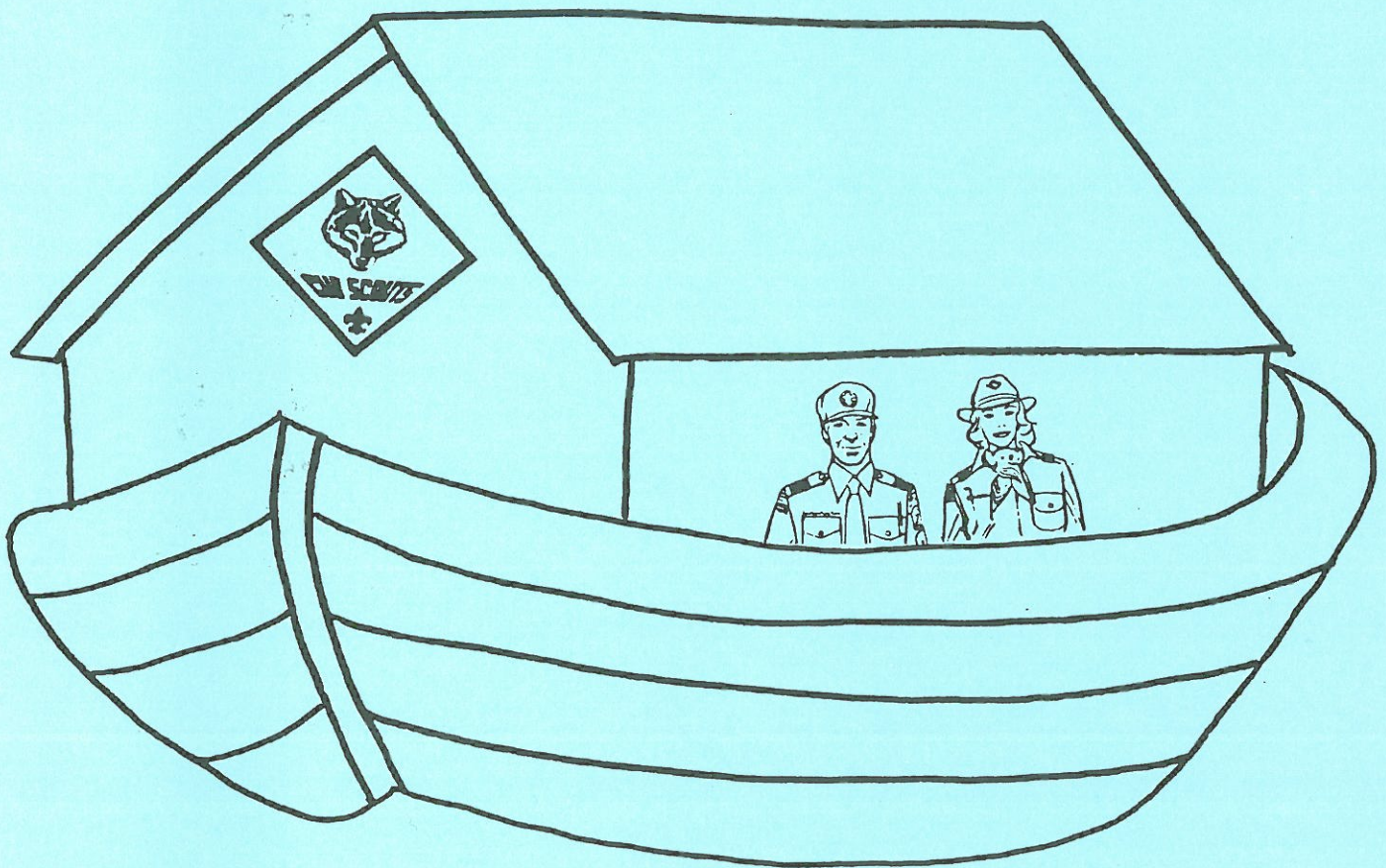
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DEN AND PACK ENRICHMENT



Mock Den Meeting
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Membership
Pack Committee
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Den and Pack Publicity/Newsletters

DEN MEETINGS

Cub Scout den meetings are held once a week. A regularly scheduled meeting day and time will result in better attendance. Some den meet after school, some meet in the early evening, and others meet on Saturday.

Most den meetings do not last longer than 1 or 1 1/4 hours. It is a lot better to have a short meeting and keep it moving than to have a longer meeting and let it drag.

SEVEN STEPS TO A FUN DEN MEETING

1. BEFORE THE MEETING STARTS:

Prepare refreshments
Gather material for craft project
Set-up items for game
Have record book and resource books available
Set out American and den flags

2. AS THE BOYS GATHER: 5 minutes

Have a regular place for boys' books, coats, and boots.
Denner and/or Assistant Denner start the opening game and keep order until all boys arrive for the meeting.

3. OPENING CEREMONY: 1 - 5 minutes

Regular - Flag with the Pledge of Allegiance or patriotic song
Cub Scout Promise (especially for boys working on the Bobcat Badge - helps with learning
Den cheer or yell - forming living circle

Special - Birthday (sing Happy Birthday to the lucky boy)
Earning a bead for the den doodle or Progress toward Rank (sing "For He's a Jolly Good Cub Scout")
Completed requirements for Rank or Arrow (sing same as above)

Optional Light the Behavior Candle

4. REFRESHMENTS/BUSINESS : (with their little mouths full of treats, they are less likely to interrupt you) 10 - 15 minutes.

Collect Dues

Check books for completed achievements/arrow points
Hand out den newsletter to take home
Any explanation or planning for Den or Pack activity.

5. ACTIVITY TIME: Indoor or Outdoor
10 - 20 minutes

Less active achievement/arrow points or guest speaker
Safety - game - sport rules
Skit - demonstration rehearsal for Pack meeting
Outdoor activity (nature hikes, books from the library)

6. CRAFT TIME: 20 - 30 minutes
(second activity time)

Make and play games
Make skit/demonstration items
Making gifts or other items
Active time - sports - games - other outdoor activity

7. CLOSING: 1 - 5 minutes

Clean-up and gather belongings
Reminders for next meeting/Pack meeting
Den Cheer
Den Prayer
Den or Cub Scout Song - serious or fun
Blow out the Behavior Candle

HOW TO PLAN A FUN DEN MEETING

GAMES: for "As the Boy Gather part of the Den Meeting:

a page per boy from maze/crossword puzzle/word search book
* play the games made for rank badges/arrow points.

For "Activity time" part of the Den Meeting (first one or both)

* show how to play + rules for board games and then play the game - Cribbage, Checkers, Sorry, Parcheesie, Uno.

* show how to play + rules for sport pin record sheet and then play one:
indoors: marbles, physical fitness, catch + football pass

outdoors: fresbie toss or golf, kick - punt - pass football.

party games: "Buzz", "Leader Says", "Musical Hat/Ball" (see Games section for the instructions on how to play.)

SKITS: Use Pow Wow Book, Wolf, Bear, and Webelos Books, and Program Helps for ideas. For "Activity Time", first part of Den Meeting -

* Find and plan skit idea and what costumes and props to make. When will it be presented?

* List materials needed and who will supply them

* Choose parts and who will do what props

* Plan a demonstration for rank and arrow items at the Pack Meeting

For "Activity Time", second part of Den Meeting -

* Make scenery, puppets, props, costumes, poster - story board and invitations for the parents.

* Make demonstration items for rank and arrow items.

Example - Wolf - Achievement 12 act out one of the choices

Bear - Achievement 4 act out the story of a Folk Lore Hero

CRAFTS: Use Cub Scout Fun Book, Pow Wow Books, Wolf, Bear, and Webelos Books, Program Helps, and Roundtable handouts are a great help.

Example - Wolf - Achievement 5e Make oven tool rack

Bear - Achievement 20b Early

American stool

Bear - Achievement 8c Family tree poster or papier mache tree with one leaf for each member of the family.

PLANNING: Group similar achievements and electives together for theme Den meetings.

NEEDED ITEMS FOR A SUCCESSFUL AND FUN DEN MEETING

* Official BSA materials

* Cub Scout Leaders Book - the Den Leaders bible - everything you ever wanted to know is in this book.

* Rank Books - Wolf, Bear and Webelos - for planning Den and Pack Activities and projects.

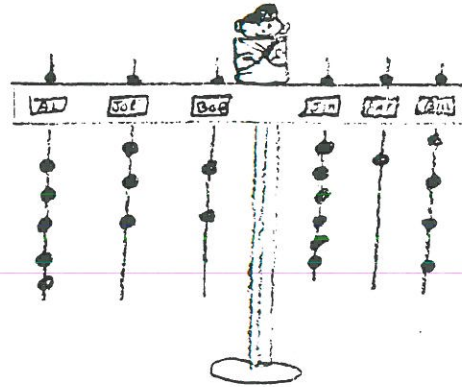
* Miscellaneous Resources - Additional information sources for ideas, know-how, and projects; Pow Wow Books; Scouting magazine; the yearly Program Helps; Sports Program booklets; U.S. Flag booklet; Boys Life magazine; Cub Scout Song Book; Group Meeting Sparklers. Check the National Scout Shop catalog for additional ideas but also check with your pack to see if they have a library.

* Table Flags set - 1 den flag and 1 American flag. You can make your own standards if they don't have any.

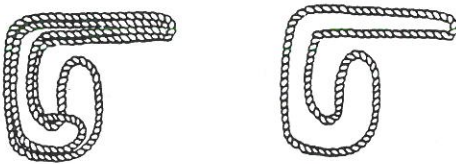
* Advancement Chart - to mark off each boy's progress to date (doesn't include Bobcat and only room for 2 silver arrows) Use with or in place of Den Doodle - Use for display at Pack Meetings, Scout Week window display and the Blue and Gold banquet.

Record Book - Use the official one or your own sheets to record each boy's: attendance, dues paid, advancements, awards and pins earned.

* Denner cord - Double yellow strand cord for Leader's helper. How do you pick a denner? The denner is picked by the Den Leader during the Wolf year. The term is determined by the number of boys because the boys will all want the chance to be the denner. If you will have them for a period of one year and you have six boys, then the office is held for a period of 2 months by each boy. During the Bear year the boys should choose who the denner should be. The length of time is determined the same way as during the Wolf year.



Snack Can - decorated large coffee can or ice cream pail to bring treats to meeting from home. Each boy takes a turn for bringing snacks to meeting. To avoid mess and lack of space the Leader might want to provide a drink at each meeting.

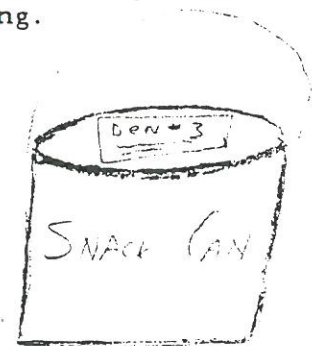


* Assistant Denner cord - Single strand of yellow cord - Denner's helper. He should be picked the same as the denner and for the same amount of time.

* Progress Toward Rank Pocket Badge - The badge hangs on the right shirt pocket, beads are added for each 3 achievements during the wolf and bear years.



* Den Doodle - Boys like to earn rewards for a good job. This is a homemade stand or wall hanging with one string (craft strip or cord) for each boy to string reward beads onto for achievements and arrow points he has earned during his wolf and bear years. Use it for display at Blue and Gold banquet, Pack Meetings, Expo booths, Scout Week window, etc. (Use beads or any other objects that can be strung)



Behavior Candle - 1 large candle, out of reach but not out of sight. Helps to keep meeting from getting out of hand. Light the candle at the opening and blow it out at the closing or whenever the boys are not behaving. The faster the candle burns down the sooner the den will be allowed some special treat that they should be allowed to help choose (bowling, field trip, pizza, ice cream, play games all meeting long, etc.)



Craft Box - Leader's - In den area have a box available to store household clean and reusable items that can be or need to be used for projects. Example - pizza rounds, egg cartons, 1/2 gal. paper milk cartons, pie tins, blue jean legs, etc.

Note: these are larger items that might be hard for a boy to carry to school and then to the den meeting. One per boy should be collected.

Poster board, markers, paints, brushes, and other items that are store bought.

Beads, feathers, yarn, etc. that are needed for projects are cheaper to buy in bulk. Share these with other den leaders or ask other leaders if you can buy their extra left overs if they buy bulk.

Store bought craft items are paid for from den dues.

Craft Box - Cub Scouts - personal scrap box at home for smaller needed items - scrap material, bottle caps, jingle bells, string, scrap pieces of wood, etc.

Note - Let the boys know what to save and when to bring it to the meeting by publishing the information in the den newsletter. This also keeps the parents informed.

Individual Den Craft Box - Decorate a large oatmeal box. It will be the storage place for scissors, pencils, crayons, glue, ruler 6 & 12 inch. These items are to be kept at the den meeting place for the year and then can be taken home.

Game Box - a den area storage box for indoor and outdoor fun items that boys like to do. Ideas of things to include:

- 1 Nerf football/baseball (for inside)
- 1 real football (for outside)
- 1 real ball (for outside)

- 3 frisbees (1 per team of 2 boys)
- 1 floppy/large hat (musical hat game)
- 1 large bag of marbles
- ? word search/crossword/maze puzzel books
- 2 board games - Checkers, Sorry, Parchese
- 1 ping pong set
- and any other games that the den may choose.

Den Newsletter - Send home with the boys once a month or every other month.

Information to help parents know what is going on in Den meetings and with the dens participation in pack meetings. Also craft materials that may be needed from home and when to bring them to the meeting. Information of upcoming field trips and an individual slip can be attached if the boy owes any dues or needs any extra help with advancement.

The more you kep the parents informed the more help and cooperation you will get and the more the boys will get toward earning their advancement.



THE HOW AND WHY OF RECORD SHEETS

WHY: - It gives complete information on each boy.

- Take it to Pack Meetings and show parents how the boys have progressed. It's real helpful in answering the question: "Why didn't Johnny get anything at the Pack Meeting?" - show the parents the records.

- Pass the record sheets on to the next Den Leader. These sheets also help the new leader to get to know the boys.

- These record sheets make it easy to keep track of started and completed advancements.

- It keeps all information in one handy file or notebook for the leaders.

HOW: - Keep all information in a notebook with dividers for each boy.

- You will have complete records for attendance and dues paid and owed, plus advancements right in one handy place.

DEN MEETING PLANNING RECORD SHEETS:

WHY: - Easier for letting boys know what not to work on at home.

- Information is handy for preparing for Den Meetings and Den Newsletters.

HOW: - Go through the Advancement sheets and pick out topic items pertaining to boys interest, Leaders ability, time permitting, and themes.

- Write in Achievement # and item letters for Electives for the entire year.

- Each month use outline plan

for planning a month's worth of meetings or plan per Arrows (if you're doing all 3 minimum required, plan for 3 theme meetings (no matter how long each will take to complete one at a time.)

- Using these sheets and planning ahead will give the leader more time in a smooth running den and less time working on Cub Scout plans.

The image shows three overlapping forms used for Cub Scout record keeping:

- INDIVIDUAL CUB SCOUT RECORD:** A form with sections for Personal Data (Name, Address, etc.) and Advancement (List of activities and dates). It includes a small logo in the top right corner.
- ADVANCEMENT RECORD:** A grid-based form for tracking progress. It has columns for 'WOLF' and 'BOY' and rows for various activities. It includes a 'WOLF ADVANCEMENTS' list and a 'BOY ADVANCEMENTS' list.
- DEN ADVANCEMENT REPORT:** A summary form for a den meeting. It has columns for 'BOY'S NAME', 'RANK', 'ADVANCEMENTS', and 'ACTIVITY BADGES'. It includes a 'DEN ADVANCEMENTS' list and a 'DEN ADVANCEMENTS' list.

DEN CHIEF

WHAT IS A DEN CHIEF?

The den chief is a member of a den leadership team which includes the den leader, assistant den leader and the denner. The den chief is already what every Cub Scout and Webelos Scout would like to be...a Boy Scout. As far as the younger boys are concerned, he is the person they would most like to follow, and that makes him a natural leader for them.

To a den leader, a den chief is an assistant playing rough and tumble games with the Cub Scouts while the leader tries to maintain his/her dignity, sets a good example, teaches the younger boys to do things, always predictable and yet a constant surprise.

To the Cub Scouts, he IS Scouting. A peek into the future, a hero to worship, a fellow with all the answers, someone to imitate and admire.

Den chiefs are found in most successful dens; in the middle of a games, helping with a ceremony, answering questions, showing how to do a craft project, encouraging discipline and in general being very useful to the den leader.

A den chief is HELPFULNESS with a boyish smile, DISCIPLINE with a little impatience, COURTESY with youthful fun all wrapped up in one young man. Den leaders need them, younger boys respect them, Scoutmasters teach them and parents support them.

A den chief is an amazing creature. He can be exasperating at times when he doesn't act like an adult, but then remember - he is just a boy. A meeting can be run without him, but it's a lot easier when he is there.

The den chief is an older Boy Scout,

selected by the Scoutmaster in cooperation with the Cubmaster. He may be of any age or rank, but he can be the greatest help if he is a former Cub Scout, and if he is mature enough to assume this important responsibility.

The Cub Scout Leader Book outlines the qualifications and responsibilities of the Cub Scout den chief and Webelos den chief.

Den chiefs need training, just like all other leaders in the Cub Scout program. The Cubmaster and the Den Leader have the primary responsibility of training den chiefs. In addition, every den chief should attend a Den Chief Training Conference held in the district or council. This is basic training for den chiefs, and is full of fun, excitement and information to help den chiefs do a good job. If a Den Chief Training Conference is not scheduled, the pack may wish to join with other packs in putting one on. See Den Chief Training Conference, # 6450.

Den chiefs who complete certain tenure, training and service requirements are eligible to receive the Den Chief Service Award. This award is presented with the approval of the Cubmaster and Scoutmaster. It is a distinctive red, white, and blue shoulder cord which replaces the regular blue and gold cord worn by Cub Scout den chiefs or the red, blue and gold cord worn by Webelos den chiefs. It is worn on the left shoulder of the Scout uniform.

HOW TO HELP THE DEN CHIEF "DO HIS BEST"

1. Use him. Include him in planning meetings. Assign him specific responsibilities for den and pack meetings. Give him a copy of the schedule to be followed. He can be an important help to a den leader,

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but only if given the opportunity.

2. Let him know what is expected, but let him use his own resourcefulness.
3. Give him responsibility and authority according to his position. He will show how well he can handle it.
4. Remember that the den leader takes the lead, but the den chief is a part of the leadership team. Train him as a team member.
5. The den chief should be encouraged to think, talk and act as a Boy Scout, in order to set a good example. But he should be reminded to lead Cub Scout not Boy Scout activities.
6. Encourage the den chief to help Cub Scouts with craft projects, but he should not do one of his own.
7. Encourage the den chief to talk about Boy Scouting. It could make the difference in motivating younger boys to join.
8. Avoid placing too much responsibility on the den chief. This is as bad as giving him too little responsibility. Remember his patrol and troop obligations.
9. Get to know the den chief and understand his problems. He will appreciate the support and interest.
10. Treat the den chief with respect. Cooperate with him and he will most likely cooperate in return.
11. Give recognition to the den chief at special times of the year and on those occasions when he has done a job well.
12. Build up the den chief in the eyes of the Cub Scouts so they will respect him. Praise publicly. Criticize privately.
13. Four important words to remember: OBTAIN, TRAIN, USE, PRAISE.

DEN AIDES

The den aide is a teenage boy or girl, ages 14 through 17, who helps a den leader succeed in bringing the benefits of Cub Scouting to the members of the den. This new leadership

role was approved by the Boy Scouts of America in June, 1983.

Den aide leadership is optional with packs and used where needed and wanted. This is a nonregistered, nonmembership position to be considered as a supporting role.

The den aide is a substitute for den chief and assistant den leader where neither den chief nor assistant den leader are available.

While the den aide position is now available for packs anywhere, it is designed principally to strengthen Cub Scouting in rural and inner-city communities. The den chief method of operation will still be used in most other packs.

The den aide works under the direction of the den leader, assisting the leader in most aspects of successful den operation. Packs that have den aides usually do not find it possible to recruit den chiefs. In dens that have both a den aide and den chief, the den leader defines the duties of each. The den leader, den chief and den aide work as a leadership team.

DENNER/ASSISTANT DENNER

The Cub Scout denner is a den member, elected by the den for a short period, usually 1 or 2 months. His responsibilities are determined by the Den Leader and Den Chief. This might include helping to set up the den meeting place and cleanup; helping with games, ceremonies, tricks, and puzzles; leading a song; or acting as den cheerleader. He should be given meaningful responsibilities and recognition to help him learn how to be a leader, so all boys will look forward to their turn. The assistant denner assists the denner and usually becomes denner for the next term. The short term of office allows all boys to serve in these positions.

STRESS MANAGEMENT

Stress is a normal part of life. Stress reaction functions to help us cope with any maybe even survive the alarms of living. It increases strength, improves concentration, awakens mental processes, dilates eyes, quickens breath, and generally, within limits, increases efficiency.

The very factors that make stress a desirable element of life, if taken to excess, cause it to be destructive. Imagine being in a state of readiness with muscles tensed for work for a long period of time. After a while, the highly efficient state of readiness degrades to fatigue and, if continued, to exhaustion.

In between normal stress and life threatening stress lies the area in which the individual can and should manage.

PREVENTING STRESS

Cub Scout volunteers are doing something recommended by almost all authorities to manage stress; giving of themselves to a volunteer organization with the absolute right to do as much or as little as desired.

The following are suggestions for preventing stress:

- * Live within self-imposed limits.
- * Don't stretch these limits by volunteering too often.
- * Set personal goals. Be wary of trying to meet someone else's expectations.
- * Practice altruistic egoism. Give a little to get a little.
- * Maintain good health through diet, exercise and proper rest.
- * Improve spiritual health by strengthening relationships with God.

There are simple anti-stress strategies which are applicable to work, social and family relationships.

Apply these techniques:

- * Deliberately cultivate and deepen the relationships with the significant people in life.
- * Try to be open and honest and share feelings with others honestly; even anger.
- * Use the gestures of affection. Speak first, be attentive, show interest in the other person.
- * Allow space for other people. Give them room and time and privacy.
- * Be very cautious about judgment and criticisms. Try to understand. Have empathy.
- * Listen actively. Flatter others by listening to them rather than have them listen.
- * Be willing to apologize and acknowledge mistakes.

There are several simple methods that can be employed at any given time to help relieve stress. They are:

- * Massage
- * Catnap
- * Daydream
- * Controlled breathing
- * Do something different
- * Sing in the shower or tub
- * Start a hobby
- * Stretch the entire body

Practice any one or several of these and feel the tension melt away.

Someone has said: "Life is what happens to you when you have other plans." Remember it to help maintain a realistic sense of balance.

STRESS AND CUB SCOUTING

The following topics are relevant to some Cub Scouting situations, some of the time. In general they represent problems at a pack or district level

which start small and get increasingly worse. The result of these and similar problems, if they are not dealt with, is what is called "the burned out leader". Actually, they are just sources of stress.

Lack of parental support:

When parents register their son as a Cub Scout, they sign an agreement to support the pack and the volunteer leaders. They must understand that their part of the contract calls for active support.

No recognition:

Adults need recognition too. Block out a bit of time at each pack meeting, pack committee meeting, or other meeting to recognize the contributions of adult Cub Scout leaders.

Untrained leaders:

The Boy Scouts of America has the best training resource system of any volunteer organization in the world. Take a firm stand and insist that peer leaders make use of the basic and supplemental training available.

Poor program:

There are two simple keys to good program; use of themes and program planning. Resources include roundtables for thematic examples and Program Planning Helps. Use them.

Scant committee:

Accept the notion of a community of purpose among the parents of Cub Scouts. Recruitment is merely the matching of skills with tasks. If everyone does something, a few can do a little more.

No money:

One of the major premises of Cub Scouting is that the boys should help support the program. Accepting that premise leads to the conclusion that the boys should accept the burden of helping raise money. Within certain sensible and logical restrictions, money can be raised, the boys will

love it and the aims of Cub Scouting will be furthered.

Serious business:

When plans go awry, some of the best possible Cub Scouting happens. By the way, if the leaders stay cool and relaxed, everyone will think it was planned that way. The boys will note the relaxed atmosphere and be happy and have fun. Not bad!

No fun:

One of the best paybacks for investing time as a Cub Scout leader can be having fun. Loosen up and try to have fun. It works and it infects others. Fun is contagious!

Bureaucracy:

Some people in pack organizations function as if a crown comes with the title. We are all volunteers, we all have one vote on the committee and all ideas are worth hearing. If help is needed, ask the unit commissioner.

Bad communication:

The transmission of an idea from one mind to another, more or less undistorted, is the most difficult thing humans attempt. Give this process the time and attention it deserves. Good intentions are no substitute for accepting the responsibility for good communications.

Summary

Stress is a necessary and normal part of life. If carried to an extreme, stress can be life-threatening. Learn to recognize some warning signs --disillusionment, depression, alienation, unhappiness. Seek to eliminate the chronic causes of stress or cope with it as it occurs. Change the things that can be changed, accept those which cannot. Enjoy Cub Scouting and the boys.

DUTY TO GOD

The "Charter and Bylaws of the Boy Scouts of America" maintains that no boy can grow into the best kind of citizen without recognizing his obligation to God. Scouting is absolutely nonsectarian in its attitude toward that religious training. BSA does not define what constitutes belief in God or the practice of religion. Membership in a religious organization is not required. However membership and participation in the religious programs and activities of a church, synagogue or other religious association is strongly encouraged. The convictions of those who exercise their constitutional freedom to practice religion as individuals without formal membership in organized religious institutions is respected. Religious instruction is the function of the parents and the religious institution to which the boy belongs. It is BSA policy that the organization or institution with which a Cub Scout is connected shall give definite attention to his religious life.

A "well-rounded" person is generally thought of as one who is well liked by others, successful in their job, obeys the laws and rules of society, a church worker and perhaps a civic worker in some organization. This could apply to our youth of today just as well. A "well rounded out" Cub Scout is well liked by other Cub Scouts and school friends. He obeys the code of home, school, and other people. He works hard in school to make good grades and is willing and eager to learn. He attends church and Sunday School regularly with his parents and takes an active part in extracurricular church activities. Perhaps he runs for an office in his grade at school or even has outside activities such as soccer, baseball, etc. where he can exhibit leadership abilities. This is an example of a

"well-rounded" young man.

The principles of the Cub Scout program are often summed up in the words "Cub Scout spirit". Like the wind, this spirit is invisible, but it has great power when harnessed. How to catch this spirit is described by the words of an old sailor who was asked by a young lad: "What is the wind?" The old sailor replied: "I don't know what the wind is, but I know how to set the sail". In Cub Scouting, a leader tries to help a boy to set the sail of his life to capture the spirit of the Cub Scout promise. As he experiences the warm feeling of citizenship through service as he does a good turn, he can also be made aware that he is helping to fulfill his duty to God in the spirit of the Good Samaritan.

Even though Cub Scout leaders are not responsible for giving religious instruction, they do have an important responsibility in this area. It must be impressed on Cub Scouts that living the Cub Scout promise is as much a requirement as earning badges. For a boy to be a good Cub Scout and to advance, he must recognize his duty to God and do something about it. How does a leader help?

One easy way to acknowledge a supreme being is to take a hike with the boys. Talk about the trees, how they grow from a tiny seed, the grass and even the weeds - how they flower and mature. If the group happens on a nest of young animals or bird eggs, explanations may be very simple - With God's help the adults care for the young just as in human families. Another way to teach compassion is to have an outing to a nursing home or children's ward in a hospital to sing or take gifts.

Leaders and assistants are role models for the boys. There is no place in Scouting for double standards. Respect for leadership and

teachings may be lost if ideals are not adhered to.

On picnics or hikes, call attention to how litter makes an area look soiled just like dirty clothes may a boy look soiled. Show the boys how to clean up an area after a picnic and be sure adults do a fair share. Teach the boys to put candy and gum wrappers into their pockets and do the same. Step on a cigarette, pick it up and pocket it. Don't leave it on the ground to litter. Cub Scouts can be taught to dislike litter.

When driving, always obey the signs and speed laws; then when driving young people it will come naturally to you. When walking, obey walking regulations -- walk on the correct side of the street (toward oncoming traffic), cross at intersections, stay close to the curb, walk, don't run at the corners, look both ways for cars and no horseplay -- leave that for the parks and open country.

Take the den or pack on a bicycle ride. Teach then the safety rules - always ride with traffic single file, no jumping curbs, sudden swerves, etc. If the boys learn the proper way to handle a bike, parents can feel safer when they are out alone.

This is all part of learning to live in the community and being a better citizen. Learning to have respect for other people's property is a tough lesson to learn. Teaching can start in den meetings in the home. Have ground rules and expect them to be obeyed. Respect for other people's property is a continuing learning experience. "Property" can extend to other people's privacy, money, time and help.

Cub Scouts can work on a badge for their interest in their church and their community. They can learn more about their church - its inner workings, etc. This is done with the

pastor or a representative appointed by him. Requirements for different religions vary in time and some in depth. It is an extracurricular activity for the Cub Scout and an experience he will never forget.

CUB SCOUT RELIGIOUS EMBLEMS PROGRAM

From the beginning, the Scouting movement has encouraged its members to be faithful in the practice of their religions. The Cub Scout promise, Scout oath and Explorer code all call upon boys to pledge themselves to do their duty to God. Scouting does not favor any faith over another. Rather, it provides programs and ideals that complement the aims of all religions, with the result that religious bodies are the single largest category of chartered partners for packs, troops and posts.

All of the major churches and other religious bodies in the United States have programs to recognize the Cub Scouts, Boy Scouts and Explorers who demonstrate faith, observe their creeds or principles and give service. The religious emblems are not Scouting awards. They are presented by religious groups to boys who work with their religious leader or a counselor on a fairly demanding program of requirements which often takes a year or more to complete.

In most cases, a youth member may start work toward a religious emblem as soon as he joins a unit. However, some religious bodies require that he achieve a certain rank or progress awarded, or have been in the unit for a minimum period, before he can receive the emblem.

A summary of the requirements for each emblem and the address to write for more information are given here. Many of the booklets are available at the Scout Service Center. Additional information can also be obtained from

Religious Relationships Service, Boy Scouts of America, P.O. Box 61030, Dallas/Ft. Worth Airport, Texas 75261
BAPTIST...(General Protestant)
God and Family

For 9 and 10 year old Cub Scouts, under supervision of pastor, with parents or guardians involved in the home as counselors. Basic thrust is to help boys understand more deeply their faith as it relates to their home and family relationships as they relate to the church.



BUDDHIST
Metta Award

Information folder and applications available from:

Buddhist Churches of America
National Headquarters
1710 Octavia Street
San Francisco, California 94109

It is earned by Cub Scouts with at least three months' of service. It provides a deeper enrichment of the Buddhist shrine, Buddhist holidays and the childhood teaching of Buddha.



EASTERN RITE CATHOLIC
Parvuli Dei

For materials and information please contact:

Catholic Relationships
BSA P.O. Box 61030
Dallas/Ft. Worth Airport
Texas 75261

You can also get the booklet from you local Scout Shop.



EASTERN ORTHODOX
Chi Rho

To help a boy become more aware of God's presence in his daily life, especially through things he does in his home and church. There is close cooperation between family and church by using parents or guardians and parish priests as counselors.



EPISCOPAL
God and Family



GENERAL PROTESTANT
God and Family

For 9 and 10 year old Cub Scouts, under supervision of pastor, with parents or guardians involved in the home as counselors. Help boys understand more deeply their faith as it relates to their home, and family relationships as they relate to the church.

Information:

P.R.A.Y.
P.O. Box 179
St. Louis, MO 63166



HINDU
Dharma

For Cub Scouts and Webelos Scouts ages 8 through 10. Program is designed to help a Cub Scout become

more aware of God's presence in his daily life, especially within his home and community.

JEWISH

Aleph

For Cub Scouts and Webelos Scouts who have earned the Bear rank or five activity badges and have been registered for at least six months. The Aleph workbook covers knowledge of Torah, prayers, religious holidays, the synagogue, Bible heroes and American heritage. The Aleph medal is presented at a Scout Sabbath program in February or on Hanukkah or at some other appropriate occasion.



* #15-105 free pamphlets - Hanukkah Program Suggestions for Cub Scout leaders - a 17 page brochure containing program suggestions for the observance of Hanukkah by a Cub Scout pack. Skits, games, and arts and crafts are included.

CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

Faith in God

For Cub Scouts who have earned Bear rank or at least five Webelos activity badges. Requirements include prayer, Bible stories, genealogical chart, leadership and service. Information from:

Church Distribution Center
1999 West 1700 South
Salt Lake City, Utah 84104



LUTHERAN

God and Family (Pro Deo Et Patria)

The requirements cover projects of the boy's faith, worship, witness, the church ministry and service. It's for 9 and 10 year old Cub Scouts. The work program is prescribed by the church's ministry and is found in most council offices. It is a workbook which enables a boy to discover himself in relationship to God, home and community.



REORGANIZED CHURCH OF JESUS CHRIST OF LATTER DAY SAINTS

Light of the World

World Community Program

For boys between the ages of 8 and 11. Emphasis is on personal, family and church relationships in activity-centered requirements. Information:

Reorganized Church of Jesus Christ of Latter Day Saints
The Auditorium
Independence, MO 64501



ROMAN CATHOLIC

Parvuli Dei (Little Children of God)

The Parvuli Dei emblem is for registered Cub Scouts of Roman Catholic faith. This emblem is a recognition the church gives Cub Scouts for advancement in religious knowledge, spiritual formation and awareness of God's presence in their daily lives. Non-Catholic Cub Scouts may take part in the program with parental permission.

SALVATION ARMY
Silver Crest

This emblem is awarded in recognition of advancement in religious knowledge and service. Any boy can work for the Silver Crest emblem if he is a Salvation Army junior soldier and is registered with a Cub Scout pack. However, to receive the emblem, he must have been a junior soldier and a Cub Scout for at least six months, and be at least in the fourth grade.



RELIGIOUS EMBLEMS DEVICES

Youth religious emblems square knot. Cloth, silver know on purple, # 5014 for Cub Scouts, Boy Scouts, Explorers or Scouters. Adults may also wear this knot if they received an emblem(s) as a youth. The devices indicate which emblems were earned.

Religious emblems medals are worn on formal occasions only.

PRAYERS FOR CUB SCOUTING

Sometimes it is difficult for us to offer up a prayer that fits Cub Scout situations that can be understood by both the boys and adults. Here are a few suggestions that can be used for various occasions and also learned by Cub Scout age boys. Perhaps they will help when occasions call for a prayer.

O God, the Giver of all good things, grant that we may be good Cub Scouts they day; not only to be good but also to do good by helping other people. Help us to do our best to live up to the Cub Scout Promise. We pray these things in Thy holy name. Amen.

We thank you, God, for our pack; and for all the boys and families who are touched by Scouting. Make us strong as we work together to help other people, and as we do our duty to You and to our country. Help us remember to live by the Law of the Pack and the Cub Scout Promise. Amen.

Dear God, bless all the Scouts around the world. Help us to remember that many of us are working together to help make the world a better place. Guide our words and our actions so that we set the kind of example you want us to. Amen.

We thank You, O God, for all the loveliness of nature, which is Your special handiwork. Everything is wonderfully made with such care. Help us to understand our world more and more and to know how we can help take care of the things which You have make, and keep them beautiful as You meant for them to be. Amen.

GRACES

We thank Thee for the morning light, for rest and shelter of the night; for health and food, for love and friends; for everything Thy goodness sends. Amen.

O God, who gives all things good, we pray Thee now to bless our food. Amen

For these gifts we thank Thee Lord, and we pray that all our deeds may praise Thee, not merely what we say. Amen.

For these and all the things we hold dear, and mostly for Thy loving care, we thank Thee, O God. Amen.

DUTY TO COUNTRY

Ways to help Cub Scouts learn to appreciate their country and to place it and others before themselves:

1. Den and Pack Elections

Whenever a Cub Scout is needed to fulfill a role within the den or pack, hold a simple election. Receive nominations from the Cub Scouts. Explain what "nomination" means. Hold a simple election, (hand vote, secret ballot) Make a simple statement to tie in what they have done to local government, etc.

2. Decision Making Within the Den

Whenever possible, let the boys make the decision regarding trips, hikes, tours, etc. A simple vote (under your guidance). Fully explain the event, etc., then let Cub Scouts decide (majority wins). short discussion here about the right of the majority. Always remember YOU are the mature person here, guide carefully and artfully.

3. Cub Scout Service Projects

Seek out single projects Cub Scouts can do to benefit the community, a school, or a church. Work with a Scout Troop if possible. Explain the project: Why it is fun. How it helps others. When? Where? Why? Include some sort of reward incentive. ALWAYS obtain permission and help of the Scouts parents. Cub Scouts vote to do or not to do the project. This will depend on how well you, as the leader, present the project.

4. Displays and Activities Around National Holidays:

Birthdays - Washington, Lincoln, Martin Luther King, etc. Show a picture, tell about who the person was and some of the things they are

famous for.

National Holidays, etc. - Labor Day, Columbus Day, July 4th, Election Day, etc. The explanation should be quite brief but should be touched on during a meeting to help the boys learn about the importance of their country and its history.

5. Visit to Historical and Community Locations:

Special historical places near you - visit if you feel Cub Scouts will understand and begin to appreciate it.

Visit Community Service Locations: Fire Station, Police Station, Salvation Army, Goodwill, Local National Guard or Reserve Unit.

6. Conduct a Flag Ceremony at the Beginning of each Pack Meeting.

CUB SCOUT WORLD CONSERVATION AWARD

Cub Scouts can earn the World Conservation Award which has been developed in cooperation with the World Wildlife Fund and World Scouting Bureau. A distinctive patch is available.

This award can be earned only once. However, Cub Scouts should be encouraged to repeat conservation good turns, since tomorrow's world depends on what we do today in caring for our land. Further information and applications may be obtained from the Scout Service Center.

PROJECT S.O.A.R.

PROJECT S.O.A.R. (Save Our American Resources) is a national conservation award which may be earned by Cub Scouts by participating in nature and conservation activities. Boys, dens, and packs are encouraged to participate in conservation projects for it is only through their efforts that our world is preserved.

BOY BEHAVIOR

One of the first things a den leader needs to learn is that even though all boys of this age may share some similar behavior characteristics, they are all still very different from one another and need to be treated as the unique individuals they are.

To appropriately deal with children's behavior there are several concepts that adults need to understand. One of the most important is to actively try to interact with the children when their behavior is positive as well as when it is undesirable. To help do this the leader should remember the four basic ingredients for building positive relationships (with anyone, not only children!):

1. Mutual respect - realize that respect is earned and not automatic because of size or age.
2. Take time for fun - qualitative not just quantitative.
3. Encouragement - a cooperative relationship depends on how children feel about themselves and how they feel about their leader.
4. Communicate love - everyone needs to be loved.

REASONS FOR MISBEHAVIOR

The next important fact to remember when dealing with behavior is that all behavior occurs for a social purpose; it is goal directed and usually the main goal is to belong. Children who misbehave are generally children who are discouraged. They do not believe they can belong in useful ways so they seek to belong through misbehavior. Since misbehavior serves a purpose, it is best understood by observing its consequences. Observe adult reactions to the child's misbehavior. Their

feelings point to the child's goals. The following categories are called "goals" in the sense that the misbehavior achieved something for the child:

1. Attention - children prefer negative attention to being ignored. The leader will feel annoyed.
2. Power - some children feel they are significant only when they are boss. The leader will feel angry or provoked. Withdraw from the conflict.
3. Revenge - Some children are convinced they are not lovable and find their place by being cruel and disliked. The leader will feel deeply hurt. Do not retaliate. Try to be more encouraging.
4. Display of inadequacy - some children are deeply discouraged and have given up hope and attempt to keep others from expecting anything of them. The leader will feel despair. Eliminate all criticism, and focus on the child's strengths and assets.

In summary, remember much misbehavior stems from discouragement. Therefore, the leader must attempt to help a child develop a positive belief system about himself.

DISCIPLINE

A brief word about discipline. It is important to realize that attitudes and beliefs about discipline affect the way leaders respond to problems with children. Most of these attitudes come from the leader's past experiences with their parents. Discipline is not the same thing as punishment. Effective discipline is a problem-solving response used by parents to help their child learn how to respond to a problem situation. In order to be effective, discipline must teach something to the child.

Whenever leaders are interacting with children, always remember the value of encouragement is to increase the individual's confidence in himself and be able to convey to them that they are good enough as they are, not as they might be. It is an effort to build self-esteem in the child.

GETTING THE MOST OUT OF BOYS

Few Cub Scout leaders would be involved in Scouting if it were not an enjoyable experience. However, getting the most from the boys and having a well-disciplined den in keeping with their age and development, can be difficult.

There are several tried and true methods:

- * Discuss the ground rules at the very beginning. The boys need to know that there is a time to be serious, that Scouting has its solemn moments, too.

- * Deal with problems as they happen and be ready to step in when things appear to be getting out of control.

- * Use the Cub Scout sign to get attention and/or a signal for quiet.

- * Never shout to get attention. Speak softly and the boys will need to be quiet to hear.

- * Use a den code of conduct. Let the boys help establish the rules. Make the rules fit the den. They should be simple, clear and concise. Remember a good rule should be reasonable, definable and enforceable.

- * Plan ahead. Plan meetings so the boys know what to expect. Tell them the plans, i.e. opening, song, snacks, craft, play football, closing. This excludes the question: "What are we going to do next?"

- * Keep den and pack meetings going as a fast pace.

- * Give the boys responsibility and let them know it is expected that they meet it.

- * Get the boys into uniform. Be a good example.

- * Try to see things through the boys' eyes.

- * Get to know each boy and something of his home situation. This knowledge can make a great deal of difference in how a leader deals with unusual situations involving the boys.

- * Never discipline under the influence of anger.

- * Do not create impossible goals for the boys.

- * Be totally fair. Do not "pick out" or "pick on" any boy.

- * Always be ready to listen to a boy's complaint.

- * Listen to understand.

- * Give the boys the opportunity to make choices in the den activities.

- * Be positive and optimistic.

- * Use a Good Conduct candle.

SAMPLE CODE OF CONDUCT

Leave books and coats in front hall.
Go directly to den meeting room.
No running or wrestling indoors.
Bring dues and handbook to each meeting.

When riding in car, show courtesy towards driver and observe safety rules.

If a boy misbehaves more than three times in a meeting, he will phone his parents to pick him up immediately.

PROGRAM PLANNING

The most important responsibility of leaders in Cub Scouting is the program planning. The quality of the Cub Scout experience each boy receives will depend on how leaders schedule and carry out the essential planning procedures. Den Leaders spend the greatest amount of time directly with the boys. The committee members of the pack need to use their efforts to provide the materials, help Den Leaders to make their jobs easier, more enjoyable and meaningful.

Program planning in Cub Scouting is not a complicated process. It is a simple, easy procedure that can be fun and rewarding. A program that will stand the test of Cub Scout demands needs a proven plan, proper tools to work with, some materials and some helpers.

There are some basic concepts to understand before planning is started. Cub Scouting is a year long, 12-month proposition. It has enough variables to meet the needs and desires of any boy, any place. The program is built around a monthly theme for 8 and 9-year old boys, while the Webelos dens with the 10-year olds use activity badge areas for each monthly program. The Cub Scout program should have variety, action and purpose. The program must be FUN for the boys and their families.

There are many places a Cub Leader may turn for specific ideas to help plan the program. Scouting Magazine and Cub Scout Program Helps should be consulted first. Do not forget Boys' Life and other Cub Scout literature. There are the boys' handbooks, Pow Wow books, Cub Leader Roundtables and local libraries. One thing is for sure: The Boy Scouts of America provide plenty of literature, etc., to help in this important planning task.

ELEMENTS OF PLANNING

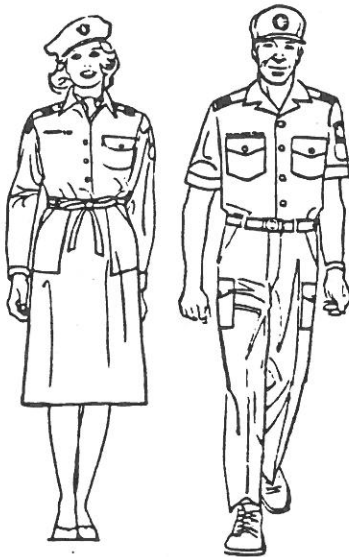
The Cub Scout program should include:

1. **An Objective.** Program activities should meet the purposes of Cub Scouting and provide opportunities for physical, spiritual, mental and social growth. These are the lasting values.
2. **Theme continuity** from meeting to meeting, so things do not "just happen" for the sake of filling time. The monthly theme helps provide this continuity and is the focal point for all activities.
3. **Fun.** This is the reason the boys are there and why they will come back. Cub Scouting must be fun, not only for the boys, but for the whole family.
4. **Variety** in the activities used to achieve the purposes of Cub Scouting. Boys like to sample many different things. Include games, crafts, skits, songs, stunts, ceremonies, trips, and outdoor activities for a well-rounded program.
5. **Action.** Action songs, active games, skits, running, jumping, hiking, playing -- things that help the boys let off excess energy and benefit them physically and mentally. Boys need to "do" and not just watch.
6. **Boy Appeal.** Action, noise, hammering, sawing, playacting, experimenting, mystery, excitement -- types of activities that appeal to boys.
7. **Family Appeal,** Cub Scouting is a family program with families working and playing together. Activities should help strengthen and enrich families.
8. **Achievement.** Boys need recognition so they will feel a sense of achievement, while they are having

fun.

9. **Resources.** Make good use of all people, facilities, materials, and equipment available. Use the talents and skills of leaders, families, boys and neighborhood friends.

10. **Flexibility.** Have a backup plan. A change in weather may necessitate a change in program activities. Don't be tied to a program planned several months ago. If the circus comes to town; if schools are closed unexpectedly for an extra day; or if something special happens of a national or local nature, make use of that surprise item or time. Try something new.



MEMBERSHIP

The Boy Scouts of America is a membership organization. Its charter from Congress charges it to make its program available to all eligible youth. However, before a boy can derive the benefits of the Boy Scouts he must become a member.

Those who administer the Cub Scout program must serve the membership and actively seek and recruit youth members.

How to get Membership - Actually, the Cub Scout program is almost self-activation from the sense of sparking the interest of boys. However, it is important to communicate the basics of the program to the right people (parents - sponsors) at the right time (boys, ages 8-10) to start the membership-ball rolling. What do we need?

1. **Sponsoring or chartered organization** - The Boy Scouts of America does not actively operate the Cub Scout packs. These are units through which youth members receive the program and training offered by the Boy Scouts. The Scouting movement charters community organizations to use the program as a resource to serve their youth and families. The units belong to their chartered organization. The success of Scouting's impact on youth can only be assured when both the chartered organization and the Boy Scouts of America cooperate and each meets its obligations.

2. **Recruitment** - School Night for Scouting is a concerted effort, usually in the early fall in the school systems. One evening is designated for all parents to gather at the school and join with the pack in that school. Use of an annual round-up technique is recommended to bring new boys and leaders to the program. These techniques may also be used during the school year to

pick up new boys who have turned Scouting age or who finally decide they want to join also.

3. **Uniforming** - If your Scouts wear their uniforms to school activities, interest to join will be created in other boys. A happy Cub Scout in uniform is an effective recruiter among his peers.

How to Keep Membership - We cannot do much to affect the character and fitness of our Cub Scouts if they leave the program too soon. A survey a few years ago indicated that most American boys wanted to be Cub Scouts. However, despite the attraction to Scouting, more than one half of the boys drop out in their first year.

Once they join, how can we make sure they stay? A survey in 1983 demonstrated that packs with the best leaders and strongest programs were holding boys longer. Some of the membership retention tips to come from the survey are:

1. **Have Quality Leaders** - What is a "quality leader"? Obviously one who is trained to do his or her job; one who knows what programs adhere to the aims of the Boy Scouts of America and the purpose of Cub Scouting. Such a leader is knowledgeable, confident, uniformed, sets a good example, gives guidance, is firm but also fun, and lives by the Promise, Law of the Pack and Motto. Such a leader has a good attitude, is dependable and can make the purposes of Cub Scouting live in the life of a boy.

2. **Have a Strong Program** - A strong program is one built on the nine Purposes of Cub Scouting. It should be well planned, challenging to the boys and have plenty of active play and work. Most of all though, it must be FUN! Unless a Cub Scout finds the program fun, he becomes a probable drop-out. Year-round den and pack

activities are recommended to raise boy retention rates.

3. **Utilize Recognition and Advancement** - One of the results of a good program is advancement. Earning badges and other awards is very important to the Cub Scout age boys. Receiving their awards in special ceremonies is also important. So, regular advancement and recognition in ceremonies are vital to Cub Scout tenure.

4. **Get Parents Involved** - Packs with longest boy tenure are those which have parents who come to Pack meetings, take an interest in their son's advancement, help with special activities when asked and provide other assistance to the den and pack. Induct parents early...keep them longer. Parents need training too...so start off with Basic Orientation, use Parent-Talent Survey forms and involve them in the advancement ceremonies.

5. **Have Good Communication** - Boys, parents and leaders need to know what is happening in the pack and what is going to happen. Good communication is essential.

6. **Participate in District & Council Activities** - A pack should take part in district and council events such as Scout-O-Rama, Physical Fitness, Cub Day Camps, and Webelos/father activities.

7. **Work with Chartered Organization** The pack committee must work closely with the Pack's sponsor. Such cooperation strengthens the leadership and resources of the pack and lengthens tenure of the boys.

8. **Practice Good Uniforming** - Cub Scouting is a uniformed organization. Most boys like to wear the uniforms. The largest and strongest packs are fully and correctly uniformed. It is important that the leaders set the

proper example and always appear in correct uniform at Scouting functions.

9. **Be Proud to be in Scouting** - A strong pack, with a strong program and committed leaders, develops pride in its members and this pride translates into tenure. Scouting is an organization equaled by none: Be proud to be a part of it!

One of the end products of good Cub Scouting is fun...fun for the boys, fun for the parents, and fun for the leaders. Remember, "Keep it Simple - Make it Fun!"

MEMBERSHIP IN THE PACK COMMITTEE

Often units fail because the Committee fails, and units succeed because they have good committees. Any committee can be a good committee. Thought, planning, and effort are required, such as:

1. **Know Your Parents** - As soon as a new family joins your unit, introduce them to the committee members. Use the Parent-Talent Survey sheet (available from the Scout Service Center) to find out about employment, hobbies, Scouting background, camping equipment and other resources. Have every parent complete one. Keep them available and refer to them frequently.

2. **Find the Best Recruiter in the Unit** - Find the person who knows many of the parents. Let him convince other people they are needed.

3. **Get Everyone Involved** - Give each committee member a job. This will dramatically increase their interest in the unit. However, continue recruiting even though the key jobs are filled.

4. **Make Sure Each Person Knows His Job** - This requires training, by

whatever method. The Boy Scouts of America has publications covering almost every job.

5. **Recruit Two-Deep Leadership** - Help every leader find an assistant, preferably someone whose son is younger than his own.

6. **Hold Regular Meetings** - Check your unit, district and council calendars for possible conflicts. Then set up a regular monthly committee meeting...same day, same time, same place.

7. **Appreciate the Value of Everyone's Time** - Be prepared! Have a printed agenda for every meeting. Dispense with unnecessary reports.

8. **Communicate** - Try to call each member once a month to see how things are going. This is a built-in early warning system for problems which need attention. Send a reminder of each committee meeting.

9. **Create a Friendly Atmosphere** - Treat each person on the committee as if he were a good friend, and soon he will be.

10. **Appreciate a Job Well Done** - It is impossible to wear out the phrase, "Thank You". Use it often. Come up with special awards for special occasions.

These are a few suggestions to improve membership in your pack committee. Try them, allow time to see the results.

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5. **Recruit Two-Deep Leadership** - Help every leader find an assistant, preferably someone whose son is younger than his own.

6. **Hold Regular Meetings** - Check your unit, district and council calendars for possible conflicts. Then set up a regular monthly committee meeting...same day, same time, same place.

7. **Appreciate the Value of Everyone's Time** - Be prepared! Have a printed agenda for every meeting. Dispense with unnecessary reports.

8. **Communicate** - Try to call each member once a month to see how things are going. This is a built-in early warning system for problems which need attention. Send a reminder of each committee meeting.

9. **Create a Friendly Atmosphere** - Treat each person on the committee as if he were a good friend, and soon he will be.

10. **Appreciate a Job Well Done** - It is impossible to wear out the phrase, "Thank You". Use it often. Come up with special awards for special occasions.

These are a few suggestions to improve membership in your pack committee. Try them, allow time to see the results.

CUBMASTER'S CHECKLIST

The Cubmaster is the Chief Executive of the Pack Administration team. The Pack Committee plans the overall pack activities much like the Congress enacts our laws. The Cubmaster, much like the President, puts those plans into action. The following check list is submitted as an aid to the "Chief Executive":

1. Maintain a roster of the Chartered Organization leaders. Know their names and phone numbers, for example the PTA President, School Principal, Pastor, etc. Call on them for membership help.
2. Work with the Pack Committee Chairman in calling annual and monthly planning meetings. Pre-plan these meetings with the chairman.
3. Be sure the Scouting Coordinator actually conducts a liaison with your Chartered Organization. Also, be sure the Scouting Coordinator attends monthly District meetings and periodic Council meetings. He is your representative to those groups.
4. Conduct frequent visits with the Den Leader Coach. Watch for signs of faltering membership or lack of interest in the dens. Work with the DLC when necessary to replace a Den Leader.
5. Constantly recruit Committee Members. Look for "two-deep" leadership in all positions.
6. Stay in touch with your Chartered Organization. Even if you have an active Scouting Coordinator, try to visit your sponsor a least semi-annually and report on the status of the Pack.
7. Conduct monthly Committee meetings with the Chairman. Receive and review reports from all Committee Members especially those dealing with

membership, advancement, and program.

8. Observe all aspects of Pack activities and involvement to make sure the policies of the Boy Scouts of America are observed. Refresh your recollection of the policies periodically. (See Cub Scout Leader Book)
9. Help the Treasurer with the books and finances. Be sure you co-sign all checks.
10. Develop a list of Boy Scout troops in your area with the names and phone numbers of the Scoutmasters and Committee Chairman. Call on them for assistance in advancement ceremonies. They will also supply you with Den Chiefs. Encourage troop visitation by your Webelos.
11. Review your parent roster. Know their interests and resources. Use the Parent-Talent Survey Sheet. Try to visit with parents personally. You can talk with them before and after pack meetings or call them from time to time.
12. Know the name, address and phone number of your District Chairman, District Commissioner, and District Executive. They are the "Key Three" administering to your District. Also know who your Unit Commissioner is. Call on these people for help about any problem you have. If they cannot solve it, they will know where to go for the solution.
13. Keep an eye out for your successor. Train that person for your job approximately one year before needed.
14. Stress proper uniforming ... boys and leaders, too!
15. Remember, keep it FUN!!!!

THE PACK MEETING

There are several elements of a successful pack meeting. The most important thing to remember is that the pack meeting is for the boys. Cub Scouting is their program...not the adults'. Elements of a good pack meeting include:

Planning
Timing
Participation
Fellowship
Recognition
Spirit
FUN!!!

The meetings should be planned with goals in mind. Themes, current fads, or events that the Cub Scouts are interested in can help to keep things on track. Pack meetings should be kept under 90 minutes in length. The interest of a child is limited. So is that of an adult, especially if there is a good show or football game on TV at the same time as the meeting.

The Cubmaster should not be the only adult involved in the program. Parents, leaders, and the boys should be involved. Individual den participation is essential. If boys and their parents are involved, they are more likely to enjoy the program and keep coming in the future.

Fellowship is a must for any pack meeting. A gathering time activity such as a game before the meeting gets people together and acquainted. Fellowship after the meeting is just as important. Refreshments are a good way to get people to mix and visit. This is a great time to recruit adult volunteers.

Prepare a written agenda for the pack meeting and be sure to use it. See that all leaders have copies before the meeting starts. Stay with the written game plan unless something

drastic makes you change. The use of the written plan will make the meeting move smoothly and permit it to end on time.

FUN... the most important element, should not be overlooked. If people have fun, they will return and will remain enthusiastic about the Cub Scout program. The spirit of Scouting should prevail throughout the pack meeting. Show enthusiasm for the program...enthusiasm is contagious.

ELEMENTS OF A GOOD PACK MEETING

1. Meeting lasts no longer than 1 1/2 hours.
2. Meeting includes all of the elements of planning.
3. Conducted by Cubmaster, with responsibilities delegated to other leaders.
4. Welcoming committee to greet people as they arrive.
5. Good seating arrangement.
6. Exhibits and displays by dens.
7. All equipment and materials on hand before the meeting begins.
8. Cub Scouts, Webelos Scouts, and leaders in clean, neat uniforms with proper insignia.
9. Detailed, well-planned, written program conducted without delays. Copies of the agenda in the hands of all people on the program.
10. An orderly meeting, opened and closed on time.
11. Meeting planned to climax den preparation and include each Cub Scout and Webelos den participating in some way.

12. Advancement awards presented to parents or other family members who in turn, present them to the boys.

13. Impressive induction, advancement and graduation ceremonies.

14. Family involvement in meeting activities such as games, songs, stunts.

15. No excessive speechmaking or lengthy announcements on the program.

16. Adequate, safe, clean place to meet.

A SAMPLE PACK MEETING AGENDA

Before the Meeting

1. Room Arrangement

- Are the chairs in place? Are den sections marked?
- Are the U.S. flag and pack flag properly displayed?
- Is the head table in place?
- Are tables set up for den exhibits? Are they marked with den numbers?
- Is the door unlocked, lights on, restrooms open? Is ventilation and lighting good?

2. Materials and Equipment

- Are badges, pins, and other awards ready?
- Is ceremony equipment or props ready?
- Is preopening activity equipment or material ready?
- Are game equipment and prizes ready?
- Have you decided who does what and when?

The Gathering Period

People never arrive at meetings all at one time. Usually it takes 15 to 20 minutes for a group to gather. At

the pack meeting we do not waste this time, but provide interesting things for boys and families to do. This is important not only from the standpoint of making good use of time, but it helps prevent confusion and noise.

- Greeters welcome people as they arrive.

- Den Leaders act as den hosts or hostesses in welcoming den families and making them feel at ease. They make introductions of new people and see that everyone knows where to sit. They encourage family members to see the exhibits.

- Cub Scouts and Webelos Scouts take their exhibits to the Den Chief, Assistant Den Leader, or whoever is setting up the exhibit table.

- A preopening game, stunt, or trick is good to help people feel welcome and keep the boys occupied until the meeting begins.

- The Den Leader may need to meet briefly with the den to cover last minute details of the den's part in the pack meeting.

Main Part of the Pack Meeting

1. **Opening Ceremony** - The opening can be led by the Cubmaster, other Pack Leader or a den may be assigned the responsibility. It could include a patriotic song or the Pledge of Allegiance to the flag. Or it could be a ceremony related to the monthly theme.

2. **Song** - If a song is not used in the opening, now is a good time for a Cub Scout song. Ask everyone to stand. Be sure all know the song, have a copy of the words, or print the words on a chalkboard or large piece of paper.

3. **Welcome and Introductions** - The Cubmaster introduces and recognizes visitors and makes them feel welcome. This would include new families, head of the Chartered Organization, Unit

Commissioner, Scoutmaster, or other visitors in attendance. Pack leaders can also be introduced at this time.

4. **Audience Participation Stunt** - An icebreaker or stunt will help get the meeting into high gear. Involve the entire audience. The Cubmaster can lead this stunt or the responsibility may be assigned to another leader or parent.

5. **Den Stunts and Skits** - Usually stunts and skits are related to the monthly theme. There may not be time for all dens to perform at every pack meeting, so they can take turns. Boys will have been preparing for this activity during the month so parents will have a hint of what is to come.

6. **Recognition Period** - At most pack meetings there will be Bobcat, Wolf, Bear and Webelos badges, arrow points, and Webelos activity badges to be presented. At some pack meetings there will be new family inductions, Arrow of Light Award presentations, graduations from Cub Scout den to the Webelos den, graduation into the troop, and other recognitions to be given to the boys and leaders. Each one represents a great deal of time and effort on the part of the boys, family, and leaders, and should be presented in a special ceremony. The presentation should be worthy of the award and the work that went into it. It is important that the boy's family take part. They are called forward with the boy, and a parent or other family member receives the badge to be pinned on the boy's uniform.

7. **Webelos Den Demonstration** - The Webelos den gives a demonstration of things learned during the month on the activity badge area. Be sure they are located where everyone can see and hear.

8. **Games** - Games provide most of the action in pack meetings. Relay races between dens, parent-son competitions, or skill competitions are good for pack meetings. Boys usually enjoy games in which their families take part. Simple homemade prizes can be awarded to winners, if desired.

9. **Announcements** - These should be brief and to the point - written, if possible. No long, drawn-out talks. Mention any special events or activities, the theme for the next month, and the date of the next pack meeting.

10. **Attendance Award** - Most packs give an attendance award. Some use the Parent Attendance Ribbon; some use a simple trophy like "Cubby" or other type of award to the den having the best parent attendance at each pack meeting. This is an incentive to the other dens to get their parents to come.

11. **Closing** - A den may be assigned the responsibility of a closing ceremony or the Cubmaster may give an inspirational closing thought. Whatever type of closing is used, it should be short.

After the Meeting

Many packs like to serve refreshments which can be furnished by a parents' committee or brought by assigned dens.

It is important that sufficient help be recruited to put the meeting room back in order. Scouts always leave a place as good or better than they found it.

HINT -- This plan can be changed to suit the needs of your unit. These are the important parts of a pack meetings but you may want them in a different order.

IT'S EASY TO PUBLISH A PACK NEWSLETTER

NEWSLETTERS SUIT TODAY'S LIFESTYLE. In a few pages, they provide useful information that busy readers can absorb quickly. Best of all, for both their readers and their producers, they are an easy and inexpensive form of communication. Here are some tips on publishing a pack newsletter.

Why are newsletters an easy form of communication? Primarily because newsletters are easy to read. By definition, a newsletter is only two to eight pages and the articles in it are generally less than one page long. Not only can an individual article be read in one sitting, but most newsletters can be read in their entirety in one sitting. People read them at their desks, on buses, in waiting rooms, etc. If they can't be read essentially in one sitting, they are not serving their primary purpose, which is to provide a quick source of information.

Why else are newsletters easy communication? Because they are easy to produce.

First, the writing style is uncomplicated. Newsletter articles are short and generally are expressed in everyday expository writing - for the most part in simple, declarative sentences. Compared with reports and books, for example, newsletters are indeed easy to write and edit.

Further, because the readers want information and nothing more, newsletters don't require sophisticated, expensive graphics. A neatly typewritten newsletter informs as effectively as a typeset newsletter. In fact, when a sense of immediacy is important to a newsletter, a typed format is even more effective than a typeset format. And if word-processing equipment is used, neat and error free copy can be produced

with a minimum of strain on the typist and the proofreader. Whether a newsletter is typed or typeset, a modest layout suffices, because the primary requirement of the format, like the primary requirement of the writing, is to make the newsletter as readable as possible.

Beyond all this, newsletters are easy to print. In their simplest form, they can be printed on a copy machine and stapled at the top or down the side. In a dressier form, they can be printed on folded forms and for eight-page newsletters, saddle-stitched if desired. For convenience, they can be three-hole punched for easy filing.

Last, newsletters can be adapted to the mailing capabilities of the pack. They can be folded in standard number 10 envelopes, or they can be self-mailers that are folded and stapled or folded and sealed. Unlike other printed materials, they do not require unusual envelope sizes or special packaging.

Quick turnaround time is another feature that makes newsletters an easy form of communication. The complete cycle of research (gathering the content), writing, editing, typing or typesetting, layout, and printing is short - from as brief as several days to no longer than two months, depending on the size of the staff, the availability of equipment, and the length and complexity of the newsletter.

And certainly the low cost of publishing helps to make newsletters an easy form of communication. Both the initial investment and the ongoing expenses are modest. Newsletters have no minimum or maximum print runs, and they can be printed on various types of copy machines. Also, the manpower requirement is small. Because the financial commitment is relatively small, even the

consequences of failure are less serious than for other projects.

SOME TIPS

Plan Ahead

So, if you are considering publishing a pack newsletter, here are a few tips you may find helpful.

As with any project, start by assessing the need. What purpose will the newsletter serve? Who will the readers be? What will the scope of the content be, i.e., what subjects will be covered and what percentage of the total space will each subject receive?

Assuming that you elect to go ahead with the project, select a name for the newsletter - a short and meaningful name. Forget about picking a catchy phrase that doesn't tell what the newsletter is about or whom it is for. Be specific, not general. The more accurately the name describes the newsletter, the greater the chance of attracting the readers the newsletter is targeted for. For example, Purr leaves one guessing, but How to Care for Your Cat leaves little doubt. In this era of specialization, people devote time only to items of interest. You, therefore, need to catch their interest immediately by telling them directly what your newsletter is about.

Next, considering your packs capabilities and budget, decide how often the newsletter will be issued and the number of pages per issue. Establish the graphics: the design of the flag (i.e., the design of the title on the first page), the number of columns and their width, the typeface, etc. Decide on the wording of the masthead and select its placement, which should be the same in each issue. If you plan any regular,

recurring columns, design individual logos for them.

Last, set up the publishing schedule. If your newsletter will contain articles from contributors, as many newsletters do, these articles can play havoc with your schedule, unless you plan realistically. For example, although you can figure approximately which issue will contain specific contributed articles, you should not - if you want to meet your deadlines - schedule specific articles until after they have been received. In some cases, you may be well advised to delay scheduling an article not only until it has been received, but also until it has been edited.

Along the same lines, here's another word of caution: don't make unnecessary promises to your readers. For example, don't state that the next issue will feature an article on camping until you have the finished article in hand, for you may find yourself in the position of having to write the copy to fill the column.

Work Efficiently

Make the writing job easier by not saving all the work for one long push. Instead, collect source material regularly and write up each article as soon as all the information is available. There is no advantage to writing all the articles at once. Try not to waste readers' time; as in newspaper writing, give the important facts first. Write headlines that describe the articles, so that readers can rapidly spot which articles they want to read and which they want to bypass.

To accomplish the editing efficiently, treat each issue as an entity. By seeing all of the issue's articles together, you can eliminate overlap and ensure consistency.

To do the layout, arrange the articles in order of importance. Put the lead article on the first page, of course. Put the secondary article on the last page, which, typically being an outside page, gets more attention than the inside pages. If feasible, use a ragged-bottom format (columns of uneven length), so that you won't need to spend hours cutting or adding material in order to make the columns align.

Since the articles are short, they rarely require subheads. However, subheads are convenient to use - and easy to add even at the layout stage - if a page needs some white space or if a column needs lengthening. Conversely, subheads are easy to remove if space is at a premium.

To give the newsletter its own distinctive image, keep the format and overall look the same from issue to issue. For example, a regular-column should preferably be placed in the same location in each issue. In this way, interested readers can find the column immediately without losing any time searching for it, and those not interested won't waste their time starting the article only to find it's the same old column dressed up to look like something else.

Creating Eye-Catching Pages

If you've never so much as drawn a square box, you may feel hopelessly overwhelmed by the task of designing a page. It's so easy to get carried away by the choices of typefaces, type sizes, graphics, formatting. And too much of a good thing means confusion for you and for your readers.

Avoid the pitfalls by using some simple design rules. Far from limiting you, a design system liberates you from endless decision making and error correcting. The examples

described here can be adapted to almost any printed material.

Analyze the content. This involves more than merely reading the story - it means looking at it critically to decide which of its elements are more important than others. After you've determined your priorities, assign type sizes and styles to convey to the readers the levels of importance.

In most newsletter articles, the most important element is the headline, which distills the article's message into a few words. The headline should be the first and largest element. Next in importance is the subtitle, which supplements the headline; it's smaller and is the second element on the page. Subheads (short headlines that break up columns of text and signal a change in topic) are often the same type size as the text itself, with emphasis provided by boldface type.

Warning: Keep it simple. For example, if subheads are all different sizes, the reader won't know where to start.

Develop a grid, that is, a standard page structure. It helps you organize text and art on all your pages with consistency.

In page composition programs the basic grid is often referred to as the master page. It's made up of top, bottom, and side margins; columns; and the space between the columns. Once you've established a master page format, you'll never have to "eyeball" elements on the screen (place them according to how they look rather than according to a measured format).

Perhaps the most important element in your grid or master page is white space, or empty space. White space creates a viewing ground for the information and adds visual interest.

It also conveys information itself. If the amount or positioning of white space changes, readers expect a change in content.

Start defining your grid by standardizing your margins. On a typical newsletter page measuring 8-1/2 by 11 inches, the right and left margins should be equal - usually at least 3/4 inch wide. Top and bottom margins shouldn't be equal - the top is usually smaller than the bottom and they must be consistent from page to page. An example for newsletters is 3/4 inch for the top margin and one inch for the bottom. Smaller margins make the page look crowded and uninviting.

Next, determine the column width. Generally, a newsletter page contains either two or three columns separated by 1/8 inch of white page. Use your column measure to size artwork and text. For example, in a three-column grid, graphics can be one, two, or three columns wide - not an arbitrary measure but one related directly to the grid.

Finally, decide on a type size for the text. Generally, one of the most readable type sizes is 10 points. The standard typewriter character is 10 points high. Simplifying the number type styles and sizes reduces the number of design decisions you have to make, creates a stronger page, and leaves you free to experiment with your page layout.

Check on Your Efforts

Once you've got your newsletter going, take steps to get feedback from your readers. You can enclose a brief questionnaire in one of the issues, or publish a Letters-to-the-Editor column.

Pay close attention to what the readers tell you. Their responses can

help you to keep the newsletter content in time with their needs, and their ideas and suggestions can be the catalyst for many articles.

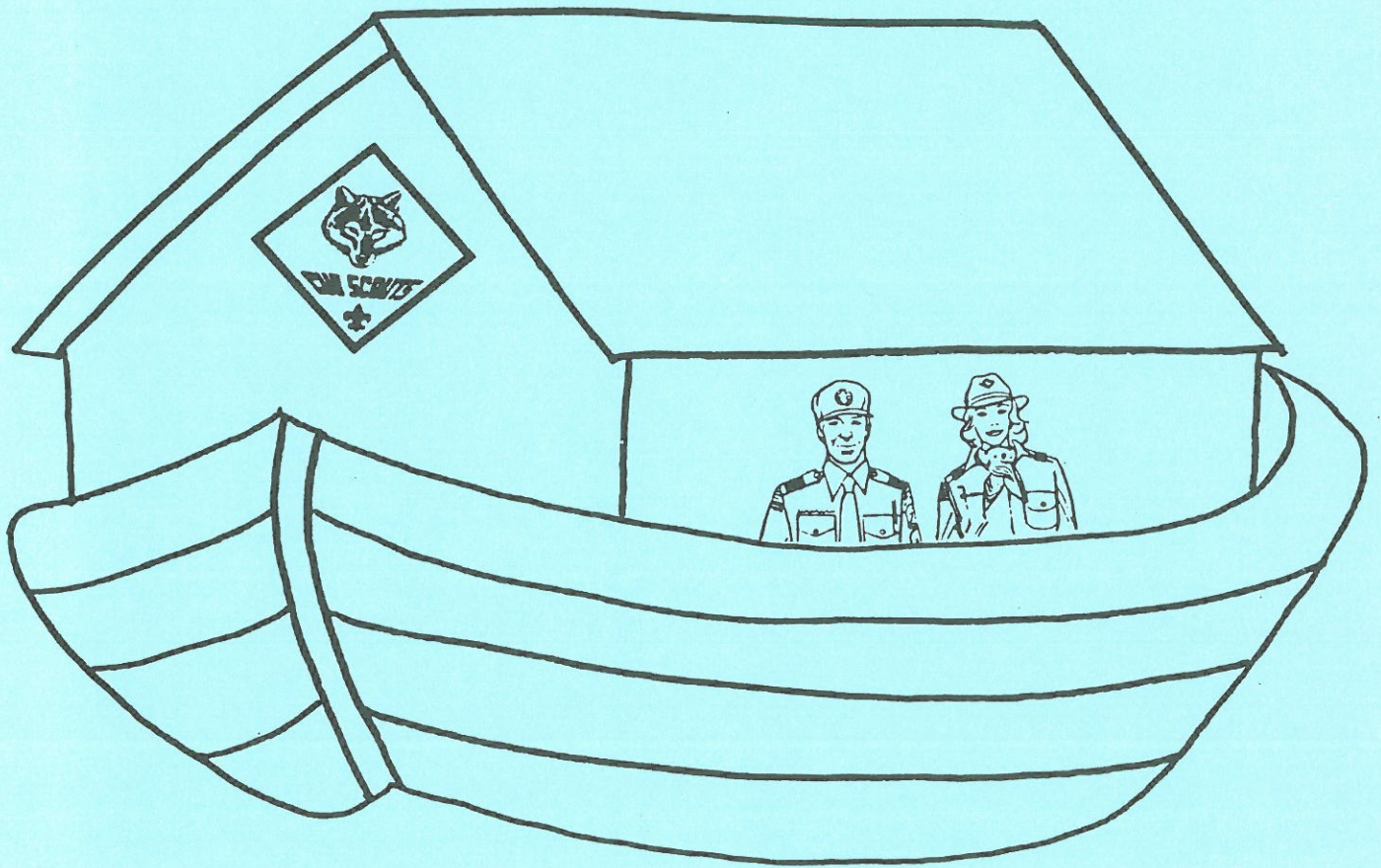
Also, keep track of the content of the issues. Does the content match the plans you made at the outset? If not, should you modify your objectives, or should you publish more news about people?

Try It - You'll Like It

Newsletters can be exciting projects for any pack. There's no limit to their variation and subject matter. They don't take long to produce, and visible evidence of a finished product published regularly provides much satisfaction. So if a newsletter can serve a communication function for you, don't be hesitant to produce one. Remember, it's an easy, inexpensive, and versatile form of communication.

ARK OF LEADERSHIP

FAMILY ENRICHMENT



Recruiting
Cub Scout Camping
Special Activities
Things To Do/ Where To Go
Uniforming
Single Parents

RECRUITING

RECRUITING CUB SCOUTS

Recruiting is always a part of the activity of a Cub Scout pack. For an active, healthy pack recruiting is automatic. Cub Scouts tell their friends, parents talk of the good times in the pack and the public see the pack as it participates in community, district and council activities. Publicity in the papers draws members. People want to belong to an active, interesting group.

To ensure adequate membership, a pack should take a membership inventory at least once a year (probably during annual planning in July and August, but it can be done at any time) to find out the following:

Present number of dens:

Cub Scouts _____
Webelos _____

Present number of boys:

Cub Scouts _____
Webelos _____

Number of boys needed to bring dens up to full strength:

Cub Scouts _____
Webelos _____

Number of additional dens desired:

Cub Scouts _____
Webelos _____

Total number of boys to be recruited:

Cub Scouts _____
Webelos _____

Number of pack leaders to be recruited:

Den Leaders _____
Webelos, Den Leaders _____
Cubmaster _____
Assistant Cubmaster _____
Pack Committee Members _____
Den Leader Coach _____
Den Chiefs _____

A brief review of membership at each monthly pack leaders' meeting will point out vacancies in dens and opportunities for boys to join.

After determining the pack's membership needs there are several ways in which to satisfy them.

Send news articles on the pack activities to the local newspapers and to the chartered organization's newsletter if there is one. If the activity is earned, such as attending the baseball game, state that fact. It is important to many prospective members to know that there are activities for all pocketbooks.

Take part in School Night for Cub Scouting. This is a concerted effort through the Indianhead Council and in cooperation with the various school systems, to inform parents and boys of the location of nearby packs and dens. One evening in September is designated for parents to gather at the schools to learn about and, hopefully, join Cub Scouting. Pack leaders and commissioners are present to tell the Scouting story. Packs can use this opportunity to have displays of activities, film or whatever means to make their program attractive to the prospective Scouts and Scouters.

Conduct an annual census of the chartered organization and neighborhood to locate eligible boys.

Use the Boy-Fact Survey Card, #3712.

Ask Cub Scouts and Webelos Scouts to invite these and other prospects to visit a den meeting.

Invite families to the next pack meeting, or to attend a roundup meeting.

Using the information from the annual census, keep a list of prospects and birthdays. Send the "Be a Cub Scout" postcard, #3860, to 7 year olds, 8 year olds, 9 year olds, and 10 year olds who are not Cub Scouts, inviting their families to a pack meeting. Keep a "Join Us" poster, #7121, on the bulletin board at school and/or the chartered organization.

As a boy reaches the age of eligibility, if possible, someone should visit his family in their home and tell them about Cub Scouting. Invite them to the pack meeting. This type of recruiting goes on all year long and ensures that no boy is overlooked and that the pack maintains a stable membership.

RECRUITING LEADERS

Most leaders are involved in the pack primarily because they have sons in it. It is almost inevitable that when their sons graduate from the pack, the leaders will, too. This will leave gaps in the pack leadership, and recruiting will be necessary.

Recruiting will be less difficult if every leader has one or more assistants who have received the Basic Cub Leader Training offered in each district. These assistants frequently move to the position of Cubmaster, Den Leader, or other leadership position. Use of the Parent Talent Survey sheet will often provide information helpful in recruiting the people best suited to become assistants to the new leaders.

Leaders will generally be parents of the boys but this is not a prerequisite. Many times a former leader or a member of the National Eagle Scout Association is willing to help. Grandparents or other relatives make good leaders, too. There are many Cub Scout leaders who don't even have

sons. There are senior citizens and retired persons who would be glad to help. Consider all possibilities. Once new leaders have recruited, do not leave them high and dry. Actively help get them started. The Fast Start Outlines (available at the Service Center) are excellent materials. So You're a New Cubmaster, #3864; A New Den Leader, #3863; A New Webelos Leader, #3866; A New Pack Committee Member, #3865 are the topics available. These publications might also be used to recruit new leaders.

RECRUITING MATERIALS

The following is a list of some of the resource material of the Boy Scouts of America to assist in recruiting:

Adult Registration Application, #28-501
Be a Cub Scout (postcard), # 3860
Boy-Fact Survey Card, # 3712
Building Parent Participation, # 7362
Cub Scout Application # 28-109
Cub Scouting and a Boy, # 3829
Gold Mine Prospect Sheet, # 3862
Join Us (poster), # 7121
Membership in the Pack, # 13-505
My Buddy List, # 3861
Pack New-Unit Kit, # 6406
Packs's First 2 Months, # 6410
Parent-Talent Survey, # 7362
Securing a Cubmaster, # 3071
Transfer Application, # 28-401
When You Need Den Leaders, # 4806

CAMPING FOR CUB SCOUTS

The following three suggestions for introducing Cub Scouts to camping are taken from two booklets: "Webelos go Camping", and "Cub Scouts go Camping". Copies of both are available at the Indianhead Council Service Center, free of charge.

Great care must be exercised when camping with Cub Scouts. They are not experienced campers, and, as regards to their future in Scouting, it may be better not to give them any camping experience than to give them a bad one. It is therefore essential that much planning and care be devoted even to the simplest outdoor event.

These three steps will lead your boys through a graded series of events, each one a little more demanding than the last, to an easy acceptance of the responsibilities that go with meeting nature face-to-face.

SLEEP-OVER, THE FIRST "CAMPOUT"

Boy Scout leaders sometimes find eleven year olds who can not face being away from home. Campouts are not for them. You may expect to find some Cub Scouts who have similar problems. The best and safest way to discover these tendencies is to have a simple sleep-over. Any Cub Scout showing high anxiety can be taken home easily. (To most small boys, a night away from home is high adventure indeed.)

A sleep-over is really just a late den meeting with sleeping bags and breakfast. You should run a meeting in your home, from 8 p.m., and at 9:30, announce "get ready to sack out". Teeth should be cleaned, PJs prepared, and at about 10 p.m. you should put out most of the lights. The boys will not go to sleep, except for the ones who are absolutely exhausted. They will continue to fool

around until midnight. You should be close-by during the night. Sleep in a warm-up suit so you can move around immediately.

It is best if there are two adults present (referred to as "Two deep leadership"). In an emergency, you have an instant back-up.

Breakfast should be served around 7 a.m. (the boys will wake up when it becomes light). TV will anchor them in one place while you prepare the meal. The latter should be simple and quick - juice, cereal, waffles, milk etc., unless you like to make elaborate breakfasts. They clear up and pack, then depart.

Some Cub Scouts will not expect the high standards that you set. If they are in your home, they obey your rules, or leave. Do not accept less than you expect of your own son. This is part of growing up and learning to live with others.

THE BACKYARD CAMPOUT

If you have organized a successful sleep-over, there will be a demand for more overnights. This can be used constructively to keep wilder members of the den in line. ("How can you expect me to let you come on a campout, when you can't even behave in a simple den meeting?") It can also be used as the reason for teaching some basic campcraft. This is nothing elaborate, just learning to put up a tent, get into a sleeping bag and pack sensibly. Basically you are teaching them the skills that will make the backyard event go smoothly.

The leader needs a yard away from traffic, with a grass patch, and free from obvious hazards, like deep holes etc. Sufficient equipment must then be obtained. You will need one tent for every two boys, and the pup tents sold in many stores are quite

adequate. Many families will have such tents. Large tents to contain the entire den are not recommended. Sleeping bags or a blanket will also be needed. You should not expect to be out in cold weather. (For Minnesota, this means below 40 degrees.) If the tent does not have a built-in floor, a ground sheet will be needed. This can be a sheet of plastic big enough to cover the area inside the tent. It must not go beyond the edges- otherwise if it rains, the water will run down the walls and into the tent. For those leaders unfamiliar with camping, I suggest you try to get help from an experienced person. There isn't room here to give more than an outline on the subject. If you wish to read on the subject, two resources are the Boy Scout Handbook and the BSA Fieldbook. Your local library will also have material on the subject. Most outdoor stores carry books and are very helpful with advice. (More campers need more equipment.) You should check carefully as to what your Scouts have available, and have rehearsals at den meetings prior to the campout.

At the actual event, any previous instruction will pay off. You can concentrate on program. This need not be elaborate. The Scouts should arrive before sundown so as to set their tents up in the light. A campfire is a good way to keep the boys in one place, once darkness arrives. A story, told or read, will provide entertainment - perhaps a slightly creepy story would be in order. (Be careful! A story that delights 14 year olds will scare smaller Scouts quite silly.) At 9:30 or 10:00 p.m. have lights out, before which all boys should have visited the bathroom and brushed their teeth. At lights out, all should be in their tents. You check the area for stragglers and generally look things over. Then you get into your tent with a light and a magazine (this is your

privilege, because you are "on guard".) The Scouts will go to sleep eventually, but don't be surprised if it takes until after midnight. The entire event is very exciting for a Cub Scout.

In the morning serve breakfast to those who have clean hands and faces, break camp, and send them home. Note that tents will not be dry by the time the boys leave. Tell them to put up the tents again at home to air. Even when used in dry weather, tents need airing, or they will develop mold, and stink. The same rule applies to sleeping bags. You want next time to be even better.

DEN AND PACK CAMPOUTS

Half the work must be done beforehand, so plan, plan, and plan!

Use a Council camp, and rent a shelter: It will serve as a base, it has some cooking facilities, and will be useful in an emergency. If no one in your unit has visited the camp, a trip there one weekend will be useful to learn the lay of the land. If you take a few Cub Scouts along they will be impressed by the camp, and talk it up to the others.

No more than one adult should go for each Cub Scout and certainly no less. This is not a family campout where each family camps and cooks as a unit, and pack ties are loose. You should file tour permits, arrange transportation, set up a menu and cooking staff. The presence of enough camping equipment must be checked. The camp can rent you this, but you must reserve it beforehand. The best way to do all of this is to have two or three people responsible for each bit of organization. The load is well spread, and if one person drops out, the program is not endangered. The cooking staff may well involve every adult.

What can you do once you reach the camp and are set up? There are plenty of possibilities. You can have a campfire each evening. One campfire can be a simple cozy event with a talk from the Camp Ranger to let you know the do's and don'ts of the camp, and a few marshmallows or S'mores to end it. Another can be more like a pack meeting with songs, skits and awards.

During the day, organize team games, treasure hunts, nature study hikes, etc. There is no objection to a den working on some aspects of advancement or doing some activity in which it has a special interest. Some free time is desirable, but not too much.

MENU AND FOOD

Boys go through a huge amount of food, and you will find that the outdoors will increase the appetite of the adults also. Try to keep materials that need refrigeration to a minimum. Agree on a menu beforehand that all will eat, and discourage private stocks. Candy can be obtained at the camp Trading Post as a special privilege. Don't bring cans of pop. My son brought a can and it split open in his pack. This wasn't too bad for me, except that he wiped it out with my towel.

An easy to fix and clean up menu is as follows:

Friday evening: Sack dinner, plus juice, cookies and cocoa just before bedtime. Keep the cookies out of sight or they may vanish.

Saturday breakfast: Orange juice, cold cereal, milk and coffee. If you are eager to cook, prepare pancakes and syrup. Boys don't uniformly like hot cereal, but it only needs boiling water and cups, so it is worth checking.

Saturday lunch: Definitely best if

made by the boys themselves. Hot dogs cooked on sticks over an open fire are a great delicacy. Small tomatoes, onions and bits of green pepper can also be cooked the same way. Buns, mustard, and ketchup are also needed. For dessert, fresh fruit is best.

Saturday dinner: The foil dinner is a standard for new campers. It is difficult to ruin one completely, and not quite so difficult to make an excellent meal. Heavy duty foil is needed, plus hamburger patties, onions, potatoes, salt, pepper and anything left over from lunch. Wrap everything together in foil and then wrap it in foil again and place it into the coals of a fire for approximately 20 minutes. Turn the dinners over after about 10 minutes cooking time. A pair of heavy gloves is useful for moving the dinners around when they are hot. Apples baked in foil serve as the dessert. For drinks, serve koolaid and coffee.

Saturday evening: A campfire with marshmallows is a great way to serve an evening snack, otherwise, same as Friday night. Don't forget the trip to the latrine, wash-up and teeth clean.

Sunday breakfast: Try to preserve some cake donuts for a rapid, easy meal, followed by oranges and a drink. This is your last meal in camp. Now comes total clean up.

This short account is only a brief outline of a subject on which many books have been written. Remember that it is possible to starve to death no matter how many cookbooks you have, so get out there and actually try some camping.

DEN AND PACK ACTIVITIES

A successful activities program depends on all den and pack leaders and families working together. The single most important work for a smoothly-run activities program is PLANNING. The quality of the Cub Scout program in the den and pack depends on how well leaders carry out the planning and preparation phase.

Keep these things in mind:

- Cub Scouting is a year-round, 12 month program.
- Cub Scouting has enough variables to meet the needs and desires of all boys.
- The Cub Scout program is built around a monthly theme for 7, 8, and 9 year old boys. The Webelos den program, for 10 year olds, is built around a monthly activity badge.
- The program must be FUN for both boys and their families.

THEMES AND HOW THEY WORK

The secret of good planning for Cub Scout den activities is the wise use of the monthly theme. A theme is simply an idea or emphasis around which den and pack leaders plan activities for the Cub Scout dens to do from one pack meeting to the next.

The theme idea simplifies the planning of den and pack meetings. It gives each den a focus for its work and play during the month and brings them all together at the monthly pack meeting with skits, stunts, and handicrafts, all related to a single theme. If the dens are active during the month, an interesting and entertaining pack meeting is the natural result, because it reviews all things the dens have done.

Cub Scout families are eager to see what other dens have done with the theme. A friendly rivalry usually results, and quite often, den spirit is developed, even among parents.

Webelos den do not use the pack's monthly theme. Instead, their emphasis is on one of the activity badge areas. Often the Cub Scout theme and activity badge area are compatible, such as "Cub Scout Circus" and "Showman"... or "Going Places" and "Traveler".

The aim of the theme idea is to open the door to fun and adventure by providing a different kind of experience for each month of the year. The theme must have a broad appeal for boys. It should give each Cub Scout a chance to express his own interests and use his own abilities. Your themes should steer boys toward new fields, interests and hobbies they might not otherwise discover for themselves.

Each year, "Cub Scout Program Helps" suggests 12 monthly themes for Cub Scouts and provides program ideas on those themes. "Boys' Life" magazine also features program ideas each month on the recommended theme and the district roundtable meetings provide program ideas on these same themes.

Pack are not obligated to use the recommended themes, although there are benefits to be gained by using them. These themes are selected and planned to appeal to boys and to offer opportunities to achieve the purposes of Cub Scouting. They are the subjects on which the most program material will be available.

But, the Cub Scout program is flexible, and if another theme better suits your pack, you may wish to make an exception.

PINEWOOD DERBY

The Pinewood Derby is a colorful and thrilling pack activity. All boys and their parents participate. It is one of Cub Scouting's most popular dad and son projects that offers in miniature all the fun and excitement of a big auto race. Although this is a parent son project, care should be taken to insure that the boy participates fully in the construction of his car. A race between the parents in the pack can allow the dad's a chance to make their own cars as well as help their son's with their's.

The Cub Scout Leader's How To Book has complete instructions on organizing and running a Pinewood Derby as well as directions on how to build a track.

PLANNING TIPS

The following information will be helpful in planning the pack's pinewood derby.

1. Determine work assignments and hold special meetings prior to the race to orient everyone to their jobs.
2. Consider using some sort of board to post the race progress, such as with tags on hooks, so spectators can watch the progress.
3. Make it legal to use powdered lubricants on the axles if allowed in your meeting place.
4. Use a Polaroid camera to photograph the finish. This simplifies picking the winners in a close race and the photo can be given to the winner.
5. Try to arrange for judges from outside the pack to prevent parent problems when a boy doesn't win.

6. A 4-lane track is best to provide a compromise between the time problem and the number of races per boy.

7. Be sure all pack families are informed about building specifications, inspection rules, race procedure and judging methods. This will help prevent misunderstandings, and disappointments.

SAMPLE PINEWOOD DERBY RULES

1. All cars must pass inspection to qualify for the race.
2. Each heat will be announced, drivers will report to the starting line and place their cars on the track. Others must remain behind barrier.
3. The starter will make sure cars are on the track properly and then start the race.
4. Starter and driver will report to finish line to record results.
5. The car whose nose is first over the finish line is winner. Place spotters will pick 1st, 2nd, 3rd, and 4th places.
6. If a car leaves the track, runs out of its lane, interferes with another car, loses an axle, etc., the heat will run over. If the same car gets into problems on the second run, that contestant automatically loses the race.
7. When results of each heat are recorded, drivers will take their cars and return to their seats.
8. Awards will be announced after the heat for which awards are to be made. Drivers and their parents report for awards.
9. There are a total of _____ heats and _____ awards to be given. Den

winners will be determined first. The first four places from each den advance to the pack championship heats. Remaining drivers will take part in consolation heats.

with no starting devices.

7. No loose materials of any kind are allowed in the car.

SUGGESTIONS

Packs with large number of boys may use the following method:

- As cars arrive at inspection station, they are weighed and segregated into age or rank divisions.

- 3 stickers are applied to underside of car.

- Race as many heats as necessary to include all cars in a division one time.

- Remove 1 sticker from 2nd, 3rd, and 4th place cars at the end of each race.

- All cars will be run at least 3 times with this method.

- Last car with sticker remaining is division winner.

- Then race division winners for pack championship.

INSPECTION POINTS

1. Cars must have been made this year.

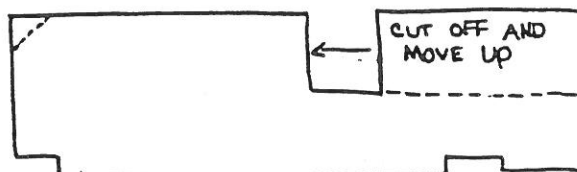
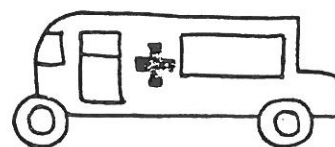
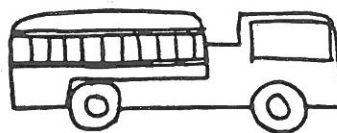
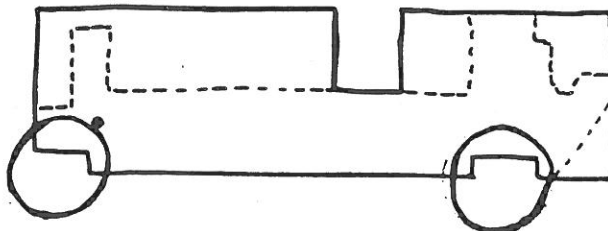
2. Cars must meet length, width and weight specifications listed in the kit.

3. Axles, wheels, and body wood shall be as provided in kit.

4. Wheel bearings, washers and bushings are prohibited.

5. The car shall not ride on any kind or type of springs.

6. The car must be free-wheeling



KITE DERBY

A kite derby can be a special activity, on either a den or pack basis. If a kite derby is planned, be sure to announce it far enough ahead of time so the boys can make their kites, know the rules and understand the events scheduled. An open field, judges, and an announcer are the only requirements for the derby.

There are several classifications of kites: Box, tailless, those with tails, etc.

ENTRANCE REQUIREMENTS

1. All kites are dad and son made, (or substitute dad).
2. Each entrant may have his dad (or other adult) help him get the kite into the air and help catch it when it comes down.
3. A kite must fly in order to be eligible for prizes.
4. No restrictions on materials used in construction of kites, except no fighting kites are allowed (glass, razor blades, etc. are not allowed).
5. No wire flight lines are permitted.
6. Kites in power lines are lost and may not be retrieved.
7. Kites may be adjusted and modified at any time during the derby.

PRE-FLIGHT JUDGING

Prizes could be awarded for:

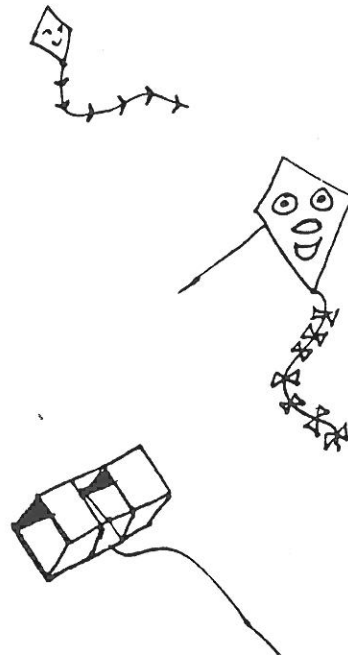
Smallest kite
Largest kite
Strangest kite
Best craftsmanship kite
Funniest kite
Prettiest kite
Most unusual kite

JUDGING WHILE IN FLIGHT

Prizes could be awarded for:

First kite in the air
Highest after 5 minutes
Highest after 15 minutes
Most stable flying
Most graceful in air
Fastest climbing
Best sportsmanship (boy)
Most persistent flyer (boy)

Other events that may be included in the kite derby are 100 yard dash with kites being flown at the end of a 100 yard kite string; and altitude race, and others.



CUBMOBILE DERBY

Planning for a pack or district Cubmobile Derby should begin several months before the race date. Each boy participating should have an information sheet listing the rules, awards, procedure, building specifications, date, time, place, and registration fee (if any).

It is best for each den to make a car, and it is recommended that no more than 8 boys race the same car. Any boy racing his den's car should have contributed to the building of the cubmobile.

THE TRACK

One of the best locations is a parking area. This must be cleared with the building authority.

If a city street is used, it is necessary to get permission from the city, county, or park authority, depending on where the race is located. The track must be a smooth surfaced hill which is neither too long not too steep. The lanes should be marked with chalk.

Crossing from one lane to another will happen, especially with inexperienced drivers, but boys should be instructed to stay within their own lanes. Judges should observe entire race for any fouls. If a driver is fouled, he will be able to have a rerun, if desired.

RACING PROCEDURE

Since several boys race the same car and compete against recorded time, Cubmobiles can be raced again as soon as they get back from the finish line. It will delay the race if boys are assigned a particular time to race. Run a race when two cars and two drivers reach the starting ramp. Accurate time keeping is a must.

THE STARTING

The starting ramp should allow ample room for two cars at the same time. The ramp can be elevated at the back side with cement blocks to get more speed at the start. Cubmobiles start from a standstill, and gravitational force, run down the ramp and down the slope to the finish line. No pushing or pumping with feet is permitted. All drivers must wear protective headgear during the race and seat belts must be fastened. A First Aid kit must be kept handy.

PRIZES

Each boy participating must receive some type of recognition. Ribbons and trophies are available. Prizes are awarded according to the official time, not on the basis of who finishes first in each race. Trophies can be awarded for craftsmanship and best speed overall.

RAINGUTTER REGATTA

RACING COURSE

Course will be determined by the facilities available. A portable wading pool, regular swimming pool, pond, lake, or even a good size puddle after a rainstorm, can be used for racing.

If racing on a calm day or indoors, an electric fan will keep the boats moving.

The most commonly used course is the raingutter. The course is made of standard rain gutters 10' long, set in grooves in two saw horses. Allow sufficient space around the course for both participants and spectators. With gutters in place, put a small amount of water into each to make sure they are level. Make any needed adjustments, and when level, fill to about 1/2" from top.

RACING PROCEDURE

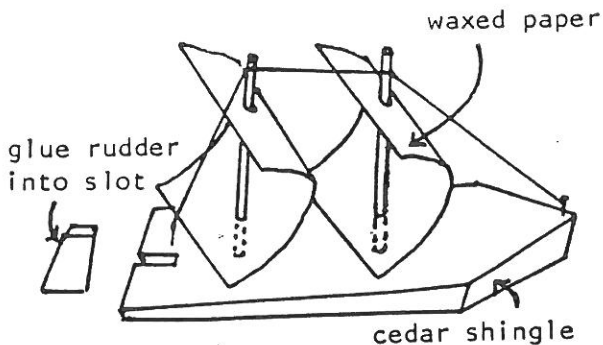
The boats are propelled by boys blowing into the sails. Start with the boats' stern touching the end of the rain gutter. The starter stands at the opposite end with his hands raised. When he drops his hand, the boys begin to blow. Once the race is started, the boys may not touch the boats with their hands. The first boat to reach the end of the gutter is the winner.

All races are run on an elimination system, by heats. Timing of boats has no bearing on determining heat or final winner. Winners of first heats will compete against each other in second heat, and third, etc., until the final winner is determined.

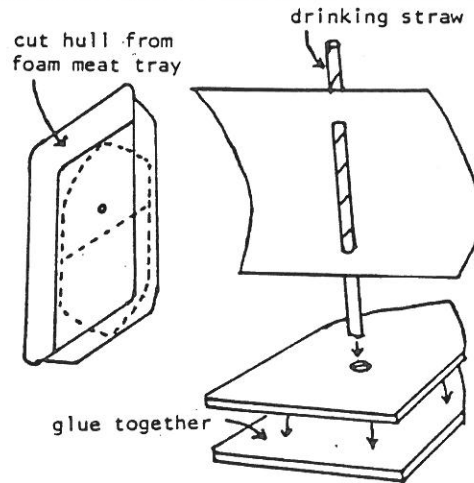
On courses other than the raingutter regatta, boats must be held by the pilots at the starting line and released at a pre-determined signal. No pushing will be allowed. The boat crossing the finish line first is the winner of that heat. If two or more boats should run a foul, there is no contest. The race is re-run.

BOATS

Shingle Sailboats - Cut hulls from wood shingles. Use sticks for masts and waxed paper for sails.



Plastic-Foam Sailboat - Cut two copies of hull from plastic-foam tray. Make hole in center of one copy, insert and glue the drinking straw mast. Glue that copy to the second one. Cut sail from construction paper, make holes for mast, and slip over mast.



Regatta Kit Sailboat - If a pack desires, sailboat kits for realistic models are available through the local Scout Shops. Ask for Cub Scout Regatta Fleet # 1698. The kit includes eight models.

Boat Specifications

Hull - No longer than 7" nor shorter than 6 1/2".

Mast - 6 1/2" from deck to top.

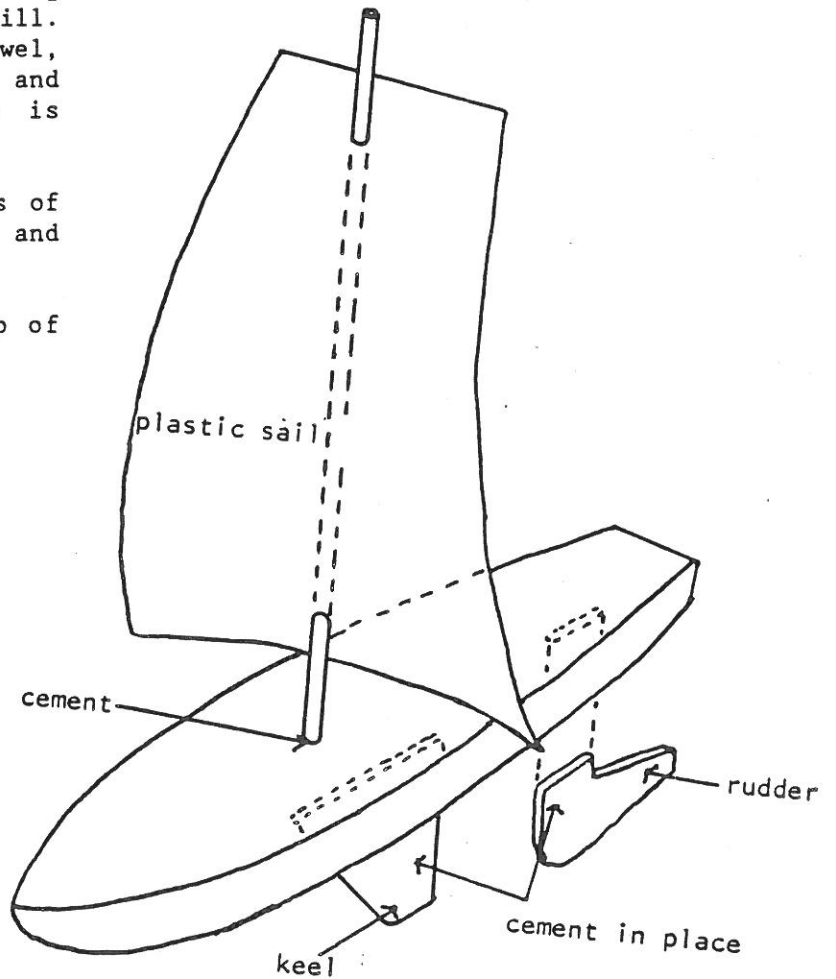
Keel - Supplies in kit - no alterations.

Rudder - Supplied in kit - no alterations.

Sail - No larger than material supplied in kit.

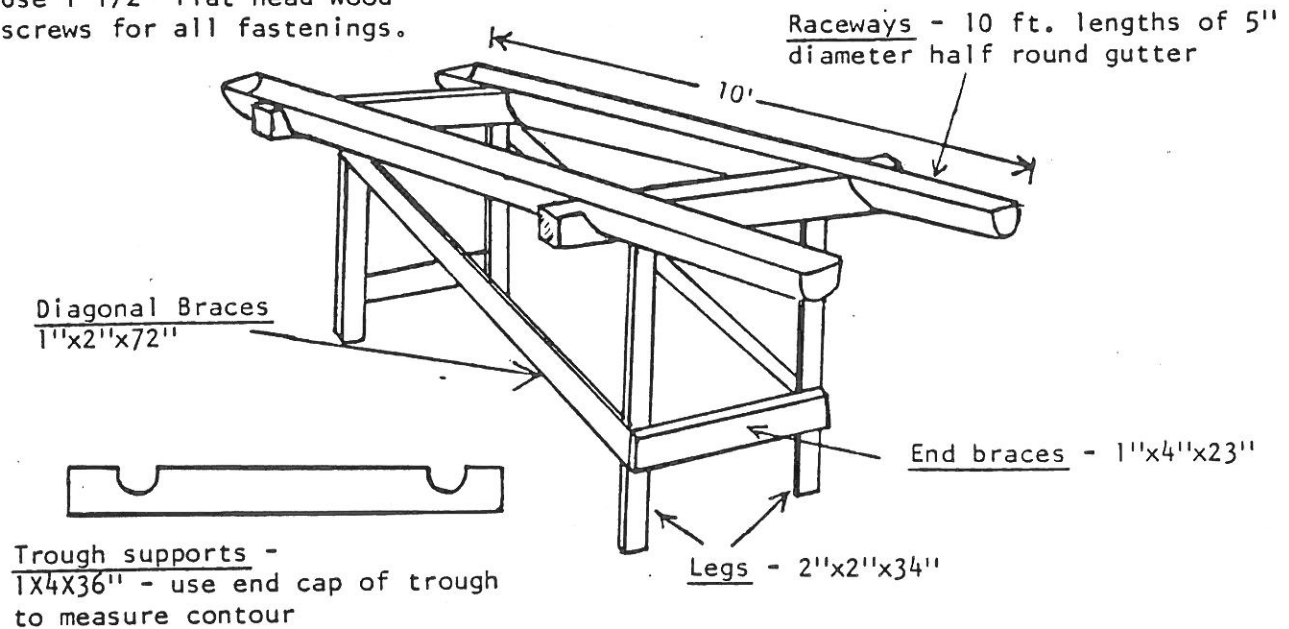
Building Instructions

1. Sandpaper the balsa hull to the desired shape, adhering to the specifications listed. First use a medium-grade sandpaper, then finish off with a very fine grade paper.
2. Give model two coats of sanding sealer which can be obtained at a craft or hobby store.
3. Mast can be tapered by chucking either in a hand or electric drill. While carefully turning the dowel, work a peice of sandpaper back and forth until the desired shape is achieved.
4. Give entire model two coats of colored lacquer in desired color and design.
5. Add official number at top of sail.



RAINGUTTER COURSE

Use 1 1/2" flat head wood screws for all fastenings.



Use 1/2" rivets or bolts to fasten end caps to trough, then seal joints inside with silicone bathtub sealing compound.

OTHER SPECIAL ACTIVITIES

The Cub Scout Leader How To Book covers how to hold Pack picnic, Pack treasure hunt, pirate picnic, a field day, Cub Scout Fitness day, water carnival, fishing derby, glider or plane derby, gold rush, Cub Scout golf tournament, obstacle course, fall farm frolic, western festival, top spinning tournament, Cub Scout midway, rainy day field day, and anniversary week activities. Be sure to use this book for your reference.

IDEAS FOR DEN MEETINGS

Boys put on sample den meeting for parents.

Visit newspaper office

Picnic or tour of lake or park

Visit a farm or dairy

Dads take den to sports event

Dad with special hobby tells about it with displays

Backyard breakfast cookout

Treasure hunt

Marble shooting contest

Pet exhibit

Game making day (ring toss)

Use pinewood derby cars on concrete (score like shuffle board)

Fishing trip to lake or pond

Kite flying contest

Have Boy Scout or Explorer tell about Philmont

Go swimming

Visit utilities companies

Hike in woods for nature collection

Visit fire station

Science teacher presents a project

Night meeting to study stars

Visit hobby shop

Indoor track meet (feather toss, straw throw, balloon heaves)

Visit area factory

Kickball game using ball, rags or feathers.

Den bowling tournament

Roller skating or ice skating

Dad with interesting occupation tells about it

Work on achievement that everyone needs

Scavenger hunt

Safety inspection of bikes

Boy's collections

Archery lesson and shooting

Invite star high school or college athlete to tell about his sport

Visit historical spot in area

Visit principle civic buildings

Have Boy Scout talk about National Jamboree

Visit state/federal offices

Visit zoo

Person with unusual education experience tells about it

Visit police station

Dinosaur day (each boy brings a model)

Model day (cars, planes etc.)

Visit telephone company

Den Uniform inspection

Hold Easter egg hunt

Take a hike

Make Mother's Day gifts

Tall tale contest

Paper airplane contest

Go bird watching

Boys mix, bake and eat cookies or cupcakes

Build den equipment box

First aid study

Bait casting practice with Dads helping

Catch butterflies

Invite coin collector to show his coins

Visit local art exhibits

Go rock collecting

Plant a vegetable garden

Service project for school or church

Lifeguard or Boy Scout teaches water safety.

Go play miniature golf

Visit local Boy Scout office (address - 393 Marshall Ave. St. Paul, MN)

Have snow ball fight

Make homemade ice cream

Visit radio/TV stations

Yo-Yo contest

Visit the airport

Without a watch, each boy tries to walk around the block in an exact number of minutes.

Make Father's Day gifts

Visit the library

Visit carpenter shop

Make birdhouses

Magic day, each do tricks

Science day with microscope

Have a swap day

Build window display for Scout week

Play charades

Watermelon feed

Build paper mache town, fort or Indian village

Joke telling contest

Plant flowers

Visit Nursing home with songs, skits and maybe some homemade cookies or fruit

Make neckerchief slides and slide holder

Make Halloween costumes

Visit Boy Scout camps

Learn to tie knots

Have Den Olympics

Visit Military Installation

Visit Fort Snelling

Top spinning contest

Decorate cookies for the Holidays and give them to shut - ins.

PERMISSION SLIP FOR FIELD TRIP

Den # _____, Pack # _____ is planning a field trip.

Plans have been approved by: _____
(Pack Committee)

_____ is directly responsible for this trip. He/She will be glad to have you call if you have any questions. Phone Number is _____.

The group will leave from _____ on _____
(place) (date)

at _____ and return to _____ at _____
(time) (place) (time)

The cost (if any) for each boy will be \$ _____.

This is to be paid by _____

Each boy will bring _____
(list the necessary items)

In case of an emergency, the leaders will call _____
who will immediately get in touch with the parents.

(Leader)

TEAR OFF AND RETURN TO PACK LEADER

My son, _____, is in good physical condition at present and has had no serious illness or operation recently. I shall make sure that he does not attend if he is not feeling well. I understand the cost will be _____. During the trip period, I may be reached at _____.

A n Y
remarks _____

Signed: _____
(Parent of guardian)

(This is a sample of a permission slip you may use for trips.)

UNIFORMS AND INSIGNIA

The Boy Scouts of America has always been a uniformed movement. Its uniforms help create a sense of belonging to the largest organization of this type in the world. Uniforms symbolize character development, citizenship training, and personal fitness.

Wearing a uniform gives youth and adult members a feeling of:

Personal Equality - The uniform represents a democratic idea of equality, bringing racial, economic, religious, national, ethnic, political, and geographical differences together in the Scouting tradition.

Identification - It identifies youth and adults as members of the Boy Scouts of America, visible as a force for good in the community.

Achievement - What each youth or adult member has accomplished with program opportunities can be recognized by the badges and insignia worn on the uniform.

Personal Commitment - It is a constant reminder to every Cub Scout, Boy Scout, Explorer, or adult of their commitment to the ideals and purposes of the Boy Scouts of America. It's a way of making visible a member's commitment to a belief in God, loyalty to country, and to helping people who need them.

Pride - A Cub Scout doesn't become uniform conscious overnight. Leaders and parents must recognize the importance of wearing the uniform correctly and set a good example which will influence the boys. All leaders should promote the wearing of the correct, complete uniform on all Scouting occasions.

UNIFORM POLICY

The official uniforms are intended primarily for use in connection with activities of the Scouting movement. The uniforms shall not be used:

- When soliciting funds or engaging in any commercial enterprise. This does not forbid BSA members from participating, in uniform, in local council-approved money earning projects which do not involve the sale of a commercial product or service. (For example: Uniforms may be worn when selling Scout Show tickets or Pearsons Nut Rolls but may not be worn for unit fundraising projects of selling candy or light bulbs.
- When engaging in a distinctly political endeavor.
- When appearing professionally in any entertainment medium without the specific authority of the executive board.

CUB SCOUT UNIFORM

What is the first thing a boy wants when he becomes a Cub Scout? The uniform, of course. The distinctive blue and gold uniform is undoubtedly one of the major incentives for young boys to become Cub Scouts. It is graphic evidence that they belong, that they are members of the world's largest boys' organization - The Boy Scouts of America.

The uniform also does these things for a boy:

- It reminds him to live up to the Cub Scout Promise, Law of the Pack, and motto: "Do Your Best."
- It encourages neat, correct appearance as well as proper behavior.
- It provides the only place for proper display of his badges and

awards.

- It reminds him of the steps along the Scouting trail and encourages him to continue into Boy Scouting.

UNIFORM INSPECTION

Dens and packs are encouraged to hold regular uniform inspections for continued good uniforming and appearance. A pack uniform inspection is necessary for charter renewal and to earn the Quality Unit Award. The unit commissioner will be glad to assist with the inspection. The following nateruaks are available at the Scout Service Center:

- Lady Scouter Uniform Inspection Sheet #70-012
- Cub Scout Uniform Inspection in den and pack (information) #70-045
- Cub Scout/Webelos Scout Uniform Inspection Sheet #70-275
- Scouter Uniform Inspection Sheet #70-277
- Uniform Inspection Unit Award (certificate) #70-567
- Uniform Inspection Award Pocket Certificate #70-568

SQUARE KNOTS

Embroidered knots, representing medals with pendants and certificate awards earned, are worn on the field uniform centered above the left pocket, in rows of three, with distinguishing color (not white) to the wearer's right. There is no order of precedence for square knots. (Medals are worn for ceremonial occasions only, such as Blue and Gold banquet, district and council dinners, troop court of honor, etc.)

Men who earned the Arrow of Light

Award or the Eagle Scout Award as a youth are entitled to wear the appropriate square knot.

INSIGNIA FOR RED JACKET

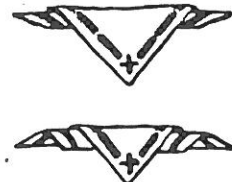
The proper universal emblem for the appropriate Scouting branch is worn on the left pocket. The Philmont bull emblem is designed for the red wool jac-shirt (black for men, white for women) and is worn on the left shoulder above the pocket. Boy Scouts may wear their leadership corps patch centered on the right pocket. On all jackets, the Philmont or other high-adventure base emblems may be worn centered on the right pocket or in the same relative position if there is no pocket. Members of the National Eagele Scout Association and Order of Arrow may wear their six-inch emblem on the back of the jacket, as may those who have participated in international activities such as World Jamboree. Only one such emblem may be worn. No other badges or insignia are approved for the red jackets.

RED PATCH VEST

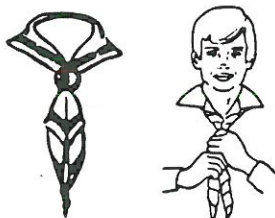
The red patch vest is now considered part of the uniform for Cub Scouts, adult leaders and Boy Scouts with two restrictions. The vests are not to be worn at uniform inspection or on formal occasions, and no badges of rank are to be put on them.

WEARING THE NECKERCHIEF

1. Fold the long edge over several flat folds to about 6 inches from the tip of the neckerchief. A tight fold prevents gathering around the neck and is neater than rolling.



2. Place the neckerchief around the neck of the shirt, either with the collar turned under, or with the neckerchief worn under the collar.



3. Draw neckerchief slide over ends and adjust to fit snugly.



4. The portion of the neckerchief which shows below the back of the neck should measure no more than 6 inches.

The following neckerchiefs are approved for wear in Cub Scouting:

For Boys -

- Wolf - Gold Neckerchief
- Bear - Light Blue Neckerchief
- Webelos - Plaid Neckerchief

For Adults -

- Cub Scout Leader Neckerchief (dark blue with gold trim)
- Webelos Den Leader Neckerchief (plaid, similar to boys')
- Dark blue Cub Scout Trainers
- Wood Badge Training Neckerchief (if earned)
- District or roundtable neckerchiefs (but only worn at that special event)

HOW TO UNIFORM A PACK

Since the uniform helps achieve the

purposes of Cub Scouting, leaders will want to make sure all of the boys and adult leaders in the pack are completely and correctly uniformed. Leaders' attitudes toward uniforming are important and necessary. When leaders wear badges and insignia incorrectly, the boys get the impression that proper uniforming isn't required.

When a boy joins the pack, be sure to impress on his family the importance of the uniform, both to the boy and to the pack. Suggest that the boy begin his Cub Scout experience by helping to earn part of the cost of his uniform.

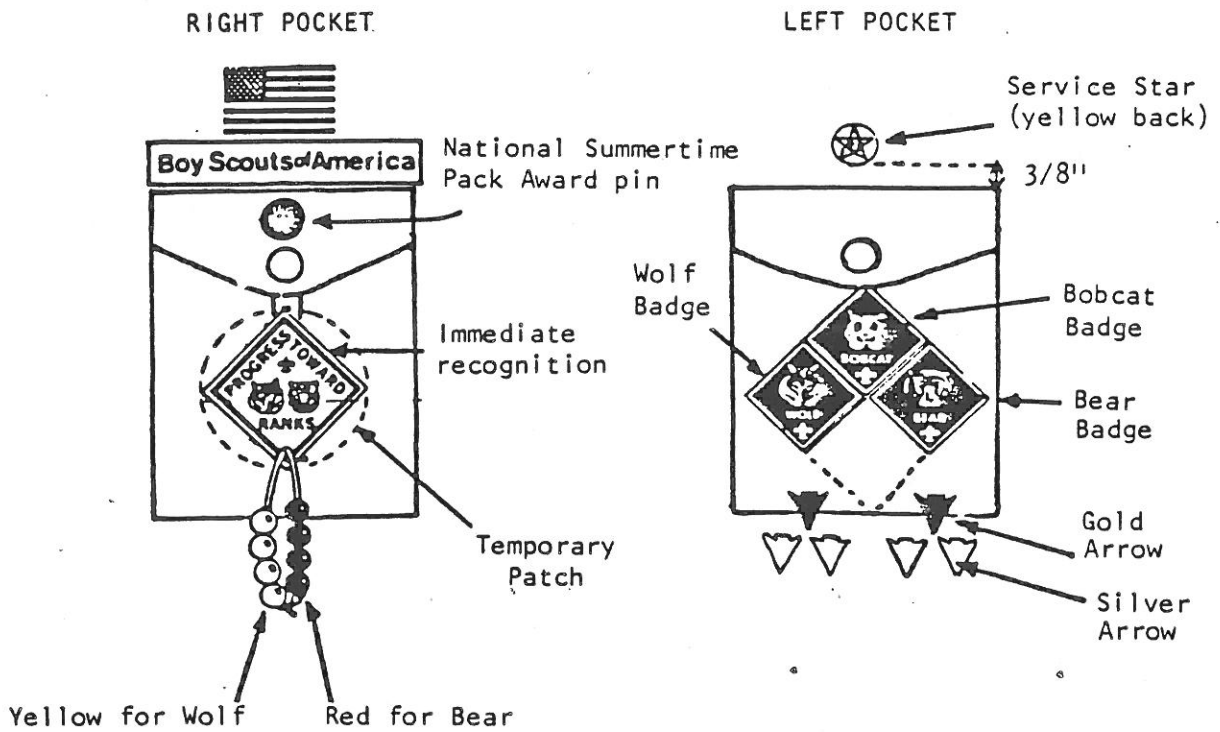
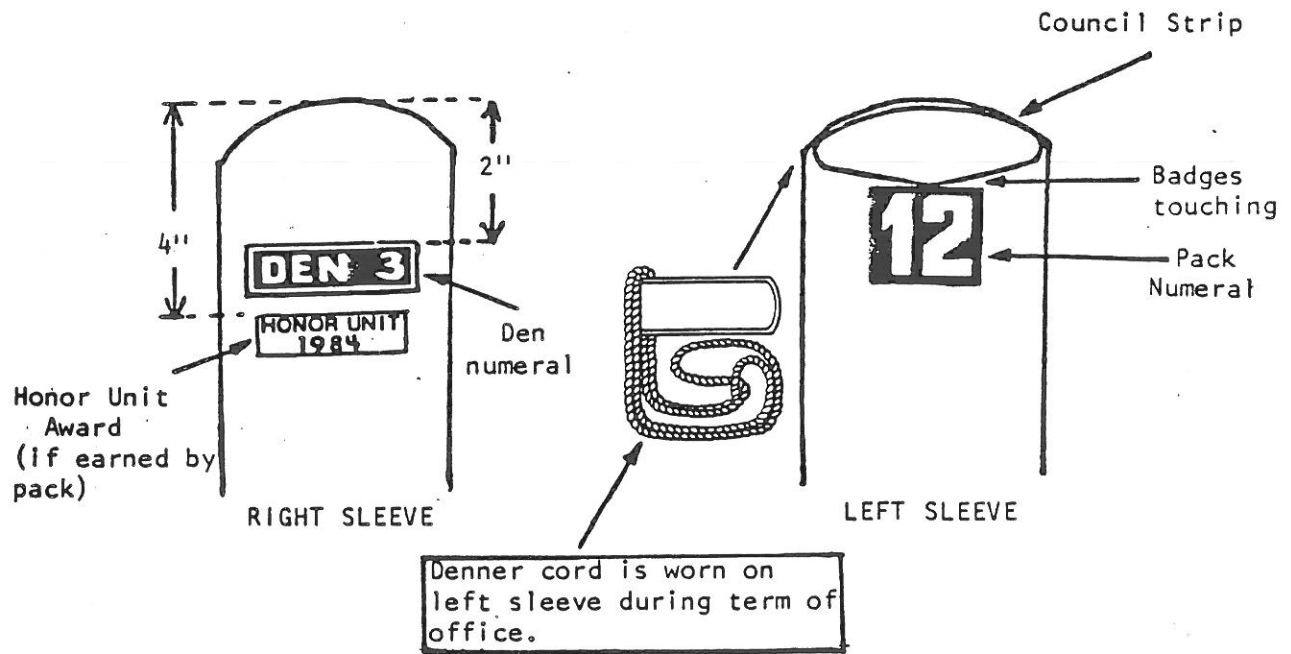
Once the pack committee has set a goal of 100 per cent boy and adult leader uniforming, there are many ways it can be accomplished. Here are some suggestions: Establish a pack uniform exchange. Boys graduating from Cub Scouting donate their "experienced" uniforms to the pack. Distribution is as needed. Emphasize the fact that "used" uniforms are "experienced" uniforms -- this adds some appeal from the boys' point of view.

Make arrangements with such agencies as Goodwill Industries, The Salvation Army and Volunteers of America to get Cub Scout and Leader uniforms which may be donated to them. Some packs aid these agencies in collecting used clothing and furniture in return for the uniforms.

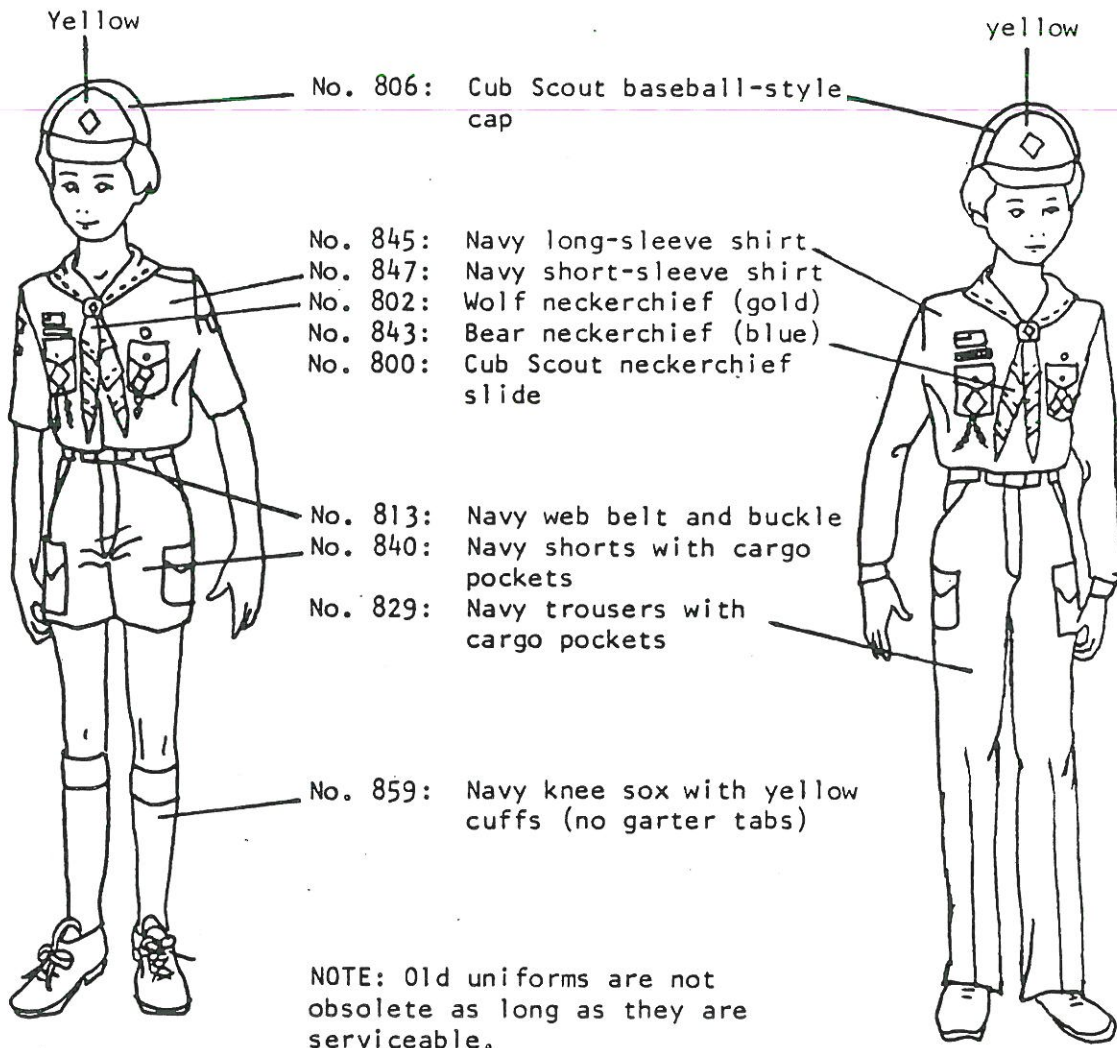
Watch for garage sales and rummage sales. Schedule pack money-earning projects to earn funds to buy uniforms.

Encourage families and friends to give uniforms as gifts at Christmas and on birthdays. Some packs encourage proper uniforming by giving a new Cub Scout his pack and den numerals. These are bought regularly with funds from the pack treasury.

CUB SCOUT INSIGNIA



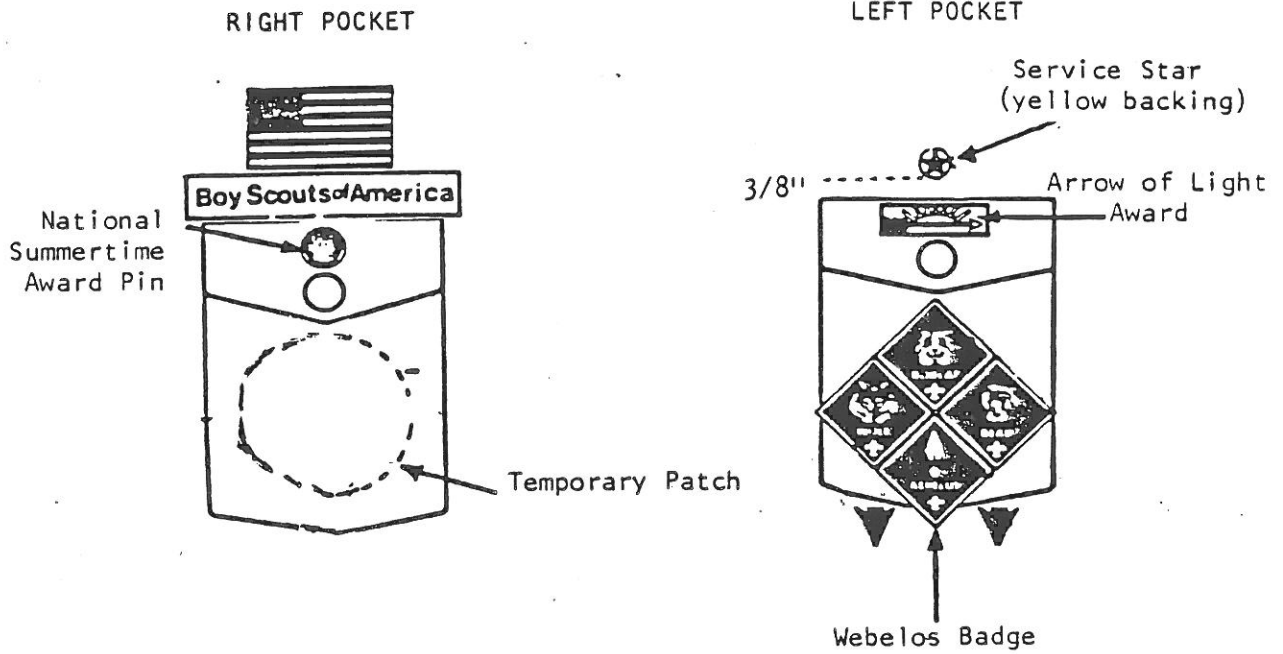
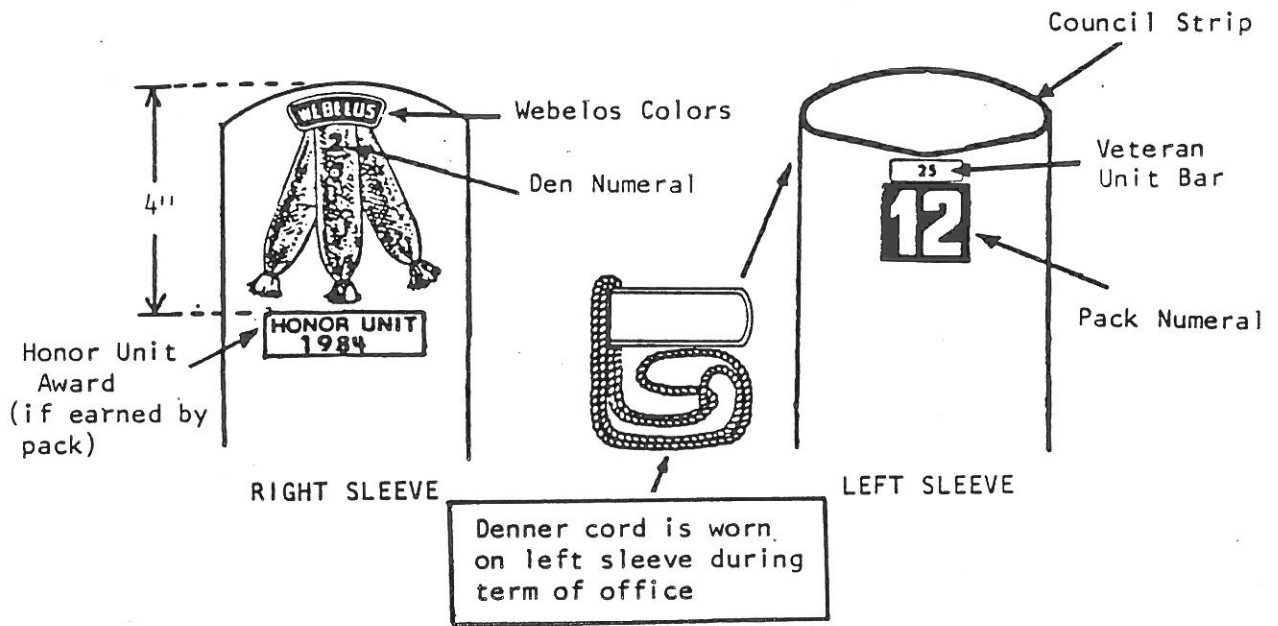
CUB SCOUT UNIFORM



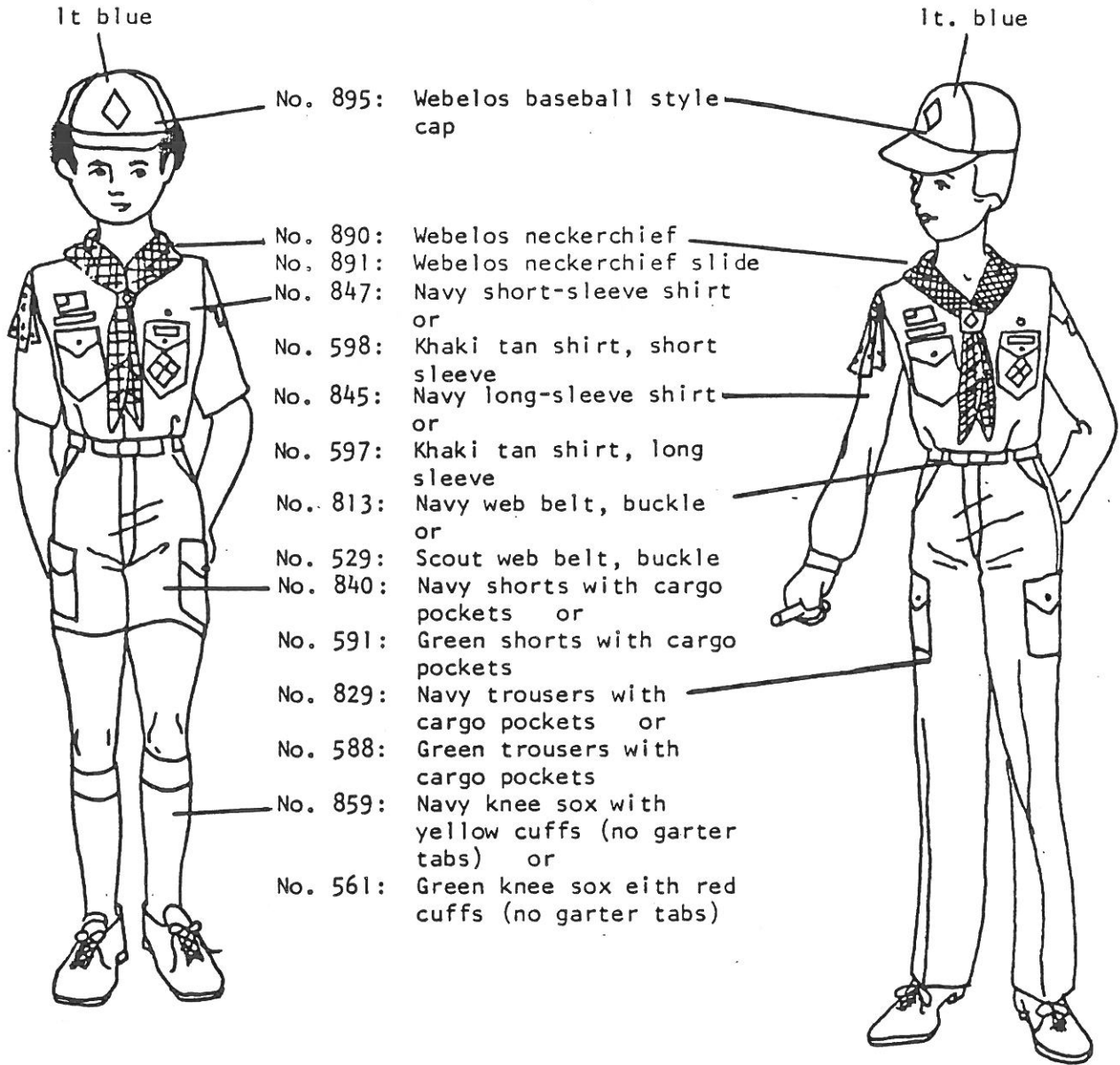
Warm-weather uniform

Year-round uniform

WEBELOS SCOUT INSIGNIA



WEBELOS SCOUT UNIFORM



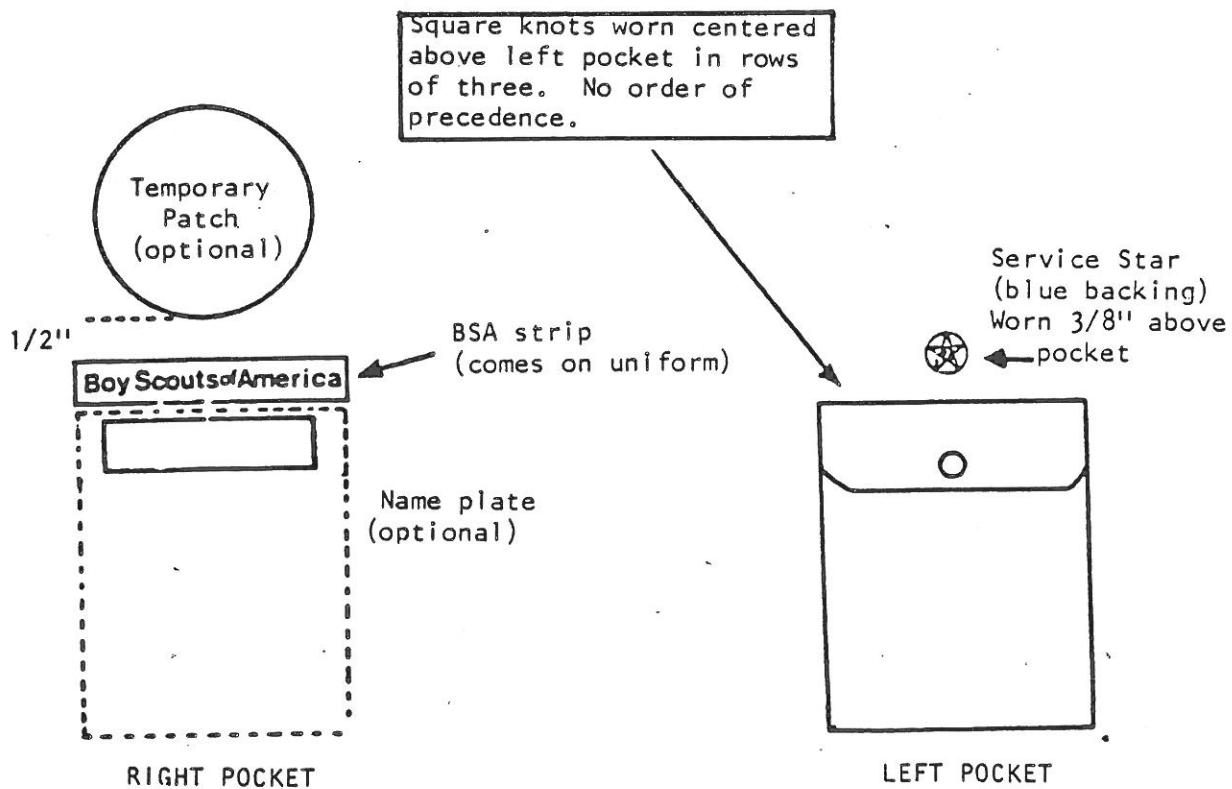
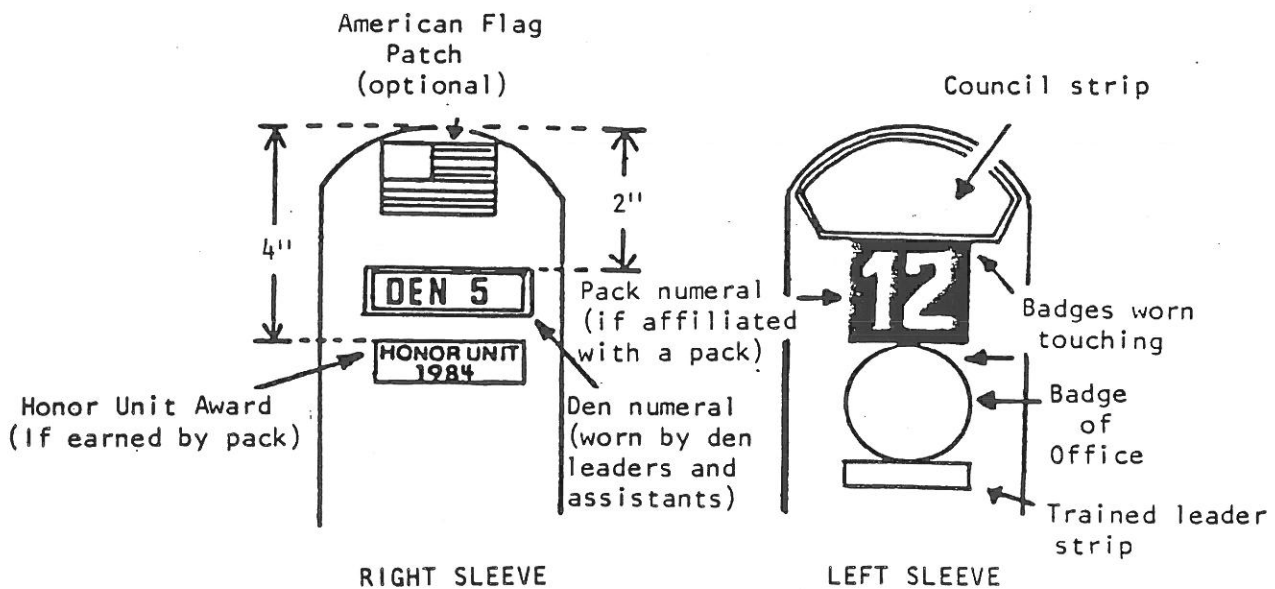
WARM WEATHER UNIFORM

YEAR-ROUND UNIFORM

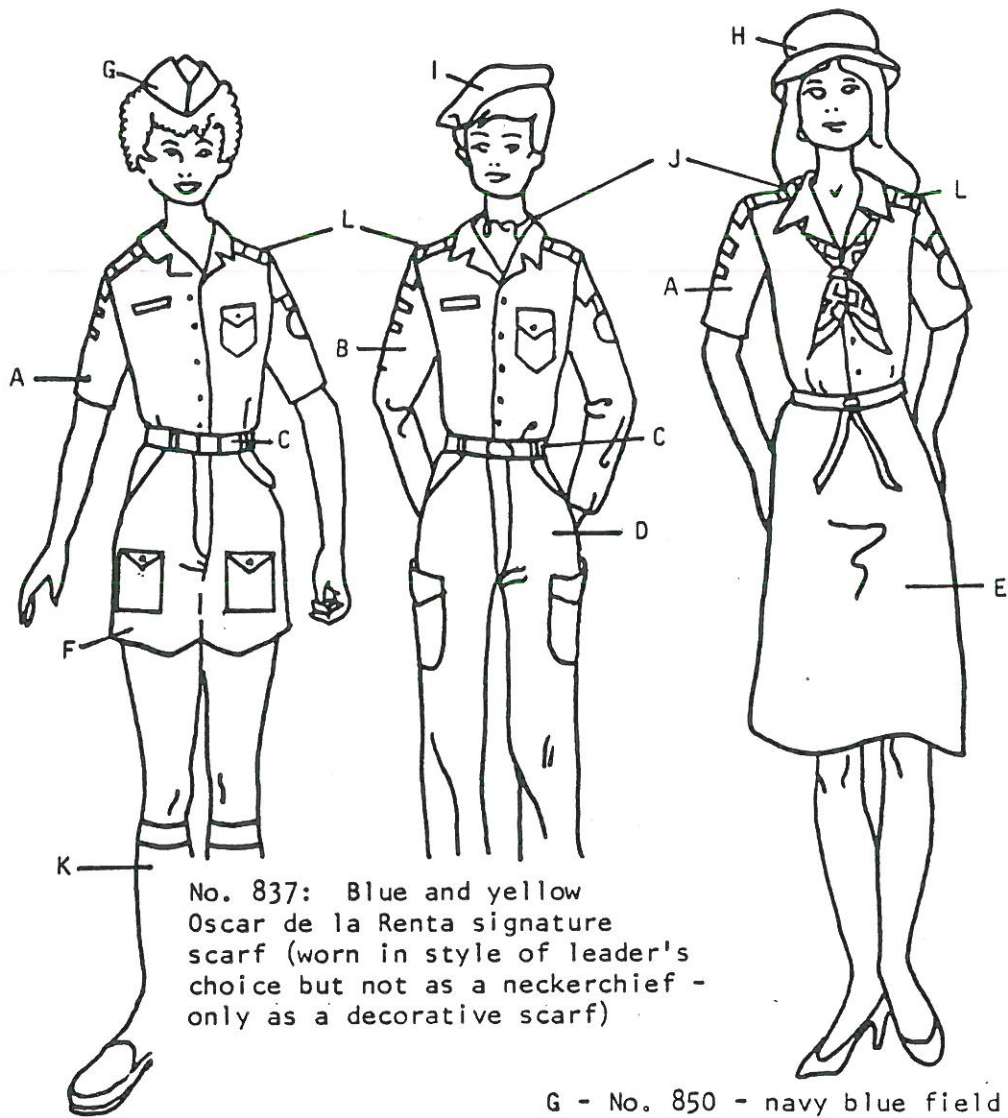
Note: Old uniforms are not obsolete as long as they are serviceable.

Note: All Webelos Scouts in the pack wear the same uniform, either blue or khaki. Type of uniform is a pack committee option.

LADY CUB SCOUTER INSIGNIA



LADY CUB SCOUTER UNIFORM



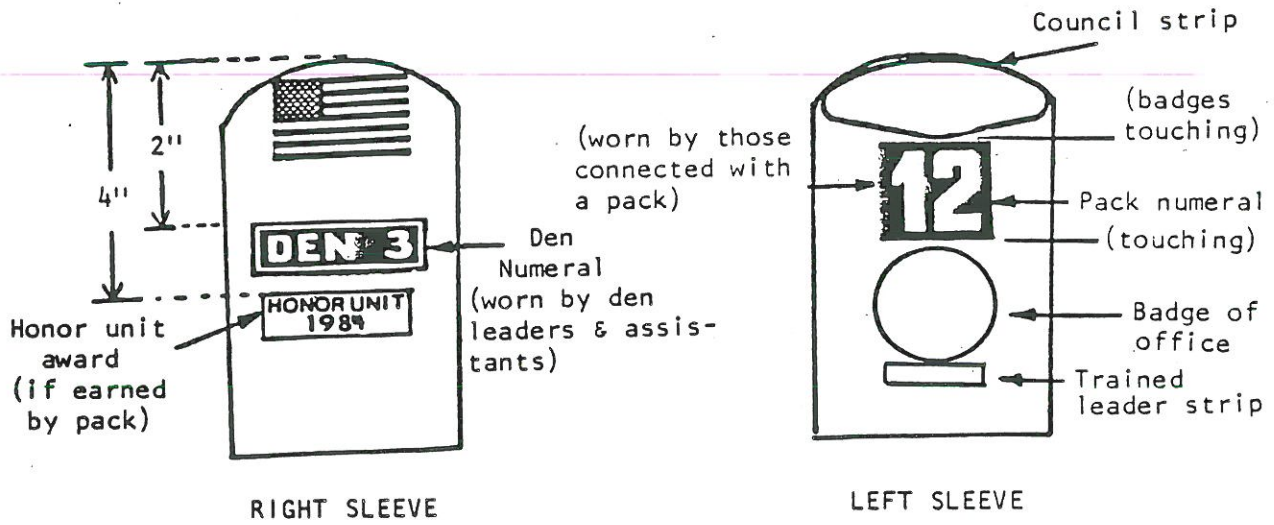
No. 837: Blue and yellow Oscar de la Renta signature scarf (worn in style of leader's choice but not as a neckerchief - only as a decorative scarf)

- A - No. 862 - short sleeve pale yellow blouse, 1 button flap pocket
- B - No. 866 - long sleeve pale yellow blouse, 1 button flap pocket
- C - No. 813 - Blue Web Belt
- D - No. 912 - navy blue slacks with button-flap pocket, front fly
- E - No. 916 - navy blue wrap-around skirt
- F - No. 913 - navy blue shorts with button-flap pocket, front fly

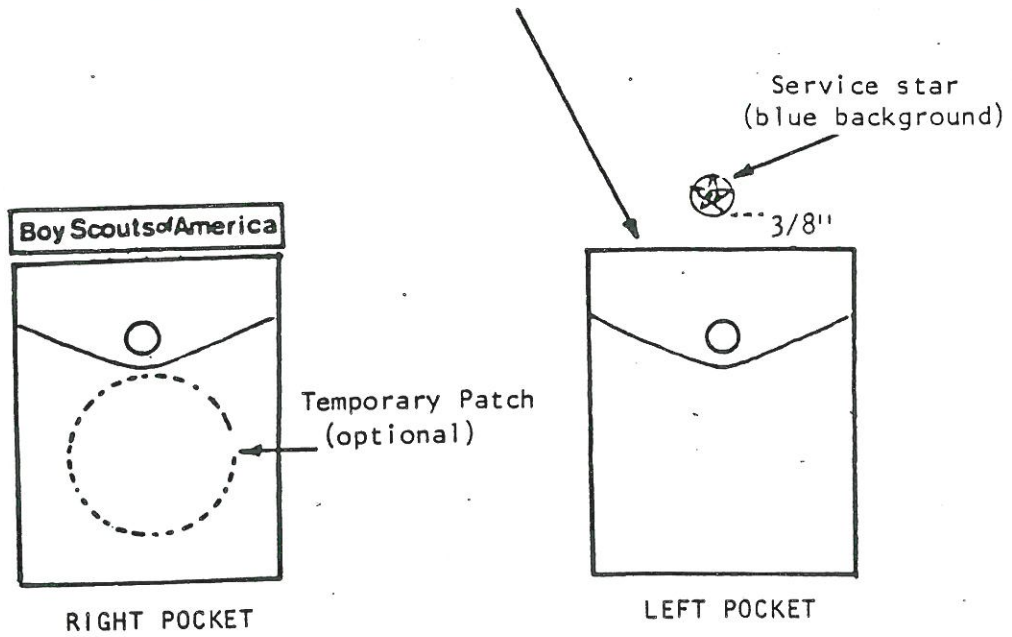
- G - No. 850 - navy blue field hat with Cub emblem
- H - No. 849 - navy blue casual hat with Cub emblem
- I - No. 851 - navy blue beret with Cub emblem
- J - No. 837 - blue and yellow Oscar de la Renta signature scarf (worn in style of leader's choice)
- K - No. 859 - navy knee socks with yellow cuff.
- L - Epaulets with colored tabs
- No. 29C navy Cub Scout
- 29E silver council, district.

*BSA strip comes on blouses

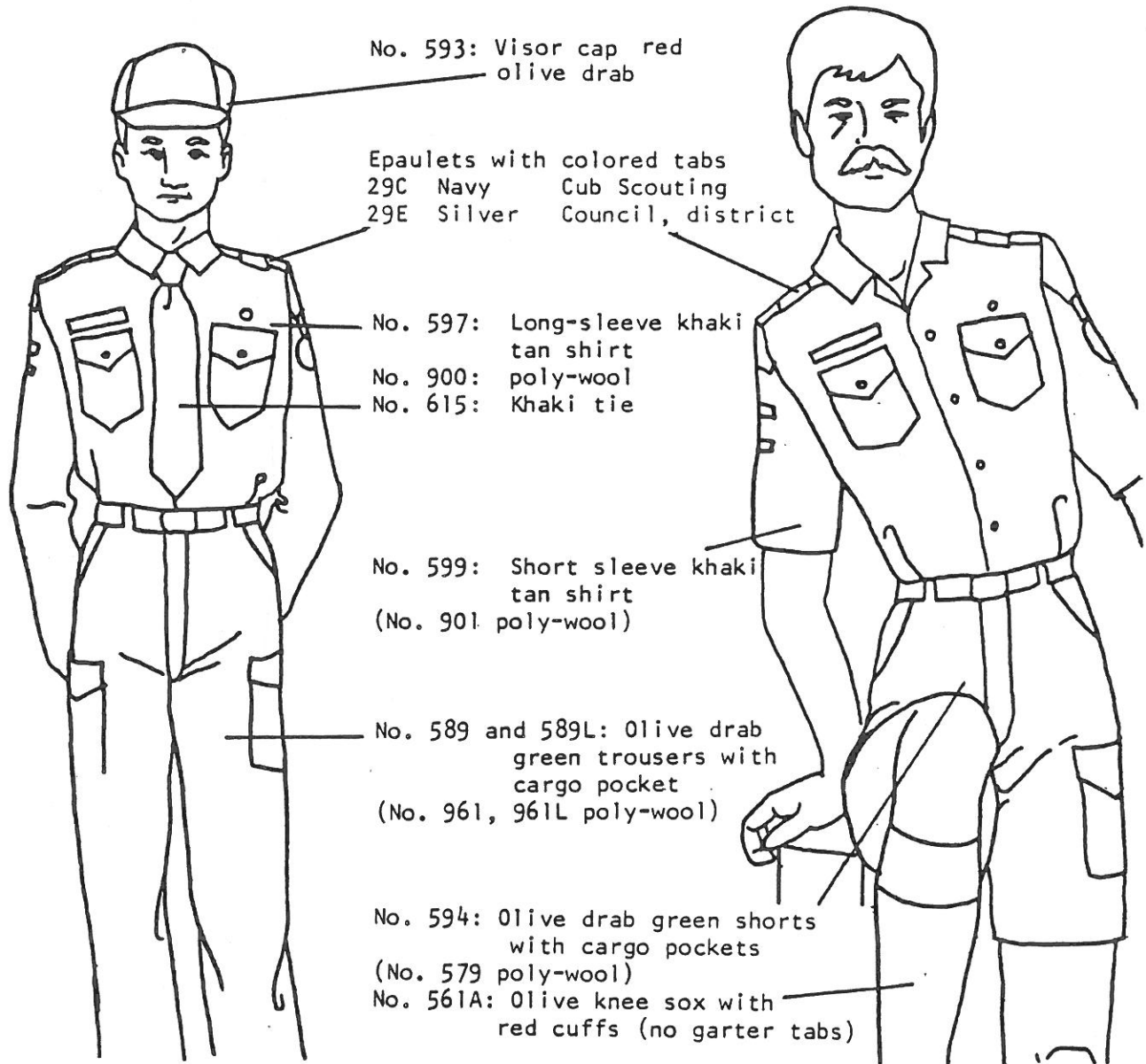
MALE CUB SCOUTER INSIGNIA



Square knots worn centered above left pocket in rows of three. No order of precedence.



MALE CUB SCOUTER UNIFORM



No. 593: Visor cap red
olive drab

Epaulets with colored tabs
29C Navy Cub Scouting
29E Silver Council, district

No. 597: Long-sleeve khaki
tan shirt
No. 900: poly-wool
No. 615: Khaki tie

No. 599: Short sleeve khaki
tan shirt
(No. 901 poly-wool)

No. 589 and 589L: Olive drab
green trousers with
cargo pocket
(No. 961, 961L poly-wool)

No. 594: Olive drab green shorts
with cargo pockets
(No. 579 poly-wool)

No. 561A: Olive knee sox with
red cuffs (no garter tabs)

BSA strip comes on uniform

Note: Old uniforms
are not obsolete
as long as they are
serviceable.

SINGLE PARENT SCOUTING

Since its beginning, Scouting has changed and yet remained the same. The ideas and goals of family Scouting have not changed, but some of the methods of achieving these goals have changed. Single parent families are among some of the changes in today's society that Scouting, has adapted to. In order to better serve the aims and goals of Scouting each pack should be realistic and knowledgeable about the various families they are reaching.

Approximately 50 per cent of today's youth will spend some time in a single parent family. Most single parent families are headed by women, but more males are heading single parent households. Single parent households are from death, divorce, separation, desertion or choice. Sometimes one or both parents remarry, so the children have to divide their time with two families. More often than not, single parents don't choose to be that way. Just as traditional families, each single parent family is different and will have a varying set of morals and values.

Usually financial need is the greatest problem for one parent families. The cost of Cub Scouting is not excessive but some families must watch every dime. Try not to embarrass anyone because of lack of funds for den or pack activities. The pack budget can aid families with special money problems.

In single parent families, parental responsibilities are often carried alone. Decision making can be more difficult without another adult's assistance. Time scheduling might be more difficult also, and a parent can develop a "super parent" complex from trying to do too much and not saving

time for him/herself. With work schedules and time needed for self, there often is not as much interaction and activity with the children. Cub Scouting can provide opportunities for fellowship with other adults and family activities which some single parents can't provide.

Many one-parent families are more effective because they work harder at being a family. They communicate and don't take as much for granted. Because they must organize and structure their time better, children are given more or different responsibilities.

When giving these responsibilities it is important to give them all needed information with a hefty dose of encouragement. Sharing the responsibilities of the household chores involves planning, talking, scheduling and decision making by all concerned. By taking an active role in their home life, children can learn the satisfaction of working and giving to other people.

Cub Scouts can learn to be more independent and responsible when adjusted to their family relationship. A parent needs to learn to allow the children to do those things they are capable of doing. By raising his self esteem when a child accomplishes a simple task, the child will become more self reliant and helpful. The "Prepared for Today" workbook is an excellent opportunity for parents and children to develop trust in the child's ability to handle various situations.

Some of the family needs can be met in Scouting. The pack is like a big family where boys learn trust and respect for each other and for adults. They also turn to the adults for role models. The aims and methods of Scouting emphasize and support the basics that comprise a successful family. Since all families

need community support systems, Scouting fulfills that need to all boys and families. Even though today's family moves every three years on the average, Scouting provides security and stability. Scouting is everywhere.

Here are a few practical suggestions to help leaders deal with single parent families:

-- Get to know the family situation of each Cub Scout. Discuss this privately and tactfully. Let them know the leadership cares but will also respect their privacy.

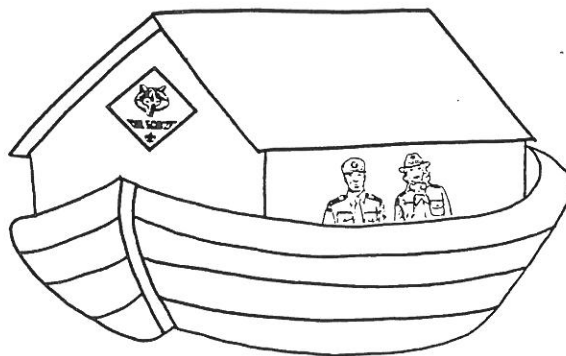
-- Let the boy know the leaders understand the family situation and that it's O.K. Don't single him out. Treat him like the others.

-- Let the parents know the pack is willing to work with them on scheduling activities.

-- Be aware of whom has custody when. Webelos sponsored boy activities may at times cause discomfort or embarrassment in a one parent family.

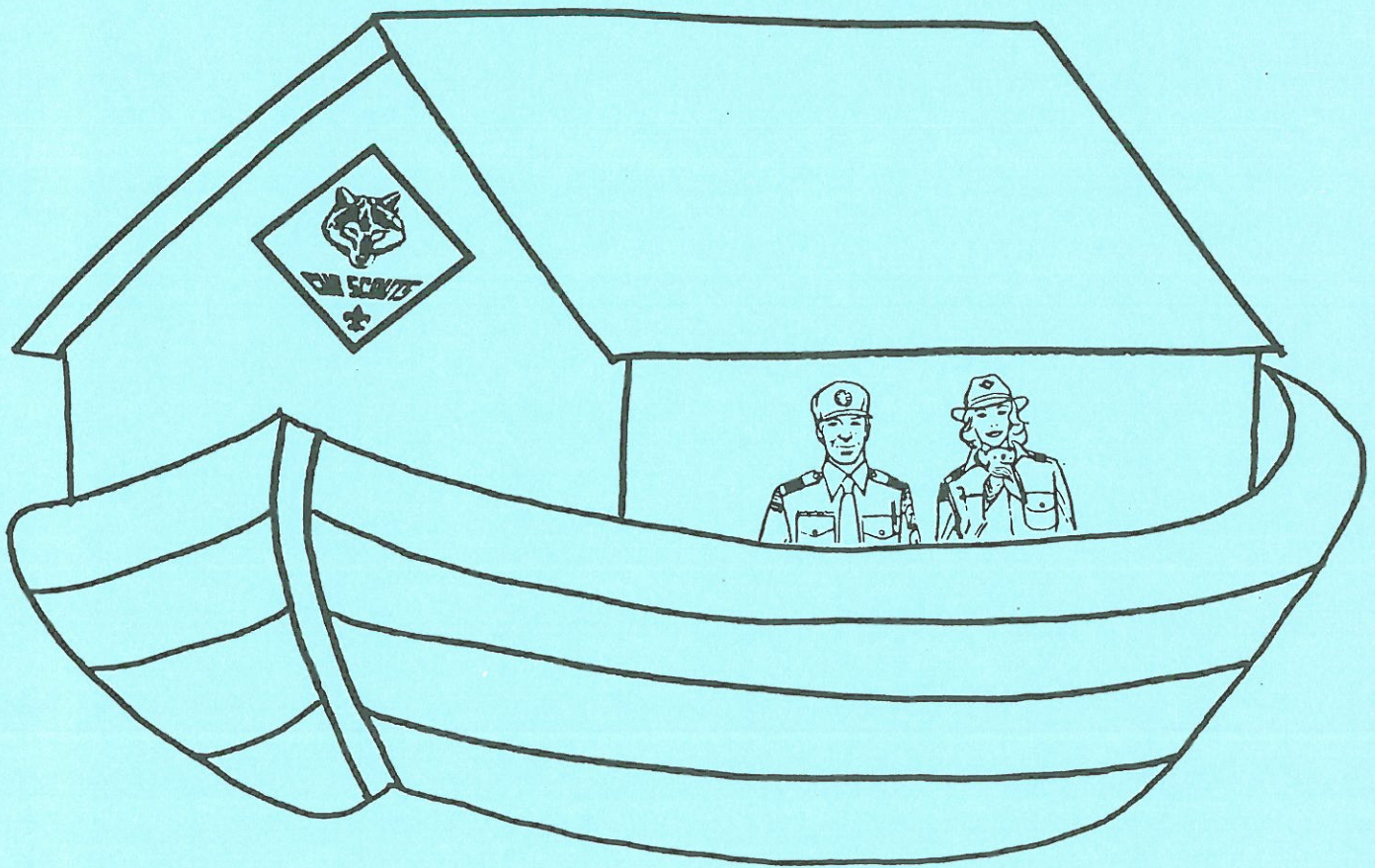
-- Involve the parent in den and pack activities. Encourage, but don't insist on, their participation beyond reasonable limits.

Scouting can enrich the lives of the members of single parent families just as it enriches the lives of all Cub Scout families.



ARK OF LEADERSHIP

FUN ENRICHMENT



Stunts and Tricks
Puppets
Blue and Gold Organization
Cub Scout Sports Program
Ceremonies
Flag Ceremony
Games
Skits, Costumes, Props

STUNTS AND TRICKS

Boys who are 7, 8, 9, and 10 years old love this kind of activity and they have a real feeling for the ridiculous. They learn, through doing, that giving other people pleasure can be lots of fun. Everyone likes to be entertained and being an entertainer is enjoyable. Find and develop an act that an audience will really enjoy, and you'll know when you've succeeded! they'll clap and cheer and if the show was very good they'll want more. Of course you don't need a stage or a theatre to be a Cub Scout entertainer - you can do a skit for your pack, at a party, or around the campfire.

In a few days or weeks learning lines or music, or getting an act just right, you are ready for the big day. If it's your den's first time in front of a crowd, the first performance is sometimes difficult but soon their confidence will grow. The secret is to keep on practicing, performing, and having fun.

There are many different ways to entertain people and here are a few ideas:

Miming

A mime is a play without words. You tell a story using your face, arms, legs, or whole body to describe the action. If you observe people's movements carefully and rehearse in front of a mirror you will soon get the idea. Let the Cub Scouts make up their own story.

Acting

Acting in a skit can be great fun, especially if your Cub Scouts write a story which includes interesting characters. It can be amusing to make your own costumes and experiment

with stage make-up, and help with the painting and building of the scenery (which does not need to be elaborate).

Singing

Everyone can sing and if you need some sort of accompaniment - why not make a musical instrument?

Tricks and Magic

Tricks and magic can be very exciting for an audience and a lot of fun for the magicians. The best way to learn them is from a book or from another magician. Tricks take the most practice of any of the performing arts, but if the boys try, they'll astonish their family and friends.

Stunts

Giant Caterpillar

A group of boys are in a line bending over to represent a large caterpillar. Sheets or blankets are over them.

The explorer who have captured this monster tell the audience he would like to have them watch this phenomenal animal devour food. He sticks a box of fruit in the caterpillar's mouth -- and it eats it (boys underneath shake tin cans filled with rocks, move up and down to give appearance of digesting food). Contents of the box are emptied, and the boy in the rear tosses out the empty box.

Next, the explorer feeds the caterpillar a paper sack filled with food. The same procedure is followed, with the sack thrown out in the rear in pieces.

Finally the caterpillar grabs the ex-

plorer. After a great commotion, articles of clothing (which have been concealed under the sheets) are tossed out, giving the appearance of undressing the victim. Group make a hasty exit with victim under the sheet.

Peanut Butter

Scene: Noontime at school with several boys eating lunches.

Scene 1

Our hero takes out his lunch kit, looks through it carefully, takes out a sandwich, unwraps the waxed paper, looks into it, scowls, growls, "peanut butter" and throws away the sandwich violently. Other boys look on puzzled, as he stalks off.

Scene 2

Next day our hero smiles, goes through the same procedure exactly.

Scene 3

Procedure is the same, but one of his friends stops him as he begins to stalk away and says, "don't want to butt into your business, buddy, but.... why don't you tell your mother you don't like peanut butter sandwiches?"

To which our hero replies, "You leave my mother out of this. I make my own sandwiches."

Bum's Rush

Leader: Friends, we want to give you a little skit here now. It just involves two of our number, but we thought you would enjoy it. One of the characters could be called a "panhandler". I have a cousin who is a panhandler - he is an intern over at the local hospital. But this man is just a bum. As our scene opens, he approaches another man on the street:

Bum: Say, mister, could I have a moment of your time?

Man: What do you want with it?

Bum: Would you gimme two bits for a bed?

Man: Hummmmmmmmmmm! Maybe, Let's see the bed first.

He's Crazy

A guard rushes up to a farmer in the field.

Guard: (out of breath) Say!

Farmer: What say?

Guard: I'm looking for one of our patients. He escaped, Seen him?

Farmer: What does he look like?

Guard: Well, he's about 6'6" tall.

Farmer: He is?

Guard: He's a fat man.

Farmer: Fat, eh?

Guard: And he weighs 55 pounds.

Farmer: (to himself) Fat, 6'6" tall, weighs 55 pounds. (to guard) Now, I don't get this. You say the man was 6'6" tall, fat, and weighed only 55

pounds. That's crazy, that's what it is.

Guard: Well.....I told you he was nuts!

Who's So Smart?

Once there were two worms. One was energetic, got up early in the mornings, and went about his business. The other one was lazy, stayed out late, and always got up early. Well, the early bird got the early worm, and a fisherman with a flashlight got the night crawler. Moral: You can't win.

Knock - Knock Jokes

Knock! Knock!
Who's there?
Dwain.
Dwain who?
Dwain the bathtub, I'm ddowning.

Abraham Lincoln
Abraham Lincoln who?
Don't you know who he is?

George Washington.
George Washington who?
You really don't know much, do you?

Bunny Episode

Ether.
Ether who?
Ether bunny.

Nother.
Nother who?
Nother ether bunny.

Stella.
Stella who?
Stella nother ether bunny.

Consumption.
Consumption who?
Consumption be done about all these ether bunnies?

Cargo.
Cargo who?
Cargo beep beep and run over all the ether bunnies. (yea)

Boo.
Boo who?
Don't dry, ether bunny be back next year.

Mosquito Episode

Amos.
Amos who?
A mosquito bit me.

Stella
Stella who?
Stella nother mosquito bit me.

Andy
Andy nother mosquito bit me.

Consumption
Consumption be done about all these mosquitoes?

Other Knock - Knocks

Oswald
Oswald my gum.

Sara
Sara doctor in the house?

Adolph
Adolph ball hit me in the mouth and that's why I talk this way.

Little old lady
 Little old lady who
 I didn't know you could yodel

Gladys
 Gladys Friday

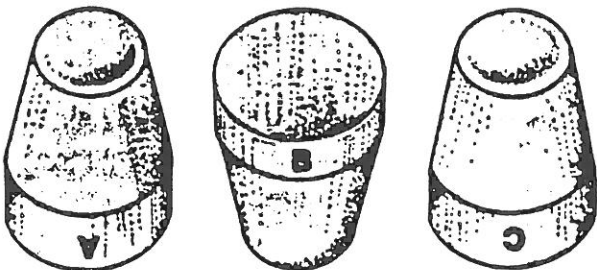
Orange
 Orange you glad it's almost over?

Dishes
 Dishes the end.

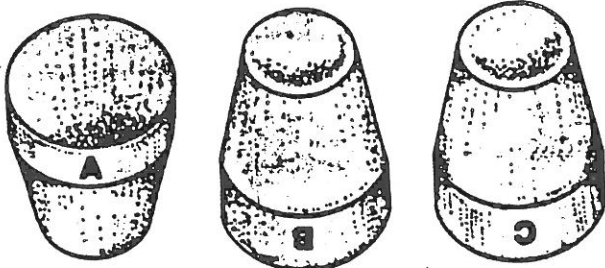
Tricks and Magic

Tops Up

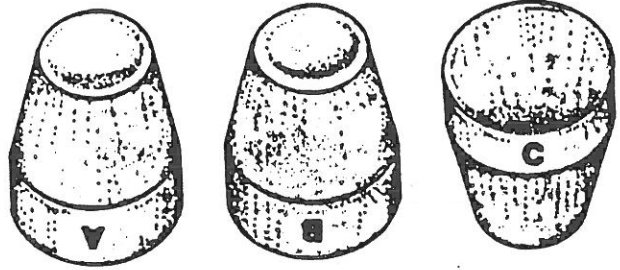
1. Place three ice cream cartons (or tumblers or cups) on the table, the middle one right way up and the other two upside down. Ask your friends to turn over two cups at a time to get all three cups the right way up -- but it must be done in only three moves, no more, no less. After they have all tried, you do it for them and then let them try again. (By the way, when you make the second move, cross your hands -- it will help to confuse them!)



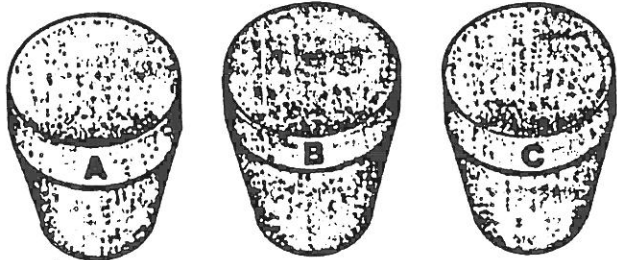
2. Turn cartons A and B



3. Turn cartons A and C



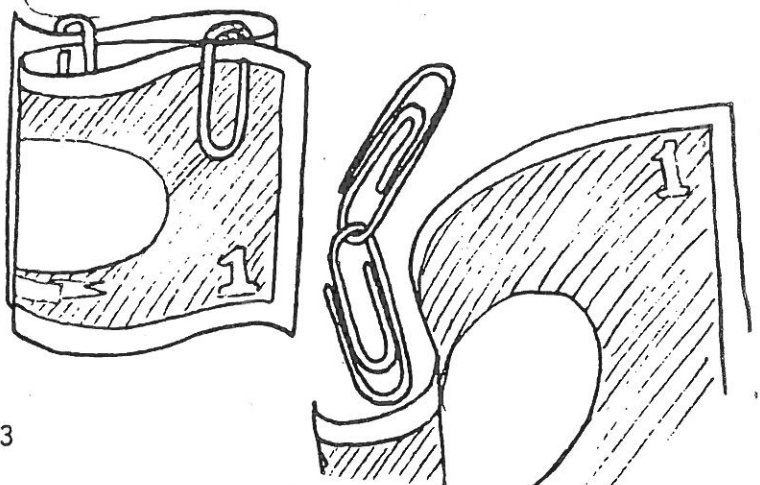
4. Turn cartons A and B



When you have done this, turn the middle cup upside down and invite anyone to try. It is impossible to do it from this new position.

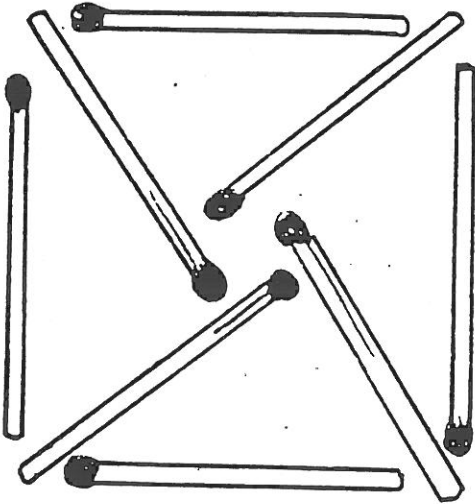
Link the Clips

You will need a money note or piece of paper and two ordinary paper clips. Ask your friends to join the two paper clips together with the note or paper. Fold the note (or paper) into three but do not crease the folds. Clip the folds with the two paper clips. Take the two top corners between the fingers and thumbs and sharply pull the note out straight. The clips will fly off, but surprise, surprise, they will be mysteriously jointed together.



Match Game

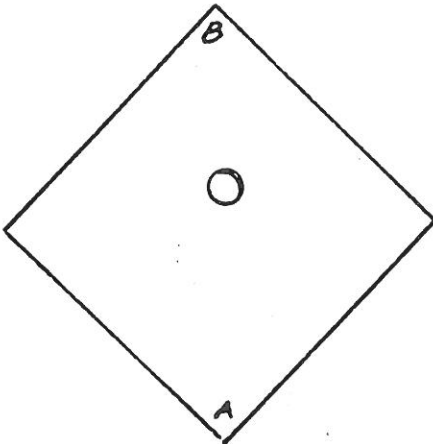
There are many match puzzles, but this is one of the best. Empty a box of 'dead' match sticks on to the table and invite everyone present to take eight only. With these eight challenge them to produce two squares and four triangles. When they have all failed to do this in a time limit, show them how easy it is like this:



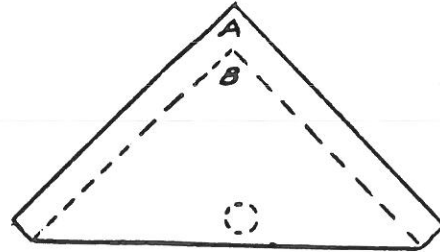
Coin and Hanky

You will need: a coin and a handkerchief. It is a good idea to borrow them from the audience.

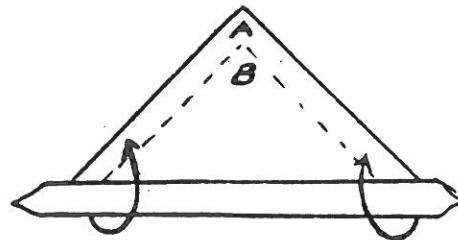
1. Spread the handkerchief out and place the coin on it a little above the center.



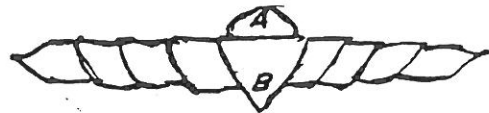
2. Fold over the bottom point of the handkerchief (a) so that it overlaps the top point (B).



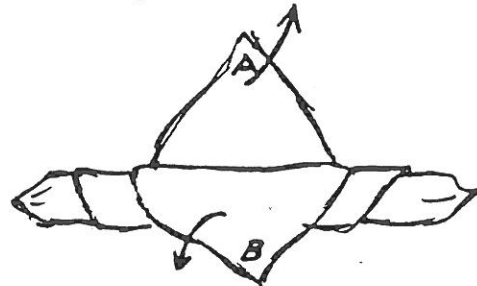
3. With both hands roll the coin and handkerchief from the base towards the points.



4. Stop when the under point (B) just pops out.



5. Put a finger on the upper point (A) and slowly pull the other point (B) towards you.



6. When the handkerchief is fully out - hey presto!-- the coin has vanished. It is, of course, under the handkerchief -- your magic made it pass right through.

Coin Circle

You will need six coins or counters.

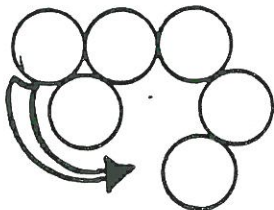
1. Place six coins as in this diagram. Now challenge anyone to move three of the coins, one at a time, so that the six form a circle. After your friends have tried, you do it for them.....



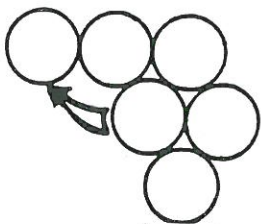
2. Move D so that it touches E and F.



3. Move E so that it touches A and B.



4. Move A so that it touches E and D. It looks so easy!



Invisible Ball

Pick up two empty lunch bags. Show them to the audience.

Set one on one side of the stage. Put the other on the other side of the stage.

Drop a ball into one bag. Make a magic wave over the bag. Say, "Now, I'm going to make it fly to the other bag. It will be invisible."

Run to the other bag. Look inside. Don't show the audience. Smile. Look relieved. Say, "Whew! It worked!"

Tell your audience you will now do something even harder. You will make the ball fly back to the other bag. Make a magic wave.

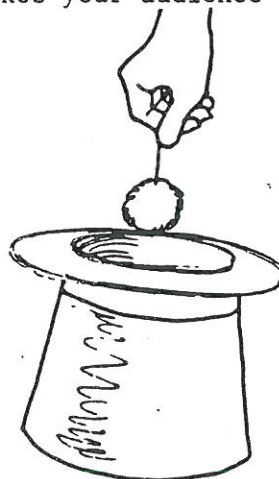
Run back to the first bag. Smile in triumph. Say, "Hooray! It worked". Pick up the bag. Dump out the ball.

This isn't a real trick, but it's good for a big laugh.

The Rabbit

Come out wearing a hat. Take it off. Show it to your audience. Set it down on the table. Say, "Presto. Mesto. Rabbit Festo!"

Pull a rabbit tail out of the hat. Say, "Darn that rabbit. He got away again." This isn't really a trick, but it makes your audience laugh.



Hanky Panky

Lay a man's handkerchief on a table. Challenge a friend to tie a knot in it. He can't let go or change fingers. Let him struggle for a while, then show him how it's done. Cross your arms. Pick up diagonal corners. Pull your arms apart. There's your knotted handkerchief.

Bang!

Blow up a balloon. Tie a knot around the end to keep in the air. Tell the audience you are going to perform a great magic trick. Show them the balloon. Say "This is a solid wooden ball. I will now make this solid ball disappear." Cover the balloon with a cloth. Poke a pin through the cloth to pop the balloon. Say, "The solid ball has disappeared. Now if I could just get rid of the bang, I'd have a great trick."

APPLAUSE STUNTS

Cheers recognize contributions to a program. They should be enthusiastically given right after the performance they honor. If the audience is unfamiliar with the cheer, it should be demonstrated, then done by the group.

1. THE ONE YOU NEVER HEARD -- Fake a clap but miss at the last moment.
2. CLAM -- Put palms together, open and close hands.
3. SEAL OF APPROVAL -- Put elbows together, open and close forearms and hands, and bark in a high-pitched "arf".
4. STAMP OF APPROVAL -- Hold up hand, boys stamp until it hits the floor.
5. SNAKE OR LEAKY TIRE -- Hiss

6. CHINESE -- Foey! Foey! Foey!

7. OIL REFINERY -- Crude! Crude! Crude!

8. SUPERSONIC -- Wave arms wildly and open mouth as if yelling, then sit quietly several moments, then yell loudly.

9. LUCKY DUCK -- Pantomime following an imaginary duck through the air with a rifle. The duck says "Quack. Quack. Quack.!" The hunter's rifle goes "Bang. Bang. Bang!" The duck continues flying - "Quack. Quack!"

10. ARIZONA -- Yucca! Yucca! Yucca!

RUN - ONS

Run-ons are similar to skits, but are generally shorter and require only one or two boys. Interspersed between songs, skits and other parts of the pack meeting, they can be used to enliven the program. Frequently they are introduced as a comical interruption of the program.

A Frantic figure runs on stage.

a. They're after me! They're after me!

b. Who's after you?

a. The squirrels -- they think I'm nuts!

A dejected figure approaches his friend.

a. It just doesn't work! It just doesn't work!

b. What doesn't work?

a. A dead horse!

A desperate fellow runs on stage.

a. It's all around me! It's all around me!

b. What's all around you?

a. My belt!

Man points to the sky.

a. Is that the sun or the moon up there?

b. I don't know, I'm a stranger here too.

a. (singing) Soap...soap...soap!

b. What are you doing?

a. Oh, just singing a few bars!

Man picks up ringing telephone.

a. You don't say...you don't say... you don't say....

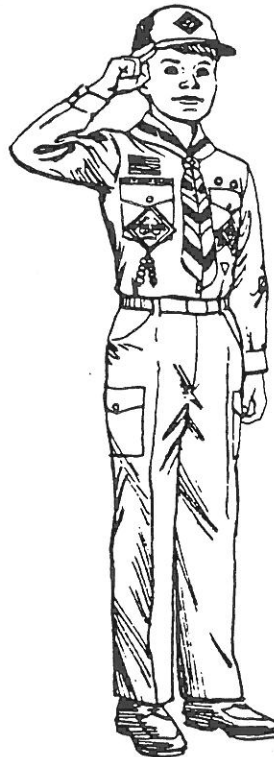
b. Who was that?

a. I don't know. He didn't say.

a. I've been seeing spots before my eyes.

b. Have you seen a doctor?

a. No, just spots.



PUPPETS

Puppets are for all ages. For young people, they are of particular fun since they stimulate the imagination and teach all at the same time. This is not only fun for the puppeteers, but for the audience as well. A shy Cub Scout can be a master speaker just as much as the den clown. Since no one can see who is working which puppet, there is no problem in speaking the lines.

KINDS OF PUPPETS

There are many types of puppets - each one as simple or as complicated as you wish. There is no such thing as a wrong way to make a puppet. The following is a starting point for further exploration and discovery:

FINGER PUPPETS: Heads and/or bodies can be made of strips of paper or felt that will fit around a finger. Only the one finger is used to work the puppet. For a group effect, you can make a puppet for each finger, then you bend the individual forward to show which is doing the talking.

BOX PUPPETS: Depending on the size of the puppet, you can make excellent puppets out of match, cereal, jello, and other small boxes. These can be the head, or just the mouth, and then a sock can be used for the body over your sleeve.

PAPER PLATES: With one fold, a paper plate becomes a giant mouth. A piece of paper or cloth attached to the back of the plate holds the fingers and an old sock or sleeve makes up the body.

SHADOW PUPPETS: They are flat figures on a stick, moved behind a screen with a light used to cast a shadow. These work great to act out a song on a record.

PAPER BAGS: The bottom is the head of the puppet. The fold can be used as the top of the mount with the underside drawn on the bag itself. The features can be made with crayon or by using scraps of construction paper or cloth.

SOCK PUPPETS: The sock serves as both the body and the head of this puppet. The features may be added by using felt, fabric, or paints. Since these are very easy to operate, they are the most popular.

GLOVE/MITTEN PUPPETS: The fingers of gloves quite naturally work as bodies for puppets. The heads and bodies or clothes can be made of paper fabric, or felt and glued to the fingers, or felt-tip pens can be used to draw on the features.

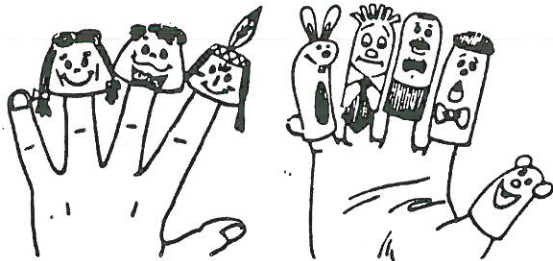
PAPIER MACHE: The head of the puppet can be made of this substance, or a styrofoam ball can be hollowed out for a finger and then costumes are fitted to the character of the play. In this manner, one head can serve many puppets.

STICK PUPPETS: A picture can be drawn or cut out and attached to a stick and moved across the stage. You could also use vegetables, rubber balls, stuffed toys or dolls, attach them to sticks and use for a quick easy puppet.

MARIONETTES: These can be simple or extremely complex. It is a jointed puppet controlled by strings. This takes much practice and an extreme amount of patience.

Now let's look at each of the above - mentioned puppets with a little more detail and insight.

FINGER PUPPETS: Egg carton sections decorated with features and placed on the tip of fingers are a very simple, quick puppet. The finger portion of a garden glove can also be used to make a variety of critters.

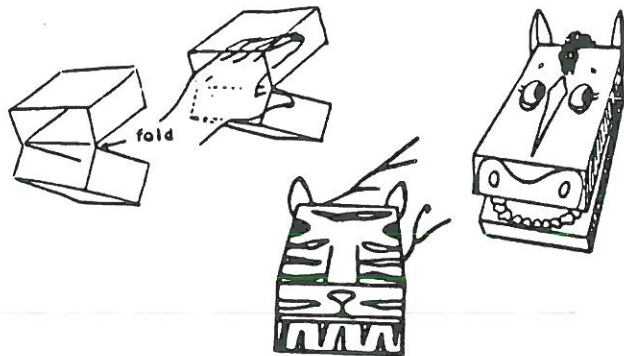


Another version is a finger-leg puppet. In this puppet holes are cut in the leg area of the puppet. Your fingers are then inserted and the puppet can walk across the stage. The upper portion of the puppet would be a paper doll type of puppet. Shoes could be made for the tips of the fingers. One thing to keep in mind on full-figured finger puppets is don't forget the back side. Remember you have a front and a back and so should your puppet.

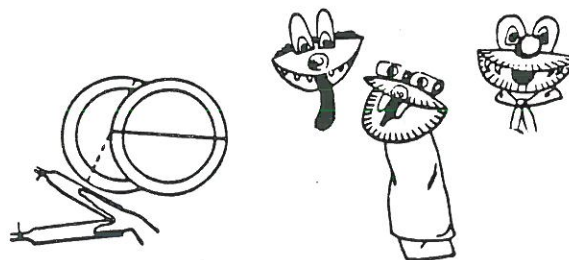


Your hand, dressed in a cupcake paper or piece of fabric with the features drawn on the back of your hand, can also make a quick puppet. Just by using paints, the hand you always have with you can be made into an Indian, an animal, or even a Cub Scout just by drawing the features and adding a small piece of fabric.

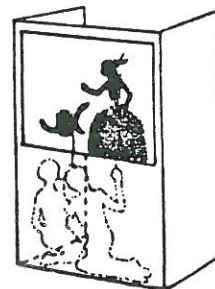
BOX PUPPETS: If you need an animal such as a horse or a dog for a play, why not use a jello box or small cereal box to form the head and an old sweater or fuzzy sweatshirt arm to form the body.



PAPER PLATES: If you need a large mouth clown or fantastic dragon, these will make a great puppet with just a small amount of imagination.



SHADOW PUPPETS: These puppets are great for extremely shy Cub Scouts. Since the Cub Scout and his puppet are both behind a screen, he can talk without anyone seeing him. His puppet appears as a black shadow because of the light behind. These are great because a great deal of costuming is not necessary.



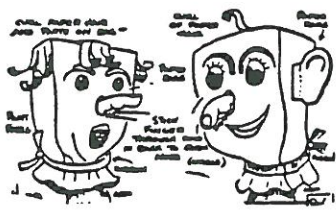
PAPER BAGS: Since these are so readily available, these make the quickest and easiest made puppets. They can be made from #5, #6, or #8 paper bags. Insert the four fingers in the flap that is formed when you flatten the bag. This forms the mouth and by moving your fingers up and down, you can make the puppet talk.

To decorate the bag puppet, lay it flat with the fold at the top and facing up. The upper lip or part of

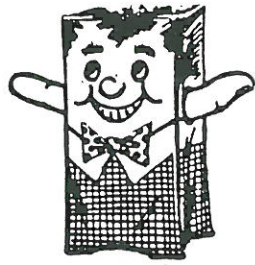
the mouth would be drawn above the fold and the lower part below the fold.



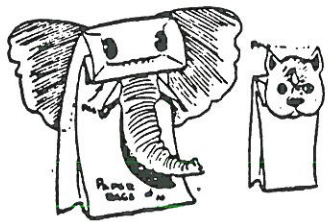
Another type of paper bag puppet would be to use a #2 or #3 size. Open them up, see where the nose hole should be by poling your finger into the sack and marking it. Then sketch in the eyes and mouth. Decorate the paper bag puppet with hair, ears, etc. Then cut out a hole where you marked the nose and stick your finger through it. Tie the open end of the sack around your wrist.



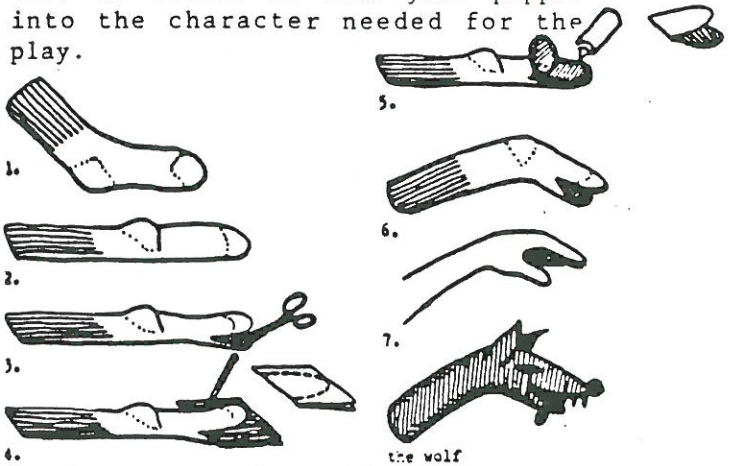
You can also make a paper bag puppet with movable arms by using a similar process.



Sack animals can be made by cutting out the head of the animal and gluing it to the folded end of the sack, or you can use construction paper or tissue paper to make the animal's features.

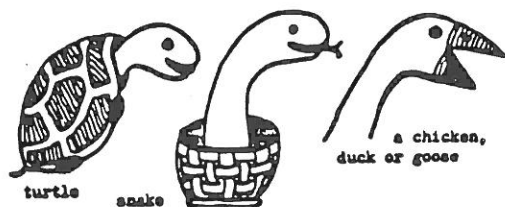


SOCK PUPPETS: There are many variations of this puppet. When putting on a sock puppet, the heel should be on top of your wrist. Stuff the toe back towards your palm. Pin first, then sew the corners of the mouth in place. Sew buttons on for eyes and nose, add ears, hair, or whatever else is needed to make your puppet into the character needed for the play.



Another way to form this sock puppet is to turn the sock inside out. Cut around the edges of the toe and back about two or three inches to form the side of the mouth. Sew a piece of red, orange, or pink material into the area just cut. Be sure it fits all the way into the slit made in the sock. Trim any excess from the edges. Turn the sock right side out and finish the needed features. Using this method you can design a turtle, a snake in a basket, or whatever you imagine. By inserting your hand inside the sock and moving your fingers, you can make it look as if this puppet is really talking.

GLOVE AND MITTEN PUPPETS: This is also called the hand puppet. Besides the glove or mitten, a handkerchief or stitched body can be used to make this puppet. The costume is draped over the hand. The thumb and second finger become the puppet's hands and the first finger holds up the head. This type of puppet can be worked to hold props, wave, or be more active than some of the others. Since this puppet usually has a formed head, you will need to practice moving the puppet to show when it is talking, and using its "arms" to show emphasis.



Another form of this puppet is to make the head and neck or body portion to fit on one arm and make the arm of the puppet to fit on your other arm. In this way your puppet becomes more life-sized.



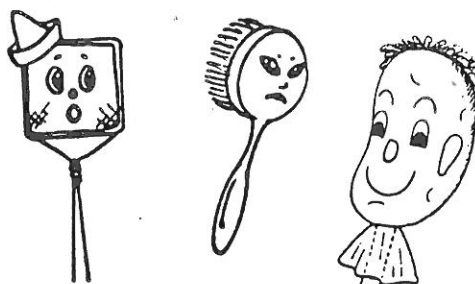
PAPER MACHE: This is used primarily for making the heads of hand puppets. By soaking strips of paper in water and gluing them over a ball, light bulb, or some other shape, you can form a puppet head. When the paper has dried, it can be cut in half and the form removed. Then the two halves are glued together and painted to make the face. A styrofoam ball

with a hollowed out indentation for your finger can also be used to form a head.

Tissue paper dipped in a flour and water paste about the consistency of cream will make a much finer featured head. By separating the layers of three or four pieces of tissue, soaking them in the mixture, and gently squeezing the excess water out, you can then form it over a cardboard tube. Since the tissue shreds too easily to use strips it can be kneaded and pulled into a round shape. Poke the eyes in by using the eraser end of a pencil, form the nose by building or pulling out the paper. Remember to form a collar at the neck so the costumes will have something to hang from. After it has dried, you can use paint to form the features.



STICK PUPPETS: Ordinary items found around the kitchen or house make ideal puppets. Also, vegetables can be dressed up to form interesting characters in a play too. A potato on a stick with a collar on could become a very interesting Farmer or Cubmaster. By adding felt or paper eyes, nose, mouth and hair, just about any person could be represented by a vegetable.



MARIONETTES: As stated before, this is the most difficult puppet to master. Because of the amount of practice needed, many Cub Scouts may lose interest in mastering it. They are usually a full-length puppet operated by strings. Each joint (elbow, hand, knee, foot, waist and head) is separate and has a string attached to it and to the control stick. By pulling on the individual strings you can make the puppet walk, bow, wave, and do just about anything a real person can do.

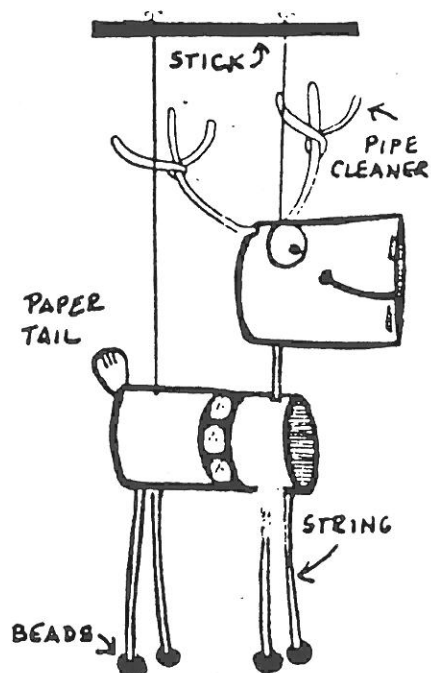
To make a marionette using three strings, put 3 notches in a stick 6 or 8 inches long. Cut notch 1 in the middle, running it all the way around the stick. The other 2 notches should be cut 1 inch from either end of the stick. Now cut the middle string 3 inches longer than what you will need to reach the head. The other two strings should be 2 inches longer hanging down. Tie the middle string to the middle notch and the two arm strings to the outside two notches. By moving the side strings you can move the puppet arms one at a time.

If you get really good at this, add a second stick with two notches and strings 2 inches longer than the feet. By moving those strings you can get your puppet to walk.

The following are some additional ideas of variations of the puppets we have described.

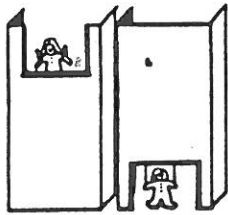


CARDBOARD TUBE MARIONETTE

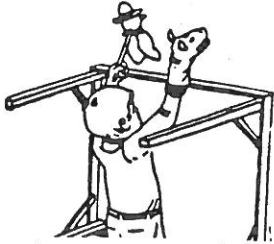


PUPPET STAGES

Now that you have your puppet made, you will need a stage to perform on. Shadow puppets are the easiest, since all that is needed is a screen or sheet, and a bright light. A large cardboard box such as a refrigerator box can be used to make a puppet stage. If you cut the opening at the top of the box, by reversing it you can use it as a stage for marionettes too.



The best way of having a "traveling" stage is by using what is at hand. By this we mean a table turned on its side, a folding screen, a doorway with a blanket or sheet covering the lower portion, or two ladders with a



pole strung between and a blanket hung down. If you really become desperate, use two people out of the audience to hold the curtain, and put on your puppet show.

Now if you are using finger-leg puppets, there are many different types of stages. An ice cream carton can be used both for finger puppets and for individual puppet shows just by cutting out a side 2 inches from the top, bottom and sides. Then it can be decorated with contact paper, wall paper or whatever you wish. The top portion of the container is a fine

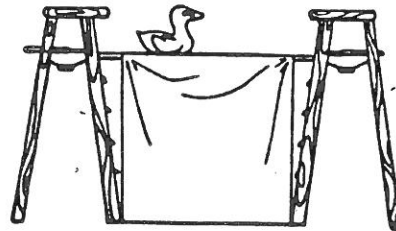
area for finger-leg puppets to walk upon, while the opening that is cut into the side works well for the other types of finger puppets.



Portable stages can also be made out of boxes with a strap that fits around your neck so your puppet can walk across. Or by cutting two holes you can have two sock puppets to entertain as you walk around. A paper sack could hold an interesting type of puppet.



LADDER AND SHEET STAGE



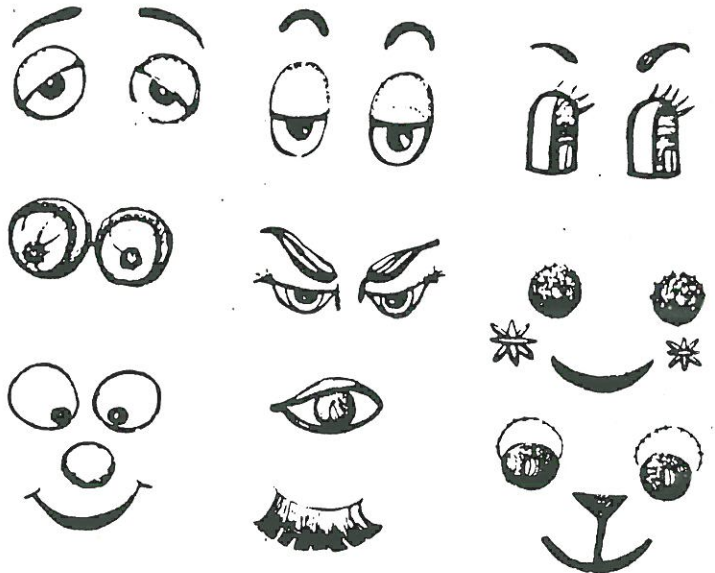
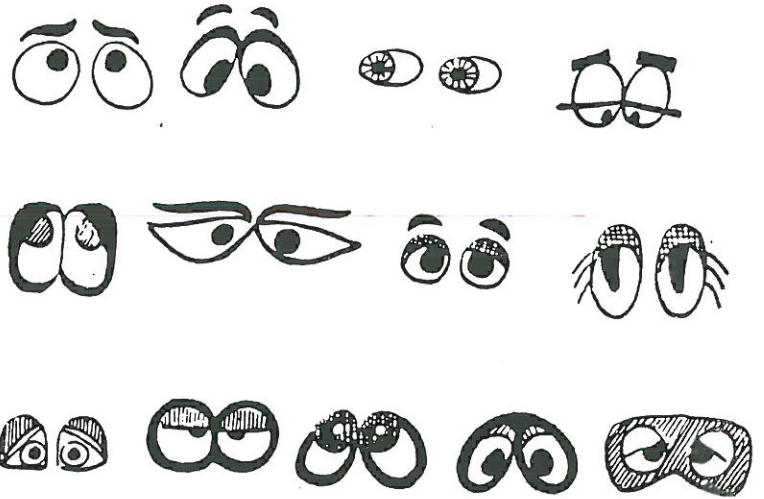
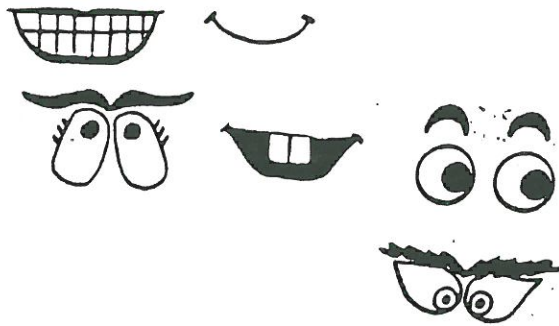
FACIAL EXPRESSIONS AND FEATURES

One thing you must remember about a puppet: it is small. When you make a costume for yourself the details do not have to be bright in order to show where they are or what they mean. On a puppet, who is very little, the features and costumes must be over-emphasized in order to get the idea across.

To start with the face, the eyes should sparkle on a happy face, shed a tear on a sad one. Glitter or sequins can bring out this feature. Use different sizes of eyes and different colors too. The movable eyes that can be purchased in the stores can also be quite effective. The eyes are great expression makers, noses can be left off or can be round such as a clown's.

The hair can be made of a multitude of different things: for example, yarn, narrow streamers of crepe paper, shredded plastic bags, scrub pads or steel wool, pieces of fur, string, wood shavings, or even feathers could be used. They can be sewn on, glued on, stapled, pinned, or taped on. Whatever effect you want, can be achieved by using something different.

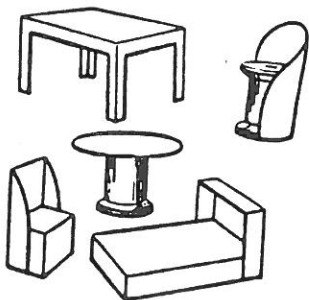
Here are some variations of features that could be used. Thin wire for glasses can also change a puppet's look.



STAGING

A bare stage works fine for finger puppets, but with hand puppets you might want to make furniture or staging to make the play more believable. One way of accomplishing this is to put your scenery on sticks. This works well for shadow puppets and will work for others if you have a large number of changes to make. Scenery that has to be changed during a play should be as simple as possible. Do not clutter up the area that you want to work in.

If you need items such as tables, chairs, trees, etc., make them out of modeling clay, cardboard or spools. Doll house furniture can also be used. If your stage has a floor, you will have no problem setting them up. If your stage does not have a floor, place your furniture on a long stick and hold it up to look like scenery.



BRINGING THE PUPPET TO LIFE

As stated for the marionette, practice is necessary to learn how to work (manipulate) the puppets. But how do you take a hand puppet and make your audience believe you?

A puppet can answer questions just by nodding his head yes or shaking it no. By moving one hand up by its face it can whisper, by moving two hands it can shout. It should be remembered that every time the puppet speaks, it should move in some manner, but don't make it flop all over the stage. It can stand still once in a while, but don't forget to move it.

The best way to practice your puppet's lines is to read it in front of a mirror, or tape your part of the play and move your puppet to the lines spoken. (In fact, a good way for Cub Scouts to put on a show is to tape it first, and play the tape during the performance.)

Here are some points to remember:

1. Hold puppet upright.
2. Walk off stage, don't sink out of sight.
3. Think of actions the puppet can do best, but keep them clear and simple.
4. The puppet should speak and act in character.
5. Move the puppet when it speaks so audience knows who to watch.
6. Speak clearly.
7. Do not hide one puppet behind the others.
8. Exaggerate your feelings. An excited puppet should be wildly excited, a tired puppet should groan and sag if weary.
9. Sometimes a puppet must speak out loud when he is thinking. For example "I think I'll look up in the tree for my pet bird."

The following are some hints and how to's about manipulating the hand puppet:

Walking - Move your wrist back and forth. Do not let the puppet pop up out of thin air when it makes its appearance. It should come on stage the same way you would if you were entering the stage.

Talking - If the mouth is movable, be sure to move it. If not, move the head to show who is speaking, but only on certain groups of works. Otherwise your puppet will get a headache from wagging back and forth.

Listening - Puppets, like Cub Scouts, should listen sometimes. When a puppet listens he does not move, and he looks toward the one that is talking.

Sitting - To make it appear your puppet is sitting, lower it gently and insert your index finger of your opposite hand under the garment to make it appear as if there was a knee or lap. As the puppet rises, lower the finger until the lap disappears.

Climbing - Did you know a puppet could climb a tree? By lowering the tree or beanstalk or ladder it will appear as if the puppet is climbing upwards. All the puppet is doing is standing still and reaching for the next branch or step. Remember to reverse the procedure when the puppet climbs back down.

Piano playing - If you have a musical puppet, use a toy piano on which the sound is muffled when the keys are struck. A recording will make the actual sound of the piano selection.

Dancing/Marching - By using the pointer finger of the opposite hand to form kicks under the skirt, it will appear as if the puppet is dancing or marching.

PUPPET ACTIONS

What can you do with the:

Head - nod or thrust forward and back
Hands - clap, hold to head, scratch head, fling to sides, cross in front, point

Waist - (your wrist) bow, twist, sway, sit down

Legs - (your forearm) walk, leap, limp, dance, march

Some things a puppet can do:

March to music	Dance
Lead an orchestra	Fight
Sweep a floor	Dust
Stack blocks	Wash dishes
Play instruments	Write
Play with a balloon	Eat

Show feelings and personality when you are:

Excited - clasp hands, jump up and down

Sad - Hand to face, show movements, bow head

Angry - Beat head, bang hands

Afraid - Tremble, shake

Tired - Slow, droopy movements

Old - Shaky, slow movements

WRITING THE PUPPET SCRIPT

Now that you have your puppet created, and have learned what it can do and how to do it, it is time to either find a play to do or to write your own.

There are many different ways of putting on a puppet show. You can act out a record, a taped story that everyone knows, a taped story that you all wrote, or write it out and do it live. If you are writing your own script, you must:

1. Decide what it is about
2. Is it for fun or to teach
3. Select your characters
4. How will your characters react
5. Decide what your characters are going to say
6. How long will it be

Since those working the puppets are not seen (unless you do the small individual stages), it is not necessary to memorize the lines of the story. The easiest way of handling the script back stage is:

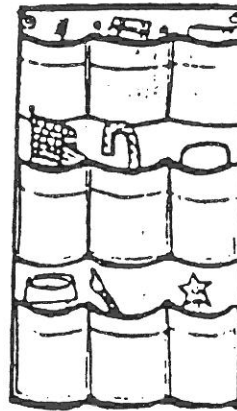
If only one page, tape it to the stage or somewhere it won't be seen, or pin it to your jeans on your knee.

If there is more than one page, staple them together and pin them to your knee so that you won't lose your place, and can turn pages without dropping the script.

Underline the parts in different colors, so the puppeteers will know whose turn is when.

Now that you have your script, you will want to get the materials for staging, and possibly music for background. Perhaps you will want sound effects. Look in the Wolf Book under Elective 2 for ideas on various sounds. Be sure you have everything you need by the time you are ready to practice your script. The way it is much easier and the Cub Scouts will know what is coming and how it sounds.

To keep your props and extra puppets out of the way during the performance, use an old shoebag to hold them. In this way, you have a storage place and your props won't accidentally get stepped on.



THE MAGIC OF PUPPETRY STARTS WITH A STUFF BOX

A permanent box of puppet materials might encourage your Cub Scouts to put on puppet shows. A Cub Scout's imagination has no limits. The box need not be large nor have a tremendous variety of items. Basic items should include: scissors, masking tape, glue, needle and thread, pins (straight and safety), rubber bands, paper fasteners, string, felt pens, crayons, pipe cleaners, and possibly heads from old rubber dolls. If the items are in bags it is easier to work with and will also keep the box neater.

Some examples that can help create magic are:

1. Sticks for stick puppets (straws, tongue depressors, popsicle sticks, chopsticks)
2. Styrofoam balls, balls (rubber and ping pong)
3. Socks, nylon stockings
4. Gloves, mittens, fabric scraps
5. Felt scraps for faces, shirt sleeves for costumes
6. Old handkerchiefs, doll clothes, old doll hats
7. Paper sacks, plates, cardboard
8. Paper cups, envelopes
9. Construction paper, crepe paper, doilies, boxes, egg cartons, paper tubes, plastic bottles
10. Wig materials
11. Buttons, beads, sequins
12. Wooden spoons, spools, sponges, parts of old toys, kitchen utensils, fly swatters, hair brushes, cotton balls.
13. Anything else imaginable - stethoscope, whisk broom, bicycle tire pump.

PUPPET-MAKING CHALLENGES

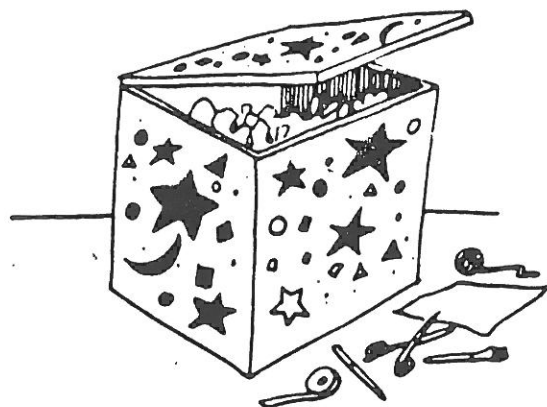
A Ten Minute Puppet - With your scissors, glue, needle, thread, tape and pins gathered before hand, pick a particular room such as the kitchen, and using only the materials found there create a 10 minute puppet.

Nature Puppet - Go outside and see what type of puppet you can create out of the materials found out-of-doors.

Common Object Variations - Give everyone a common object such as an apple, potato masher, wooden spoon, mirror or bleach bottle and see what type of a puppet they come up with.

Representation Puppets - A category is suggested and you try to come up with as many variations as possible, such as a spider puppet, a ghost puppet, a space traveler puppet, etc. To make it more difficult, try abstract ideas such as peace, justice, truth or even school subjects of math, sports, or history. Use your imagination on this one.

Grab Bag Puppets - Put a variety of puppet stuff into grocery sacks and staple them shut. The challenge is to create a puppet out of what you have. Tape, scissors and pins should be available.



BLUE AND GOLD ORGNAIZATION

On February 8, 1910, Boy Scouts of America was founded by Rovert Stephenson Smyth Baden-Powell. By 1930, 20 years after the BSA's birth - there were 650,000 Boy Scouts in our country. That year they were joined by their younger brothers in the Cub Scouting program.

Each February, Cub Scouting celebrates its birthday at Blue and Gold banquet across the nation. These are family affairs, usually held on the regular pack meeting night. Blue and Gold banquets combine the principles of Scouting and total family participation in the celebration. Dens are seated together to encourage strengthening of den spirit and family relationships.

There are three important things to remember:

1. Be sure that pack leaders, boys and partents know that the Blue and Gold banquet is Cub Scouting's birthday celebration. We are 58 years old in 1988.
2. Begin planning at least two months ahead. Some pack begin earlier.
3. KISMIF - "Keep it Simple, Make it Fun".
 - a. Involve leaders and parents. Sharing responsibilities makes it easier and more fun for everyone.
 - b. Let the boys help plan and make the decorations, but keep the cutting and pasting to a minimum. Do let them help make each item.

PLANNING THE BANQUET

To be successful, the banquet must be planned well in advance. The banquet chairman is selected by the pack committee. That person recruits helpers to carry out the responsibilities

listed below. The general outline will help make planning easier. Try to involve as many people as possible and avoid geving den leaders any additional responsibilities - they will be busy working with their dens.

BANQUET COMMITTEE RESPONSIBILITIES

1. Set the date and time of banquet if this has not already been predetermined. Most packs hold the banquet on the regular pack meeting date.
2. Decide on a meal serving plan:
 - a. Pot luck. Each family brings a dish to share with the whole pack or with the den group. Families furnish their own plates, cups, utensils, and serving dishes. Food is pooled and served buffet style.
 - b. Food committee. If the pack has sufficient funds, they may wish to bury the meat, bread, beverage, plates, utensils, cups, napkins and ask each pack family to bring salads, vegetables and desserts. Some packs pro-rate the cost among those who attend. Some food committees purchase all the food and prepare the entire dinner.
 - c. Catered. Either have a caterer bring in the food already prepared or the pack can go to a restaurant or cafeteria for dinner. In these cases, the food is prepared so there is nothing to do but decorate the rooms and tables.
3. Secure an adequate facility at least six weeks in advance. The space needed will be determined by the serving arrangements and the type of exhibits used.

- a. Type of facility:
 - 1) School Cafeteria
 - 2) Church meeting room
 - 3) Civic centers, town hall
 - 4) Restaurants

b. Check on rental fee, if any. This may determine which facility is used.

c. Check seating capacity and number of tables available.

d. Inquire about kitchen availability, if needed.

e. Secure permission to use special items - PA system, speaker's stand, etc.

f. Confirm reservations at least a month in advance.

Use the members of the banquet committee as chairmen of the following subcommittees to plan the details of the banquet. Depending on the size of the banquet, some of the subcommittee's responsibilities may be combined.

PHYSICAL ARRANGEMENTS SUBCOMMITTEE RESPONSIBILITIES

1. Develop a seating plan so that den families can sit together.

a. Head table?

b. Arrangement of tables (determined by size and shape of room)

- 1) Square
- 2) U-Shaped
- 3) Parallel
- 4) Fan Shaped

c. Be sure everyone will be able to see and hear.

2. Make arrangements to get into the building early on the day of the banquet to set up tables.

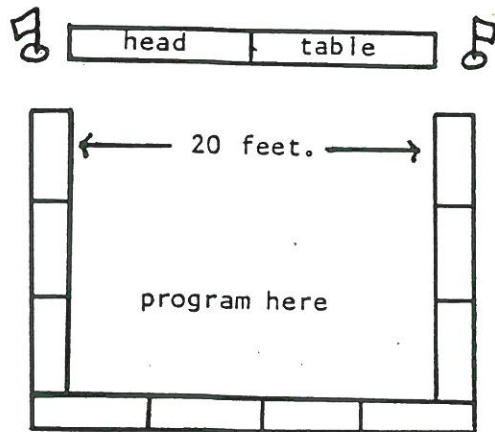
3. Inform dens what time they may arrive to decorate. Be sure to allow enough time for people to go home and dress for the banquet.

4. Check on restroom and coatroom facilities.

5. Check on need to work with custodian.

6. Be sure there is adequate parking space.

7. Arrange for adult clean-up committee. Have trash bags available.



FOOD COMMITTEE RESPONSIBILITIES

1. Pot Luck Plan

a. Decide if dens will plan their own menus or if each family will bring food to contribute to an overall menu.

b. Let each den family know how much and what type of food to bring.

c. Ask each family to bring their own plates, utensils.

d. Decide if pack will furnish salt, pepper, sugar, napkins, etc. If so, make arrangements to buy them or have them donated.

2. Food Committee Plan

a. Decide how much food the pack will furnish (meat, drinks, paper goods or all the food).

b. Purchase food and other dinner items.

c. See that each den receives their share of purchased goods.

d. Obtain enough helpers to prepare the meal (or part of it). Be sure it is prepared well. Remember health rules.

3. Catered Plan

a. A caterer.

1) Contact caterer, agree on menu and cost.

2) Check time of delivery and find out if caterer provides everything, including drinks and dessert.

3) Accept reservations and estimate attendance well in advance.

4) Collect money prior to banquet.

b. Restaurant

1) Contact restaurant. Agree on menu and cost.

2) Accept reservations and estimate attendance in advance.

3) Collect money prior to banquet.

4. Plan to have a cake or cupcakes. This is a birthday party. Consider having a father-son cake bake.

5. Determine serving time and needs.

a. Plan two serving lines if more than 150 people are served.

b. Arrange for kitchen utensils,

serving dishes, large containers for hot and cold drinks as needed.

6. Work with program subcommittee in adhering to time schedule for serving, eating, etc.

THE BANQUET MEAL

The type of menu selected for the banquet will be determined by current food prices. However, a well balanced meal should include meat, vegetables, salads, bread, dessert and drinks. The following information will help the banquet committee in planning.

Pot luck meals: For a den of 8 families: 2 families bring meat dishes, 2 bring vegetables, 2 bring salads, 1 bring dessert, 1 bring bread and drinks.

PROGRAM SUBCOMMITTEE RESPONSIBILITIES

1. Cubmaster should be a member of this committee.

2. Select a theme for banquet.

3. Select a master of ceremonies.

4. Working with Cubmaster, plan format of program and recruit a person to handle each item on the agenda.

5. In cooperation with Den Leader Coach and Den Leaders, plan the general room decoration and head table decoration.

6. Decide on placement of room displays and exhibits.

7. Prepare a printed program for hand-out.

8. Arrange for props for ceremonies and skits. Work with advancement chairman on props.

9. Send written invitations to special guests.

10. Select a welcoming committee to greet people as they arrive. (Preferably a group of Cub Scouts in uniform).

11. Send thank you notes afterwards.

INVITATIONS - All pack and Tiger Cub families should be informed of date, time, place and cost. Each den can make their own invitations for their parents. Be sure all information is given to den regarding type of banquet, whether pot luck or to bring own tableware, etc.

If special guests are invited to this dinner, include them in the head count and pay for their meal, or if pot luck have every den bring enough extra dishes to serve the guests. If their is a head table, guests will be seated there. If not, place the guests with each of the dens. A special guest list could include the District Executive and spouse, Unit Commissioner, Minister or Rabbi, Scouting Coordinator and spouse, School Principle, local newspaper editor and spouse. The list could be endless but hold the guest list down according to the pack capabilities. Invitations should be mailed or hand delivered at least a month in advance to give the guests time to make a commitment.

THE BANQUET PROGRAM

In planning the banquet program, remember that it must appeal to boys as well as adults. There is no set rule to follow for a Blue and Gold banquet program. It can be like a regular pack meeting, with songs, skits, stunts, awards or something different and special, such as a magician, puppet show, group of singers or someone special or famous. Some packs use a short slide presen-

tation on Scouting in general or slides of specific pack activities from the past year.

Avoid using a speaker. This might appeal to adults, but boys will not enjoy it. Many packs prefer to use entertainment from within their own group. As a change of pace from the ordinary, the Den Leaders or Den Chiefs may perform songs, stunts or skits. The boys like to see the adults act silly.

If the banquet is held on the regular pack meeting date, remember to include an advancement awards ceremony.

The following is a suggested agenda for the banquet program:

Opening Ceremony
Invocation
Dinner
Songs (Use song leader and song sheets so all will join in)
Welcome and Introduction of special guests
Greeting from head of chartering organization
Bobcat Induction Ceremony
Den Skits and Stunts
Webelos Demonstration
Advancement Awards Ceremony
Recognition of Leaders
Announcements and Thanks
Closing Ceremony

This agenda may be adjusted to fit the pack's particular needs. Try to limit the total program time to no more than 1 1/2 hours.

Keep the program moving to hold the interest of the audience. Make it colorful with the use of props and costumes, as appropriate.

OPENING CEREMONY

Eight boys in uniform line up holding large cards which are blank on one side. The first four cards are blue, the other four are gold. As the boys speak their lines, they turn over the cards to reveal letters spelling BLUE and GOLD. The letters on the blue cards are fold; those on the gold cards are blue.

- B - We are wearing blue and gold you see.
L - We live up to our Promise - good Scouts are we.
U - We strive for truth and spirituality.
E - And we learn about steadfast loyalty.
G - Giving good cheer is a Law of the Pack.
O - We try to obey that law and never be slack.
L - We enjoy the warm sunlight, and we are happy each day.
D - We have fun and learn, in the Cub Scouting way.

(This can be followed by the Pledge of Allegiance.)

INVOCATIONS

Our God and God of our fathers. We gather as loyal members of our Cub Scout pack and we pray for Thy blessing. Give us the vision to see our duty and the courage to perform it. Teach us to walk together in the spirit of brotherhood so that so that we are true to Thee who art the Father of all. Guide us and guard us so that we shall be faithful sons of the righteous God who is from everlasting to everlasting. Amen.

Our dear heavenly Father. We ask your blessing on the families in our Cub Scout pack. We ask a special blessing on each Cub Scout and

Webelos Scout as they give service to other people. Guide their steps as they grow into men, and help them as they do their duty to You and our country. Bless our food and the people who have prepared it. Amen.

SONGS

Baden-Powell
Tune: Found a Peanut

Found an honest man
Found a humble man
Baden-Powell was his name
Started Scouting back in England
Which led to his fame.

First came Boy Scouts
Then came Cub Scouts
At first their numbers were quite small
But they spread to other countries
Now we're several million all.

When he died
It was sad
To lose such a man
But his teachings have inspired us
To do the best we can.

The Banquet
Tune: On Top of Old Smokey

Our Blue and Gold banquet's
The best one in town
We celebrate Scouting
While gulping food down

Cub Scouting's a pleasure
And eating is too
So pass the fried chicken
Yea, Gold and Blue!

Blue and Gold
Tune: Jingle Bells

Blue and Gold, Blue and Gold
Banquet time again
Scout friends gathered all around
Ready to pitch in.

AUDIENCE PARTICIPATION STUNT

A Very Special Birthday Party

Divide audience into four groups to respond with the following:

DEN LEADER - "Oh, dear"
CUB DEN 5 - "Oh boy, Oh boy"
BIRTHDAY CAKE - "Happy birthday
you" (sung)
BIRTHDAY PARTY - "Yippee"

This is the story of a DEN LEADER, CUB DEN 5, and a BIRTHDAY CAKE. One Thursday afternoon as CUB DEN 5 was meeting at the home of their DEN LEADER, Mrs. Jones, the boys overheard her on the phone, say "It will be a very special BIRTHDAY PARTY."

BIRTHDAY PARTY? they said, to each other, whose BIRTHDAY PARTY is it? each asked the other... not mine, said Jimmy. Nor mine, said Johnny. Or mine, said Billy. Maybe, said Mike and Ike, it's Mrs. Jones, our DEN LEADER.

Yeah, they chorused. I know, said Jimmy. Why don't we give her a BIRTHDAY PARTY. That's a neat idea, said Johnny. Let's have a BIRTHDAY CAKE, said Mike and Ike. Swell, they all said.

So each went home and made special plans for the next den meeting and the special BIRTHDAY PARTY for their DEN LEADER.

Den meeting day dawned bright and sunny. At 3:30 all five boys arrived at their DEN LEADER'S house. Mike and Ike brought a BIRTHDAY CAKE. Jimmy brought paper hats. Johnny brought balloons and Billy brought ice cream for the BIRTHDAY PARTY.

As they trooped in the door, they all yelled Surprise! We're having a BIRTHDAY PARTY. Mrs. Jones, their DEN LEADER looked shocked. My

BIRTHDAY PARTY? Why it's not by birthday.

But we heard you talking about a special BIRTHDAY PARTY on the phone last week, said Jimmy. Oh, said their DEN LEADER, and smiled. It's Cub Scouting's birthday, she said. Cub Scouting is 58 years old, this month. But I think this is a wonderful idea. We'll just celebrate a little early.

And so they did. And that is how DUB DEN 5 and their DEN LEADER had a very special BIRTHDAY PARTY!

Pot of Blue and Gold Quiz Show

Characters: 2 Cub Scouts in street clothing. 2 in Guard uniforms, 1 boy in Cub Scout uniform.

Props: Box with a key, pot of blue and gold, envelope.

Quizmaster: Good evening, ladies and gentlemen. This is the Pot of Blue and Gold Quiz Show, where everyone can win. As you know, we have a contestant from last week who won the silver lining and is now trying for the Pot of Blue and Gold. Please welcome back Mr. Cub Scout. (Boy in uniform comes on stage) Mr. Dumpty, please bring on the questions.

Dumpty: (Enters carrying a locked box, escorted by two guards.) Here you are Mr. Quizmaster.

Quizmaster: As you can see, we keep the questions under lock and key and I have the only key. (Holds up key and unlocks box) Now, Mr. Scout, please reach into the box and select an envelope.

Mr. Scout: (Reaches into box and looks puzzled. The box is empty!)

Quizmaster: Impossible! (Looks in box) Can you explain this, Mr.

Dumpty?

Dumpty: Yes, Mr. Quizmaster. You have the only key, so I couldn't put the questions in the box.

Quizmaster: Well, here are the questions. (Pulls envelope from pocket) You can go, Mr. Dumpty. (Dumpty and guards exit) Are you ready, Mr. Scout? (Quizmaster opens envelope.)

Mr. Scout: I am always prepared.

Quizmaster: Good. You must answer three questions to win the Pot of Blue and Gold. Here is the first question. What is the best part of Cub Scouting?

Mr. Scout: (Thinking hard, then replies) The fun at den and pack meetings.

Quizmaster: Correct. Now, the second question. Who was the founder of the Boy Scouts?

Mr. Scout: Oh, I know that! Lord Baden-Powell.

Quizmaster: That's right! Just one more correct answer and you win the grand prize! Who does the Cub Scout follow?

Mr. Scout: (Jumping up and down) That's easy. The Cub Scout follows Akela!

Quizmaster: Congratulations! You have just won the Pot of Blue and Gold and all the fun that goes with Cub Scouting. (Shakes hand and given him the Pot of Blue and Gold.)

(The two exit arm in arm.)

ADVANCEMENT CEREMONIES

Props: All awards have been individually wrapped in blue and gold paper and ribbon as birthday gifts.

Setting: Narrator presents awards from front of room with stack of birthday gifts awards on table in front of him.

Narrator: Tonight is Scouting's 78th birthday party. We're going to give some birthday presents. The first presents go to new Cub Scouts who have earned the Bobcat badge. (Read names and present each with gift.) And now, to celebrate the time and effort spent by these boys, we would like to give presents to those who have earned the Wolf badge. (Read names and present gifts. Next, a group of boys who richly deserve this gift -they have completed the requirements for the Bear badge. (Read names and present gifts.) Webelos badge and activity badges are presented in the same manner. Enjoy these small gifts from Scouting that you have worked to achieve; but remember, a gift is much richer when you give than receive. So please, give what you have learned in Cub Scouting to others.

BIRTHDAY BOOK CEREMONY

Make a large birthday book using an old wallpaper sample book. Cover the book with blue and gold paper. Fasten awards on left hand page and opposite each award, write the statement to be read as award is presented.

CLOSING CEREMONY

Cubmaster or Den Chief reads the following:

This month we celebrate Scouting's 78th birthday in the United States. Everywhere Scouts are taking time to listen to the story of Scouting and to re-dedicate themselves to the aims and purposes of our movement.

Scouting was started in England by Lt. General Robert Baden-Powell, a British war hero. Guided by his experience in training army scouts, Baden-Powell made Scouting for boys and outdoor program with ideals - a way of thinking and living, a way of doing things.

Today, Scouting is still a program filled with fun and adventure. It is learning worthwhile skills that trains us to be responsible citizens. It is the spirit of all the men who worked to make our nation great.

More than 4 million boys and leaders are registered in Scouting in the U.S. today. Men who earned badges as Scouts now sit on the Supreme Court bench and hold important offices in our government, business and industry. Former President John F. Kennedy was the first president who had been a Boy Scout. Former President Gerald Ford is an Eagle Scout. More and more men, trained as Scouts, are taking their places in today's world as responsible adult leaders.

This 78th anniversary of Scouting and 58th birthday of Cub Scouting is a time to recommit ourselves to the goals of Scouting... character, citizenship and personal fitness.

Will you all stand with me now and repeat the Cub Scout Promise as we re-dedicate ourselves to the purposes of Scouting?

BANQUET DECORATIONS

Making the decorations is the most exciting part of the Blue and Gold banquet for the Den Leaders and boys. The decorations should be simple and easily made by boys. Make good use of inexpensive items and scrap materials. Use the banquet theme as a guideline for decorations.

There should be coordination between the Den Leaders, Den Leader Coach and the Blue and Gold committee, so that each den will be making the same amount of decorations. The type and style can vary with dens, but all dens should be making the same items. It is bad if one den makes place mats, place cards, nutcups, napkin rings, etc. and another den makes only placemats. A little advance planning will make everyone happy.

Some items which boys might make in den meetings are:

- a. Centerpieces
- b. Nutcups
- c. Place mats
- d. Place cards
- e. Napkin rings
- f. Corsages for mothers
- g. Boutonnieres for fathers
- h. Favors for brothers and sisters

Remember that Cub Scouts won't want to spend several den meetings cutting and pasting. Enlist the help of mothers in making part of the decorations.

Corsage or Boutonniere

Cut a 3" wide strip from roll of crepe paper with pinking shears. Unfold and cut off 26" lengths.

Gather one piece together, holding it between thumb and forefinger twisting while gathering.

Use florist wire to twist around middle. Fold pinked edges up to form flower.

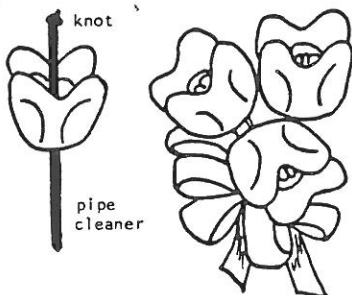
Remember to include a corsage pin.

If desired, add a name tag to flower, or a ribbon bow.



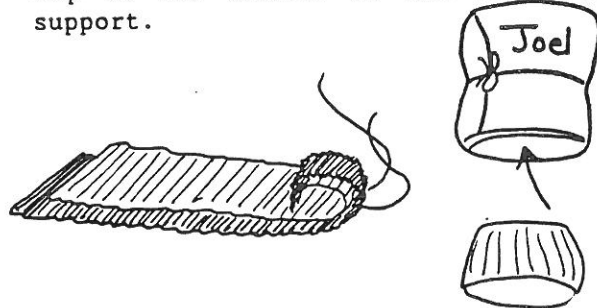
Egg Cup Corsages

Use colored egg cartons if available, otherwise use regular pulp cartons and paint with acrylic paint. Each flower is an egg cup with the sides cut into rounded petals. Knot the end of a gold pipe cleaner and insert the other end through the center of the flower. This makes the flower center and also a stem. Combine several flowers by twisting stems together and add a bow.

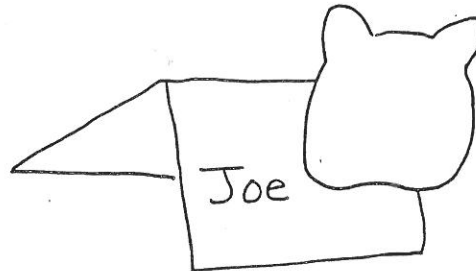


PLACE CARDS

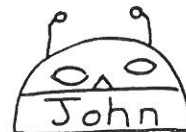
Bedroll - Cut crepe paper sections, two colors to form the bedroll. Roll up loosely around a nut cup and tie with string or narrow ribbon. Glue cup to the center of the roll for support.



Silhouette - This is a folded piece of construction paper with a Wolf, Bear, etc., glued on the corner.

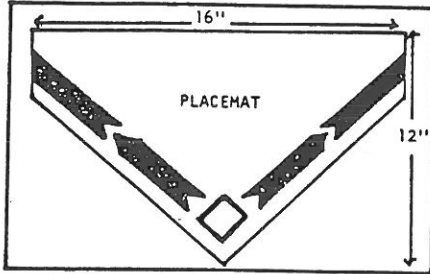


Outer Space Creature - The alien is made out of a styrofoam ball cut in half or a L'eggs container. Decorate with construction paper, pipe cleaners, and glitter. Glue on a piece of construction paper to the front and write the name on it.



PLACE MATS

Neckerchief Place mats



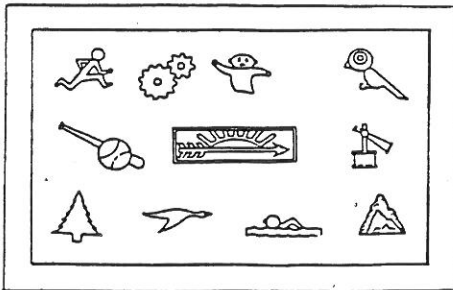
Silhouette Place mats

Enlarge pattern to desired size. Cut from dark blue construction paper.

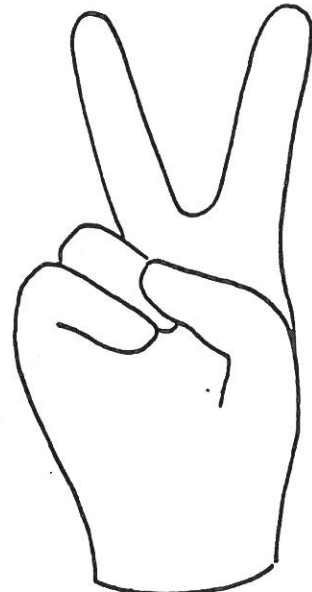
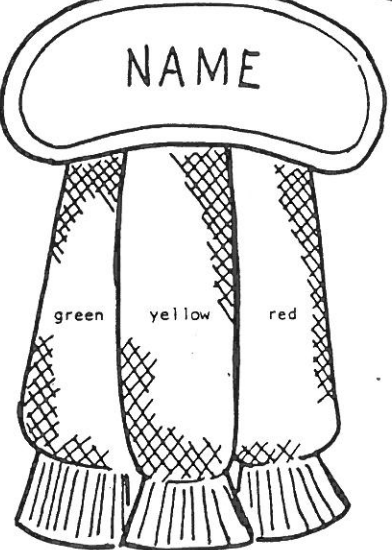
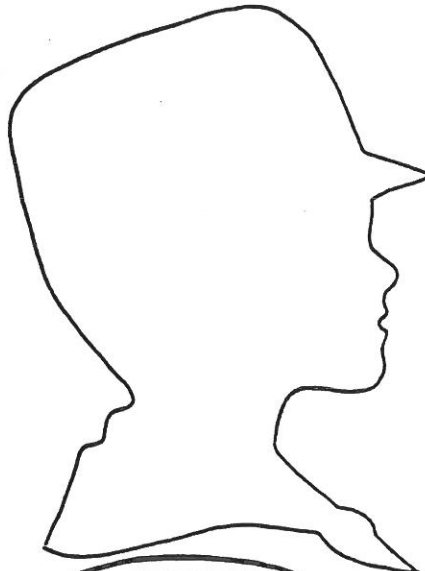


Webelos Placemats

1. Glue 11"X17" piece of dark blue construction paper on top of a 12"X18" piece of light blue construction paper.
2. Cut activity badges from grey construction paper and glue to placemat.
3. Cut Arrow of Light from yellow construction paper and glue to placemat.



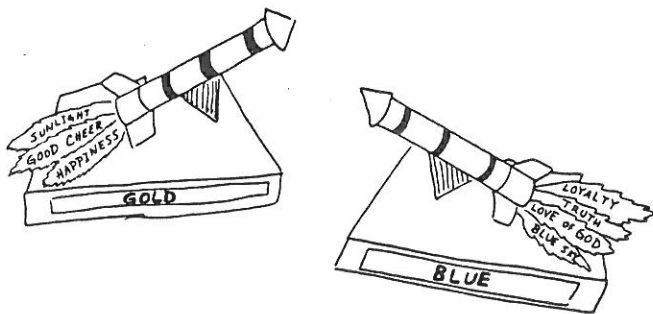
NAME TAG PATTERNS



CENTERPIECES

Blue and Gold Rockets

Use a peice of styrofoam for the base or a cardboard box lid. The rockets can be made out of a paper towel tube which can be painted or decorated with construction paper. The flames from the back of the rockets are blue and gold with Cub Scout ideals lettered on.



Cub Scout Hat

Materials:

- large styrofoam cone
- 16" styrofoam ring.
- blue spray paint (safe for use on styrofoam)
- yellow ribbon
- picture of each Cub Scout in uniform
- 1 popcicle stick for each boy

Spray paint the cone and ring blue and let it dry from one meeting to the next or at least overnight.

Divide the area on the ring so that each Cub Scouts picture will have equal space. The pictures are glued to the popcicle sticks and pressed into the ring. The ring can be divided by the yellow ribbon and some ribbon can be put on the cone for color. Pictures of the Den Leaders and the Den Chief can also be on the centerpiece (possibly on the cone).



Campsite Centerpiece

Materials:

- large piece of cardboard
- green construction paper
- brown construction paper
- light blue construction paper
- dark blue construction paper

The cardboard is the ground or base of the camp site. Cub out a shape that you think looks like a lake from the light blue paper. Glue it in one corner or in the middle of the cardboard. With the brown paper make some tents. Using the dark blue paper make some Cub Scouts. The green paper is for trees and grass.

If you don't have the different colors of paper, it can be made out of newspaper and painted.



Akela Centerpiece

Akela is a brave, fair, and strong Indian, long considered a symbol of Scouting.

For the stand for an Akela centerpiece, remove the bottom from a one-pound cottage cheese container. Paint the container, invert it, and place a football in it for Akela's head.

Cub nose, as shown, and other features from colored paper. Glue or tape to the head.

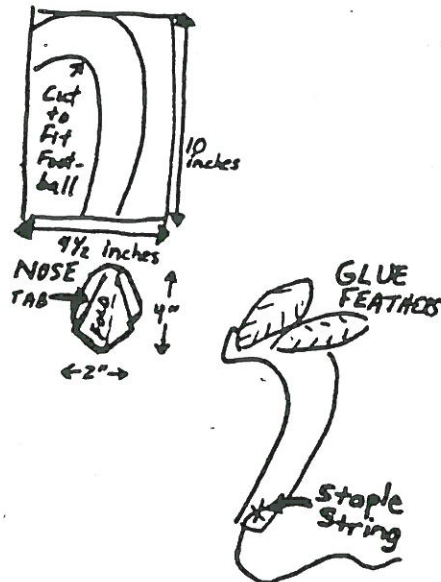
For hair, use 12 pieces of yarn, each 1 yard long. Center the yarn across the top of the head, attaching to head with a ring of tape, sticky side out. Make a 12" braid at each side.

From medium weight cardboard, about 4" X 10", cut the headdress. Trim the inside edge carefully to fit snugly over the head. Trace the headdress onto colored paper and cut two pieces. Make colorful paper feathers, about 2" x 6", or use real feathers. Staple string, about 6" long, to the narrow end of the cardboard.

Glue feathers along the entire outside edge of headdress and along string. Cover both sides of the cardboard with the colored paper pieces. Glue or tape headdress on head.

TABLECLOTH PAINTING

On yellow or white plastic tablecloths, have the Cub Scouts draw Indian signs with blue marking pens.



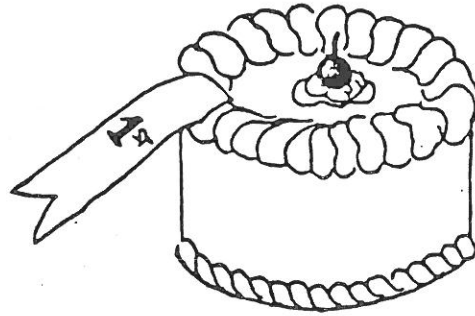
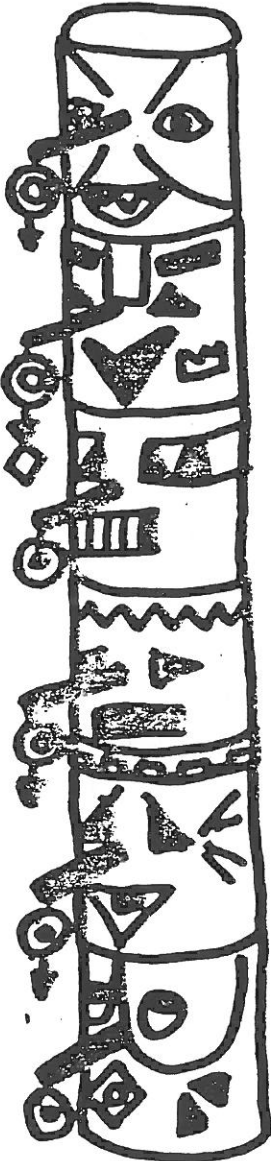
TOTEM POLES

Materials:

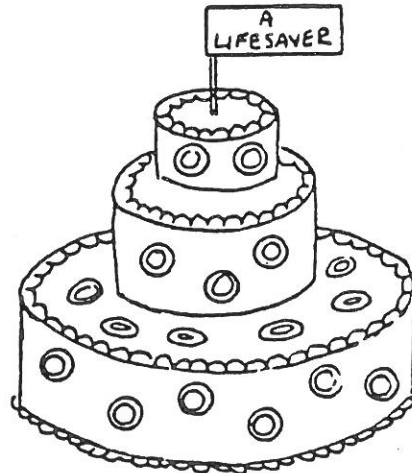
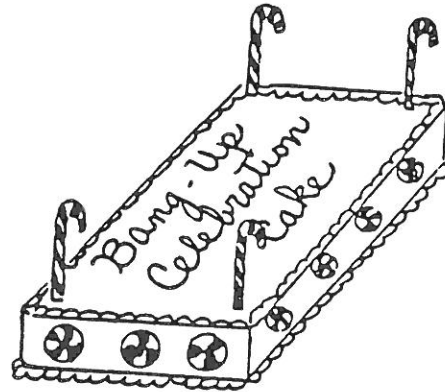
- 1 - 2# coffee can for each Cub Scout
- Different colors construction paper

Give each Cub Scout a coffee can and with the construction paper let them make any face they desire.

When finished making their faces stack the coffee cans on top of each other about 3 or 4 high depending on how many Cub Scouts you have in your den.



Cherry Chocolate Crater



THE CUB SCOUT SPORTS PROGRAM

Today's busy world often compels families to make many choices regarding how to best spend their valuable time. Often young boys are forced to select between organized sports and Cub Scouting. It is for this reason that the Boy Scouts of America introduced the Cub Scout Sports Program.

Cub Scout aged boys gravitate to activities where they can run, jump, throw and compete. Now they can participate in their favorite sports as part of the Pack's program, or gain recognition in Cub Scouting for their participation in community programs.

There are now 18 sports included in the Cub Scout Sports Program. These are:

Archery	Skating
Badminton	Skiing
Baseball	Soccer
Basketball	Softball
Bicycling	Swimming
Bowling	Table tennis
Golf	Tennis
Marbles	Ultimate*
Physical Fitness	Volleyball

*"Ultimate" refers to play with Frisbees. Since Frisbee is a registered trademark, the sport is referred to as "Ultimate" in the Cub Scout Sports Program.

Packs who wish to get involved in the sports program are encouraged to try two sports a year -- perhaps one team and one individual sport. Why, in the four years a boy can be in the Cub Scout Program, he could be exposed to eight different sports!

Dens make good teams for many of the sports, but if more players are needed, dens could be combined to make a team. Or, how about a parent-son team for sports like soccer and softball?

BACKGROUND

In the Cub Scout Sports Program the emphasis is placed on participation, learning new skills, sportsmanship, family involvement, and of course, FUN!

The 18 sports included in the program help to introduce Cub Scouts to a variety of recreational activities to which they might otherwise have no exposure. The program includes winter and summer sports, indoor and outdoor sports, individual and team sports, and active and less active sports.

Like in all programs of the Boy Scouts of America, sportsmanship is continually stressed. Adult examples of honesty, fair play, and respect for others will do more to encourage good sportsmanship on the part of the boys than any other means of education. Parents, leaders and coaches can all have a part in reinforcing these facets of sportsmanship and help the boys to HAVE FUN by following these simple rules:

1. Be a voice of encouragement. Show the boys you care for them no matter how well they play.
2. Be there to watch them play. Be available to help when a boy asks for assistance.
3. Don't shout advice or criticism to anyone during a game.
4. Don't interfere with coaches or officials.
5. Don't enter the playing area (unless allowed to as a coach).
6. Don't push a boy into a sport he doesn't like or isn't qualified to play.

SAFETY FIRST

Cub Scouts will appreciate and parents will insist on a safe and healthy environment in which play takes place. The following are some tips that will help you to keep accidents and injuries at a minimum.

1. Check out in advance the condition of the playing field, facilities and equipment.
2. Consider the effects of weather and terrain on your players.
3. Be sure that there is plenty of adult supervision and that the adults know what their responsibilities are.
4. Provide all necessary protective equipment, such as helmets, shin guards, knee pads, etc.
5. Teach the proper use of all equipment and the dangers of swinging bats, flying balls and improper technique.
6. Designate safety areas for observers. For example -- behind the backstop, in the bleachers, etc.
7. Proper exercise and conditioning will help prevent tendonitis and stress fractures.
8. Make sure any injuries have completely healed before a boy again starts strenuous play. This will help prevent reinjuries, especially muscle pulls and ankle sprains.

COACHES

Den Leaders, den dads, parents, grandparents, high school coaches, physical education teachers and community sports program volunteers are all good resources for team coaches and instructors. Choose your coaches carefully. They will have a big impact on the Cub Scouts and their future enjoyment of sports.

The following is a list of suggested qualifications for your coaches:

1. He should be familiar with and like working with young boys.
2. He should know the rules, strategies and skills of the game.
3. He should know how to teach enjoyment of the sport.
4. He should be able to spot problems and correct them.
5. He should know when NOT to play a boy who is ill or injured.
6. He must be able to keep his ego and his temper under control.
7. He must be able to keep open communications with players and parents.

YOUNG ATHLETES BILL OF RIGHTS

Cub Scout athletes are all protected by a bill of rights. These have been prepared by physical education experts and should be an integral part of your pack program.

The ten points of this bill of rights are listed below. Each Cub Scout has:

1. The right to participate in sports.
2. The right to participate at his own ability level.

3. The right to qualified adult leadership.
4. the right to a safe and healthy environment.
5. The right to share in leadership and decision making.
6. The right to play as a child, not as an adult.
7. The right to proper preparation.
8. The right to equal opportunity to strive for success.
9. The right to be treated with dignity.
- 10 The right to have fun.

The Young Athletes Bill of Rights was created to insure that all Cub Scout Athletes would have a positive experience while learning new skills and doing their best in some of our nation's favorite sports activities. For more information you may want to refer to the Cub Scout Sports Leader Guide.

BUILDING A PACK PROGRAM

If your Pack Committee chooses to incorporate Cub Scout Sports as a part of its program, you'll want to choose sports that will enhance the Pack. Which sports will have the best opportunity to get and keep Cub Scouts and their parents involved? Which ones might help in your recruiting efforts?

I would probably be a good idea not to choose sports that would put the pack in direct competition with well-established community programs. Remember, the boys can earn recognition in both a pack tournament or for their play in a community league. You will also need to consider the

availability of facilities or playing fields in your area and whether or not you will be able to find enough qualified coaches for the sports you are considering.

Pack finances may have to be considered in the decision making process. Besides the awards for the participants in the Cub Scout Sports Program, the pack may be responsible for purchasing equipment necessary for particular sports. Is there enough in the treasury to buy bases, balls and helmets or bows, arrows, targets and arm guards? Maybe a special fundraiser could be arranged to purchase the necessary equipment. Or, maybe it would be possible to borrow some of the equipment from teams or schools in the neighborhood.

Once you have decided on what sports you want to do in the pack, you'll need to decide how you want to organize your tournament. Develop your event to fit the needs of your pack, community and the individual boys. You'll want to pay particular attention to competitions in individual sports. Consider arranging these contests by age or skill level. With team sports, each den may become a team. You'll then need to decide whether you want to have a single elimination, double elimination or round robin tournament. The time you have for the program will be a big factor in planning this element.

Your Pack Committee may find it beneficial to appoint a Sports Program Chairman to help coordinate all the details of your own Cub Scout Sports Program. Working with other members of the committee on financing, procurement and scheduling, the Sports Program Chairman can help ensure a successful program for your Pack.

AWARDS

There are three levels of awards and recognition in the Cub Scouts Sports Program: Belt loops, physical fitness pins and a Cub Scout Sports Letter.

A belt loop is awarded to any Cub Scout who participates in the sport of his choice either in a Pack tournament or in a program in his community. This is the first level of award and is presented for participation. The belt loops are designed to be worn on the official Cub Scout uniform belt only.



A boy can also earn a physical fitness pin by accumulating points for exercise and practice in his sport. He is awarded one point for every 15 minutes he spends in practice or conditioning with a daily limit of 5 possible points. If he earns 75 points in a three month period, he can then be presented a physical fitness pin imprinted with the symbol of his sport.



In order for a Cub Scout to earn a Sports Letter he must involve an adult teammate. The teammate must also earn a physical fitness pin in a sport of his choice. To do this, the adult also earns 75 points in a three month period. For an adult, however, one point is awarded for every 30 minutes of exercise of practice.

The sport in which the adult participates does not have to be the same sport in which the Cub Scout is working. For example, the Cub Scout may be playing basketball in a community sports program, but his adult teammate may be earning points while participating in a bowling league. The Cub Scout could earn a physical fitness pin then in basketball and his adult partner could earn a pin for bowling.

For both the Cub Scout and his adult partner, no more than five points may be tallied in one day. This means the boy would get credit only for 1 hour and 15 minutes of exercise in a single day and an adult would get credit for only 2 hours and 30 minutes of conditioning in a single day.

If the Cub Scout earns his participation belt loop and a physical fitness pin, and his adult teammate also earns a physical fitness pin, then the boy can be presented his Cub Scout Sports Letter. The physical fitness pins earned by the boys are designed to be worn on their Sports Letter and the adults' pins should be worn on civilian clothes. The letters can be worn on the Scout's brag vest or on his warm-up jacket. In this way he could interest other boys in the Cub Scout Sports Program and perhaps be a recruiter for new Cub Scouts.



There is no limit to the number of Cub Scout Sports Letters a boy can earn. Every time he earns a belt loop and physical fitness pin and his adult partner also earns a physical fitness pin, he can be awarded a Sports Letter.

Any pack sponsoring a Cub Scout Sports Program can present to the boys who participate in the program a special Cub Scout Sports Patch. This is designed as a temporary patch, and, as such, is regulated by the policies regarding temporary patch wear.

If your pack is sponsoring a tournament you might want to check for special awards available from the Local Scout Shop. These include first, second and third place ribbons decorated with the Cub Scout emblem and also gold, silver and bronze medals that boys can wear on their uniforms.

RESOURCES

For more information on setting up the Cub Scout Sports Program in your pack, the Cub Scout Sports Leader Guide, a Boy Scouts of America publication available from the Scout Shop, offers greater detail on many of the things discussed here. There are also individual books on each of the 18 sports in the program. These books have the rules of the games, how to score, strategies and courtesies, and many include specific exercises and drills to help in preparing for the sport.

Several organizations helped to develop the Cub Scout Sports Program, including the President's Council on Physical Fitness and Sports, YMCA, and the United States Olympic Committee. You may wish to contact them for further information.

For more information on specific

sports, contact the following organizations:

U.S. Tennis Association, Inc.
Education and Research Center
729 Alexander Road
Princeton, NJ 08540

U.S. Soccer Federation
350 Fifth Ave., Suite 4010
New York, NY 10118

National Golf Foundation
200 Castewood Drive
North Palm Beach, FL 33408

U.S. Baseball Federation
4 Gregory Drive
Hamilton Square, NJ 08690

Amateur Softball Association of America
2801 NE 50th Street
RR 4 Box 385
Oklahoma City, OK 73111

Further information on Table Tennis, Swimming, Archery, Volleyball and Skiing can be obtained by writing to:

1750 E. Boulder
Colorado Springs, CO 80909

Address your letter directly to the sport you are wanting information about.

CEREMONIES

Generally defined, a ceremony is a form of ritual, that makes more impressive the recognition in public, of some work accomplished or the presentation of an award earned. It is also used to formally acknowledge an event such as the opening of a meeting or its closing thought.

WHY ARE CEREMONIES HELD?

- To establish a regular plan to present awards promptly, as soon as possible after they are earned.
- To encourage parent involvement by permitting parents to present badges to their sons.
- To provide high points in the advancement plan.
- To focus attention on the accomplishments of boys, leaders, and parents for achievement, recruiting, service projects and special activities.
- To mark the beginning and end of den and pack meetings.
- To honor leaders.
- To help develop the monthly theme.

One of the most important reasons for ceremonies is to provide meaningful and memorable highlights in a boy's Cub Scouting experience. Many men can remember the day they received their Wolf badge or Arrow of Light Award. Never underestimate the power of a simple, but impressive, ceremony.

TIPS FOR SUCCESSFUL CEREMONIES

Plan - An otherwise excellent ceremony can lose its entire meaning if the speaker has to fumble through it or attempt to read every word in a dark room. Be sure everyone involved knows what is expected. Practice.

Use the Monthly Theme - Theme-related ceremonies provide continuity and

will ensure variety. ceremonies repeated over and over can become very dull, no matter how impressive they were the first time.

Location - Consider where the ceremony is to take place. Ceremonies can be changed to fit the location, but often the location cannot be changed.

Props - The effective use of simple props can enhance any ceremony. Let the Cub Scouts help make them.

Atmosphere - Set the appropriate mood. The use of candlelight, campfires (artificial indoors or real outdoors), Cub Scout emblems, homemade costumes, recordings, all can make a simple ceremony more meaningful.

Staging - Keep it simple, but not too simple. A handshake and congratulations means a lot to an adult, but is not long remembered by a boy. Maintain a good balance of dignity and fun. Rule out horseplay. If specific speaking parts are required, have narrator read script out of sight of the audience. Be sure he can be heard. Ceremonies are lifeless if the speaker can't be heard.

Cub Scout Ideals - Ceremonies should directly or symbolically reflect the Cub Scout Promise, Law of the Pack, Cub Scout Motto, etc.

Resources - Books, props, atmosphere are all important, but don't forget the number one resource - people. Draw on the imaginations of pack leaders and parents, and use Cub Scouts, as appropriate.

Presentations - Pronounce names distinctly and correctly. Have awards readily available and in proper order. Pin on the pin-type awards. Present badges. Hold up plaques so audience can see, while the inscription is read. Avoid mass presenta-

tions of awards. Each person is an individual and should be recognized as such, if at all possible. If the den is receiving an award, announce the name of each den member.

Action - Emphasize action rather than words. Keep speaking parts to a minimum. Use as many people as possible. Use showmanship.

Improvisation - Use easily found materials. Use low cost, scrap materials whenever possible. Recycle castoffs for ceremony props and costumes.

Participation - Get the parents involved with their sons; den leaders with their dens; or outside persons to compliment the theme. It is through participation that boys develop poise, self-reliance and confidence. Don't try to do it all alone. Get help.

CEREMONIAL PROPS

A few attractive props help set the scene for an impressive pack meeting. A little 'showmanship' along this line shows the boys and their parents that the pack really cares that they came to the meeting, and that there was advance planning and preparation.

Many props can be made from scrap material. They need not be expensive to be impressive. The following are some basic pieces of equipment that the pack may wish to acquire:

A blue and gold tablecloth - This will add color to the head table which holds the badges and other ceremonial equipment. Make the tablecloth to fit from yellow or gold fabric and trim in with blue binding. Use washable fabric, so it will be easy to take care of.

Electric candles - These can be made from discarded electric candle-type Christmas wreaths. Run the wiring through a piece of conduit or heavy cardboard tubing for the candle part. Cover with blue or gold foil gift wrap. Posters of the various ranks can be placed on small easels between the candles on the head table.

Candles - Candle ceremonies are impressive. The color of the candles can have special significance. Logs, log slices or pieces can be used as candleholders, as well as holders made from wood, plaster, metal, etc.

Indian headdress - These are sometimes difficult and time-consuming to make, but most Cubmasters think it is well worth the effort. With careful storage, a headdress will last for years. Transferring the headdress from the outgoing to the incoming Cubmaster is a beautiful act. The headdress alone, worn with the Scout uniform is adequate. However, some leaders may wish to wear full costumes.

Campfire - A log cabin or tepee type fire can be nailed to a plywood base and lined with yellow, orange or red cellophane. Use a small string of individual blinking Christmas lights underneath. Take care to use flameproof materials.

Bridge to Scouting - A bridge can be built from logs or scrap lumber using doweling for poles and white rope to string along the top. Graduating Cub Scouts look forward to crossing the bridge and being met by the Scoutmaster of the troop they are joining. It is a good idea to build the bridge so that the poles can be removed for easy storage.

Arrow of Light - This can be cut from scrap plywood, painted yellow and mounted atop another piece of plywood for the base. Holes can be drilled to hold candles.

Costumes - It is effective for the Cubmaster to wear a costume fitting the monthly theme. This should not be done every month, of course, but on special occasions such as Christmas, or themes such as tournament or trailblazers. Cub Scouts will enjoy receiving their awards from Santa Claus, King Arthur or an old witch.

CREATING YOUR OWN CEREMONIES

There may be times when there is no appropriate ready-made ceremony or you may want a ceremony that is more relevant to your Pack or Den or to fit a particular theme. Then you may make your own. (These are often the best ones.) Just be sure to include the following:

Action - Keep the ceremony alive and moving. Use visual props that are colorful and easy to use.

Coordination - Be sure to plan ahead! Plan out every step. Anticipate and make sure that everyone knows what they are doing and when.

Delegate Responsibility - Don't try to do everything yourself. Rely on assistants.

Dignity - Is important. Avoid horseplay.

Inspiration and Ideals - Use the ceremony to show and help encourage the Cub Scout ideal and spirit.

Participation - There should be a place for everyone to participate -- the Cub Scouts, Cubmaster, parents, everyone!!!!

Simplicity - "KEEP IT SIMPLE, MAKE IT FUN."

Symbolism - Symbols are important. They will help get across ideal in a

manner that makes an impression.

Using these suggestions and your own imagination you should be able to put together a ceremony that will be informative and fun. Remember to base your ceremony on subjects that will appeal to the boys. You may even want to have them help you create a ceremony. When planning your ceremony, be sure to keep in mind where you are holding the ceremony. Space, arrangement and visibility must all be considered. Have all participants pronounce words clearly and correctly. If you are handing out awards, make sure that the presenter knows the correct pronunciation of the boys names. Have all materials and information readily available during the ceremony so as not to break the flow and lose the attention of the group. Keep speaking parts short. It might help to have the boys carry cue cards. But remember -- make it interesting and fun! You may want to use one of the standard ceremonies using candles. Before doing so in a public place, (like a church or school) be sure to check out the fire code.

ADVANCEMENT CEREMONIES

Pocket Advancement Ceremony

Materials: A piece of tag board is cut in the shape of a pocket and covered with blue felt, including a pocket flap and button. The Cub Scout insignia stickers which are attached are available at the Scout Office (#4650) or could easily be made out of cardboard. They are attached with masking tape. The arrows are made of cardboard and covered with gold and gray felt.

Narrator: This is a pocket - a very plain pocket - not very interesting, and it could belong to anyone. But wait, let's give this pocket to a Cub Scout.

(Narrator places Bobcat badge on pocket) Our pocket is turning into something with meaning. It represents a sense of belonging and will soon bring our Cub Scout knowledge, skills, enjoyment and good fellowship. We would like to present the following boys and parents their Bobcat badge. (Narrator calls boys forward that have earned their Bobcat badge and present them at this time.)

(Narrator places Wolf and arrows on pocket) With the Wolf rank our pocket turns into something more special. It proudly displays the first symbol of new-found knowledge of the flag, of keeping strong, of tools, of knots, of safety, of books and reading. It means our Cub Scout has mastered feats of skill and has shown his willingness to help in his home and take part in family fun. Tonight we are privileged to recognize the following Cub Scouts who have achieved the rank of Wolf. Would the following Wolf candidates and their parents please come forward. (Narrator names boys and presents their awards at this time.)

(Narrator places Bear and arrows on pocket) Adding the Bear badge has increased our pocket's meaning even more. It shows our Cub Scout is completing increasingly difficult achievements which show he is growing in knowledge and skill. Would the following Bear candidates and their parents please come forward. (Narrator names boys and presents their awards at this time.)

(Narrator places Webelos and Arrow of Light on pocket) Our pocket has now had placed upon it the Webelos badge and Arrow of Light, the highest award which our Cub Scouts can achieve. To receive these awards, our Cub Scouts must dedicate themselves to the hard work necessary in completing the required number of activity badges and prove themselves ready to join the ranks of Scouting. Tonight we

wish to recognize those boys who have completed activity areas within the Webelos program. Will the following boys and their parents please come forward. (Narrator calls boys names and presents their awards at this time)

(With the Webelos Scouts together, a candle ceremony may be added at this time)

Our pocket is very special now. It is very rich in new possibilities. It opens up a whole new world of challenges. Cub Scouting has taken our plain pocket and turned it into a pocketful of adventure, fun and excitement.

Congratulations to all you boys and your parents on your achievements.

General Awards Ceremony

Participants: Cubmaster and others as needed.

Equipment: badges, awards, and stick pins to pin badges on.

Arrangement: Presentation should be made where all can see; on stage or in front of the room.

Cubmaster calls the boy(s) and parents, to the front of the room or stage, that will be receiving awards.

Cubmaster: We would like to recognize those boys who have made advancements in rank this last month. The following boys have attained the rank of _____ by completing 12 achievements. _____ (Name)

Will you and your parents come forward. (Cubmaster presents badges to parents to give to son and shakes hand of Cub Scout)

Our Webelos Scouts have earned the following activity badges this past month: _____ (Name and badge) will you and your parents come forward. (Cubmaster presents badges to parents and shakes had of Webelos Scout.)

Advancement Chart Ceremony

Participants: Cub Scouts to be recognized, parents, Cubmaster, Pack Committee Chairman.

Equipment: Cub Den Advancement Chart (on easel or wall) for each den; two crayons (each a different color for marking the ranks on the charts); U.S. Flag, Pack Flag, Den Flag and stands; badges.

Arrangement: Cub Den Advancement Charts firmly set on easels in front of room or mounted on wall

Cubmaster: There are four ranks in Cub Scouting. On entering the pack,

a boy becomes a Bobcat. He then starts to earn his Wolf, Bear and activity badges as a Webelos, followed by the Arrow of Light and working toward the Scout joining requirements. The work becomes increasingly difficult, so that the Cub Scout and Webelos Scout do things that require a little more skill, a little greater responsibility than was expected in the preceding rank. Then there are electives: In the Wolf and Bear ranks, a boy may earn a Gold Arrow Point for the first 10 elective credits and a Silver Arrow Point for each additional 10 elective credits he completes. Several of our Cub Scouts have advanced in rank during the last month. Our Pack committee chairman will take charge of the awards.

Chairman: The pack helps the Cub Scout grow. This is a part of the Law of the Pack. Tonight we honor those Cub Scouts who have grown in knowledge and advance to a higher rank in Cub Scouting. The following Cub Scouts have advanced to Wolf rank. Will they please come forward as I call their names.

(Name) tell us one of the things you did to become a Wolf Cub Scout.

(Cub Scout tells in his own words about one of the achievements he completed for Wolf rank. Thirty seconds is long enough)

At this point Bear awards are presented in the some manner as the Wolf awards.

Then the Webelos Scout awards are presented

Cubmaster: Each den in Pack (number) has an advancement chart showing the progress of each Cub Scout in advancements and electives. I would like each new Wolf to take a crayon and color in the Wolf's head outlines opposite his name. Now I would like each new Bear to take a crayon and

color in the Bear's head outlines opposite his name.

Your parents have helped you to complete the achievements which led to your awards. Therefore, will the parents of each of these boys come forward and present his award to him.

OPENING CEREMONIES

Lights Out Ceremony - A Cub Scout stands blindfolded, gagged and bound at the wrists. This ceremony is effective if the lights are out and a spotlight is on the Cub Scout. A Den Leader or Den Chief unbinds the boy while the Cubmaster, standing in the back of the room, reads the script.

Cubmaster: This is an American boy. The American Revolution won him his freedom. (unbind wrists)

The Constitution guarantees him freedom of speech. (remove gag)

A free education has given him the ability to see and understand. (remove blindfold)

Help Cub Scouting teach him to preserve and to enjoy his glorious heritage, and to become a better citizen.

(This could also be used as a closing ceremony.)

Explaining the Promise -
Participants: Leader and Cub Scouts

Equipment: None

Leader: Will all Cub Scouts please stand, give the Cub Scout sign, and repeat the correct phrase of the Cub Scout Promise each time I pause in reading.

Leader: I, (name) promise. (pause)

Cub Scouts: I, (name), promise

Leader: An assurance I make, a pledge to do right, I keep it before me, a bright shining light. (pause)

Cub Scouts: To do my best

Leader: I'll try my best to do it, through difficult it may be, and if I keep my promise, then people will believe in me. (pause)

Cub Scouts: To do my duty to God

Leader: To God, the Creator, the Maker of all, if weakness over takes us, on Him we may call. (pause)

Cub Scouts: and my Country

Leader: A wonderful country, I'm sure you'll agree, so let's keep it always the land of the free. (pause)

Cub Scouts: To help other people

Leader: When I help other people, I am being considerate of them and not just thinking about myself. (pause)

Cub Scouts: And to obey the Law of the Pack.

Leader: A guide for each day, as we go on our way, a good one to know, as we follow to grow.

U.S. Flag Ceremony - A U.S. Flag is held by Webelos honor guard. Cubmaster has scraps of red, white, and blue cloth.

Cub master: Cub Scouts, what is our Flag? You could say it is just a few pieces of red, white and blue cloth like these in my hand. That would be true. Our Flag is really much more than that. We all recognize the Flag as the banner of our country. In other words, it stands for our country. And so, we should respect it and treat it as we would want to be treated -- with care and love. Let us show our respect by pledging allegiance to the flag. --- After

the pledge, honor guard posts colors.

CLOSING CEREMONIES

Recipe Closing - At the close of our happy event, I'd like you to keep in mind the recipe for a wonderful day - it works all year through.

- 1 cup friendly words
- 2 heaping cups understanding
- 2 cups milk of human kindness
- 2 heaping tablespoon of time and patience
- 1 dash gentle humor
- 1 pinch spice of life
- 1 drop warm personality

Measure words carefully; add cup of understanding to milk of human kindness. Sift together 3 times. Cook with gas on the front burner. Keep temperature low so it never boils over. Season with gentle humor, warm personality and spice of life. Serve in individual molds. Works best with good mixer

Simple Closing - May the Spirit of Scouting and the light of Akela be with you and me until our paths cross again.

This is a Parent Cub Scout Closing -
Participants: Six Cub Scout Parents and Cubmaster

Equipment: Candleholder made from cedar post or other wood, three blue and three yellow candles, table.

Arrangement: Lights out. Candleholder with six candles, three blue and three yellow, are on the table. The six parents each light a candle and give their part of the ceremony.

Parent 1: Some people think Cub Scouting is only for boys, but it isn't. Cub Scouting is for the whole family.

Parent 2: Mothers and Dads, as they work in Cub Scouting with their boys, are able to maintain their natural relationship with them, yet they come to see their boy's play and leisure in a new light. The Cub Scout advancement program ensures a closer boy-parent relationship.

Parent 3: Cub Scouts are considerate of others. They promise "to help other people" and to do their best. When parents sign their boy's membership application, which is also a family contract, they take as their motto, "We will help our son do his best."

Parent 4: Cub Scouting is the basic part of the three-phased Scout program that reaches, through Scouting, to the Exploring program for boys and girls of high school age. Each part is packed with challenges most appropriate to the age involved and leads to the next phase. Thus, when our Cub Scouts join the Webelos den and earn the Arrow of Light award they are prepared to enter Scouting with their joining requirements.

Parent 5: Cub Scouting in all its phases operates to strengthen your home only by living, playing and growing in it together.

Parent 6: Your son has only a few more years of boyhood left before he looks away from home for his principal interests. What you do together today is important. Tomorrow will be too late.

Cubmaster: Will all parents pledge their support to Cub Scouting? Now join with the Cub Scouts in the Cub Scout sign and repeat the Cub Scout Promise with me.

INDUCTION CEREMONIES

Bobcat Induction -

Participants: Cubmaster, four Cub

Scouts, Bobcat Candidates and Parents

Equipment: Four cards each having one letter of the word CUBS; Bobcat Badges

Arrangement: Have each Cub Scout hold up his letter while speaking.

Cubmaster: Friends, we welcome you to our ceremony for new Cub Scout families. On the table are the letters C-U-B-S which spell Cubs. Each letter by itself stands for something special.

1st Cub Scout: C stands for courtesy, A Cub Scout is courteous. He is courteous to his elders, his friends, his teachers and especially his parents. He is courteous in all that he says and does.

2nd Cub Scout: U stands for unity. When a boy joins a pack he becomes a member of a den too. He does not work alone but with other boys. He learns to get along with others.

3rd Cub Scout: B stands for bravery. The Cub Scout is courageous enough to stand up for the things that he thinks are right, honest and fair play, thereby making the world a better place in which to live.

4th Cub Scout: S stands for service. A boy not only does service to himself while he is a Cub Scout but he also serves others. He helps spread goodwill.

Cubmaster: You have started up the Cub Scout trail. You are now a Bobcat candidate. There are three other ranks to be earned before you reach 11 and are eligible to become a Scout. There's Wolf, Bear, The Webelos Scout Activity badges and you're eligible to start immediately on the Arrow of Light award and to begin work on the joining requirements for Scouting. You have come here tonight seeking admission to the

friendship and fun of Cub Scouting. You have learned, along with your parents who are here with you, those things necessary to become a Bobcat. Will you give the Cub Scout sign and repeat the Cub Scout Promise. (Cubmaster may lead this) Parents we welcome you. Cub Scouting is for the whole family. (Will everyone please form a circle and join hands) Fun and friendship are found within this circle, because we have all joined hands to make it so. As parents, you have certain responsibilities in Cub Scouting. We expect you to attend the monthly pack meetings and work with your son on his achievements, helping him to pass. Will you accept this responsibility?

Parents: We will

Cubmaster: Will you pin the Bobcat Badge on you son, making him an official Cub Scout. We expect that you will work just as hard as he does on his projects. You start together up the Cub Scout trail. Remember the Cub Scout Motto -- Do your best.

Denner Installation Ceremony - This ceremony should be held at the Den Meeting, as soon as the Denner is elected.

Equipment: Table, Den DAiry (if desired), Candle in holder, Denner Cord.

Staging: Den Leader or Den Chief can perform installation. Assistant Denner could be installed at the same time.

Den Leader: (name) please step forward. (lights Candle) Before you burns a white candle which represents the Spirit of Cub Scouting. It takes a team to keep the spirit alive...to keep the candle burning. You have just been elected to be a member of the team. As Denner, your duties are to assist me and our Den Chief. You will keep the Den Diary, help take

attendance and collect Den Dues. (this may be varied depending on responsibilities which Den Leaders wish the Denner to have) During the week, you will set a good example for other members of our Den, by being honest, fair, and showing true Cub Scout spirit. Do you accept these responsibilities which will help us keep the Spirit of Cub Scouting alive and the candle burning?

Denner: I do

Den Leader: I'm happy to present you with the Denner cord which is to be worn on your right sleeve during your term of office. Wear it proudly and with honor. Congratulations!

GRADUATION CEREMONIES

Tiger Cub Graduation -

Purpose: A ceremony designed to graduate a boy and adult from Tiger Cubs into the pack.

Participants: Tiger Cub Coordinator, Cubmaster, Tiger Cubs and Tiger Cub Parents

Material needed: wooden bridle, Neckerchiefs for each Tiger Cub, with slide, and Bobcat badge for each Tiger Cub

Boys come to ceremony dressed in their Cub Scout uniform only without the Scarf.

Tiger Cub Coordinator stands on one side of the bridge with neckerchiefs and slides and the Cubmaster stands on the other side of the bridge with Bobcat badges.

Tiger Cub Coordinator: (Ask Tiger Cubs and their parents to come forward with the Boys standing by her and their parents standing by the Cubmaster)

Tiger Cub Coordinator: All of you

Tiger Cubs have worked very hard this past year on your Tiger Cub requirements. I'm so very proud of all of you. Your hardest and most time consuming project was to learn your Bobcat requirements for Cub Scouting so that you might graduate tonight. Now I am going to present each of you with your official Cub Scout neckerchief and slide. You all have earned these and I'm sure that after crossing the bridge to become a Cub Scout that you will all work hard to earn even more awards in Cub Scouting. (Call each boy by name at this time and present him with his neckerchief and slide - then have him cross over the bridge to the Cubmaster)

Cubmaster: Congratulations on your achievements. I will present your parents with your Bobcat Badge at this time and ask them to pin it on you upside down. The Bobcat Badge will be turned right side up after you have done a good deed and then it will be sewn on. (Present badge to parents and ask them to pin on boy - Give boy Cub Scout hand shake)

After all Tiger Cubs have received their Bobcat Badges have the audience give them a big round of applause.

Troop-Webelos Graduation

Participants: Boy Scout Troop and Webelos

Equipment: Indian head dress and loin cloth; tom tom; ceremonial candles

Arrangement: Webelos are out in the hall. Ceremonial candles are set up on a table with most of Scout troop beside table. One Boy Scout is dressed up like Akela. One Boy Scout plays tom toms. Lights are turned out.

Boy Scout light candles. As the candles are lit, there is a few moments of silence and then the Scout-

master yells "Where is Akela?" (SM is in the back of the room)

Tom toms are beaten as Akela comes through the crowd and stands by the table.

A Boy Scout: (By name, calls in a Webelos Scout and says to him)..You have come to join our Scout Troop. Akela wishes to welcome you. Stand in front of Akela. (Webelos stands in front of Akela and faces him. The tom toms start to beat)

Akela: (While patting right hand on left shoulder of Webelos) Heh Akela! Heh Scout! Heh Akela!

(Webelos then moves and stands by fellow Scouts - and another Boy Scout takes a turn at calling in the next Webelos)

FLAG CEREMONIES

USING THE AMERICAN FLAG IN AN OPENING

If the colors are presented as the opening or as a part of it, it should be done properly. These are a few points to remember:

1. Whenever the pledge to the flag is being given or the national anthem sung, the pack flag is dipped while the American flag holds its position.
2. In giving the pledge of allegiance to the flag, as in all flag ceremonies, indoors or outdoors, Cub Scouts and leaders in uniform who are members of the ceremony group should wear their caps unless there is a local reason for not doing so. Following the ceremony, they will remove their hats.
3. To avoid embarrassment, the leader should explain to parents, visitors and Cub Scouts not in uniform that they should salute, on command, by placing their right hands over their hearts. Cub Scouts and leaders in uniforms use the Cub Scout salute.
4. When bringing the American flag and the pack flag in, the American flag comes up the right-hand aisle. If there is only one aisle, the American flag is to the right of the pack flag or preceding the pack flag if they must come in single file because the aisle is narrow.
5. If there is a platform where activities will take place that evening, post the American flag on the speakers right. It must cross over at the front of the audience in front of the pack flag to get to that location.
6. If there is no platform in use, the American flag will be posted to the right of the audience. The flags won't cross to go to their positions.

7. If the flags are retired from the platform, they do not pass one another. Each flag is carried out the aisle facing it. The American flag is always on the right. To retire the flags from the floor, they must cross.

8. Stands should be in position before the ceremony begins.

FLAG PRESENTATION

The ceremony leader comes to the front of the platform and says, "Attention. Will the audience please rise." He explains what is to follow and how salute will be given, then gives the command, "Color guards, present the colors." Flags move forward. (Flags should be unfurled - not help with the hand - unless the ceiling is so low that the flag must be lowered.) As the flags move forward, the leader gives the command, "Hand salute."

When the flags are near the flag stands, they form a well-balanced front, facing the audience. There will be a guard to the right of the American flag and its bearer, then the pack flag and its bearer, with the color guard on the other end. The leader now says, "Pledge of allegiance, repeat." The bearer of the American flag stands at attention holding the flag but does not repeat the pledge, the bearer of the pack flag dips his flag in salute but does not repeat the pledge. (Other sources indicate the color guards stand at attention, but do not salute or pledge.)

At the close, the leader drops his hand and says, "Two," the command for all to end the salute. The leader then says, "Post the colors." The flags are then taken to stands by bearer and guard and placed in stands. The bearers and guards,

after posting the flags, salute the one they have escorted and return to their dens.

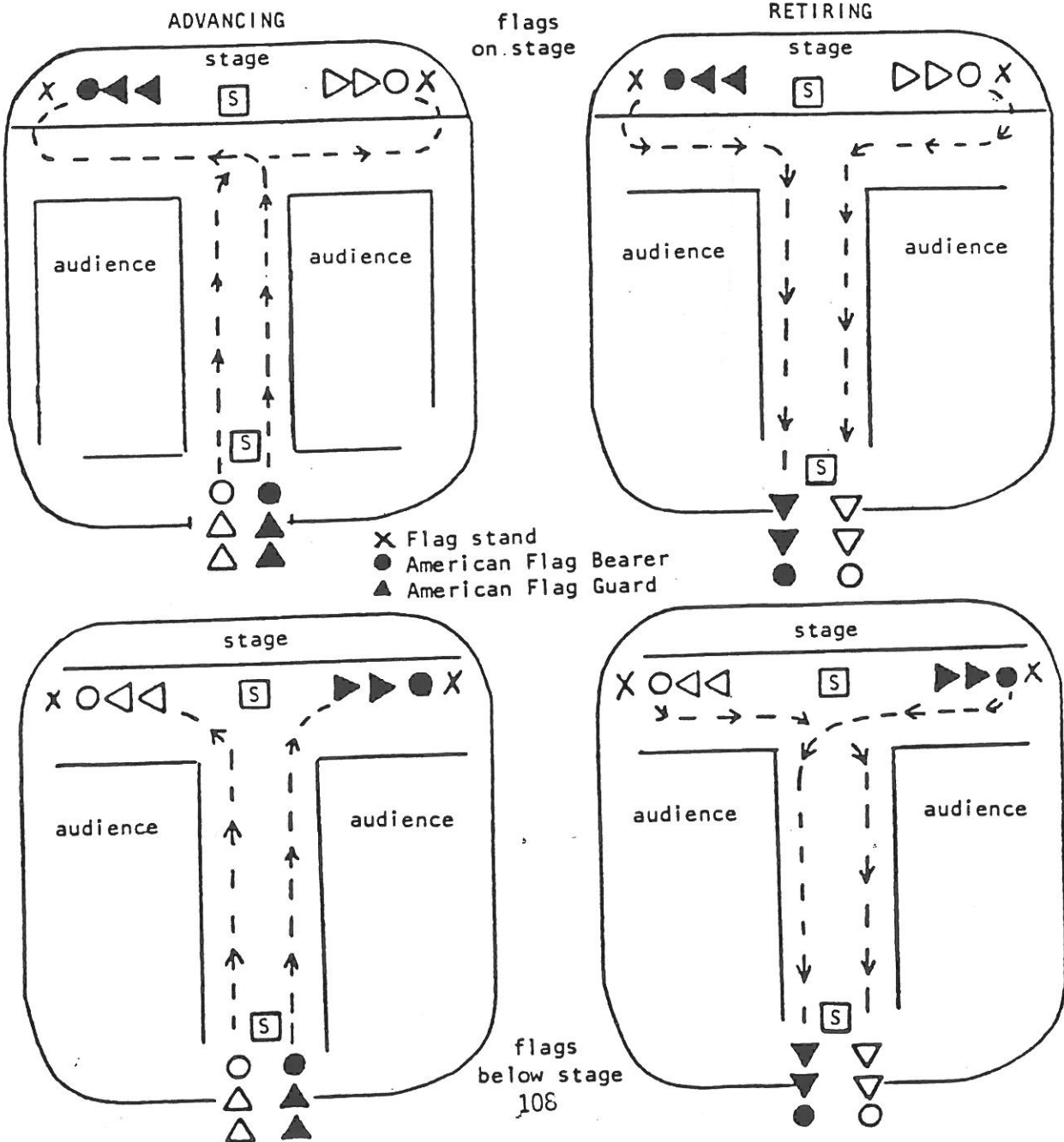
the procession, it will be necessary for the flags to cross in the front of the room. The American flag crosses in front of the pack flag.

ARRANGEMENT FOR FLAG CEREMONY

If flags are to be posted on the stage, the American flag will be posted on the audience's left. Since it should be on the marching right in

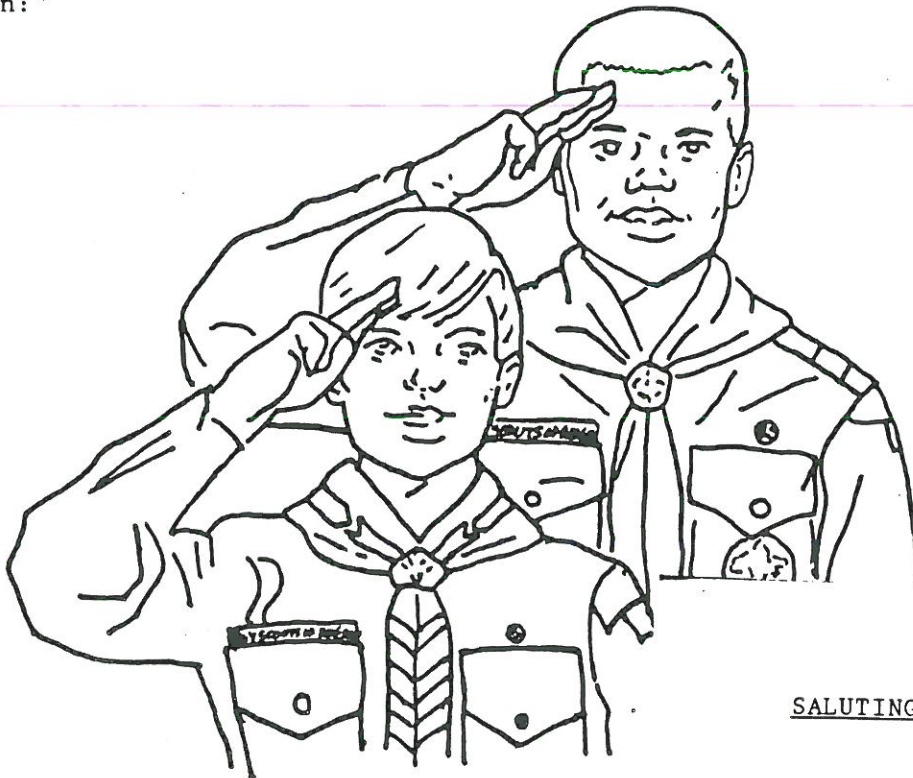
If flags are posted on audience level, the American flag will be placed on the audience's right. In this case, the flags do not cross.

When the colors are retired at the end of the meeting, the same positions are used as shown, except in reverse order.



SALUTING WHEN IN UNIFORM

With head covered or uncovered, either indoors or outdoors, stand at attention and salute with right hand when:



SALUTING



WHEN NOT IN UNIFORM

*During those ceremonies: stand at attention, place hand over heart. Men, if covered, remove hat, hold it over heart.

- * The National Anthem is played
- * The Colors are raised or lowered
- * During recitation of the pledge of allegiance
- * As the flag passes by in a parade or review
- * A flag-draped coffin is passing
- * When "taps" is sounded at a funeral

*In athletic costume, uncover, stand at attention. Hold hat or helmet in right hand.



FLAG ETIQUETTE

The flag of the United States of America is the living symbol of our country. It represents our nation's unity, its hopes, achievements, glory and high resolve and is therefore accorded our respect and admiration.

As leaders we have many opportunities to teach Cub Scouts proper flag etiquette and to reinforce the fundamental principle of respect for the flag, basic to the purposes of the Boy Scouts of America. We can set the example for good citizenship at den and pack meetings and activities and at various district and council activities such as Cub Scout Day Camp, Webelos Woods, Klondike Derby and Camporees.

U.S. FLAG CODE

A code of etiquette was drafted in 1923 by leaders of the American Legion, D.A.R. and VFW at a National Flag Conference as a set of suggestions for the proper display of the flag. These were adopted by Congress in 1942 as the U.S. Flag Code and it has been revised and amended several times since. Its present form is Public Law 94-344.

The purpose of the flag etiquette code is to maintain dignity and respect without hindering extensive use of flags. It is not always very specific, but coupled with our common sense, provides good guidelines for us to follow.

Section 2a of the code states, "It is the universal custom to display the flag only from sunrise to sunset... in the open. However, when a patriotic effect is desired, the flag may be displayed twenty-four hours a day if properly illuminated during the hours of darkness."

Section 2c states that the flag should not be displayed on days when the weather is inclement, except when an all-weather flag is displayed. Even then, the flag should not be flown outside if gale conditions exist.

The flag code is specific about places where the flag is required to be flown. Examples are:

1. Public institutions
2. School houses on school days
3. Polling places on election days

These are not meant to exclude other places. Any private citizen or business owner may fly the flag at their own desecration.

The code also lists several special days when the flag should be flown, including:

New Year's Day
Flag Day
Inauguration Day
Independence Day
Lincoln's Birthday
Washington's Birthday
Labor Day
Veterans Day
Easter
Thanksgiving Day
Mother's Day
Christmas
Memorial Day
State Holidays (especially
dates of admission)

DISPLAYING THE FLAG

When the national flag is displayed flat against a wall, either horizontally or vertically, the union (which is the blue field) should be at the top and to the flag's own right.



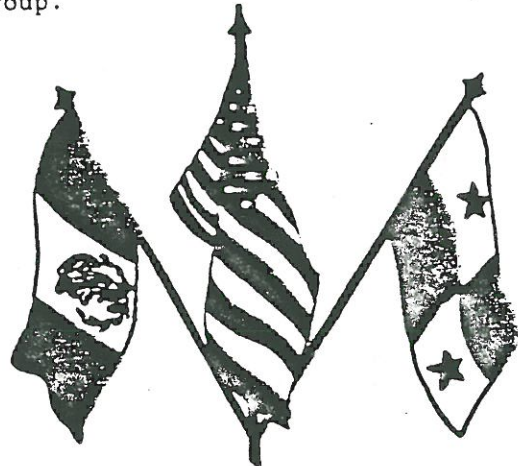
If the flag is to be displayed flat behind a speaker's platform, it should be placed above and behind the speaker. The flag should never be hung on the front of a raised platform below the level of the seats or podium on the platform.

The flag should never be draped, nor drawn back or up in folds, but should always be allowed to fall free. It should never be used for a table cover nor as a receptacle for holding or carrying anything.

When displayed with another flag in a crossed-staff formation, the American flag should be on its own right and its staff should be in front of the other flag's staff.



When a number of flags of states, cities, or organizations are displayed with the U.S. flag, the national flag should be at the center and at the highest point of the group.



When the federal flag is flown from a fixed staff, or flagpole, the union must be at the peak. Only to signal dire distress may it be flown with the union down.

When a state, city or organizational flag is flown on the same halyard as the United States flag, the national colors must be above the other flag. When other flags are flown from adjacent staffs, the national flag should be on its own right.

Right is the position of honor for the U.S. flag. When it is on display with flags of other nations, all staffs should be of equal height and our nation's flag should be on its own right.

In a classroom, auditorium, church, etc., the flag should be placed either to the speaker's right or to the right of the audience.

When carried in a parade with other flags, the national colors should be on the right. (If the American flag is carried alone it should be in the center front of the marching column. If there is a long row of other flags being carried, the national colors are carried alone, centered at a few paces in front of the row.)

Other flags follow the lead of the national flag in all maneuvers. It is hoisted first and lowered last.

FLYING THE FLAG AT HALF MAST

On Memorial Day the flag is traditionally displayed at half-staff until noon and at full staff from noon to sunset. (Half-staff is to honor the heroic dead while full-staff shows the nation lives.) The flag can be ordered at half-staff on other days by Presidential proclamation.

There is nothing in the flag code, however, that prohibits local offi-

cial or private citizens from flying the flag at half-staff on appropriate occasions at their own option. It should not be flown at half-staff on Veterans Day, however, because that was originally Armistice Day -- a day of celebration.

When flown at half - mast, the flag is hoisted to the peak for an instant, then lowered to a point half the distance from the top and the bottom of the staff. Before lowering the flag for the day, it is raised again to the top, then lowered.

The flag should always be hoisted briskly and lowered ceremoniously.

HOISTING THE FLAG

It takes at least two to hoist the flag properly -- one to secure it to the halyard and hoist it, and one to hold the flag and keep it from touching the ground.

The two flag raisers (and any accompanying color guards) should march in step to the flagpole. The one on the right (No. 1) carries the folded flag.

At the flagpole, No. 1 continues to hold the flag while No. 2 unfastens the halyard from the cleat on the pole. He quickly tests the halyard, making sure it is running freely.

No. 1 then loosens the folded flag and hands the hoist end to No. 2, union first. No. 1 should be careful to hold his end so that no part of the flag touches the ground.

No. 2 fastens the flag to the halyard and starts hoisting the flag briskly, hand over hand without a pause. No. 1 keeps the flag from touching the ground until it is floating free.

When the flag has left the hands of No. 1, he steps back a pace, salutes,

and holds his salute. As soon as the flag is raised to the peak, No. 2 secures the halyard to the pole, steps back a pace and joins No. 1 in the salute. They both drop their salute in unison and march off together.

When voice commands are used, it is usually the responsibility of the lead color bearer (the one carrying the national flag) to give the commands. However, if you have a Den Chief, you may want to utilize him for this. When all are assembled for the flag raising ceremony, he would give the command, "Color Guard, Advance!" for the flag raisers to march to the staff. At the appropriate moment he would give the command, "Salute!" When it is time to drop the salute, he would use the command, "Two".

LOWERING THE COLORS

Hauling down the colors at sundown is often a formal ceremony and as such, should be assigned a three man detail. The man who will carry the folded flag from the field (No. 1) gives any voice commands.

The detail marches in unison to the pole. No. 1 loosens the halyard. All stand at attention. If there is a band to play the National Anthem or a bugler to sound Retreat, No. 2 would begin to lower the flag slowly at the first note of the music. (This is also when everyone should salute.) The lowering should be timed so that No. 3 gathers in the flag just as the music ends. This is when the command "Two!" would be given and everyone drops their salutes.

No. 1 and No. 3 would then fold the flag while No. 2 secures the halyard to the pole. All march off the field together. The flag could then be presented to the highest ranking of-

ficial in attendance.

If it is not a formal retreat ceremony, the flag detail shouts "Colors!" just before hauling the flag down. All those within 50 yards should come to attention and salute until the flag is gathered in.

A person lowering the flag alone need not try to fold it. He should gather it into his arms so that it does not touch the ground.

FOLDING THE FLAG

Below are step by step instructions for the proper folding of the American and state flags.

1. To fold the flag correctly, two persons face each other with the flag held horizontally between them, waist high.

2. They fold the lower striped section lengthwise over the blue field, taking care that edges and corners meet.



3. Then fold the flag again, lengthwise.



4. A triangular fold is started along the length of the flag by bringing the striped corner of the folder edge to meet the open edge.



5. Turn the outer point inward, parallel with the open edge.



6. Repeat the triangular folding until you reach just short of the other end with nothing but blue field showing.



7. Tuck the last piece into the other folds to secure it.



SOME DO'S AND DON'TS

There are some important don'ts to remember in the proper care and respect of the flag. Do you remember (from the Wolf Book):

DO NOT LET THE FLAG GET DIRTY
DO NOT LET THE FLAG GET TORN
DO NOT LET THE FLAG TOUCH THE GROUND?

Those are all in the federal flag code. If your flag does get soiled or slightly torn, however, it is permissible to wash and mend it. In fact, some dry cleaners will clean your flag free if you promise to fly it on Flag Day, June 14th.

When the flag is so badly torn, soiled or faded that it is no longer a fitting emblem for display, it should be destroyed. This is done preferably by burning and without ceremony.

The U.S. flag should never have placed upon it, nor attached to it, any mark, letter, word, design, insignia or picture of any nature.

The flag should never be used for advertising purposes.

The flag should not be embroidered on such articles as cushions or handkerchiefs.

The flag should not be printed on paper napkins, boxes or anything designed for temporary use that is to be discarded.

Never carry the flag horizontally.

The national flag is never dipped to any person, flag, or thing.

GAMES CUB SCOUTS PLAY

Games are:

lessons without teachers
body builders
mind stretchers
friend makers
building blocks

Most of all, games are FUN!

Through games, a Cub Scout

learns new skills
develops new interests
learns fair play
is taught respect for the rights
of others

Remember, the success of your game period depends greatly upon your leadership. When someone says: "Games? They're for the birds!" "Kid stuff!" "I don't wanna play!" ... what he is really saying is: "I don't know how" ... or "I'm scared to try because I might not be any good."

Your skill as a leader can challenge and persuade the shy Cub Scout and channel the energy of the 'showoff', making den and pack games fun for all.

SUGGESTIONS FOR CONDUCTING GAMES

1. Know the game well and the area needed before trying to teach it. Have all the necessary equipment on hand.
2. Remove all possible hazards from the game area.
3. Have the full attention of the group before trying to explain the rules of the game.
4. To introduce a game, name it, demonstrate it, ask for questions, then start it.
5. Always insist on fair play

6. If a game is going badly, stop it, explain again, then try the game once more.
7. Play, but don't overplay a game. A successful game will be more in demand if it is stopped while it is still being enjoyed.
8. Be alert to overexertion - breathlessness, quick, shallow breathing, pain in the heart area, seeing spots or throbbing in the ears and/or eyes.

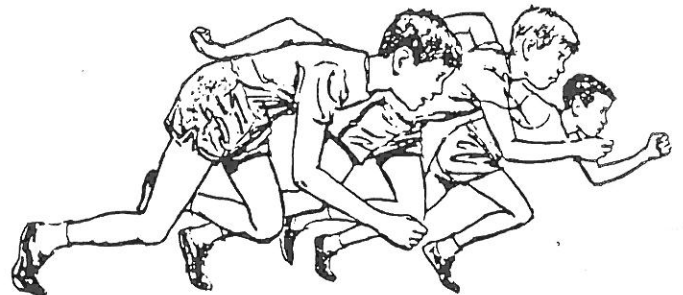
DEN GAMES

Den games are designed with a small group of boys in mind. Quiet games are helpful when weather prohibits outdoor activities. Den games can be relays or can be played as individual boys.

An active den game is a helpful start at den meeting to 'get the kinks out'. Remember, most den meetings are held immediately after school, when boys have been cooped up for several hours. A den game can provide an outlet for letting off steam and may make the group easier to handle for the quieter activities you have in store.

Choosing up sides among the boys is not always easy. If there is a problem boy who is not as well liked by all members, drawing straws, going in alphabetical order, or selecting two captains to choose alternately may be fair ways to select teams. Rotate the methods you use.

Remember ... games can be used to teach fair play, promote good sportsmanship and build character ... but most of all, they should be FUN.



PACK GAMES

Pack games are played with large groups of boys and adults at monthly pack meetings. As a general rule of thumb, relay games seem to work best for groups of this size. But don't limit your ideas or imagination.

Pack games should include as many boys as possible. If all cannot participate, select representatives from each den. If prizes are given, a simple den prize (suckers, bubble gum) is a nice gesture which can be given to the whole den.

Involve parents and leaders in pack games whenever possible. Cub Scouts love to see their own parents participating in the activity. Prepare more supplies than needed when gathering props for a large group game. It's better to be safe than sorry.

Now lean back, watch or participate, and have FUN.



DEN GAME CHEST

Den game chests come in various sizes, shapes and colors. A game chest may cost nothing but time and determination, or you may have several dollars invested. A game chest is sometimes called the Den Leader's Helper.

It may be a cardboard box, an old foot locker, a cast-off toy chest or any other container which you have handy and can be spared for game or craft supplies.

Once you have selected your game chest, involve the boys in the preparation. A little paint, a few decals, lots of imagination, and perhaps even the boys' own signatures will personalize its exterior. The world will know where Den 3 keeps its games supplies.

It's what's inside that counts. A leader can fill a game chest with materials from around the house, or the boys can be asked to bring some items from home.

Suggested Supplies

Clothes Pins	Pie Pans
Clothes Line	Washers
Ping Pong Balls	Tin Cans
Playing Cards	Marbles
Pencil & Paper	Balloons
Small Paper Sacks	Straws
Old Work Gloves	Pie Pans
Simple Puzzles	Feathers
Plastic Spoons	String
Masking Tape	Whistle
Large Handkerchief	Rope
Rubber Rings	Bottle Caps

These items may be used in several different ways. Clothes pins, washers and playing cards can be tossed into pie pans and cans; feathers can be blown across the room in relays; ping pong balls can be rolled, tossed or blown with a straw into containers; old work gloves are helping in playing Fumble Fingers; handkerchiefs make good team flags or blindfolds; rubber rings may be tossed over bottle necks ... the list goes on and on.

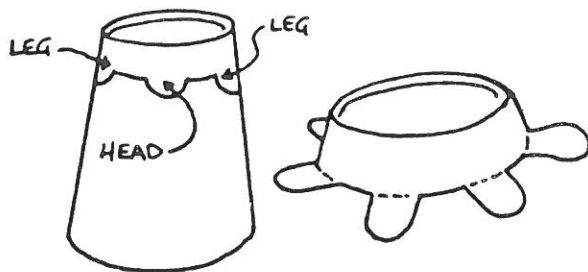
Your game chest will be your silent helper when planned activities are over too quickly. It can help the denner when it is his turn to help at den meeting.

It's also a good place to store den supplies, unfinished craft items and den records. If you haven't made a den game chest, try it now. You will find that it is really a treasure chest!

INDOOR GAMES

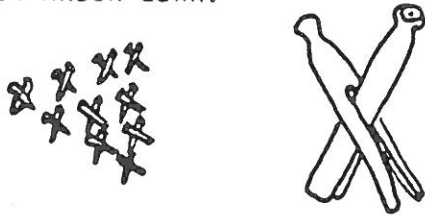
TURTLE RACE

Invert a paper cup and cut it as shown to make a turtle, bending out the head, tail, and legs. Each player gets a pan of water and a turtle. At signal, players put their turtles at an established starting point in the dishpans. Then, using lung power alone, they blow the turtle around the sides of the pan until it is back at the starting point. The one who completes the course first wins.



KNOCK THEM DOWN

This 'bowling' game is played with clothespins. Join straight clothespins in pairs by pushing a prong of one between the prongs of a second pin to form an X. The pins will stand up and can be arranged like ten-pins in bowling. Roll a small rubber ball from a set distance and see how many pins you can knock down.

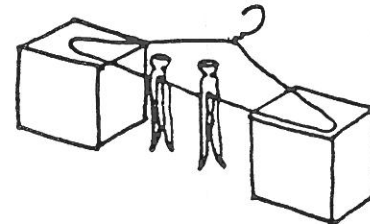


CHECKER SHUFFLEBOARD

Use checkers on a small-scale shuffleboard diagram drawn on cardboard. Snap checkers with the middle finger to play. It is best played on the floor. Diagram should be about 5' inches square.

CLOTHESPIN GALLERY

Rest the curved ends of a coat hanger onto two boxes or paper cups. Slide several straight clothespins over the bar and adjust height of boxes so the pins just clear the table. Roll a small ball toward the clothespins from a distance of several feet. When a pin moves, the player scores one point. If it spins and falls off the player scores five points. For a more difficult game, roll a thread spool instead of the ball. With a little practice, you will be able to roll it in a straight line.



FLYING FEATHER

There should be no more than 10 players in a group. Players join hands and try to keep a fluffy feather up in the air by blowing. A leader may toss the feather into the air. Often it is possible to keep the feather aloft for a long time. Players must not break hands.

STUNT CATCH

The leader names a stunt, such as 'Clap hands once', 'turn around half way', 'kneel and rise', etc. Each boy, in turn throws a ball into the air and must perform the stunt, then catch the ball before it touches the floor. Those who fail are eliminated. Then the survivors try it again with a different stunt. Start with easy stunts and then harder ones.

RELAY GAMES

RAINY DAY WASH RELAY

First player in each relay team is given a gym towel. Two players from each team hold up a skipping rope at finish line to resemble a clothesline. At signal, the first player runs to the line with his towel, places it over the line so that the bottom edges of towel are even, changes places with one of the line holders. The former line holder runs back touches off next player to runs to the line, removes towel and takes it back to next player. The same players may hold the line throughout the game, but it is more fun if they change each time the towel is placed on the rope. Variation: Player fastens 3 articles of clothing to line with clothespins. Next player removes them, etc.

CUP AND BOTTLE RELAY

This is an exciting and 'wet' relay which needs to be done outdoors. Form two relay teams with a bucket of water and a cup at the head of each line. At the foot of each line, place a bottle. At starting signal, the player nearest the bucket dips up a cup of water and passes it down the line. The last player in line pours it into the bottle, runs to the head of the line, and so on, until the bottle is filled.

BEANBAG HOBBLE KICK

Each relay team is furnished a beanbag and an innertube rubber band. The relay is run in pairs. The first pair places the rubber band over the ankles of their adjacent feet, hobbling them together. They kick the beanbag to the goal line and back. Then they remove their hobble and pass it on to the next pair.



MATCH BOX RELAY

Form relay lines. First person in each line sticks a penny match box cover over his nose. He transfers it to the nose of the next person in line without using his hands or feet. Team to finish first wins.

EXPLOSION RELAY

Relay teams line up at equal distance from stacks of paper bags. Each player races to the stack in front of his line, blows up a paper bag, breaks it with his hand and races back to touch off the next player.

THROUGH THE TIRE RELAY

Each relay team has a tire, held by the first player. At signal, he goes through the tire, lets it fall to the ground and stands at attention. The next player sets up the tire and repeats the action. Continue until all boys on team are standing at attention.

SPUD SPEAR RELAY

Provide each relay team with a fork. Potatoes are arranged on a course from four to twenty feet apart, depending on the space available. The first runner on each team runs to the first potato, spears it with his fork, carries it back and drops it in a pail or basket before handing the fork to the next player. The hands must not touch the potato at any time.

TIRE ROLLING RELAY

Players roll a tire to a turning line, roll it around a stake or chair, and roll it back to the next player in line who repeats the action.

HIKING GAMES

OBSTACLE COURSE

Some boys have never climbed a tree, walked a log, gone through a fence or chinned themselves on a tree branch. To give them this experience, pick a trail which will provide such an obstacle course. Don't destroy property or trespass.

NIGHT HIKE

In areas where it is safe to go walking at night, try a hike after dark. Flashlights may be carried. See how different things look, smell and sound at night. Being out in the unfamiliar dark is an adventure in itself.

BIG GAME HUNT

See how many different animals you can find. Decide ahead of time if birds and insects are to be included. Boys will learn to identify different species.

STRING ALONG

Take a piece of string about a yard long 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 within the circle. You may be in for a surprise, for it is not unusual to find 20 or more things. Then stretch the string in a line and see how many things touch it.

FAMILY SPECIAL

Have Cub Scout-parent outings. These are especially fun in the evenings, but should be kept short. Big and little sister/brother hikes are fun too.

A WONDER-FULL HIKE

At each destination or rest stop, each person tells of the 'most wonderful' thing he has seen along the way. Stops can be as frequent as you desire.

STOP AND SPOT

While hiking the leader stops and says: "I spot a _____", naming a familiar object. Everyone in the group who sees the object raises his hand. This is a good observation game.

CRAFT HUNT

Look for and collect natural craft materials - cones, driftwood, seed pods, dried weeds, stones, etc. Don't take any living materials, for many plants will die if uprooted. You will have fun hunting and will enjoy making things from the materials later.

ONCE AROUND THE BLOCK

Hikers go 'once around the block', then their observations are tested. Who has seen the most round things? What kind of trees were seen? What did you see that was orange? Etc.

COME TO YOUR SENSES

Hike, stopping often to see, hear, feel, smell, and, with caution, taste things along the way. Feeling is a special delight. Touch the bark of trees, moss, flower petals. Sniff the air for new smells. Listen for sounds.

BICYCLE GAMES

SNAIL RIDE

The object is to see which rider can travel slowest - and that's quite a feat in cycling. The last rider to cross finish line is the winner.

HITTING THE TARGET

Set up 4-6 lard cans, bowls or other receptacles in a row about 15 feet apart along a 100-foot course. Give each bicycle rider a supply of bottle caps. He rides along the course, as close as possible, and drops the caps in each receptacle. Rider who gets the most caps in cans wins.

POLE SPEED RACE

This bicycle race is always popular. Set up poles slalom style - the first pole 20 yards from the starting line and 3 subsequent poles about 10 feet apart. Contestant must follow a course that zigzags from the right of one pole to the left of the next, etc. Rider who completes the course in the least amount of time is the winner.

COASTING RACE

The object of this race is to determine which boy can coast the longest distance. Each boy pedals as hard as possible for a distance of at least 15 feet to a starting line where the coasting officially begins. It takes a lot of skill to coast along a straight line. Have a referee mark the spot where a rider stops. The next boy tries to outdistance the mark.

NEWSPAPER RACE

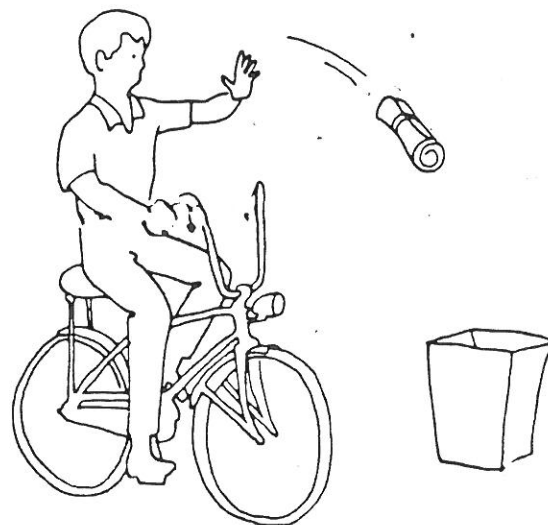
On a 100-yard race course, place six or eight barrels or baskets about 15 feet apart. Put the first basket about 10 feet from starting line. Each contestant rides along on his bike about 8 feet away from baskets. As he passes each one, he tosses in a folded newspaper. The boy who gets the most newspapers in baskets wins.

PURSUIT RACE

This is a speed race. All boys line up around a circular course about 3 yards apart. At a signal, they all ride in the same direction around the circle. The idea is for each rider to pass the contestant ahead of him. As a rider is passed by another contestant, he leaves the race. The race continues until only one rider is left.

SHOE SCRAMBLE

Players are divided into two teams lined at opposite ends of the play area. Their shoes (not tied together) are placed in a pile in the center of the field. At signal, boys ride forward to within 10 feet of the shoe pile where they dismount, find their shoes, put them on, remount their bikes and return to the starting line. A prize may be awarded to the team finishing first and to the individual player who returns in the fastest time.



WATER GAMES

PIRATE'S GOLD HUNT

This is a game for nonswimmers. Use pennies or paint 3/4" iron washers with gold paint. Scatter them over an area of water that is between waist and knee depth. On a signal, the boys try to recover as many 'gold pieces' as they can within an allotted time.

LIVE LOG

Establish a goal at one end of the pool. One boy is the 'log'. He floats on his back in the center of the pool. The others swim around him. At any time, the 'log' may roll over and give chase to the others, who must race for their goal. Any player who is tagged becomes another 'log' and the game resumes. Continue until one boy has not been tagged.

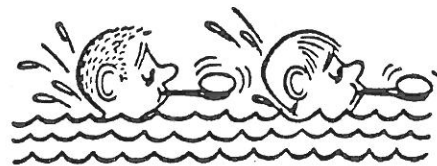


CANDY HUNT

Wrap hard candies in watertight aluminum foil. Scatter a bunch of them along the bottom of the pool. Have boys duck or dive to retrieve them.

BALLOON RACE

Line boys up in chest-deep water. At signal, they propel inflated balloons to shore without using hands. First one to touch shore wins.

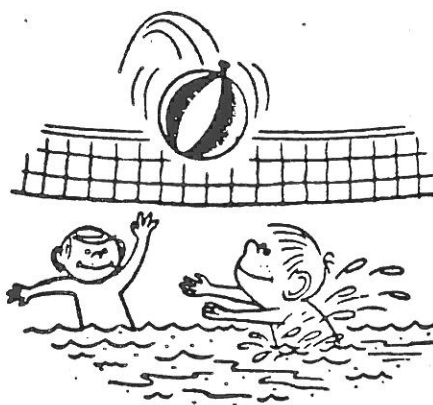


EGG AND SPOON RACE

This will test the swimming skill, balance and patience. Boys hold a spoon handle in their teeth. A boiled egg is put in each spoon. The boys line up relay style and move from one side of the pool to the other carrying the egg on the spoon. A variation is to carry a ping pong ball in the spoon.

CORK RETRIEVE

Scatter a dozen or more corks or blocks of wood on the far side of the pool. On signal, boys dive in and try to retrieve the corks, bringing them back to the starting point one at a time. Winner is the boy with the most corks when all have been located.

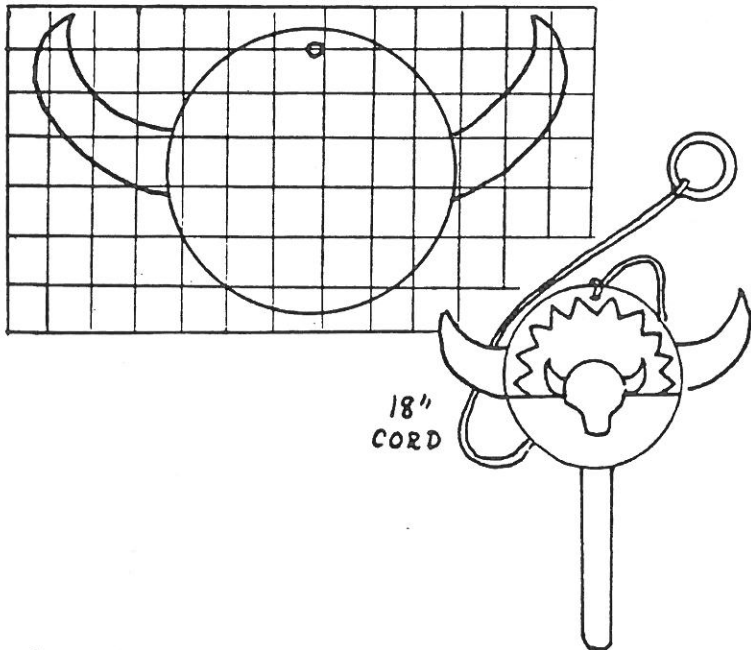


BALLOON VOLLEY BALL

Use volley ball rules. Stretch a net across the pool and use a blown-up balloon as the ball.

GAMES TO MAKE

TOSS AND CATCH GAME

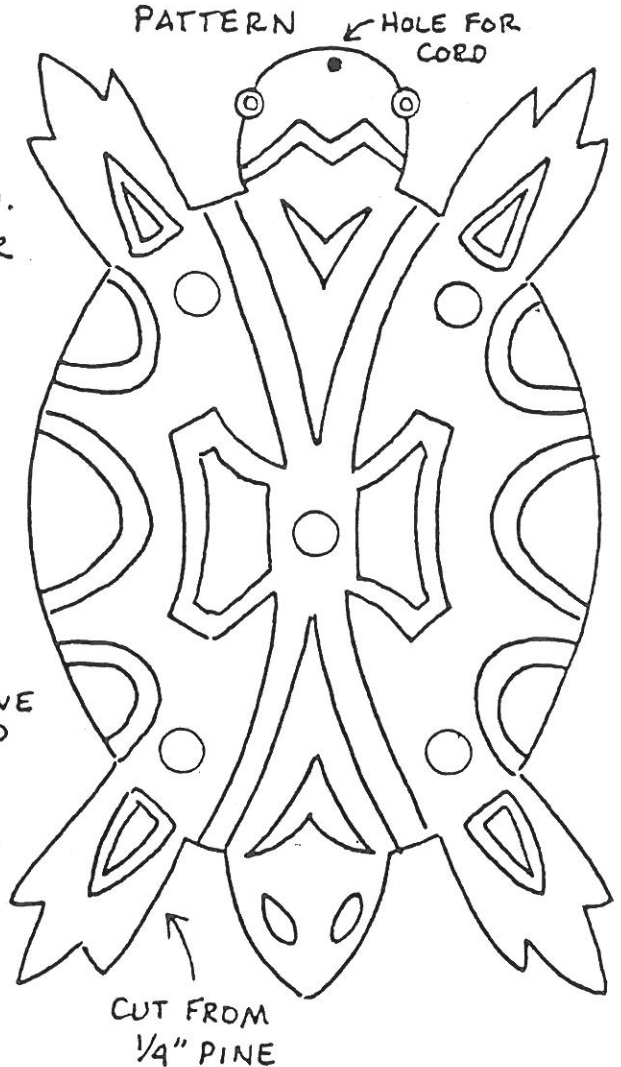


ENLARGE PATTERN. 1 SQ = 1/4".
 CUT FROM PLYWOOD. PAINT
 DRILL HOLE FOR CORD.
 ATTACH HANDLE (DOWEL)
 TIE ON CORD WITH 2" DIA.
 CURTAIN RING.
 TOSS AND CATCH RING ON HORN.

TOSS AND CATCH GAME

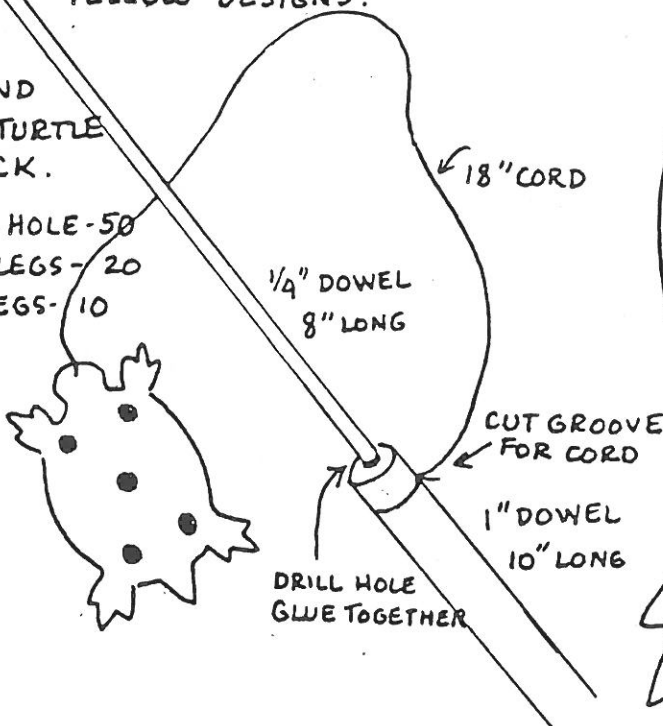
CUT FROM 1/4" PINE. SAND.
 DRILL 5 3" HOLES AS SHOWN.
 DRILL SMALLER HOLE TO ATTACH CORD.
 PAINT GREEN, WITH DARK GREEN OR
 YELLOW DESIGNS.

ACTUAL SIZE
 PATTERN



TOSS AND
 CATCH TURTLE
 ON STICK.

CENTER HOLE - 50
 FRONT LEGS - 20
 BACK LEGS - 10



ROAD SIGN BINGO

This is a good travel game that boys can help make. Make up several bingo cards such as the one shown below. Use actual road signs. Scramble the signs so that no two cards are alike. Then play just like Bingo.

				
NO LEFT TURN	NO RIGHT TURN	DO NOT ENTER	TELEPHONE	SIGNAL AHEAD
				
NO BICYCLES	SLIPPERY WHEN WET	PEDESTRIAN CROSSING	NO TRUCK TRAFFIC	HIGHWAY
				
SCHOOL CROSSING	WINDING ROAD	FREE	BICYCLE ROUTE	CAMPING
				
YIELD	WRONG WAY	NO U TURN	CURVE AHEAD	RAILROAD CROSSING
				
2-WAY TRAFFIC	CROSSROAD	ROAD BRANCHES	HOSPITAL	DO NOT PASS

SKITS FOR CUB SCOUTS

Skits are appealing to boys of Cub Scout age. They help channel a boy's imagination. He doesn't just play he's a pirate. He is a buccaneer sailing under the Jolly Roger. Dramatics are important in the growth of boys because it gives them an outlet for the 'let's pretend' part of their character. It gives boys a chance for creative expression rather than imitations.

Skits help boys express their choice of characters and develop their powers of observation by helping them recognize the desirable characteristics in people they see. They let boys play parts they have always dreamed of. Skits create self-confidence and help eliminate self-consciousness.

THINGS TO REMEMBER

Fun makes good skits. Whether the theme is serious or humorous, skits should be fun for the boys and for the audience.

1. Keep it simple.
2. Keep it short. (3-5 minutes at the most)
3. Avoid long memorized dialogue. Pantomimes are great for Cub Scouts.
4. Use simple scenery, props, costumes - if any.
5. Let every boy take part.
6. Use stage directions liberally - tell who goes where and does what.
7. Be sure the audience can hear. Boys should be coached to speak slowly, clearly, loudly. If the audience laughs or applauds, actors should pause before continuing their lines.

THINGS TO AVOID

1. Dramatization of undesirable characters.
2. Asking a Cub Scout to attempt to portray a character that is too difficult for him. Fit each boy to his part.
3. The tendency to let the more capable boys do all the work.

HOW TO WRITE A SKIT

Sometimes it's hard to find a skit that fits the monthly theme and your den of boys. The thing to do then is to write your own or adapt one so it will fit. Follow these simple steps:

1. Boy wants something..... friendship, a gold mine, a prize, to find a lost planet, etc.
2. Boy starts to get it by canoe, plane, horseback, foot, or some other way.
3. Obstacles stop boy..... crocodile, a secret enemy, false friend, weather, etc.
4. Boy achieves goal Through an act of kindness bravery, wisdom, magic, unexpected help or some other way.

Consider the type of stage, lighting, sound system, number of characters available. Consider using props, scenery, costumes to add realism. Use a written skit, adapt it to fit your own situation, or write one of your own.

SCENERY FOR CUB SCOUT SKITS

Simple scenery is fun for Cub Scouts to make. It is a good den project. It adds to the mood of the skit and makes the skit more believable. Keep these things in mind:

1. Scenery should be simple. It should provide an idea or suggestion of what is to come.
2. It can be made from large pieces of corrugated cardboard. Check with furniture stores, appliance stores, grocery stores, or warehouses for large furniture and appliance cartons. Take care in cutting cardboard.
3. Wooden lathes can be nailed to the back of the scenery to make it more sturdy or to help it stand up, and keep painted cardboard from curling.
4. Let the boys do the painting. Guidelines can be drawn with heavy pencil to show what colors go where. Latex or tempera paint are best on cardboard, and it washes off the boys as well. It is best to paint on the blank side of the cardboard rather than on the printed side, so printing will not bleed through.
5. Felt tip markers can be used on cardboard that has been painted a light color, to put in detail work or the whole design, if you wish.
6. When using latex to cover large areas, apply it with a roller. Latex paint is inexpensive. Sometimes the boys can bring left-over latex paint from home. It washes off hands and clothes with soap and water.
7. Tempera can also be used to tint latex when the desired shade is not available. Use tempera or wide-line marking pens for trim and detail work on top of latex.
8. Always keep in mind that audience will see scenery from a distance. Be sure it is distinctive enough.
9. Boys should use old clothes or Dad's old shirt for paint smocks. Den leaders should stand back and let the boys do the work.
10. Create a mood with scenery. Paint in grays if skit is spooky or sad; bright colors if skit is happy or funny.

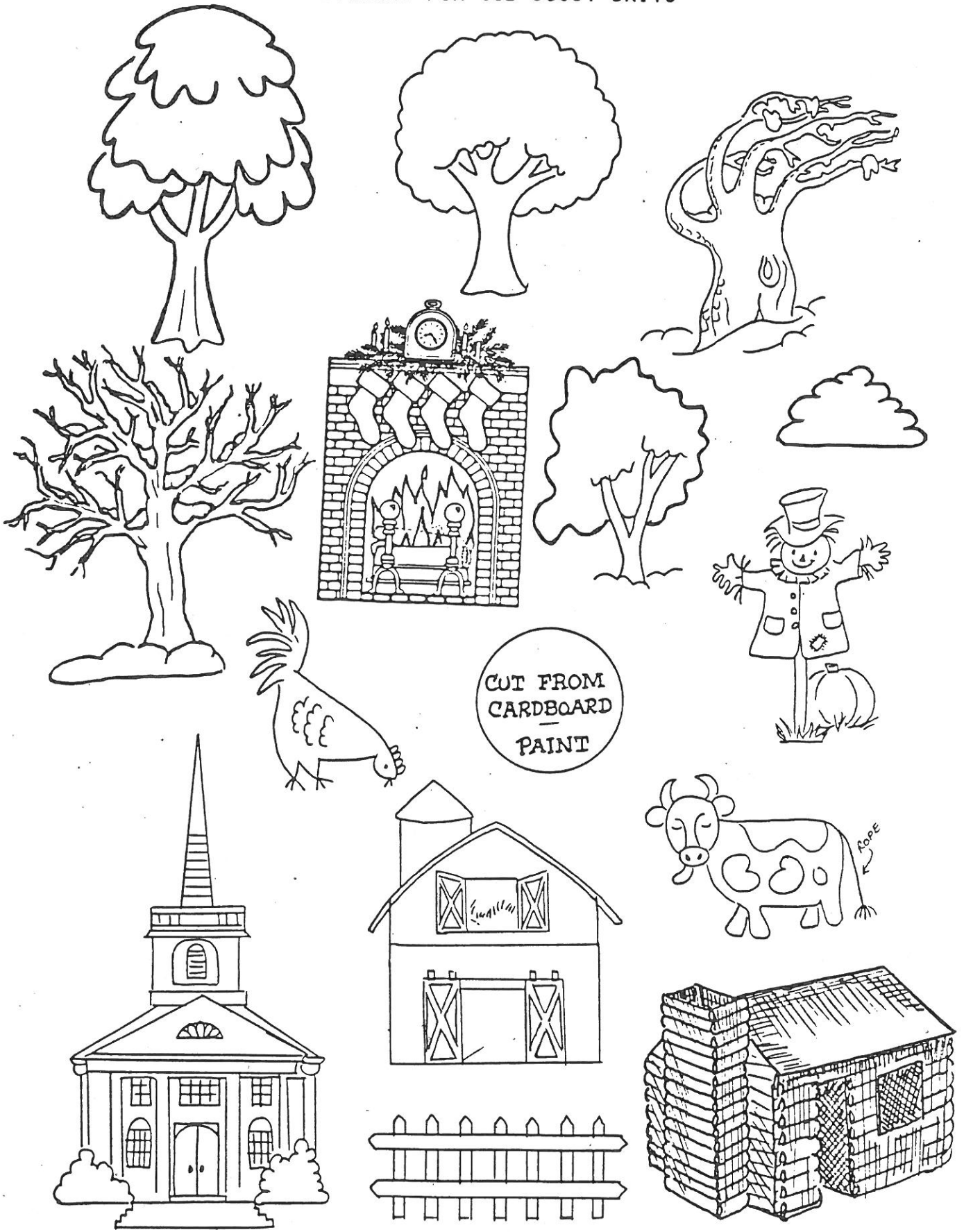
The following are suggestions for scenery which can be cut from cardboard:

Mountain range
Bushes, trees
Lamppost
Skyline of city
Forest outline
Picket fence
Houses, tents, cabins
Archways, columns
Sun, moon, stars (Suspended overhead)

When creating a skyline, cut the pieces low - waist or shoulder height - to give the effect of distance.

Children's coloring books are good sources for backdrop ideas.

SCENERY FOR CUB SCOUT SKITS



CUT FROM
CARDBOARD
PAINT

MISCELLANEOUS SKITS

THE FUNNY BOX

This skit can involve any number of boys.

One boy comes onstage carrying a box in which he has a wide assortment of items. The items can be almost anything. One by one, the items are taken out of the box, for the audience to see. A clever or surprising remark is made about each item. The boys can take turns commenting upon the objects.

Here are some ideas to get you started:

1. A LOVE LETTER WITH BLANK PAGES - sent by a very bashful lover.
2. A PIECE OF STRING ONCE USED TO WRAP A BIRTHDAY PRESENT FROM CLEOPATRA TO JULIUS CAESAR. - The reason the string is so long is that the present was a pyramid.
3. A NEW LOVE SONG ENTITLED, "Let's Take Another Romantic Stroll in the Moonlight Down by the Riverside, Only Next Time, Please Don't Push Me In to the Water."
4. A TRANSISTOR RADIO - that was dropped from an airplane to see whether it could stand the shock.
5. A SHOE - the other one is worn by a very annoyed man now attract - considerable attention as he limps down Main Street.
6. A DAB OF GREASE - from the calendar of a man who wanted the year to run smoothly.
7. A ROCK THAT ABSOLUTELY WILL NOT SINK - unless dropped into water.

8. A BALL - once bounced against the Great Wall of China by an idle shepherd boy.
9. A PEPPER SHAKER WITH NO HOLES - for people who don't use pepper.

LAMP POST

Actors: 3-6 persons

Props: 1 flashlight

Setting: One person comes in with flashlight and announces: "I am a lamp post." He stands, holding light for the remainder of skit.

(2nd boy comes in and begins to look for something near light)

3RD BOY: (Enters) What are you looking for?

2ND BOY: I have lost a dollar and I just have to find it.

(3rd person begins to help look)

4TH BOY: (Enters) What are you looking for?

2ND BOY: I have lost a dollar and I just have to find it.

(4th person begins to help look)

(Continue this procedure until last person enters)

LAST BOY: What are you looking for?

2ND BOY: I have lost a dollar and I just have to find it.

LAST BOY: Where did you lose it?

2ND BOY: Down the street.

ALL: Then why are we looking here?

2ND BOY: Because this is where the light is!

MISCELLANEOUS SKITS

THE CHEWING GUM INCIDENT

A pantomime

Props: One chair on stage.

Cast: A tree (A boy stands with his arm up like the branches of a tree and a "tree" sign on him.)
Six Cub Scouts

FIRST CUB SCOUT stands at the center of stage to portray the part of a tree. Close by is the chair.

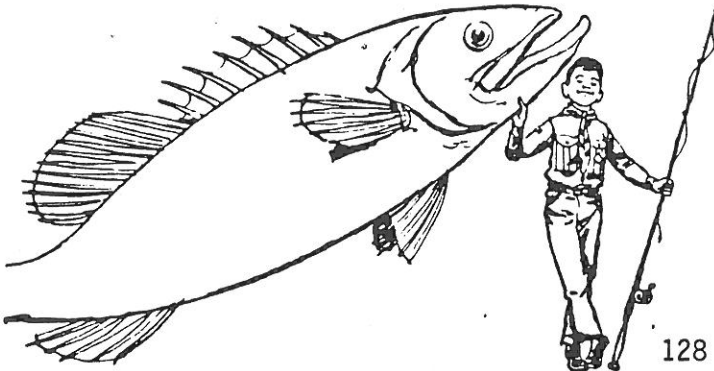
SECOND CUB SCOUT walks on stage chewing gum very obviously. Pretends to remove it from his mouth and stick it on the tree. Then walks off stage.

THIRD CUB SCOUT walks on stage leans against tree and pretends the gum is stuck to his elbow. Pulls it off and sticks it on the chair. Walks off stage.

FOURTH CUB SCOUT enters and sits on chair. Stands up and pretends to pull gum off the seat of his pants. Throws it on the ground. Walks off stage.

FIFTH CUB SCOUT walks on stage and steps on gum. Pretends to remove it from his shoe and sticks it back on the tree. Walks off stage.

SIXTH CUB SCOUT enters, sees the gum on the tree, removes it and puts it in his mouth. Then chews briskly as he walks off stage.



FISHING TRIP

Actors: 4-8 persons

Costumes: Cub Scout uniforms and den chief uniform, fishing gear.

Props: Boat and water cardboard silhouettes, benches.

Setting: Skit begins with Cub Scouts and den chief going fishing. When they reach the lake, the boat is about 5-10' away from dock.

1ST BOY: (Walks across water and gets in boat)

2ND BOY: Wait for me! (Walks across water and gets in boat)

DEN CHIEF: Oh, well! (Steps in water and falls in. He drags himself out of water onto dock.)

3RD BOY: I'm coming. (He walks across water and gets in boat)

(The den chief tries again, and falls into water. This continues until all Cub Scouts are in boat)

4TH BOY: Do you think we should tell him where the rocks are?

PONY EXPRESS

This is a pantomime skit, which with appropriate costumes and props is very believable.

1. Pony Express rider waits at relay station.
2. Another rider gallops in.
3. Mail pouch is quickly transferred from one to the other.
4. New rider gallops about stage as other rider exits.
5. Indians ride onstage and creep in ambush around rider.
6. Indians attack, but rider escapes.
7. Indians give up, exit.
8. Rider gallops about and finally rides offstage.

COSTUMES



MAKING COSTUMES

Crepe Paper

Crepe paper can be used effectively in costume-making. It is a relatively inexpensive costume material and can be glued, stapled, sewn, draped, and folded. Its ability to stretch is also an important factor. Simple tunics, shifts, vests, and hats can be fashioned quite easily. With its wide range of colors, crepe paper has many 'boy-making' possibilities.

Cardboard Boxes

Cardboard boxes make excellent costumes for clowns, animals, vegetables, robots, etc. Cut holes for the head and arms in advance, then let the boys paint the boxes with latex and trim with tempera paint or marking pens.

Costumes can help set the theme or mood for the entire skit. They have the magical ability to transform a boy into a man from outer space, a pirate, an astronaut, a clown, an Indian or exotic animal or anything else his imagination suggests.

Costumes should be kept simple. Cloth costumes are durable, but the cost is more, and since skits are usually presented only once, it isn't necessary to go to all that expense and trouble. The boys will enjoy making their own costumes from paper bags, cardboard or crepe paper which can be glued or stapled.

Old Clothing

Costumes made from old clothing are an easy source for mother, den leaders, and boys. Don't throw away those old tights, T-shirts, Dad's old robe, old hats, etc. Save feathers and sparkly trim for knights costumes; scraps of bright material, cast-off toy guns, and foil for deputy badges; vinyl for leather-look vests and trim will be useful for costumes on western themes. Use your imagination and learn to improvise.

Paper Sacks

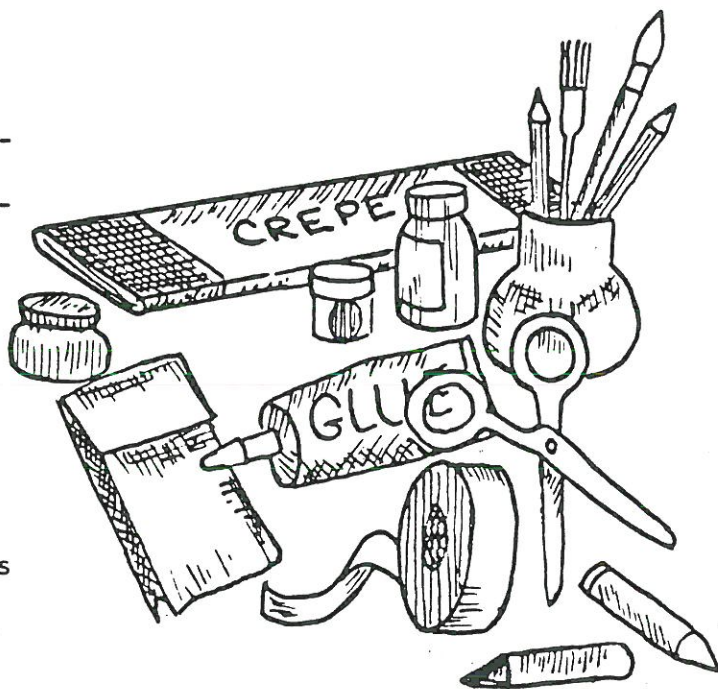
Paper sacks can be used effectively for both costumes and masks. Save large and outsized sacks for future use. They can be painted in the same fashion as the boxes. Latex paint will add strength to the paper sacks.

MAKING COSTUMES (continued)

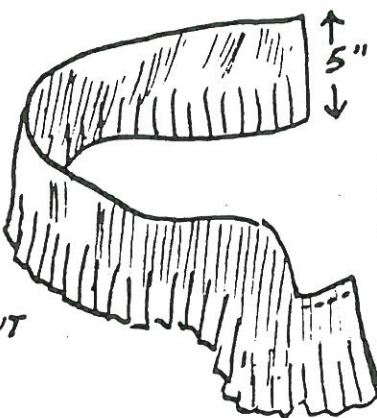
Sometimes a simple sign is all the identification needed for characters or scenery. Props such as a cardboard mustache, eye patch, bandana, cardboard sword make a pirate. Simplicity is the key.

Remember to keep costumes and props at the Cub Scout age level. The boys will give their best performance if they are made to feel that the skit is theirs, including the costume making.

The illustrations on the following pages show a wide variety of costume possibilities. Develop your own costumes to fit a particular character, using the guidelines mentioned here.



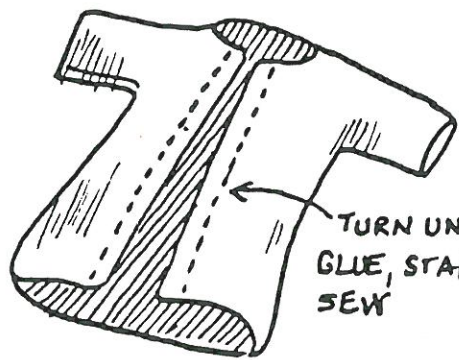
OLD SHIRT
CUT DOWN
CENTER FRONT



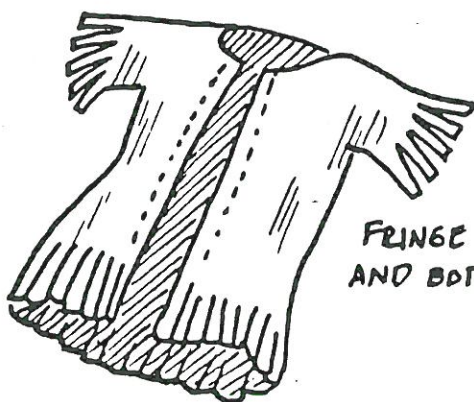
CUT STRIP OF FABRIC
LONG ENOUGH TO GO
AROUND SHOULDERS
AND 5" WIDE.

FRINGE. TURN UNDER

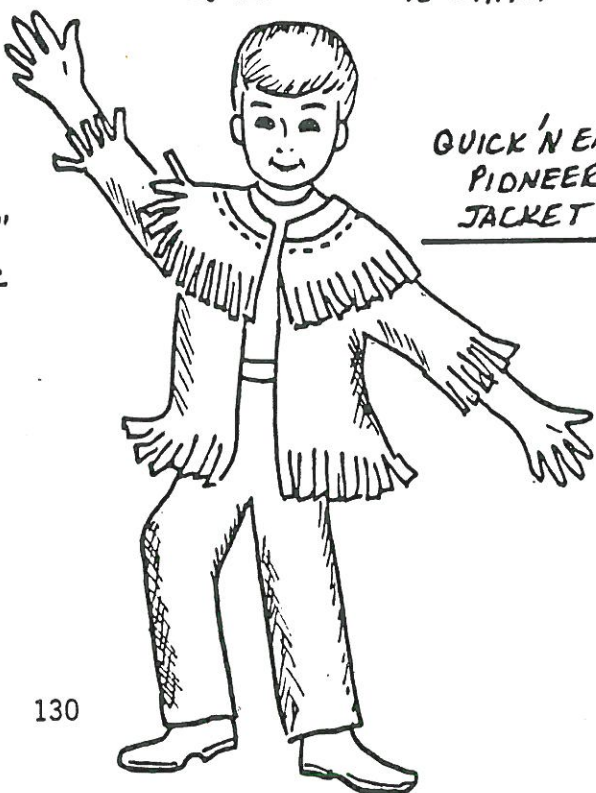
GLUE OR SEW.
TO SHIRT



TURN UNDER 1"
GLUE, STAPLE OR
SEW



FRINGE SLEEVES
AND BOTTOM



QUICK 'N EASY
PIONEER
JACKET

STAGE MAKE-UP FOR CUB SCOUTS

The skit is written, the parts are assigned, and the boys have been busy making costumes. What's left? Make-up, of course! Here are a few simple tricks for using make-up to its best advantage with the boys.

Make-up helps tell the audience what the character is like. Make-up, along with a costume, makes the actors seem more real to the other actors and as a result, everyone plays their part better. It hides an actor's own features, changes his form, and makes him appear larger or smaller, older or younger, and can alter his character completely.

Theatrical make-up is expensive, and since most den leaders work on a limited budget, the information which follows tells about inexpensive substitutions.

MAKE-UP BASE

Combine equal parts of liquid cleansing cream and powdered sugar. Sift the sugar first to remove all lumps. Mix well, and the result is a simple white base which can be used for Clown White. Tint with a few drops of green food coloring for monster make-up. Tint with a mixture of red and blue for a purple Martian. Or mix red, blue and yellow separately for Indian war paint. This make-up is non-toxic and wipes off easily.

VEGETABLE SHORTENING MAKE-UP

Mix together 2 teaspoons white solid vegetable shortening, 5 teaspoons cornstarch, 1 teaspoon white flour, a few drops of glycerin and any food color desired. For brown color, add 2 teaspoons unsweetened cocoa. This make-up gives a soft, skin-like texture and is easily removed.

REGULAR MAKE-UP BASE

Perhaps the boys aren't playing the roles of monsters or Indians. If their skin is to look normal, use regular liquid or cream make-up in a color slightly darker than their skin.

APPLYING THE MAKE-UP

Cover the face with make-up, all the way up to the hairline. See that it goes down to a little below the collar. And don't forget to cover the ears.

Once the make-up base has been applied, these are some tips which will make your characters distinctive:

Lipstick can be used for both lip and cheek color. A little color in the cheeks helps any character. If the character is someone who spends a lot of time outdoors, he should look 'flushed' by adding red color to regular make-up.

Eyebrow Pencil can be used to darken or change the shape of eyebrows, to line the eyes (which helps any character stand out better), to make freckles, mustaches, sideburns and wrinkles.

Eye Shadow of different colors can be used not only on eye lids, but under the eyes to give a 'hollow' look or on the nose to alter the shape of the nose. It can also be used to make eyes appear sunken.

Cornstarch powdered into the hair helps make characters look older. The hair usually begins to gray at the temples first, and in streaks.

APPLYING THE MAKE-UP (continued)

Black Crayon can be used to simulate missing teeth.

BEFORE YOU MAKE UP

Remember these important things:

1. Have a good light in the location where make-up will be applied.
2. Remember that the more light used on stage, the more make-up necessary.
3. Apply make-up after the character is in costume. Protect costume with a cape or towel. This will prevent smears that usually happen if the costume is donned after the make-up is applied.
4. Keep plenty of tissues and cleansing cream handy, so that fingers can be cleaned and so that make-up removal can be done.
5. Have the boy wash his face before applying the make-up and rinse it in cold water. This will close the pores and make the make-up go on smoother.

CHANGING THE APPEARANCE

Fat Stomach - Sew cords or tapes to four corners of small cushion or pillow. Tie two around neck, two around hips. Wear under clothing.

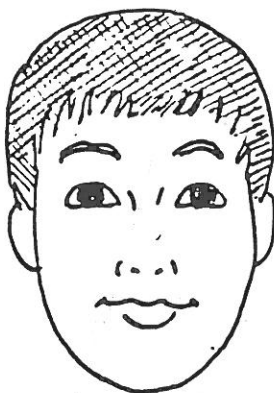
Bumps, Lumps and Muscles - Stick pieces of foam rubber or cotton padding on arms and legs in appropriate places. Wear a tight leotard, tights, or nylon stocking sleeves and leggings.

Glasses - Glasses made from wire are the most realistic. Shape two circles with earpieces. You can attach an artificial nose and mustache to the glasses, if desired.

Noses, Ears, and Warts - The shape of ears and noses can be changed by using commercial nose putty. It is light weight and pliable. This can also be used to make warts.

Scars - Draw on scar with eyebrow pencil. For a deep scar, make a red line with a thin white line on either side. Add red dots alongside the scar.

Wrinkles - Draw on wrinkles with grey eyebrow pencil. Age lines across forehead and at corners of eyes, nose, and mouth help age a character. An older person would have red lines around the eyes rather than gray or brown.



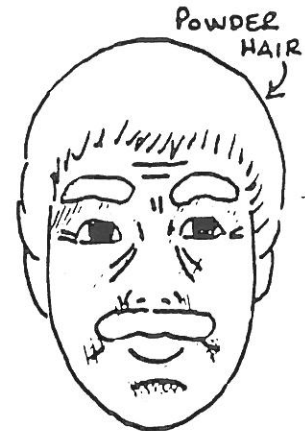
APPLY
MAKE-UP
BASE



ADD
SHADOW



ADD
WRINKLES



ADD COTTON
EYEBROWS AND
MUSTACHE

QUICK 'N EASY WIGS

These wigs are easily assembled and are just the thing for Cub Scout skits, Halloween 'trick-or-treating' or other occasions. As a base for the wig, use the top of a nylon stocking, gathered along the cut edge to form a skullcap. Or, cut and use the crown from an old felt hat. For hair, use cotton yarn, untwisted rope or strips of 1/2" crepe paper.

CURLY LOCKS - For short or long curly hair, curl narrow gift wrap ribbon and sew to stocking cap base. (A cotton stocking could also be used)

BALD-HEADED MAN - Use an old white or flesh colored bathing cap. Paint or glue a fringe of yarn hair around the edge.

COLONIAL - Wrap and sew cotton batting around skullcap to form a puffed hairdo. Batting rolls for curls added to sides make wig for Colonial lady. A long batting curl, tied in back with black ribbon, makes wig for Colonial man.

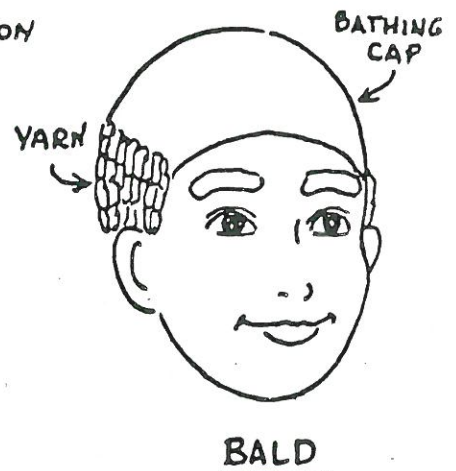
SCARECROW OR HILLBILLY - Sew uneven lengths of heavy cotton rug yarn or raffia to a skullcap base, or to a band which can be sewed inside an old hat.

INDIAN - Arrange black yarn or crepe paper strips across entire base and stitch through center to make a 'part'. Bring strands down to ears, braid, wrap and tie with bright cloth or leather thong.

PRINCESS - Follow directions for Indian wig, using yellow yarn or crepe paper strips. Do not braid. Add conical paper hat, with a small veil attached.

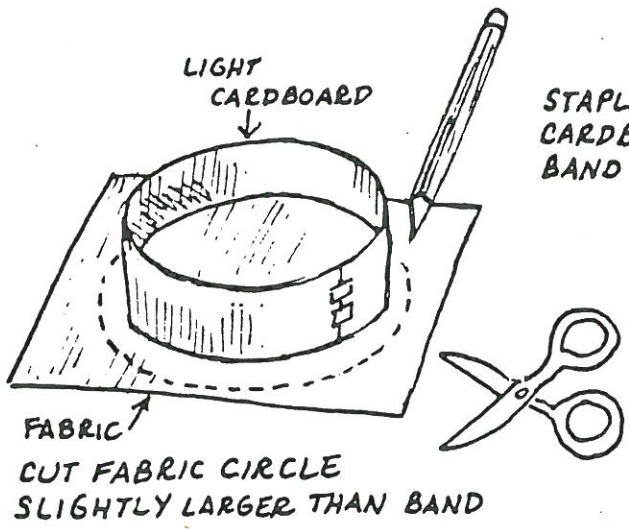
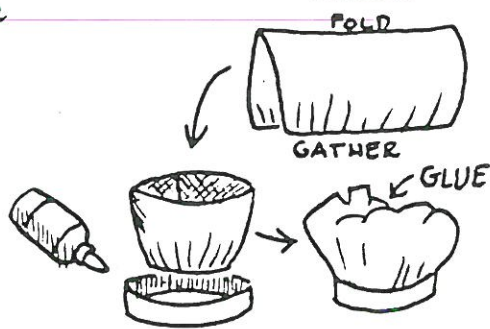
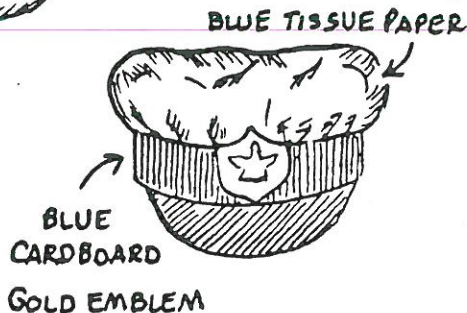
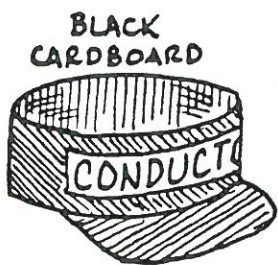
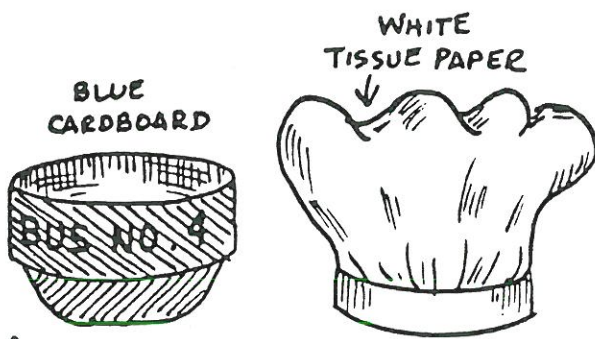
OLD MAN - Use white cotton stocking cut and sewed to form skullcap. Glue white cotton balls all over skullcap.

BRAIDS - Stretch about three strips of crepe paper, 3/4" wide. Twist each strip around and around. Now braid the three strips together.

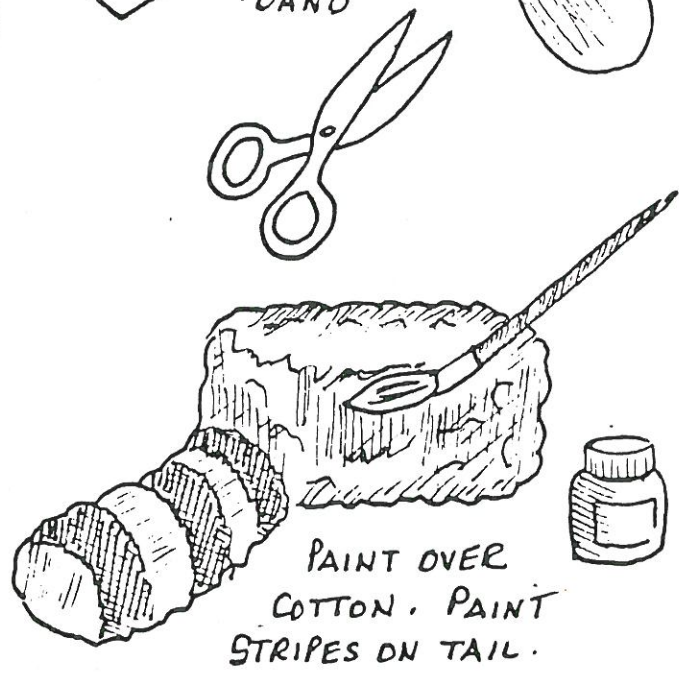
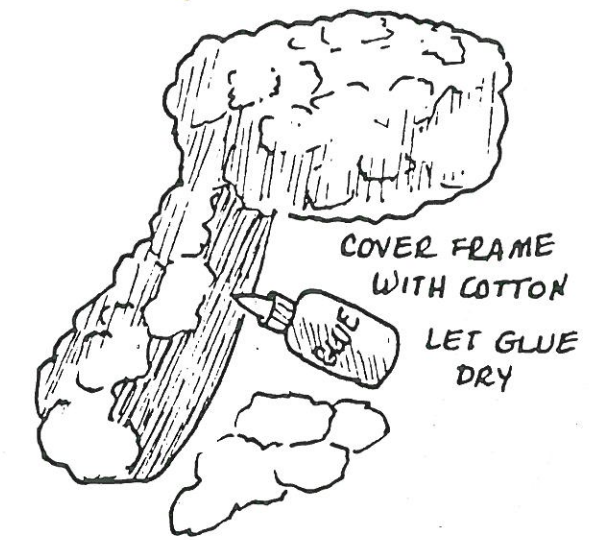
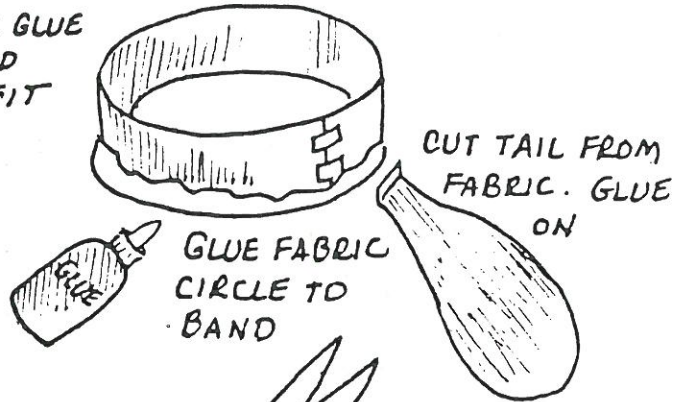


HATS

Start with a cardboard band, cut to fit boy's head.....

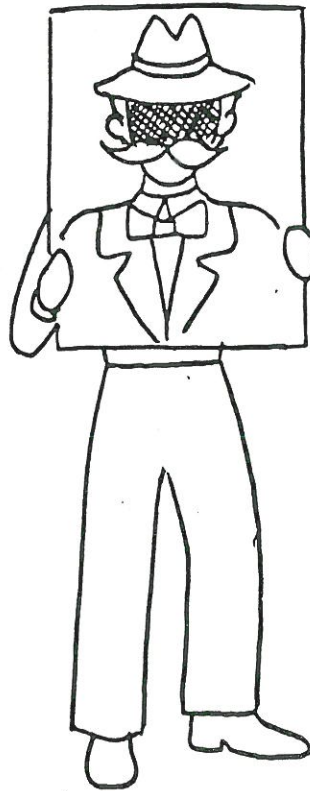
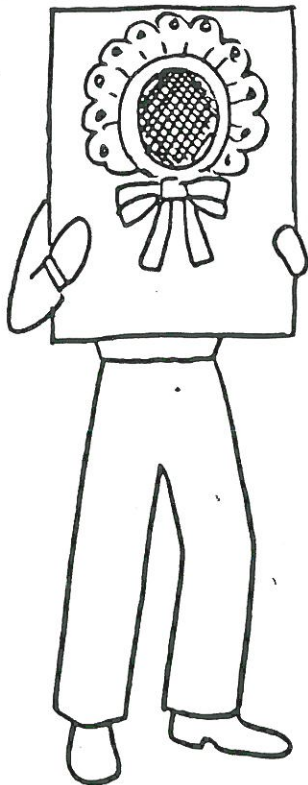
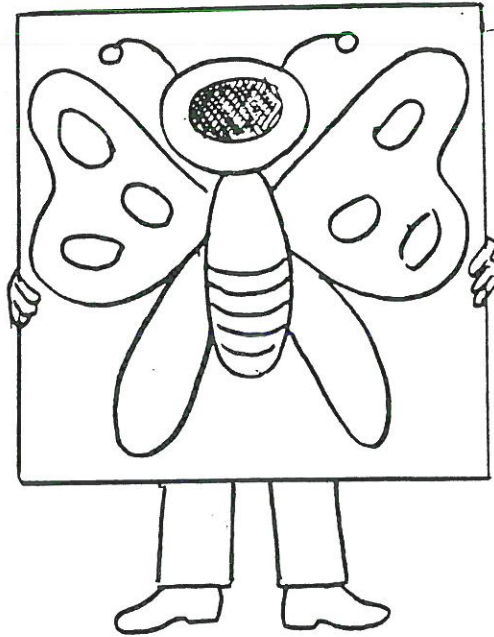
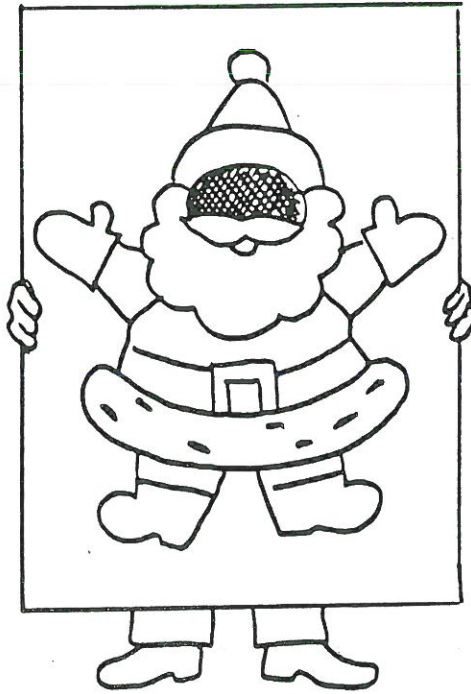


STAPLE OR GLUE CARDBOARD BAND TO FIT



PEEK-A-BOO MASKS

The characters in many skits can be represented by poster board masks, which have the face or face and figure painted on, and a face hole cut out. The boy holds this cardboard in front of him and puts his face in the face hole.



CARDBOARD CUT-OUT COSTUMES

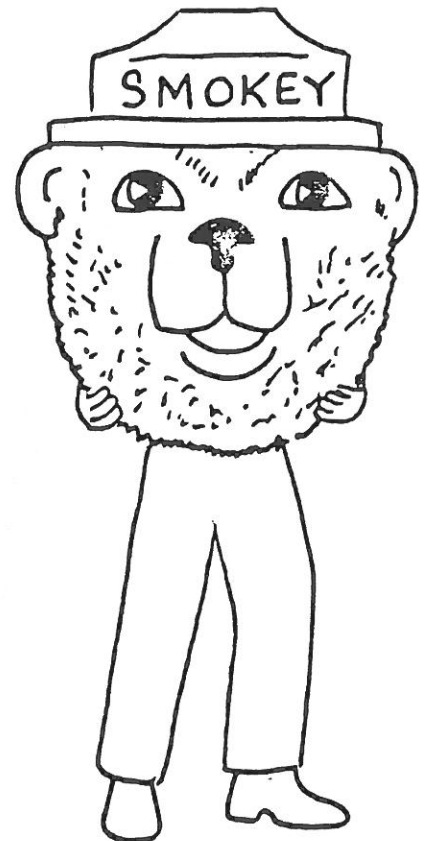
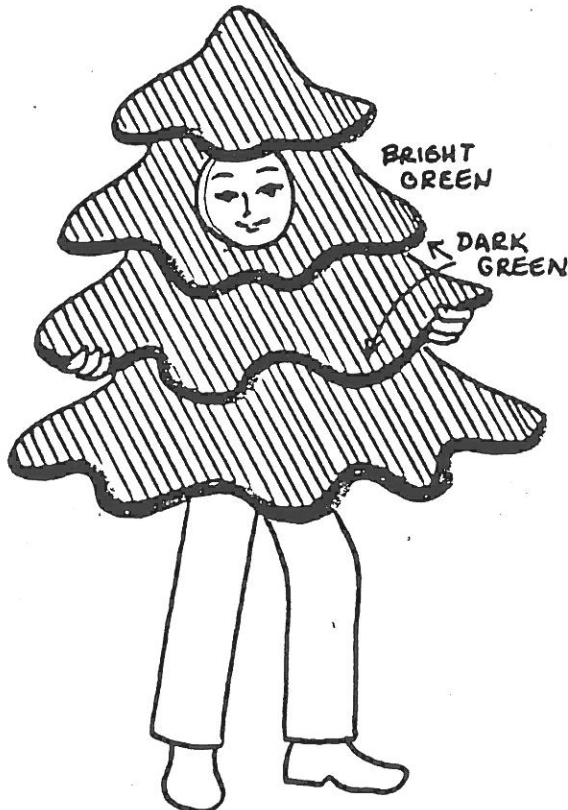


Easy costumes can be made from cardboard - the type that comes from cardboard boxes or Scout-o-rama type cardboard.

Boys hold these costumes in front of them. They need to be cautioned to remember to face the audience.

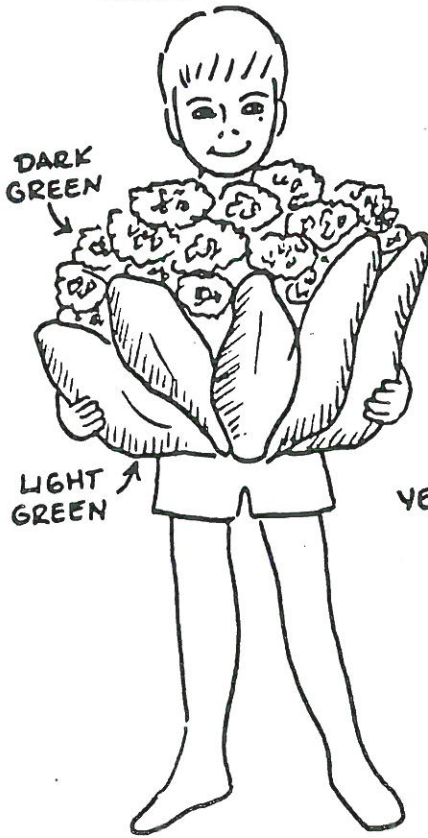
Cardboard can be painted with poster paint, tempera or latex wall paint. Details can be drawn in with wide-line markers.

Almost any character can be portrayed with this type of costume. Remember that the boys' hands will not be free to do anything else, since they are holding the costume on.



VEGETABLE COSTUMES

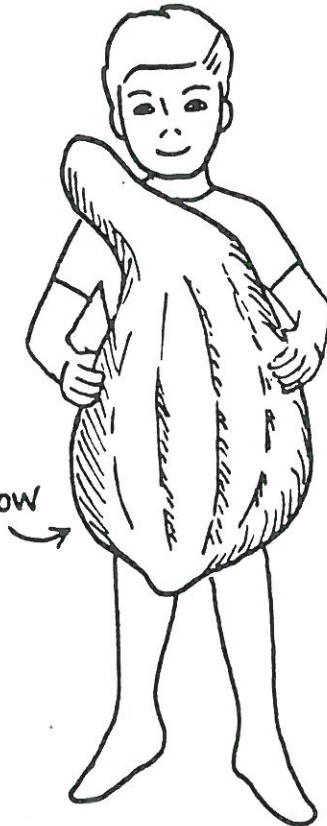
BROCK LEE



BILL PEPPER



YELLOW



SAM SQUASH

DARK GREEN

LIGHT GREEN



PAUL BEAN

Vegetable costumes can be made from cardboard cutouts the size shown, or larger, with face holes cut in them. The same designs could be drawn on oversize paper bags and worn over the head.

Paint with tempera or latex paint.

Hand holds can be attached to back of cutout, or the boys can hold them as shown.

Boys could wear dark green leotards. Or they can wear shorts and green short socks.



Q. CUMBER

HILLBILLY COSTUME

The boys can wear old overalls, and torn shirt with different color patches sewn on haphazardly. Lots of dirt, holes, and patches make a good hillbilly.

A corncob pipe can be made with a 6" piece of dowel stuck into a chunk of hollowed out corn cob or clay dough (see 'Crafts' section for clay dough recipes). Paint brownish-yellow.

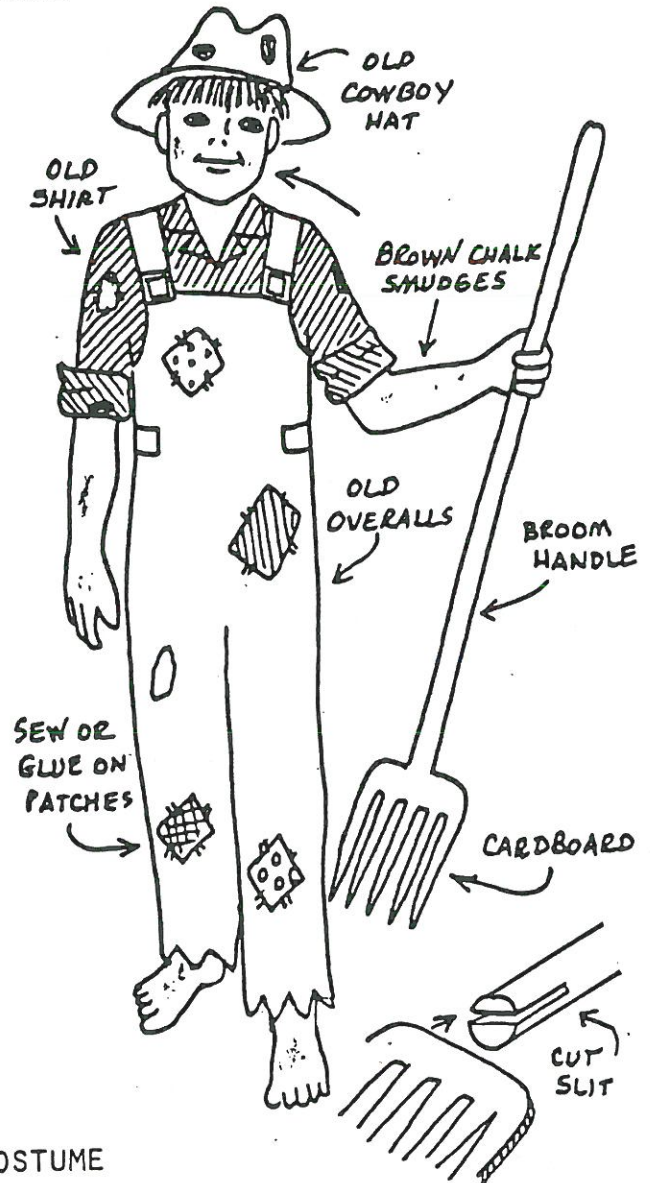
Missing teeth can be made by blackening teeth with wax crayon.

Pitchfork can be made from cardboard attached to an old broom handle.

Mess up the hair, or wear a wig. Or glue pieces of yarn to inside of hat.

Hat is an old cowboy hat which has the brim pulled down. Cut holes in it and splatter with dark color paint to resemble dirt and hard times.

Use brown chalk to smudge dirty places on arms and feet. Hillbillies go bare-footed or wear worn-out boots which are too large for the wearer.



MUSCLE MAN COSTUME



Cut off the foot part of old nylon stockings. Slip these over the boy's arms and legs. Underneath, stuff cotton or sponge lumps.

If the boy wears a leotard or tights over this padding, it will look like he is greatly muscled.

If the 'muscles' don't want to stay in place, secure them to the skin with rubber cement or spirit gum before putting on the nylon. Either of these is easily removed.

ASTRONAUT COSTUME

The basic costume can be a pair of coveralls dyed electric blue or grey. Or, you can use an old sweat shirt and sweat pants or ski-type pajamas which have been dyed or spray-painted.

Helmet - This can be made from a 3-gallon ice cream carton. Glue on paper cups or typewriter spools for earphones. Cut out face opening and cover with light weight plastic or plastic wrap. Or, you may wish to use the aluminum foil helmet shown in this section.

Boots - Use ski boots or galoshes wrapped in foil.

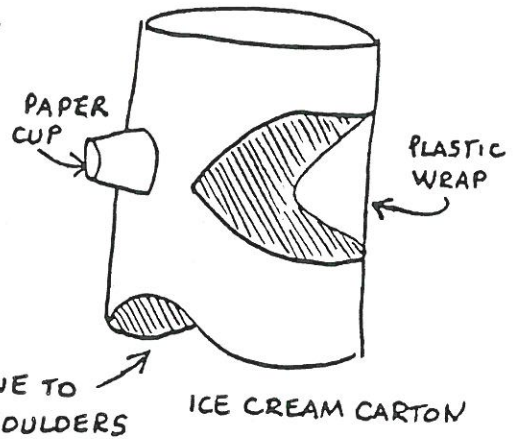
Oxygen Tank - Use two round oatmeal cartons taped together and spray painted - or other small box. Run rubber tubing or plastic clotheline from oxygen tank to space suit.

Communications Box - Use a cardboard milk carton or a 2-pound cheese carton. Glue or wire to top of oxygen tank. Run wires from earphones to communications box, coiling excess at sides.

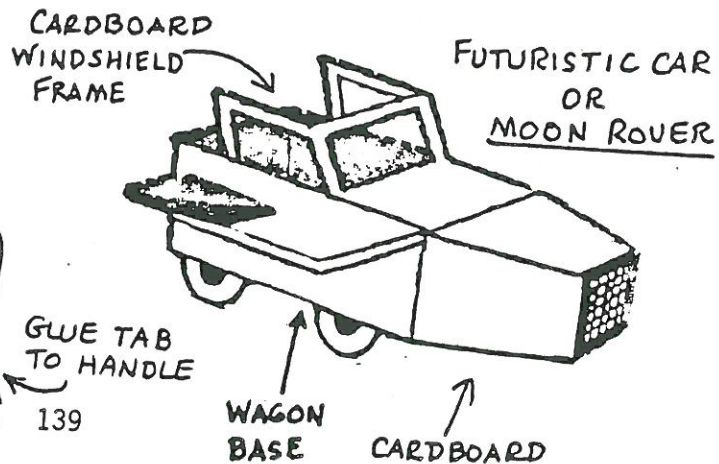
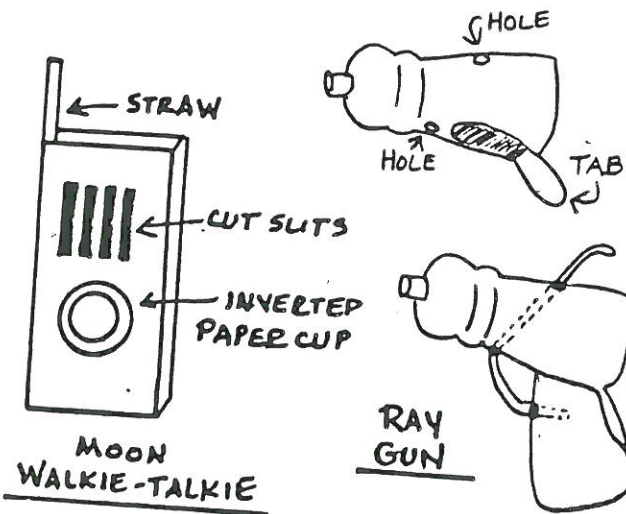
Gloves - Use old work gloves. Spray paint silver.



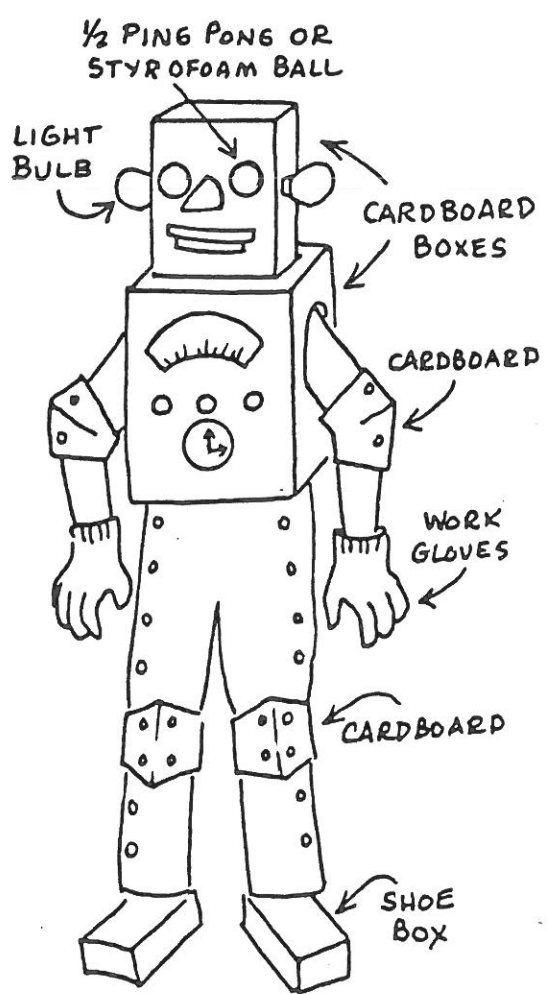
Ray Gun - Use two oval-shape plastic detergent bottles - one for the barrel and one for the handle. On the narrow side of the 'barrel' bottle, cut a narrow oval tab near bottom, as shown. Insert neck of 'handle' bottle into opening and glue tab to side of handle. For trigger, cut a flexible strip of plastic and insert through holes as shown, with one end sticking out of top of gun and other end bending back into handle. Spray paint.



Moon Walkie Talkie - Spray paint a clean quart size milk carton black. Cut slits for speakers. Glue on a straw for antenna and paper cup which have been painted silver.



ROBOT COSTUME



The basic robot costume is a pair of ski-type pajamas or sweat shirt and sweat pants which have been sprayed silver, topped with boxes which have also been painted silver.

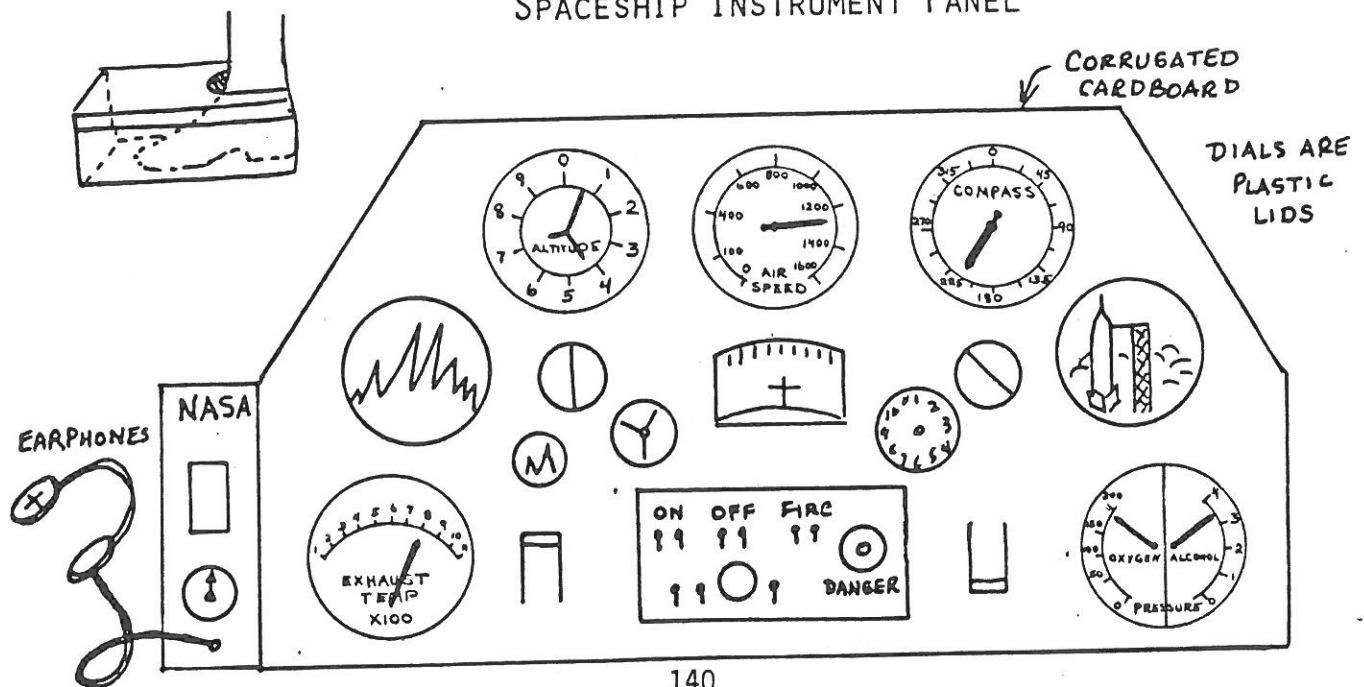
Head - A cardboard box which will fit over boy's head. Ears are burned-out light bulbs. Eyes are 1/2 ping pong balls or styrofoam balls. Nose is a lightweight cardboard cone. Mouth is cut out - this is the boy's eye hole. Be sure it is in a position where he can see.

Body - A larger cardboard box with holes cut for arms and neck. Boy slips this box over his head before putting on the robot's head. Box is painted silver and decorated with assorted dials and knobs.

Elbows, Knees - Elbow and knee guards are cardboard, fastened with brass paper fasteners.

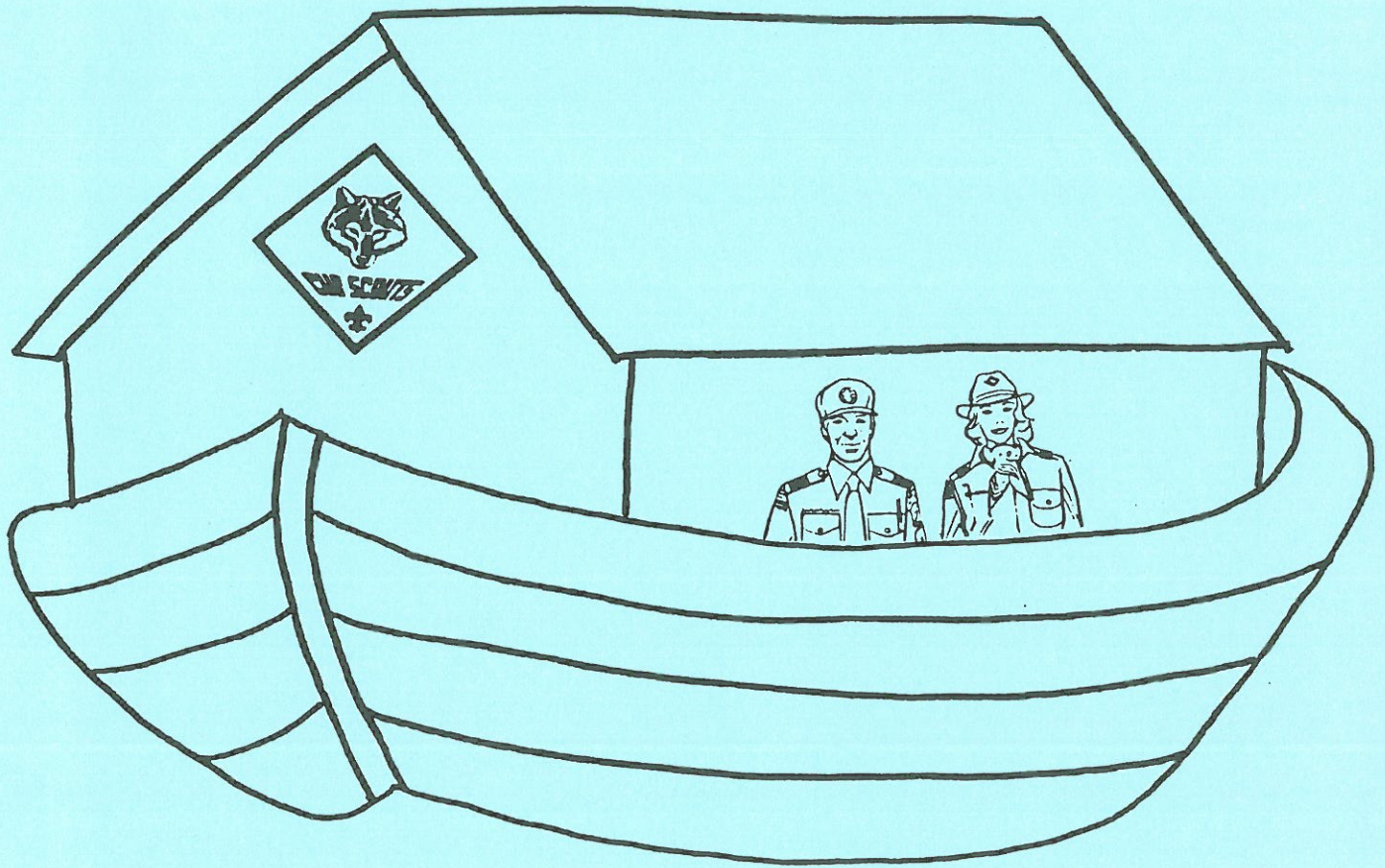
Feet - Feet are slipped into shoe boxes which have hole cut and have been painted silver. They won't come off if the boy shuffles along instead of raising his feet as he walks.

SPACESHIP INSTRUMENT PANEL



ARK OF LEADERSHIP

WEBELOS



Webelos

WEBELOS

In the past, Webelos pages for Pow Wow books have dealt with the requirements for the Webelos activity badges.

This year you will find a different format. For each activity badge there will be a how-to craft project, a game, a skit or den activity.

Hope these pages will give you some ideas for planning your Webelos den meetings.

Yours truly,

Tom Wolter
Webelos Chairperson

AQUANAUT ACTIVITY BADGE

Say you are walking alone along a lake, "Help me!" cries a small child struggling in the water. What should you do? If you're a good swimmer, you'll be tempted to jump in and swim to the child. Resist that temptation. Instead remember these words: Reach, Throw, Row, Go!

REACH

Reach out to a swimmer in trouble with an arm, leg, pole, or anything. Try this method of rescue first.

THROW

Throw a line, buoy, or any object that will float, to the troubled swimmer. Try this method of rescue second.

ROW

Row a boat or canoe as rescue method # 3. Two rescuers can do a better job than a single person.

GO

Go as a last resort. Swimming rescues are for older people. If you must try, push something that floats - an innertube, log, etc. - to the victim. Do not let the victim grab you.

Webelos Scouts are not expected to try rescues that trained Scouts and Adults would. However the first three rescue methods, Reach, throw, and row, do not require swimming. Discuss these rescue methods in a den meeting. Can a Webelos Scout do the first three? Practice these rescues the next time the den goes swimming.

ARTISTS ACTIVITY BADGE

CRAZY ARTIST

Form teams for a relay drawing contest. Provide each team with a piece of chalk. The object of the contest is for the entire team to draw a house, each player drawing no more than two straight lines. Have a player from each team run forward about 30 feet, draw his two lines, then return and hand the chalk to the next player in his line. The team with the best looking house wins. Use your Den Chief for the judge.

EYES SHUT DRAWINGS

Have your Webelos Scouts draw a picture of a pig with their eyes shut. Drawing the curly tail of the pig makes this game funny.

FIVE DOTS

Give one Webelos Scout a piece of paper and have him place five dots on it wherever he pleases. He should then give it to another player who tries to fit on a drawing of a person with head at one of the five dots, the hands at two of the dots, and the feet at the two other dot.

OUTLINES OR WIGGLES

Give your Webelos Scouts a pencil and paper and have them draw a wavy or zigzag line. Then tell the boys to exchange paper and make their line into a picture. The one with the funniest or the best picture is the winner.

ATHLETE ACTIVITY BADGE

AGILITY EXERCISES - 8 minutes

Perform these exercises within the designated time limits. Rest 2 minutes between each set of exercises.

Fish Flops - lie flat on your stomach, arms and legs extended and off the ground. Rock back and forth. (2 minutes)

Grass Drill - Run in place, drop to the ground and bounce up again. (2 minutes)

Quick Foot - Knee Touch - Drop quickly to one knee and bounce up again (2 minutes)

Root Drill - You need a partner for this one. Square off on all fours, locking right shoulder to right shoulder. Try to rock your opponent back off his feet. (2 minutes)

FLEXIBILITY EXERCISES

Fingers - Extend arms to the side palms down. Quickly flex fingers by alternating between fist and open hand position. (30 seconds)

Palms - Extend arms to the front palms down, wrists locked. Turn palms inward and outward in quick, short movements. (30 seconds)

Wrists - Same position as palms. Rotate wrists clockwise, then counter-clockwise.

Forearm twist - Arms extended sideward and parallel to the ground. Flex at elbow bringing tips of fingers to shoulders. Return to starting position. Perform both palms up and palms down. (1 minute)

Shoulder Stretches - 3-part exercise. (a) Rotate one arm over your head and down slowly. Repeat with the other area. (b) Shrug your shoulders slowly in a complete circle starting the movement by moving up and back. (c) Lock your hands behind your head and pull back slowly from shoulders. (2 minutes)

CITIZEN ACTIVITY BADGE

Do you know your flag?

1. The flag is raised (a) slowly (b) briskly (c) at any comfortable speed.

2. If you carried the flag in a parade before the President of the United States, would you dip the flag slightly in salute to the President as you walked past him. True or false?

3. The flag must never be lowered, no matter how bad the weather conditions. True or false?

4. The flag is never allowed to fly after daylight hours anywhere in the world. True or false?

5. The only time the flag is flown upside down is as a signal for help. True or false?

ANSWERS:

1. (b) Briskly! It's a happy occasion

2. False. The flag is never dipped to anyone.

3. False. The flag is never flown

in bad weather.

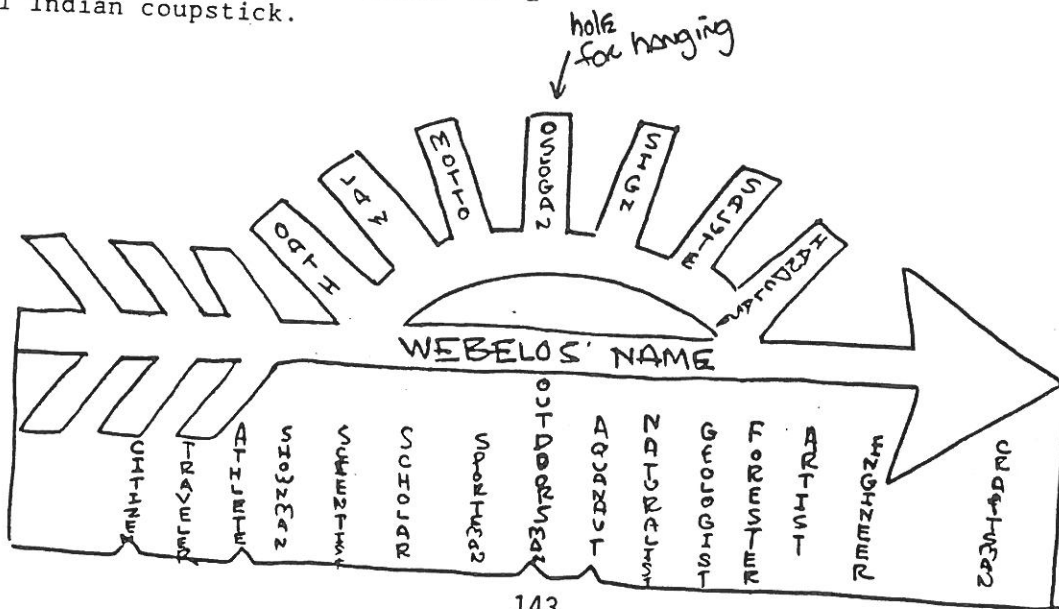
4. False. Although it is the custom to display the flag only from sunrise to sunset, there is no law prohibiting its being flown day and night.

5. True. Flying our flag upside down is a signal for help much like an SOS.

CRAFTSMAN ACTIVITY BADGE

WEBELOS COUPSTICK

1/4' lath, balsa wood lath, or shirt cardboards can be used as a den doodle or progress chart. Lettering can be burnt on with woodburning set or a brown felt tip pen can be used. If pen is used, be sure it is a very fine tipped one. Plastic craft strip can be used to hang onto board after hole is drilled in center ray. As activity badges are earned, notches are whittled out or colored in as desired. As Arrow of Light requirements are met, appropriate ray is notched or colored. Instead of notching, holes could be drilled y each activity and feathers hung with strips of plastic lacing. The other requirements for Webelos Award could be handled the same way thereby having feathers on both sides as a real Indian coupstick.



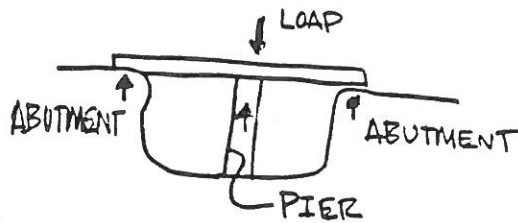
ENGINEER ACTIVITY BADGE

BRIDGES

Beam Bridge

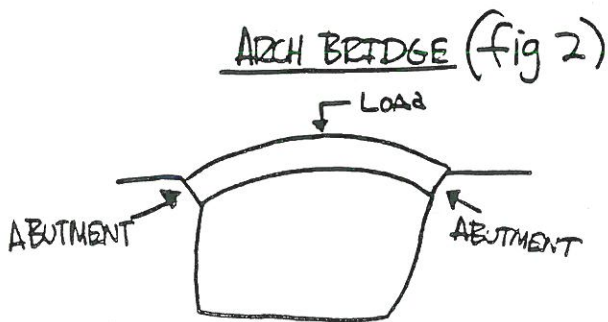
In the early ages the first bridges were made of logs or stone slabs laid directly across streams. They would bend or break if the load was too great in the middle so piers were added in the center to help carry the load. Sometimes rope or wire bridges were strung directly across the stream. All of these early structures were limited in their span length and the amount of load they would carry.

BEAM BRIDGE (fig 1)



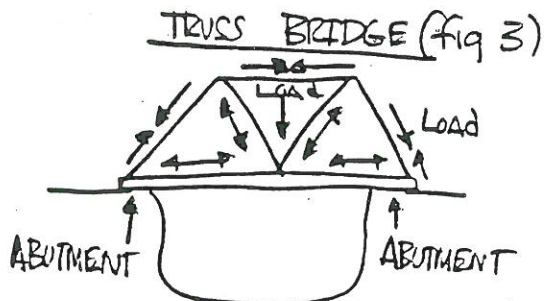
Arch Bridge

The shape of the arch bridge permits a larger load than the simple beam bridge. The curve distributes the load to the abutments more efficiently. The first arch bridges were built 5,000 years ago and this technique allowed the use of brick and masonry as well as wood and stone. A Roman arch bridge built 2,000 years ago is still standing. The original London bridge, built in 1209, was a series of arches between piers and was 900 feet long.



Truss Bridge

The first truss bridges were built in the 1500's. The triangles in the truss framework distributed the bridge load even more effectively than the arch. Each member of the truss is designed to carry a part of the load in such a way that much longer and lighter bridges can be built. These bridges are also much easier to build than arch bridges and are the first to use iron and steel. New England covered bridges are truss construction, as are many railroad bridges across rivers.



FORESTER ACTIVITY BADGE

WHAT TREE AM I?

1. What tree is a double tree?
2. What tree is nearest the sea?
3. Name the languishing tree?
4. What tree will hold things?
5. What tree will keep you warm?
6. The Egyptian plaque tree?
7. Tree we offer friends in greeting?
8. Tree found in some churches?
9. The tree used in wet weather?
10. Tree used in kissing?
11. The tree used in a bottle?
12. The fisherman's tree?
13. A tree that belongs to the sea?
14. A tree used to describe pretty girls?
15. An emblem of grief?
16. The emblem of Canada?
17. Tree used by carpenters for securing straight lines and by sailors for depth sounding?
18. Tree worn in Oriental countries?
19. The name of a girl plus the name of a boy?

ANSWERS:

1. Pear
2. Beech
3. Pine
4. Boxelder
5. Fir
6. Locust
7. Palm
8. Elder
9. Rubber
10. Tulip
11. Cork
12. Bass
13. Bay
14. Peach
15. Weeping Willow
16. Maple
17. Plum
18. Sandalwood
19. Sumac

GEOLOGIST ACTIVITY BADGE

MAKING A VOLCANO

Materials:

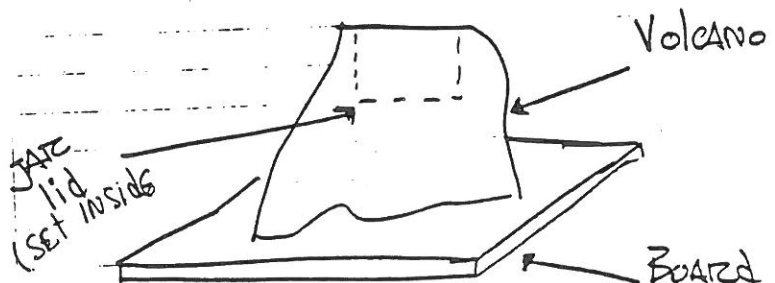
12 inch square board
Aluminum foil
Coat hanger (cut in half)
Newspaper
1 - piece jar lid
Paper towel
Wallpaper paste
Ammonium dichromate (available at drug stores or chemical supply house)

Stick ends of wire in holes in board diagonally. Fill under wires with aluminum foil wadded to give a base for papier mache. cover with several layers of newspaper strips and glue, fastening jar lid on peak. Put on final layer using paper towel strips. Allow to dry, then paint with tempera or enamel.

To make volcano erupt, place about 1 teaspoon of ammonium dichromate in the jar lid. Light with match and watch the action. This is safe in-

doors and very impressive in a darkened room. Be sure to take it to a pack meeting so all the boys can see what you have accomplished.

IN A DARKENED ROOM



NATURALIST ACTIVITY BADGE

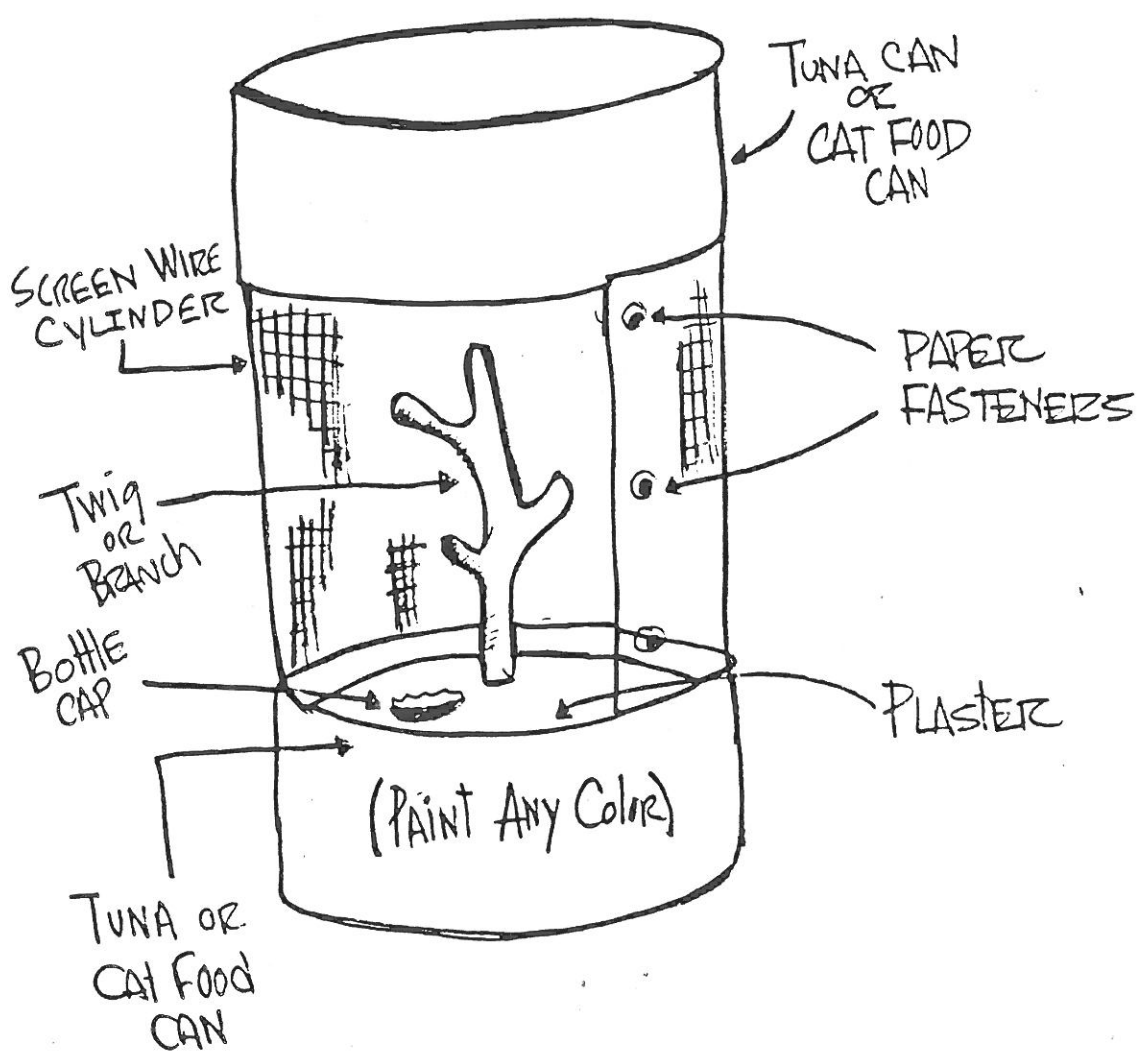
BUG JUG

Materials:

2 tuna or cat food cans
1 pop bottle cap
Casting plaster
1 piece screen wire (8" X 10 1/2")
3 round head paper fasteners
Stick or small branch

Set on can (open side up) on work table. Mix just enough plaster to fill can to within 1/4" from the top. Roll screen wire into tube 8" high and as big around as the inside of the can. Set screen down into wet plaster in can. Push small branch into wet plaster in center. Push bottle cap (open side up) into plaster to make a "watering hole" for bugs. Use the paper fasteners to secure the screen wire shut. The other can serves as the lid of the bug jug. Now just add bugs.

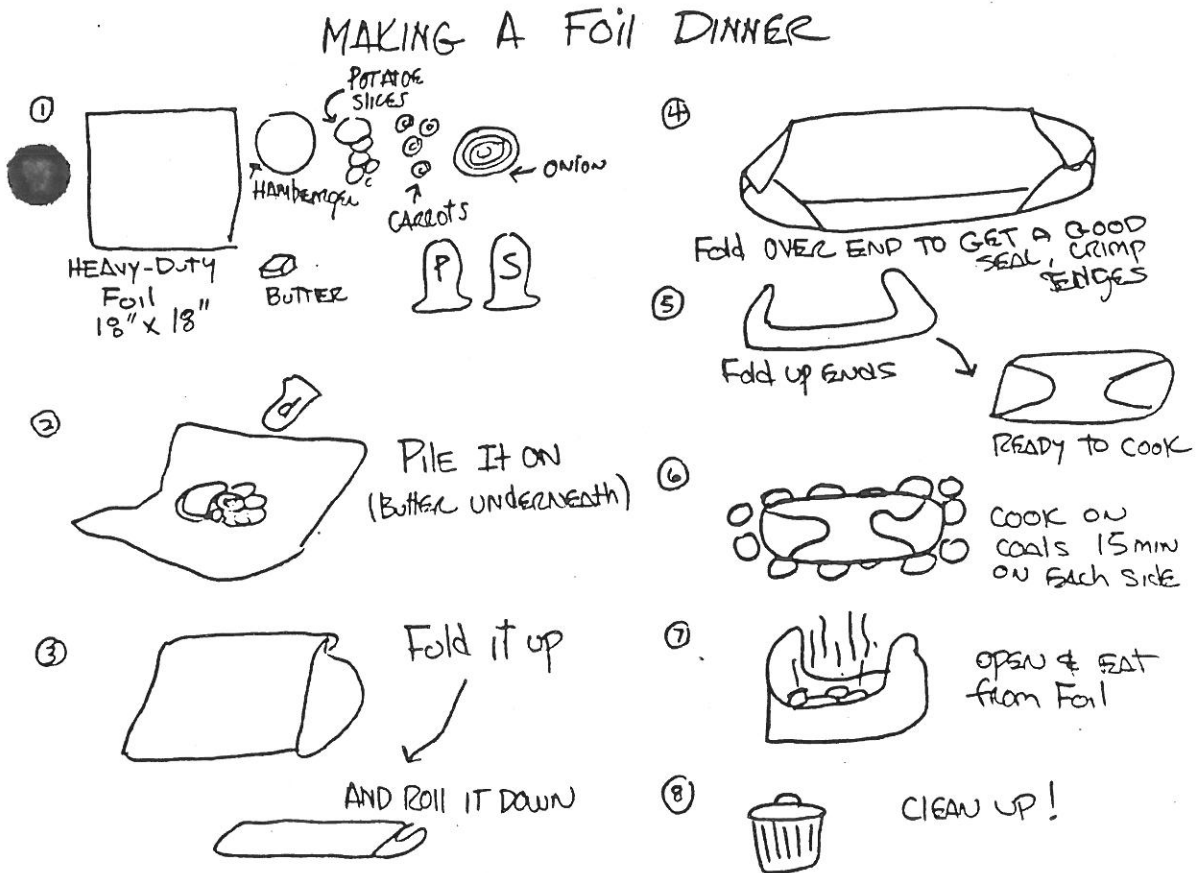
BUG JUG



OUTDOORSMAN ACTIVITY BADGE

MAKING A FOIL DINNER

Start charcoal at least 30 minutes before cooking dinner.



(START CHARCOAL AT LEAST 30 MIN. BEFORE COOKING DINNER)

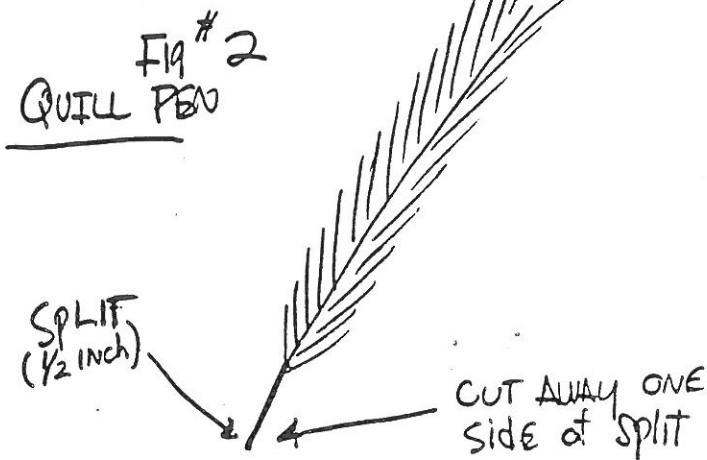
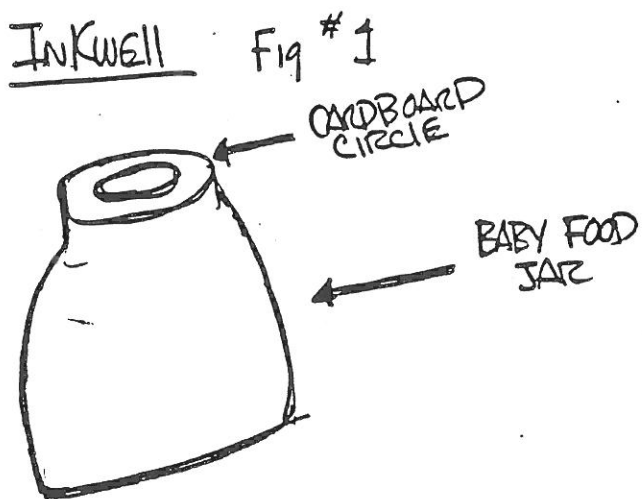
This meal can be prepared ahead of time and kept in the freezer until ready to leave on the overnight. Then the problem of refrigeration for the meat is not as big a problem. This meal is also very good for a backpacking weekend meal.

SCHOLAR ACTIVITY BADGE

In schools of early America the ink well and quill pen were standard equipment. This is now your Webelos Scouts can make their own.

INKWELL

Inkwell is made from a baby food jar. Cover top with a circle of cardboard with a hole poked through the center for the pen point. Cover jar with salt-flour clay. When it hardens it can be painted as desired.



QUILL PEN

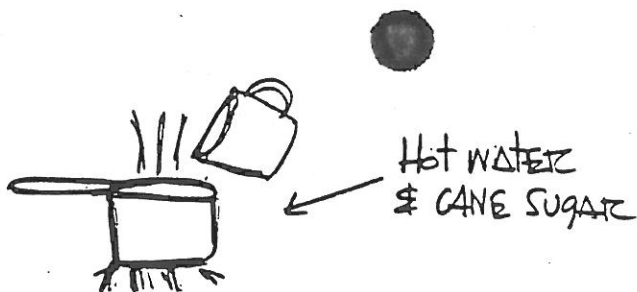
Turkey feathers make quill pens nicely. Trim off the rounded tip of the feather. Split through middle of shaft for about half an inch, using an exacto knife. Cut away one side of split part. Sharpen remaining part of tip into point. Dip into ink, shake off excess and write. Do not press down too hard or point will get dull quickly or perhaps even break. Point can be sharpened with an exacto knife.

SCIENTIST ACTIVITY BADGE

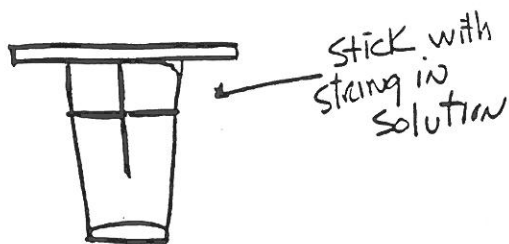
MAKE CRYSTALS YOU CAN EAT

If you've ever eaten rock candy or spooned sugar onto your morning cereal then you've come face to face with crystals. Here is an experiment to make crystals.

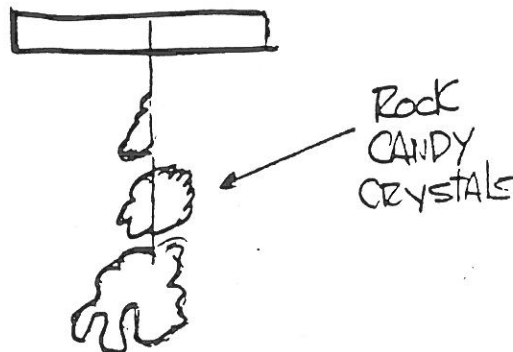
Pour one cup of water into a small pan. Cover and bring to a boil. Turn off the heat and add two cups of cane sugar.



Stir until dissolved. Let cool. Pour sugar solution into a tall glass. Tie a piece of clean white string to a pencil or stick and place it across the glass so that the string hangs down into the liquid.



Put the glass in a cool place for a few days. In a short time small crystals will form along the sides of the glass. Soon they will begin to cling to the string. After several days large crystals, hard as a rock, will have formed around the string lift the string out of the glass and taste some delicious home made rock candy.



SHOWMAN ACTIVITY BADGE

HANDCLAPS AND YELLS

Flea Flip Handclap - Flick your middle fingernail with your thumbnail.

Mosquito Handclap - Rapidly slap your face, head, neck, and shoulders to swat away the "skeeters".

Sky-Rocket - Wheeee (whistle up scale) Boom!! AAAAH!!! As you whistle gradually raise your hands and gradually lower them on AAAAH! Gradually soften the AAAAH to complete silence.

Paul Bunyon - Make motions as if sawing down a tree; meanwhile, alternating blowing out and sucking in air with a "Shhhh"! sound. After a few

of these, and the tree is cut down, call TIMBERRR!

Watermelon - Pretend you're holding a piece of watermelon, 18 - 20 inches long. Pull the "watermelon" rapidly past your mouth, meanwhile, drawing air noisily into your mouth to simulate "slurping in the melon". After eating the melon, turn your head to the left. Then turn it to the right; meanwhile, making a Bronx cheer by sticking your tongue between your lips and blowing out. Now you've spit out the seeds. Don't overdo this one unless towels are furnished.

Almost (or Near) Handclap - Make clapping motion, but stop your hand just before they strike each other.

SPORTSMAN ACTIVITY BADGE

GOLF IN A TIN CAN

For this game you will need some old golf clubs. (Garage sales are good places to buy old golf clubs.) The play is to try to get a golf ball into a tin can (turned on its side) some twenty feet away. As many can play as you have clubs. To make it more fun, use small cans as well as big ones.

BALL OVER

You will need a volleyball or a similarly sized ball. Draw a line on the ground. One team on either side of the line. Players cannot cross line. Leader with a whistle is blindfolded or stands so he cannot see players. When he blows the whistle, the ball is put into play. The object of the game is to keep the ball in the opposing teams territory. When leader blows whistle again a point is counted against the team on whose side the ball is when the whistle blew.

HOP, STEP, AND JUMP RELAY

Get your Den Chief to help you lead this relay race. Divide Webelos den into two groups and then let each side practice the hop, step, and jump until each member can do it. Then conduct the game. First member of each team toes a mark and takes in succession a hop, step, and jump. Second player does the same, toeing the last heel mark of his teammate. Other members repeat the performance. The team whose last man finishes out in front is the winner.

TRAVELER ACTIVITY BADGE

"WINTER STORM CAR KIT"

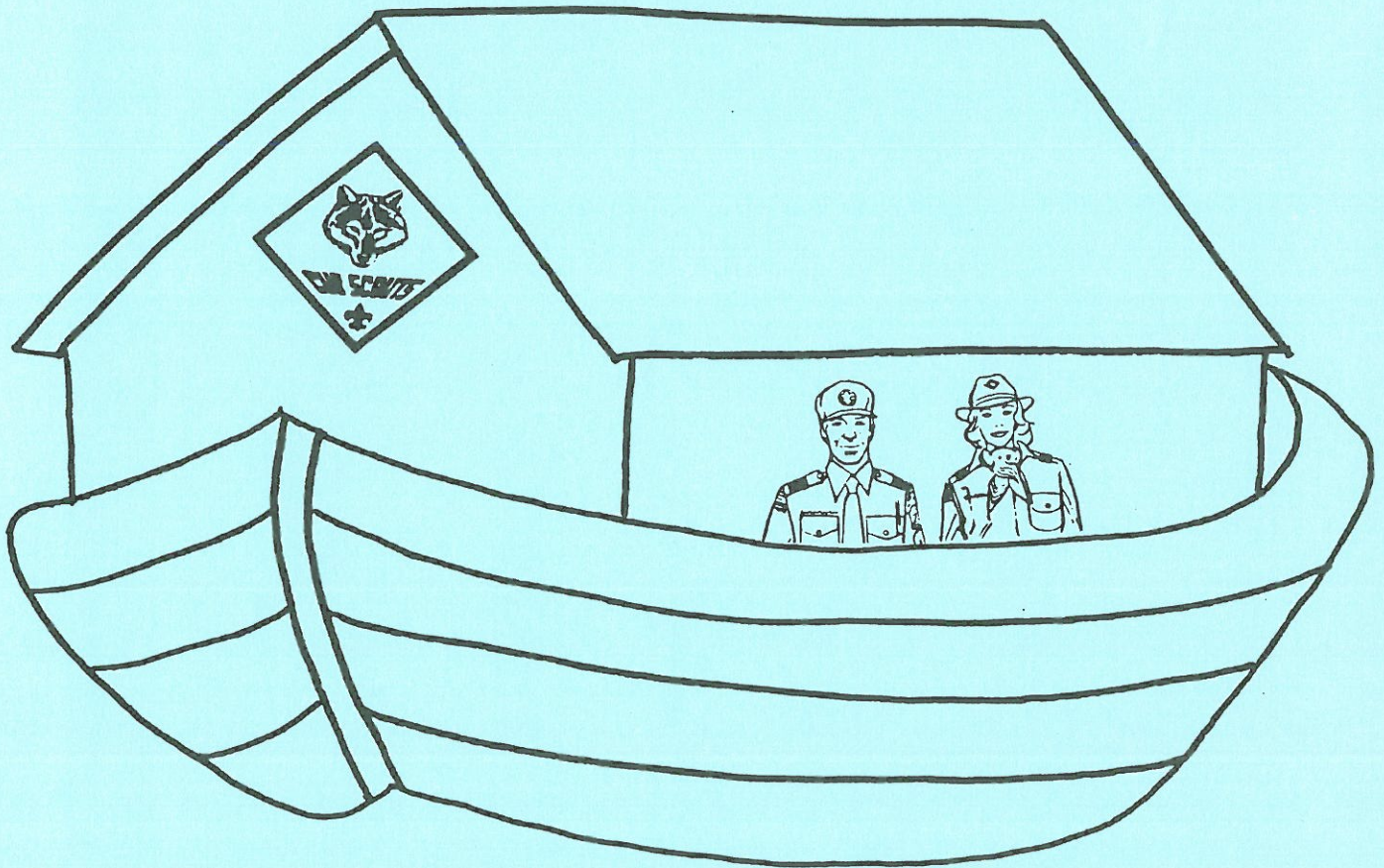
Wise motorists will prepare a "winter storm car kit" particularly if cross-country travel is anticipated.

The car kit should contain:

1. Two or more blankets, sleeping bags.
2. Two - one gallon cans with plastic covers to be used for toilet facilities.
3. Supply of matches and candles or solid fuel in one can.
4. Extra clothing, such as winter caps, mittens, overshoes, face mask, etc.
5. Supply of high calorie, non-perishable food, can opener, spoons.
6. Transistor radio and fresh batteries.
7. Maps and compass.
8. Pocket knife.
9. First aid kit.
10. Shovel
11. Large box of facial tissue or paper towels.
12. One small sack of sand
13. Flashlight or signal light with spare batteries.
14. Plastic scraper.
15. Coins for telephone.

ARK OF LEADERSHIP

SPECIALTY INTERESTS



Tiger Cub Program
Transition - Webelos to Boy Scouts
Volunteer/Professional Relationships
District Committee & Commissioner Service
Recognition
Handicapped Carnival

THE TIGER CUB PROGRAM
MAKING IT WORK

When the Tiger Cub Program was first developed and piloted, it was for 1st grade boys. However, because Cub Scouts did not begin until third grade, the program was changed. At this time, it is right where it belongs - home centered, and in the first grade. It is a first-rate introduction for parents and boys to the Cub Scout program.

Why should I bother with Tiger Cubs? That is a question you hear from Cubmasters on many occasions. The answer is simple, and in some ways complex. If the pack has a good Tiger Cub Group Organizer, the Tiger Cub Groups could at some point almost eliminate the necessity of School Night for older Cub Scouts. During the course of a year, the Tiger Cub Group is nurtured. Each adult has an opportunity to provide leadership to the group. The group members become friends and in the spring when they graduate they are already a den. During the course of the year, one or two of the adults have shown an interest in continuing in a leadership capacity with the group.

Those Cubmasters who have shown an interest in the Tiger Cubs and made them feel important have been rewarded by leaders for not only the new den, but leadership in the form of Assistant Cubmasters and Members of the Committee.

How do you make it work? First, by following the time line which is at the end of the next page, and secondly, by making the Tiger Cubs who visit your pack feel that they are important and not just there to be looked at. Have one of your dens adopt the Tiger Cubs for the evening. Have them sit with the den. Thirdly, at the end of the school year in May, hold a meaningful graduation ceremony.

There are many tools provided by the Scout Office to help make your job easier. They may be obtained through your District Executive. Below is a list of those items:

Tiger Cubs Group Organizer Booklet
Tiger Cubs Family Activity Book
Tiger Cub Application Form
Supplemental Activities for:
 Big Idea #1 Getting to Know You
 Big Idea #4 Prepare for Emergencies
 Big Idea #5 Know Your Family
 Big Idea #9 Getting There
 Big Idea #13 Caring for Your Home and Household
 Big Idea #14 Family Games, Tricks, Puzzles
 Big Idea #15 Fitness and Sports
 Big Idea #17 Cub Scouting Here We Come (Bobcat req.)
Parents - Cub Scouts Here We Come - letter to Tiger parents
Cubmasters and Tiger Cubs - Responsibilities of Cubmaster to Tiger Cubs
Tiger Cub Ceremony
Total Pack Transition/Graduation
Graduation Invitations
Graduation Certificates
Pack Ribbons (80% Tiger transfer)
Tiger Cub Patches (temporary patch available free from Council
Tiger Cub backing for service star to designate one year in Tiger Cubs.
Cub Camp for those who graduate into the pack.

TIGER CUB TIME LINE

- June - Train District Tiger Cub Coordinators
- July/August-Identify and train Pack Group Organizers. Ideally, Tiger Cub Group Organizers should be identified when the Tiger Cubs graduate in May
- Commissioners make sure pack has a registered Tiger Cub Group Organizer (TO).
- September - School Night - Organize Tiger Cub Groups and set date for first meeting.
- First meeting - Group Organizer has Group bring calendars, sets up dates and hosts for remainder of the year. Work on Big Idea # 1.
- October - Commissioners visit pack meeting and make sure the Tiger Cubs are meeting.
- Monthly - Tiger Cub Group Organizer contacts Tiger Cub Group host two weeks prior to Group Meeting to see if there are any problems. If there are, an effort should be made to switch the meeting with another host.
- November - Tiger Cub Group Organizer sees that Pack invites Tiger Cubs to two fun pack meetings.
- December - Commissioner checks to see if invitations have been issued to the Tiger Cubs.
- March - Tiger Cub Group Organizer meets with the Cubmaster to make sure he makes an appointment to meet with the Tiger Cub Group in April to invite them to join the pack and help them work on Big Idea # 17 - Cub Scouts Here We Come.
- April - Cubmaster meets with Tiger Cubs.
- Commissioner makes sure that graduation is scheduled for May.
- May - Tiger Cubs graduate into Scouting at pack meeting.
- Unit Commissioner checks with pack to see if a follow-up takes place for those Tiger Cubs who do not graduate and/or register with the pack.
- June-August-Former Tiger Cubs participate in Packs Summertime activities, including Cub Camp.

WEBELOS TO SCOUT TRANSITION

The goal of every Webelos Leader or other leader involved with Webelos is to have every boy he receives from the Cub Scout den move into Boy Scouts and succeed. This goal is balanced with the basic purposes of Scouting and provides a year of fun, citizenship, discovery, and social involvement.

Sounds pretty simple doesn't it? But in reality there are factors that make things difficult. Let's examine some of these factors, and "wrap-up" with what Scouting does to help, and what you can do to help keep that boy in Scouting!

The Boy:

- He is one of the older boys in the pack -- that should make him feel special.
- He is becoming one of the older boys in his school. The school is preparing him for the new experience in education -- Junior High.
- The boy feels less dependent on his parents. Now he can stay home alone for short periods of time, and he may be asked to babysit.
- The boy's physical size allows him to really help with his family needs.
- The boy is almost a teenager, yet he is still a boy. He wants the experiences that older children have, but he is frightened by these new things.

All things considered, this age boy is experiencing change everywhere. Let's go on to other factors:

The Social Impact:

- A multitude of activities compete for the boy's time -- sports, scouts, homework, extracurricular activities at school.
- This is the last time a boy can do things as a child (under 12 rates for meals, movies, etc.), but because of his size he may be too big to participate in some activities (like rides at an amusement park).
- His clothes are now "pre-teen", not children's.
- TV, radio, and other media target products to take advantage of these pressures, each product competing for a commitment (ultimately expressed in money) from this child.

The Family too is affected as the boys nears the teen year.

- Time is a scarce commodity, and difficult decisions are required on what to give the time to.
- The family feels threatened, as everything is eating into the family resources.
- Parents are frustrated with the new demands and the new kinds of support the child needs.
- Scheduling activities for family members is another new headache.
- Family activities are shifting from home-centered to community-oriented.
- Parents realize "their baby is growing up."

As a Webelos leader, you must be aware of these factors as part of your planning to keep that boy in Scouting. Are there any special things that can be done to help this situation? Absolutely! Let's look

at what is available in the Webelos program.

- A study of Scouting - highlighting the primary goals - duty to God and country (strengthening citizenship); duty to other people (strengthening social and family ties); and , a duty to the boy's well-being (learning to cope with himself); with 12 points for goals of character development.

- Fifteen (15) activity badges for exploration of all facets of adult life.

- A taste of Boy Scouting and learning to be self-suffieient.

- First aid for strengthening his understanding of how to react in a crisis.

- Approval by someone other than "ole familiar Mom and Dad" to help with overcoming a fear of the unknown!

- More involved leadership responsibilities in the pack, setting an example, dealing with personalities, and sharing knowledge.

This is the Webelos program. The key to its success lies in your delivery of the program to the boy! You must aim the bow and deliver the "Arrow of Light". These ideas will help. Keep in mind the powerful words -- coordinate, cooperate and communicate.

Coordinate

- Make sure ceremonies appeal to younger boys watching, so they want to be part of your Webelos and eventually the troop's Scouting programs.

- Develop your activities as part of the pack's activities. You are members of the pack, and the boys need to be involved in this program monthly.

- Work with the troop to insure you mix some of thier activities into your program (the boys need to understand the troop workings and make friends so this isn'tl something else to frighten the boy from making the transition).

- Plan your program to work in concert with the school, sports, and communities activities.

- Work with your troop to obtain a den chief.

Cooperate

- Recognize the transition period, and don't make your porgram the same as the Boy Scouts. Instead, make it a tasting of the Boy Scout experience.

- Don't go to the other extreme and make your den a Cub Scout den. The program is not designed for this, and the boys won't have fun -- they are looking for new challenges.

- Be aware of the other activities beyond Scouting and tie your program to them. Examples can be given for every activitiy badge, and all the requirements for Arrow of Light, including the Webelos Badge prerequisite.

- Schedule your activities to include your Den Chief.

Communicate

- Let everyone involved know your den's plans - the parents, the boys, the troop and the pack. Whoever you miss well surely plan something that will cause a conflict, and cause the boy to miss out on the fun!

- Use your resources - involve the parents and they will know what is happening. Use your Den Chief, and

he will help get the word to the troop about your plans.

- Have regular orientations and parents meetings to insure they feel part of the program.

- Tell you new parents the expectations you have of them:

1. Help with activity badges.
2. Transportation
3. Dad and son outings
4. Support for advancement needed at home
5. Special reviews by parents for all advancements, before den reviews put the boy on the spot.
6. Parent involvement in outside assignments for the boy's advancement needs.
7. Differences in Webelos advancement program requirements.
8. Goals of Webelos (what does the word mean?)
9. Goals of the Boy Scouts of America program.

- Include some information on what is required from the boys and the family in your ceremonies -- to let the rest of the pack know about Webelos (this can be done by asking the boy one thing he did to earn the award he's getting at the pack meeting).

- When you induct a boy into Webelos, he is welcomed by your den.

- When you graduate a boy into a troop, emphasize the fact that it's due to an age transition, and the program is one Scouting program not two separate activities available to

the boy.

Communicate, Coordinate, and Cooperate your den program and 100 percent of your boys will not only move into Scouting, but be prepared for and complete their next series of goals in Scouting. It really is easy to provide transition to Scouts, if you remember the three C's and start early:

- Communicating to the pack about your program.

- Coordinating your den as an integral part of the pack and the troop programs.

- Cooperating with the family in everything you do, not just the boys.

LEADERSHIP

Each of the following leaders plays a significant role in attracting Webelos Scouts into the Boy Scout troop.

Webelos Den Leader - A male U.S. citizen, at least 21 years of age and of good moral character. Should be interested in and enjoy working with 10 year old boys and serve as a good role model. May be the father of one of the boys in the den. This person leads the Webelos den in a year round program of activities and help ensure that boys graduate into Boy Scouting.

Assistant Webelos Den Leader - A male U.S. citizen, at least 18 years of age and of good moral character. Assists the Webelos Den Leader in planning and carrying out a program of activities for the Webelos den.

Webelos Den Chief - A registered Boy Scout, active in the troop and

selected by the Scoutmaster to serve as program assistant to the Webelos Den Leader and troop leaders. He should be at least a Second Class Scout - preferably First Class - and skilled in conducting activities to help Webelos Scouts prepare for the troop experience ahead.

Activity Badge Counselor - An adult - often a parent - who has knowledge of one or more activity badge areas. Is recruited by the Webelos Den Leader and helps Webelos Scouts gain self-confidence in dealing with adults.

Troop Webelos Resource Person - A registered male in the troop - often an Assistant Scoutmaster or Member of the Troop Committee. Acts as liaison between the troop and the pack. Aids Webelos Den Leader in planning joint activities and exciting graduation ceremonies and help obtain resources for the Webelos den. His main job is to ensure Webelos Scouts of a smooth transition into the Troop.

PACK/TROOP RELATIONSHIPS

With the help of the Unit Commissioner, make a list of nearby troops with leaders' names and phone numbers. The Unit Commissioner can help bring together the Webelos Den Leader, Cubmaster, and Scoutmaster for the first meeting. If a Unit Commissioner is not available, either the Cubmaster or Webelos Den Leader will need to take the initiative to get things going.

There should be a plan for regular communications between these key leaders to keep everyone interested and informed.

Set up a tentative calendar of joint activities. These are incorporated as part of the pack's and troop's annual plan.

VOLUNTEER/PROFESSIONAL RELATIONSHIPS

VOLUNTARISM

Time is precious, yet almost every adult citizen of the United States gives some time to volunteer service. No other country in the world depends so heavily upon volunteer effort; and in no other country have citizens accepted so universally the idea that volunteer service is a requirement of good citizenship. Since most Americans accept this principle, and since there is no shortage of good causes to serve, each of us must make a choice.

Scouting thrives because of its volunteers and could not exist without them. The question is, why should you choose Scouting for your volunteer service? Perhaps these questions will help you decide, and they may also help you understand our purpose:

Do you wish to make a difference with your life? Most of us wish that. Surely nothing could be more deadening to the human spirit than to reach the last part of life without being sure of that. Scouting's volunteers believe they are making a difference in the lives of youth.

Do you care about children and young people? If you care, we are for you and you are for us.

Do you care about the future? It isn't the easiest thing to care about the future. Most of us keep very busy with today's problems. But if you care about the future of your country and its children, then you may find volunteer service in Scouting quite satisfying. One of the best ways to have a hand in shaping the future is to help shape the young people who will ultimately own it and run it.

Do you care about the principles of the Boy Scouts of America? If you believe they are worth strengthening and spreading, then Scouting is a cause worth your gift of time.

Would you like your volunteer service to be different from your everyday work? Well, Scouting is different, and you might find that refreshing. The skills you use in your work may be helpful to your volunteer service, but it won't just be more of the same.

Do you enjoy relationships with spirited people? If so, come on in! Scouting volunteers all serve a common cause, and it shows in our relationships with each other. We know why we are here, and we are enthusiastic about what we are doing.

One of the interesting ways to serve youth through Scouting is to work as a district volunteer.

District Volunteers and the District Executive

Scouting's special partnership between volunteers and professionals is the core of its success. When the partnership thrives, the movement thrives. If the partnership is not working well, nothing works well.

What Makes it Work?

When the partnership is working effectively, three conditions prevail:

1. The partners are aware of their dependence upon each other.
2. The partners have complete confidence in each other.
3. The partners are motivated by the same concerns.

Mutual dependence results because district executives know they cannot

possibly do all the work that needs to be done, and district volunteers know they need the coaching and experience of district executives.

If the partners have complete confidence in each other they will seek each other's counsel. Neither partner has a monopoly on wisdom, judgment, or experience. When the full resources of both parties are applied to decisionmaking, the combination is almost unbeatable.

Occasionally a volunteer will say to a professional, "Remember, you get paid for this, and I don't." But that is not the significant difference between volunteers and professionals. The significant difference is that volunteers are able to give only a portion of their time to Scouting, while professionals give their full time.

This means professionals are dependent upon the movement for the material things of life; but it does not mean that professionals look upon Scouting differently than volunteers. Both are dedicated to the same principles, and both are trying to live out those principles in their lives and in their work.

The fact that professionals give all their time means their experience is broader and deepens more quickly. Their training is more intensive and continues throughout their professional careers. This makes their coaching more valuable to volunteers.

Who Make the Important Decisions?

Volunteers make the vital decisions of the movement at the district, council, and national levels. Professionals can counsel and help prepare volunteers for the decisions to be made, but they never lose sight of where the final authority rests in major decisions.

The Flavor of the Relationship

Working together is more effective when volunteers and professionals enjoy each other's company. Volunteers do not work for district executives, but with them on behalf of youth. The unselfish service they both render and their common dedication breeds mutual respect and a feeling of kinship. One test of the relationship is whether the two parties think of each other as friends.

How do Volunteers and Professionals Work Together?

For district executives, the most precious commodity is time. There is always more to do than time will permit, even though professionals work night and day. So district executives must rely upon volunteers to use that time effectively. When district volunteers feel they can handle a given situation alone, they do it. Even so, district executives want volunteers to call for help when it is needed.

Here are just a few examples of the close working relationship that should prevail:

--Agenda Planning. When the chairman of a committee or district commissioner has an agenda to plan, it seems natural to begin with a conversation with the district executive. He can contribute his knowledge of the total needs of the district. But the final agenda should be the volunteer's, and the volunteer always presides.

--Recruiting Volunteers. Perhaps the district commissioner wishes to recruit an assistant or a unit commissioner. He does it alone if he can, but asks the district executive to help if he feels the need for it.

--Coaching in Committee Meetings. Technically, the district executive is the secretary of the committees of the district, but there is much more to his relationship than taking minutes. The district executive is usually seated beside the chairman so they will have easy access to each other.

--Evaluating Meetings. After a meeting, the chairman and the district executive usually discuss what happened and the steps needed to follow up.

--Setting goals. The setting of goals results in commitments for both volunteers and the district executive, so both participate in the process. It is the volunteers who finally prevail.

--Helping Units. The district executive wants to keep in touch with unit leaders, but time for this is limited. When special problems arise in units, unit commissioners or functional committees should ask the district executive to help.

--Organizing Units. For each new unit, an organizer, trainer, and commissioner are needed. The district executive gives overall support to this effort.

The above examples are only illustrative of the day-by-day working relationship. Here is the main point: If volunteers expect the district executive to be personally involved in all their work and contacts, they won't get much done. It is knowing when to involve the professional that is important.

THE ORGANIZATION OF THE DISTRICT

There is something to remember about organizational machinery. If we have just the right amount of it, and if it is kept as simple as possible, it will work for us. If we have too much, and it is too complicated, we will work for it.

A well-organized district focuses upon the work to be done, not upon complicated charts with too many slots to fill. The clearer and simpler the plan, the easier it is for volunteers to understand how they fit in. Community resources such as key personnel, organizations, and financial leaders are to be noted and invited to participate in the support of district operation.

All district, no matter their size, carry out the same standard functions. The exact method of organizing to carry out the functions is left more flexible. A very small district may find the district committee working as a committee of the whole. Another small district may find it adequate to have one or two volunteers assigned to each function. A low-income district may organize its functions around the neighborhood. But most districts need more organization and more people than that.

Low-income, inner-city, and rural districts may organize their functions around neighborhoods or on a decentralized small-area basis. In these districts, major variations in structure and operation are necessary to fit the needs of inner-city and rural communities. Formal long-term structure on a district level is minimal. The plan relies heavily on the short term, task-oriented work of volunteers in contrast to year long formal assignments.

The key meeting for unit volunteers

is the neighborhood planning and training meeting. In this meeting, the three elements of training, providing (roundtable) program resources, and helping with actual unit program planning all occur at the same time, in the same place, and under the leadership of the same unit service persons.

Each district, regardless of size, has a district committee to coordinate the work of the district. Beyond that, the typical district would usually have a committee for each of the functions. How large should the committees be, and how many subcommittees? Here is the criterion: enough committees with enough members to accomplish the standard district functions effectively. It is as bad to be underorganized as overorganized.

The District Committee

This committee coordinates all the functions of the district for the purposes of:

- a. organizing and supporting quality-program units
- b. carrying out the policies and objectives of the council
- c. extending the program to the greatest number of youth.

District committee members are elected annually in the district annual meeting. All Scouting coordinators (selected by community organizations operating units) are automatically members of the council and of their district committee, thus providing close tie-in with chartered organizations.

The district chairman should be a person who is universally recognized in the community as outstanding because of his character and achieve-

ments as a leader with executive ability. He has a positive personality and organization experience that inspire confidence and that will win support for Scouting. Because of his business and social relationships, he should be able to help the council in securing adequate financial support from his district.

The role of the district chairman includes the following points:

1. He is strong in his belief in Scouting and is the caliber of person who can organize the actions of others.
2. Knows what he wants to achieve, where he wants to go and how to get there.
3. Associates himself with enough of the right kind of people to help him do the various jobs that have to be done.
4. In brief, he does three things--
 - a. Plans clear goals and objectives with completion dates and deadlines.
 - b. Recruits the proper personnel.
 - c. Gets results.

The district chairman, and vice-chairman as needed, are the elected officers of the district. They are nominated by the district nominating committee after clearing through the council nominating committee. The district chairman serves as a member of the council executive board for purposes of two-way communication and coordination between the council and the district. The district chairman, after consultation with the district Scout executive, recommends a district commissioner to the executive board for appointment and commissioning. (In some councils the district nominating committee is also involved in this process.)

Committees of the District

The committees of the district have the responsibility to carry out the four functions on behalf of the Cub Scout, Boy Scout, Explorer, and Varsity Scout programs. If there is an Exploring division in the council, it serves the needs of organizing and supporting posts. Since some district functions are more technical in nature, specialists in each phase of the program are included as members.

The chairman of each district function is a member of the like council function (except for finance and camp promotion which are options of the council).

The Membership Committee

This committee may work as a committee of the whole or form itself into subcommittees. These subcommittees have been found effective:

1. Planning and information gathering. This group keeps the membership committee informed of conditions and needs of the district, conducts boy-fact surveys, and recommends district membership goals.
2. Relationships with community organization. Helps establish and maintain healthy relations with community organizations and conducts such events as district relationship conferences.
3. Unit organization and reorganization. Schedules units to be organized or reorganized each year and carries out the schedule. In some districts this subcommittee is composed of one to three specialists for each phase of Scouting, each group recruiting and training a volunteer for organizing each scheduled new unit.

The Finance Committee

The council finance committee carries the major responsibility for finance. Some districts use district finance committees, and some use only a district task force for planning and conducting the annual sustaining membership enrollment. Where a district finance committee is used, its chairman usually serves on the council finance committee and the district committee.

Councils raise their operating budgets in a variety of ways. Included in most are the United Way, the SME, and the council fundraising project. Therefore, the structure of the district finance committee depends on local circumstances.

The Program Committees

The program function deals with the Cub Scout and Boy Scout programs and with Exploring, as well, if there is no Exploring division. The program functions are so varied, and so large in scope, that most districts will require a committee for each function.

Camp Promotion / Outdoor Activities

The camping and outdoor activities of the Cub Scout, Boy Scout, and Explorer programs differ so fundamentally that program specialists are usually needed for each program.

1. Cub Scout outdoor activities. This group plans and carries out the district's share of Webelos dad-and-son overnights and Cub Scout day camps. They help Cubmasters schedule a balanced plan for each year.

2. Boy Scout camping. This group interprets the place of camping in the Boy Scout program and promotes troop participation in the council camp and high-adventure activities.

3. Explorer outdoor activities. Exploring specialists work with Advisors and Explorers to select and conduct outdoor events.

All groups join in functions such as planning the district's outdoor and camping approach, and goal setting and achievement.

Activities and Civic Service Committee

This committee serves packs and troops, and post also if there is no Exploring division. The committee can be divided into service and activities sections as conditions require. Members who are familiar with each phase of Scouting are needed for program-related activities.

The Training Committee

The committee serves all phases of Scouting. The nine functions of the committee can be handled by the committee as a whole. However, a small group of specialists for each program is needed to recruit, train, and supervise the work of Cub Scout, Boy Scout, and Explorer trainers.

Advancement and Recognition

This committee serves the Cub Scout and Boy Scout programs. Since the committee must visit all units at least annually to interpret advancement and evaluate progress, specialists for each program are usually needed. The number needed will depend upon the number of packs and troops in the district. The district is responsible to see that an up-to-date merit badge counselor directory is available.

THE COMMISSIONER STAFF

The district commissioner staff is composed of the district commissioner, assistant district commissioners as needed, roundtable commissioners, and unit commissioners.

The district chairman, after consultation with the district executive, recommends a district commissioner to the executive board for appointment and commissioning. (In some councils the district nominating committee is also involved in this process).

The district commissioner works closely with the district chairman and the district executive; these are the "key three" of the district. They meet frequently to coordinate the work of the district and assess its progress.

The district commissioner has the following additional responsibilities:

1. Recruits, appoints, trains, supervises, and motivates the commissioner staff so that all units in district receive regular helpful service.
2. Conducts regular meetings of the district commissioner staff for purposes of coordination and morale.
3. Stimulates commissioner to establish and maintain a system of frequent visits to each unit, feed back problems through regular meetings of the district commissioner's staff and review the organization of plans to solve such problems.
4. Oversee the charter renewal procedures and systems to assure that each unit reregisters on time at its optimum strength.
5. Attends district meetings and reports on the condition and needs of units. Keeps current on all develop-

ments and new ideas, including the use of program planning tools, and sees that units are informed.

6. Serve as a member of the district Key Three and meet weekly with the district chairman and district executive to secure the help of functional committee in meeting specific unit needs.

7. Works closely with roundtable commissioners to ensure quality results and sees that roundtables are well attended.

8. Encourages his staff to have all units on the pack and troop budget plan, thus encouraging all units to subscribe 100 percent to Boys' Life.

9. Cooperates with the district chairman and district executive in appraising the district's progress against the 10 Tests of Successful Scouting.

10. SME enrollment. Encourages all units to participate in SME enrollment.

11. Participates in the council's commissioner conferences under the leadership of the council commissioner.

Roundtable commissioners are responsible to the district commissioner for planning and operating successful Cub Scout and Boy Scout Leader roundtables each month. Roundtable commissioners, assistant district commissioners, and unit commissioners are appointed by the council executive board on the recommendation of the district commissioner, district committee, and the Scout executive.

How Large a Commissioner Staff?

This is determined by the number of units in the district. No unit commissioner can function at his/her best when serving more than three units. Therefore a good rule of thumb is to divide the number of units by three, then recruit that number of unit commissioners. Far too many unit commissioners are serving too many units. It is a full-time volunteer job to be responsible for the success and well-being of three units and their leaders. For every five unit commissioners there should be an assistant district commissioner.

The Nature of Unit Service

The most important thing a commissioner or service team member does for a unit leader is to prove that somebody cares about him. This person is the connecting link between the Boy Scouts of America and the unit leader. When the relationships with the chartered organization are not strong, it is this person who tries to strengthen them. When the unit leader is discouraged, it is this person who encourages. When the troop committee is not helping enough, it is the commissioner who meets with it on behalf of the Scoutmaster. Even when there are no problems, it is the commissioner who works closely enough with the unit leader to prevent future ones, and to prove the district cares.

There is a simple formula for success: The commissioner is assigned not more than three units and is responsible for their success and the well-being of their leaders. This person does at least two things each month for each unit:

1. He or she visits a unit meeting and stays long enough to evaluate how things are going and to talk with the unit leader. The theme of the con-

versation is: "How are things going, and how can I help?"

2. He or she phones each unit leader between unit-meeting visits to see if help is needed.

These two simple acts can lift a leader's spirit. Even if no help is needed it is reassuring to know it is available. Regular contacts twice each month create a positive feeling about the district and council. This is essential if a unit leader is to feel good about the job. Of course, if there is a specific problem, the commissioner meets more often until it is resolved.

Should the unit commissioner know all about unit operation? Well, it would be nice, but is not necessary. It is important, however, to know how to deal with common problems, and absolutely necessary to know where to get help with the special problems. He or she must care enough never to let a question go unanswered or a problem unresolved. That is the final test of a good commissioner.

How the Commissioner Works with Other District Volunteers

The wise commissioner is never reluctant to call other district volunteers into unit situations to help meet special needs. It is encouraging to unit leaders to discover there are people besides the commissioner who are ready and able to help. It increases the reputation of the commissioner with unit leaders and helps keep all district volunteers aware that their first responsibility is toward unit leaders. The effective commissioner also keeps in touch with all of the key people within the chartered organization. He or she makes sure that there is harmony between the unit and members of the organization. Problems are not allowed to fester.

PURPOSE OF A "THANK YOU"

Within the Cub Scout Pack there are many individuals who work toward attaining the purposes of the Cub Scout program. Besides the responsibilities of carrying out an effective Cub Scout program, the pack leaders must also consider appropriate ways to show appreciation to the volunteers who provide support to the Cub Scout programs through their service, their time, or their donations.

Adults need recognition as well as the boys. This is especially true for an "all volunteer" organization such as Cub Scouts. True, we do feel a sense of accomplishment from our volunteering, but being recognized "formally" is icing on the cake.

The important thing to remember is to say "THANK YOU" in an appropriate way. Recognizing those who serve our Cub Scout program is a method of personal support and reinforcement which we all need from time to time. Another spin-off from our "thank you" is usually a willing readiness for that person to offer help again, as well as other parents identifying with this show of appreciation in their willingness to "get involved", next time.

WHO'S IN CHARGE OF THANK YOU'S?

IN THE DEN: Naturally, the Den Leader and the Assistant or Co-Leader would have the best knowledge of who to thank for helping his/her den.

IN THE PACK: The Cubmaster, Assistant Cubmaster, Committee Chairman, Awards Chairman, and the Den Leader Coach....one or any combination could serve to make sure that no one is missed when thank yous are due for the pack.

Typically, the Cubmaster and Committee Chairman should be aware of

the Chairmen heading special committees for the pack throughout the year. Their input should supply the names to be recognized each month. Keep current with the pack Thank You's. --Do not rely on memory at the end of the year, as your ENTHUSIASM and CREATIVITY for the show of appreciation is GREATER and has more of an IMPACT at the time of, or just after the service given.

The Awards Chairman probably is the person in the Pack who shops for the Cub Scout awards monthly, and would be able to have knowledge of what items are carried at the Scout Shop.

Your pack may have a talented "crafty" person who could make thank you items from their specialized talents or hobbies. You should learn the interests (Parent Talent Survey Sheet) and utilize and involve them.. Perhaps this is the only service that they could give to the Pack.

SPECIFIC THANK YOU IDEAS

1. Look for Thank you ideas using "miniatures" from craft and hobby shops, as well as small toy items. These items could be hot glued to a felt backing and glued to a wooden curtain ring with a magnet on the back; made into a neckerchief slide; or glued to a small piece of pretty paneling as a plaque. Try to find a small item symbolic of the occasion.

2. Consider the following: Most of these ideas can be used in many ways - for thank yous to Scouters as well as non-Scouters. Be adaptable in your plans...

Neckerchief slides
Bookend
Refrigerator magnet
Paperweight
Wallhanging
Statuette

3. Visit your local trophy shop -

some have a stamping (inked) process and can stamp the Cub Scout logo on a bookmark, or plate to be mounted on a wooden plaque. Try making your own plaque by woodburning a design, then to dress it up purchase a brass plate and have it engraved.

4. Watch for unique items, such as the I SCOUTING bumper stickers:

5. Use candy molds to make plaster of paris forms to spray gold and hot glue to a finished plaque. Look for molds to suit your needs - like a "ribbon type badge" with #1 on it.

6. A warm fuzzie made from a large blue pompom. Glue on wiggle eyes; make Cub Scout a hat from yellow and blue felt and glue it on. Glue blue pompom to poster board feet.

7. Ceramic tile - Clean a 4" tile with Windex. Rub on a decal - picture and/or lettering for your message. Use permanent markers for a message.

8. Frame a group picture of the den with contac paper, picture matting scraps or a purchased greeting card with a border to fit the size of the picture.

9. Present a helium-filled balloon with the message THANK YOU.

10. "PAT ON THE BACK": Use Cub Scout's hand for pattern; cut from plywood; paneling; heavy cardboard. Paint or stain. Print "A Pat on the Back" on the front side of the hand. When presenting it, hang it from a cord on recipient's back.

11. "THANKS A WHOLE LOT": Cut a shoe sole from old shoe, from leather, or from cardboard. Cut or drill hole in bottom and print "Thanks a Whole Lot".

12. "OFFICIAL BSA 13 HOUR CLOCK":

Clock face with 13 hours: print "Official BSA" under pin for hands of the clock. Message on the back of the clock ... "For the person who is very busy and still finds an extra hour to get the job done."

13. THE BIG NUT AWARD: Use a real peanut. Drill holes in the back and run pipe cleaner or twist tie through to form tie slide. Glue on wiggle eyes and a shock of fake fur hair on top. You can also glue a large nut to a plaque or piece of 2 X 3 as a paperweight.

14. NUTS ABOUT SCOUTING: Do the same as for the above award.

16. THANKS FOR KICKIN' IN: A doll's cowboy boot or a boot cut from plywood or cardboard. Glue to loop of leather as a tie slide or glue a magnet to the back or it can be made larger and used as a plaque.

17. SPARK PLUG: Paint an old spark plug gold and glue to a paneling plaque for anyone who "SPARKS" up your meetings.

18. HELPING HAND: See "A pat on the back". For anyone who helps or the person whose hand is always in the air volunteering to help.

19. LINK TO SCOUTING: A few chain links on a plaque for the Webelos Leader or Scoutmaster who did the most to keep the boys interested in Scouting.

20. LIFE SAVER: Roll of Life Savers on a plaque for the person who saved the program.

21. GOLDEN PEAR AWARD: Plastic fruit (pear) sprayed gold on plaque for the couple who did much for the pack or den. couple who did much for the pack or den.

22. WET SPONGE AWARD: This is good for the NEW LEADER to soak up all the

ideas and energies of other leaders.

23. GOLDEN SPONGE AWARD: Spray sponge gold and glue to paneling plaque for anyone who was "absorbed" in his/her role.

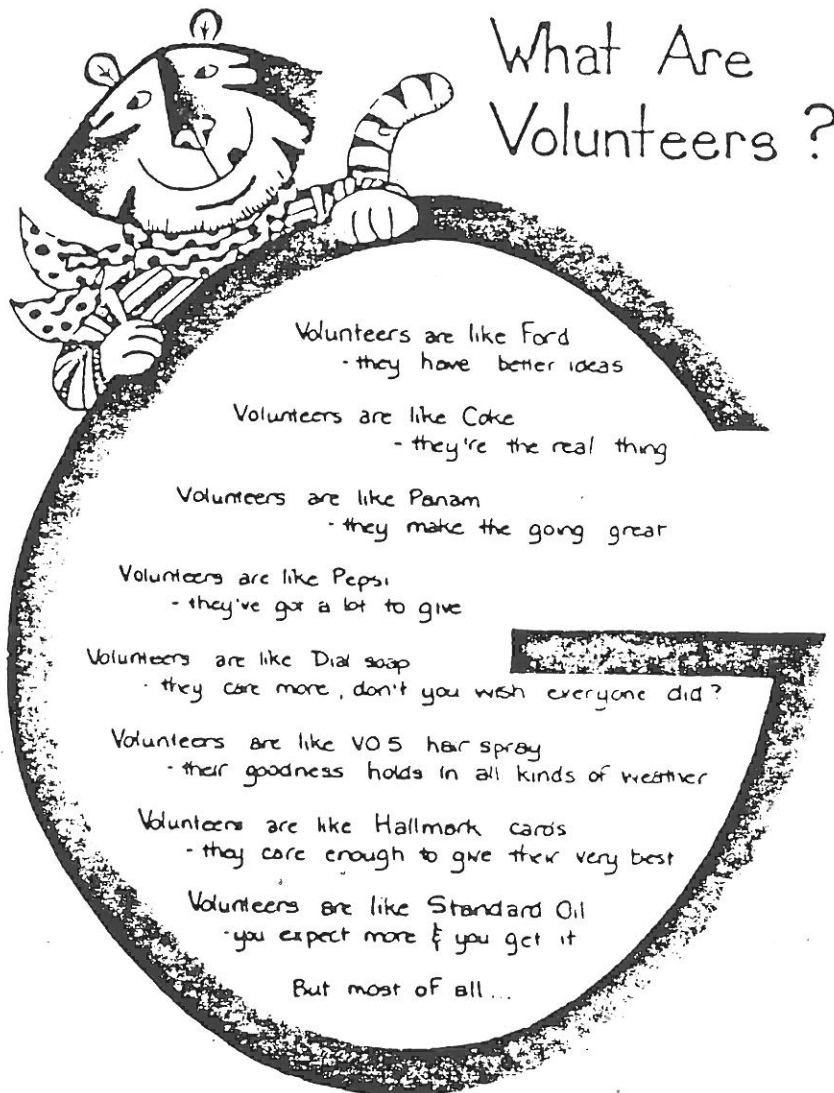
24. GOOD EGG AWARD: Cut the white of the egg from white felt and the yolk from yellow felt; glue to paneling plaque. Give a double yolk if it was a couple working together. The award is for someone who is always helping.

25. BOUNCE AWARD: "Bounce" fabric softener for the Den Leaders - to give them bounce and soften their hearts.

26. PURPLE HEART: Give to someone who sustained injuries.

27. SUNBURN AWARD: Use yellow poster board to make a big bright sun, perhaps with sunglasses; for someone who endured the out-of-doors too long.

28. GOLDEN KNOT AWARD: Using sizable cord or rope, tie a square knot loosely; hot glue it to a board and spray it gold. This is for someone like the Cubmaster, who tied it all together.



Volunteers are like Frosted Flakes - they're GRRRRRREAT!

WHY SCOUTING FOR BOYS WITH SPECIAL NEEDS?

Answer: Because it works! Scouting has been proven to be one of the most effective ways to help handicapped persons become prepared to be successful as adolescents and adults.

Most handicapped children like to play, and when they do, they usually develop mentally, physically and socially. What we as adults sometimes overlook is that a handicapped child frequently has to be taught how to play. He does not do it spontaneously and because of this a particular form of happiness has been denied him. Too many handicapped children have spent much of their time just sitting doing nothing.

A handicapped child seeks several basic things that all boys seek: love, acceptance, achievement, development, creativity and discipline. Scouting can fulfill these needs.

For Scouting the desire is there because the "child is there." Because the desire is there, the determination to reach the child is there and this begets the ingenuity to go around and over barriers. Participation in Scouting gives the child a sense of worth and dignity. It offers them many excellent group experiences enabling them not only to develop sound character and good citizenship, but an opportunity to put these attributes into practice.

Scouting fulfills the first basic need, love, because the leader is someone who will talk to him, simply and patiently; someone who will listen to him no matter how hard it is to understand him; someone to comfort and encourage him when he is disappointed. This in turn satisfies another basic need, acceptance.

By belonging to a group of boys in a

den, he feels acceptance. Within this group he learns that he is accepted as he is, which many times is a completely new experience. When he receives praise for doing something right that too, is a form of acceptance and this leads on to the third basic need, achievement.

Through the advancement program in Scouting, a boy is rewarded for doing his best and achieving. Every time a craft is finished, or a new song learned, the boy will get a better awareness of himself through the ability of finishing a task. This gives him a self-confidence so many times found lacking.

Lastly, Scouting provides social activity or fun with others which is necessary. We know now that human potential is determined not by nature alone, but by each individual's response to his environment. It follows that an improved environment can change the course of life. It is nature and nurture that shape human lives - a fact that makes all the difference in current attitudes and actions toward the handicapped.

The same Cub Scout program used by millions of 7 - 10 year old boys works for the handicapped. The motto "Do Your Best" applies. The handicapped youth who feels: I belong, I am accepted, I can help others, has benefited greatly. A concerned leader **CAN** make the difference! Help recruit, accept and make Cub Scouting happen for the handicapped.

UNIQUE WAYS CUB SCOUTING CAN HELP THE BOY WITH SPECIAL NEEDS

- * The Cub Scout program can change a "can't" attitude to a "can do" attitude when he achieves.
- * He can develop through achievement and activity award methods.
- * He can enter competition.
- * He can start, lead or help with den projects.
- * He can be helped to do his very best.
- * He will learn that he has worth and dignity.
- * He will have group experiences.
- * He will be helped to develop sound character and good citizenship.
- * He will have an opportunity to "Do His Best".
- * He will have the chance to be with other boys.
- * He can gain a sense of accomplishment.
- * He may be helped to build self confidence.
- * He will see he can do the activities that other Scouts do.
- * He may inspire other boys to do better.
- * He may motivate the other boys to do their best.
- * Like other boys he will be given understanding not sympathy.
- * He may gain a feeling of self-reliance.
- * He will learn to follow through on an assignment.
- * He will benefit from the enthusiasm of his fellow Scouts.

MEMBERSHIP

Some handicapped boys over the chronological age of 11 may be registered as a Cub Scout. This is provided in Clause 19 of Article I, Section 3 of the Rules and Regulations of the Boy Scouts of America. They may fully participate in the advancement program if the chartered organization determines, with the approval of the appropriate medical authorities, that the handicapped youth qualifies to register beyond the normal registration age. The Cubmasters signature on the boy's Cub Scout application or on the units charter renewal application certifies the approval of the chartered organization.

THERE IS A PLACE

A Cub Scout leader may feel hesitant about facing up to the opportunity of accepting a handicapped boy into a pack or den.

Consider for a moment how being handicapped can in itself be a barrier to many activities enjoyed by ordinary boys. This is true even when the

handicapped boy has considerable skills, abilities, and moral strength.

Accept the challenge by offering membership to handicapped boys!

Wise leaders expect problems but do not consider them overwhelming. The handicapped boy is seen as a boy with an individual difference. There are other individual differences between boys: one boy is too fat, another is too skinny, one had bad teeth. The handicap is not as important as the leader's will and the boys willingness. Working with these boys teaches the value of patience, understanding and friendship.

Success with the handicapped is attributed to many things. Those mentioned most frequently are patience, planning programs to meet the needs of the boys, finding out where the individual boy does his best and working from there to other areas of success, enlisting the help of parents and community organizations, and finally keeping the program within the range of the group with which one is working. Some hand-

icapped boys may attempt to "be like the others" which could harm them. Try to ascertain whether he knows any of the boys in the den.

DEFINITIONS OF TYPES OF HANDICAPS

The basic definitions in this section were provided by the national agencies related to the type of handicap defined. For more technical or detailed definitions, consult with qualified personnel.

BLINDNESS - A totally blind person can see nothing. A "legally blind" individual can see no more at a distance of 20 feet than a person with normal vision can see at a distance of 200 feet. "Functional blindness" is generally defined as the inability to read newspaper type even with the best possible corrective lenses or to perform ordinary tasks necessary to daily living.

VISUALLY HANDICAPPED - The term usually means that a person needs some type of corrective glasses or help in order to go about everyday work and play. Visually "impaired" indicates the impairment can be corrected sufficiently so that it is not a handicap.

CEREBRAL PALSY - Cerebral palsy is a condition that makes a person unable to control muscles because of brain damage. "Cerebral" refers to brain and "palsy" to lack of control over muscles. It is a group of disorders. Any combination of physical and mental status is possible. Symptoms range from slight awkwardness in gait to more uncontrolled movements and an inability to see, hear, speak or learn as other people do. Cerebral palsy is not always associated with mental retardation.

MENTAL RETARDATION - Persons who are mentally retarded are limited in their ability to learn and are generally socially immature. Some

further handicapped by emotional and physical disabilities. Mental retardation is a condition not a disease, manifested during the development period. It is important to realize that retarded persons have the same hopes and emotions as non-retarded persons.

MILDLY RETARDED - About 90 per cent of retarded persons are mildly retarded. They are similar to non-retarded persons, differing primarily in the amount of intellectual development. They are capable of being educated. Adults, given proper training, can work in competitive jobs and are able to live independent lives and are absorbed into daily community life.

MODERATELY RETARDED - (Trainable mentally retarded) Persons who can learn to care for their personal needs, perform many useful tasks in the home or in a sheltered workshop situation as an adult.

SEVERELY RETARDED - Persons who have defects in motor development, speech and language and often have physical handicaps but can be taught self-care. Ability to learn and adjust is severely limited.

PROFOUNDLY RETARDED - Persons who often have physical handicaps and severe impairment in coordination and sensory development. This makes it necessary for them to have constant care. Some, with special techniques, can be taught useful tasks and can participate in some activities.

EPILEPSY - Epilepsy is not a disease. It is a malfunction of the manner in which the cells of the brain release energy. Epilepsy is characterized by sudden seizures - muscle convulsions and partial or total loss of consciousness. While the condition cannot be cured, sometimes epilepsy that started in childhood will disappear in later years. It can be controlled

through use of medication.

MUSCULAR DYSTROPHY - Muscular dystrophy is a general designation for a group of chronic diseases. The most prominent characteristic is the progressive degeneration of the muscles.

PHYSICALLY HANDICAPPED - Concerns those who are limited because of an impairment or disability which hampers physical, vocational, and community activities.

PRELANGUAGE DEAF - Persons who were born deaf or lose their hearing in early years before acquiring speech or syntax. They make up 95 per cent of the school age deaf population.

POSTLANGUAGE DEAF - Persons who have lost their hearing after having developed speech (usually those over 6 years of age) and hence have some understandable speech, or at least make speech-like sounds, or might "sign" or have a hearing aid, etc.

LEARNING DISABILITIES - Children with special learning disabilities have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken, or written, which disorder may manifest itself in imperfect ability to listen, think, read, speak, write, spell or do mathematical calculations.

EMOTIONALLY DISTURBED - People who are unable or unwilling to adjust to the problems, stresses and situations of daily life. They might react aggressively or withdraw from situations rather than attempt to adjust to them.

MULTIPLE SCLEROSIS - A disease of the central nervous system - the brain and spinal cord. They control such important functions as walking, talking, seeing, eating, tying a shoe, opening a door. There is no known

cure and the cause is yet to be found.

AUTISM - Inability to face reality, characterized by staring into space, non-response to sounds and the total lack of interest in other people. Autistic children do not make eye contact. Other common characteristics include serious difficulties in toilet training, in feeding, in the development and use of language. They do not understand common dangers, such as a busy street, yet may show above normal skill in some isolated area of mathematics or music. Often mistaken for retardation.

WORKING WITH THE SPECIAL NEEDS BOY

There is a great danger in pigeon-holing a boy if a leader's attitude is negative rather than positive. Ask, "What are the capabilities of these boys?" instead of "How badly handicapped are they?" One question implies a reaching out, while the other question implies no advancement. There are three key words which, if kept in mind, will enable a leader to give the boys the kind of program they need and deserve: PATIENCE, FLEXIBILITY, AND EMPATHY, not sympathy.

Praise and encouragement are indispensable. Even when a boy does not succeed, he should be praised for trying. Praise him when he exerts a real effort or has improved a previous performance. But don't praise falsely.

If a handicapped Scout tends to blame others for his failures or poor performance, do not accept this type of behavior. Make it clear that he is expected to answer for his own behavior. Clearly, some allowances must be made for handicapped boys. Plan the den and pack program to fit the needs and abilities of the boys, whether or not they are handicapped.

HEARING IMPAIRED OR DEAFNESS

Leaders and other Scouts will have to learn to speak directly to the hearing impaired boy so that he can see their lips. They will have to curb their inclination to shout at him or make exaggerated movements while speaking. Both of these make lip reading difficult. They must learn to get his attention by touch or vision cues, written messages, or by signs. If he feels "out of things" he may decide to stay out of them.

Deaf people have the same needs as those who hear. They need a lot of attention, advice, and love. They need to be included in group activities. Make sure he has the opportunity to participate. Sign language and speaking clearly are important so the hearing impaired boy knows what is expected.

Leaders of the handicapped say their activities are not much different than those for the non-handicapped. They generate the will to do by creating the right atmosphere.

PHYSICAL HANDICAPS

When assisting a person in a wheelchair to go up low curbs or other obstacles, one should use the small foot bars to tilt the chair backwards. A wheelchair should be taken up curbs forward and down curbs backward.

In rainy weather or on wet terrain, it may be more practical and more safe to use wheelchairs for those persons who normally get about with crutches.

When a disabled person falls, he may wish to get up by himself. Offer help, but wait for him to ask before giving it.

Crutches and wheelchairs are necessary accessories. Don't take them

away from handicapped people unless they indicate they would like to have them out of the way. Nothing is more irritating than to have crutches grabbed immediately after sitting and leaving the individual stranded.

MENTALLY RETARDED

Many retarded, including both educable and trainable, have short attention spans and poor memories. If they are requested to do too much, they lack emotional stability. Most have problems with coordination, balance, agility, directionality, strength, body awareness and image. Sometimes these problems are the result of inactivity and lack of opportunity to participate in group activities.

Some suggestions in working with mentally retarded Cub Scouts are:

- * Den size of 5 or 6 boys is usually best.
- * Play and activity periods should be frequent, but relatively short. Play periods shouldn't last more than 30 minutes.
- * Use a variety of different activities to hold the boy's interest.
- * Use a variety of different activities to hold the boy's interest.
- * Keep instructions brief and demonstrate while teaching.
- * Try to stimulate program with pictures, stories, colorful equipment and visual aids.
- * Coordinate physical activities with art and music activities.
- * Use attractive names for the game or activity.
- * Repeat games and activities from meeting to meeting to reinforce the boy's learning process.

IMPAIRED VISION OR BLINDNESS

Impaired vision or blindness is always a handicap, but if newly acquired, the boy requires much help and understanding. He will need to relearn some things or make adjustments in doing them. Familiarity with location of materials will be necessary. More time should be planned for his care if he is to learn to do things for himself.

Suggestions:

- Use activities in which the handicapped boy can participate.
- Circle the line formations are useful in keeping the group together.
- Counting and clapping help keep the blind in touch with each other.
- The leader should indicate where he is at all times and he should inform the group what the others are doing.
- Rattles and bells should be put inside balls to help the blind follow their movement.
- A totally blind boy should be paired with a sighted or partially sighted one, if possible.
- balls for the partially sighted should be soft, larger than normal and painted white.
- The leader's voice should be loud enough to guide the group.
- Music and rhythmic sound are very motivating. Rhythmic activities and simple dances are recommended.

LEARNING DISABILITIES

Every pack has one boy who doesn't seem to keep up; the one who's always late; the discipline problem; the dreamer. Sometimes the cause of the

problem is obvious. It may be that the problem stems from his home environment or from some physical difficulty. But more often than not, the problem is that they boy has a learning disability. Learning disabilities manifest themselves in many different ways, but they all have some common traits. They are basically disorganizations in a child's mind which cause him to fail to grasp concepts that are relatively easy for other children to pick up.

Some of the learning disabilities are:

Space - This difficulty makes it hard for a boy to compete in athletics. He is usually very uncoordinated but not necessarily small. He may have difficulty with drawing or writing because his fine finger movement is impaired. He may also have trouble getting around in the city because he cannot remember the location of usually known landmarks.

Sight - This perceptual handicap is very common. He sees things differently. Reading and spelling are often very hard for him. Because he perceives in a disorganized fashion, he will have difficulty remembering things and places.

Hearing - This disorganization often causes a child to forget names and instructions. His vocabulary is often limited and his ability to express himself is diminished.

Numbers - A boy with this problem will have trouble understanding the relationship between digits and quantity. Match, points and other uses of numbers will confuse him.

Time - A mixed-up concept of time may pose unique problems for a boy. This Cub Scout may never get started on an activity with the rest and, when he does, he'll be frustrated at leaving it incomplete or by always being last. Often he cannot grasp the con-

cept of the future in a long-term project, like an up-coming trip.

These are the major learning disabilities. Some boys have only one of them; but others have combinations.

Children with learning disabilities may become easily frustrated and may give up on a task when they perceive its challenge. They may be over active or under active.

They may speak too loudly or repetitively to the extent that it annoys others. Clumsiness and difficulties in remembering rules of games may cause them problems in playing with other children.

SUGGESTIONS:

- If the boy forgets directions, they should be given to him one at a time. When speaking to him the leader should use as few words as possible and make sure the boy is facing him.

- If he is frustrated by a task, he may need to be assisted or have a simpler task substituted. Group projects in which every boy has a part that he can do are good.

- Whenever possible, competitive games should be interspersed with games played solely for fun.

- Before changing the customary agenda of meetings or before a special activity, describe the sequence of events to the boy so he can structure it in his own mind and handle it with a minimum of anxiety.

- If the boy becomes upset or excited he may need to retreat to a quiet room to collect himself. This should not be considered punishment.

- Boys can telephone one another between meetings to remind each other to attend and to bring the necessary

materials or equipment. Many children receive no phone calls from their peers, so this will mean a great deal to them.

- Help the boy learn any lacking social skills.

WAYS IN WHICH HANDICAPPED BOYS ARE SIMILAR TO NON HANDICAPPED BOYS

In reality the difference between handicapped boys and other boys are not great.

All Cub Scout aged boys.....

Like fun

Want recognition

Like competition

Want to achieve

Want to be self-reliant

Are turned off by criticism

Want to help others

Practice hero worship

Like active games

Have enthusiasm

Want to prove their abilities

Are sensitive to right and wrong

Can help others achieve

Don't want to be good,
but do want to do good

Want friends

Want adventure

Like crafts

Dislike nagging

Rebel against authority

Have short attention span

Are uncoordinated

Want acceptance by others

Have vivid imaginations

Can become proficient in skills

Believe in fair play

Want responsibility

Dislike being made fun of

Like water in lakes and streams,

But not in washbasins and bathtubs.

MAINSTREAMING HANDICAPPED CUB SCOUTS

The following suggestions can help pave the way for mainstreaming handicapped Cub Scouts into regular packs.

BENEFITS OF MAINSTREAMING

The handicapped boy will

- Be in a group that accepts him and cares about him.
- Be part of a more challenging atmosphere provided by Cub Scouting.
- Be made aware that he is like other boys in most ways.
- Have good models for social behavior provided through Cub Scout activities.
- Be accepted more readily in school by regular students after interacting together in Cub Scouts.
- Develop friendships with non-handicapped boys whom he might not have met otherwise.
- Prove that he can function in the regular community by being part of a group.
- Expand his knowledge of the non-handicapped world.

THE OTHER CUB SCOUTS WILL.....

- Get to know a handicapped person.
- Develop friendships with handicapped persons they might not have met otherwise.
- Be more comfortable with and better able to deal with handicapped people.
- See how much handicapped boys are like themselves.
- See the abilities, personalities and desirable traits in some new friends (who just happen to be handicapped in one way or another).

THE PARENT OF THE HANDICAPPED WILL...

- Be proud to see their son developing desirable values, self help skills, hobbies and leisure time activities.
- Be comfortable knowing that their boy is supervised in a worthwhile and enjoyable learning situation.
- Concentrate on their son's abilities, instead of his disabilities.
- Feel less alone, knowing that the whole pack cares about their son.
- Appreciate that their son is involved in worthwhile activities outside the home.
- Feel secure that their son will have good adult role models in Cub Scouting.

- Realize that their son is becoming prepared to live as an independent adult.

THE CLASSROOM TEACHER WILL.....

- Find that Scouting makes it easier for the handicapped to be accepted by the non-handicapped students in the classroom, with less rejection, teasing and problems.
- Discover talents of the student which may not have been exhibited in the classroom.
- Discover that Scouting helps teach the subjects, skills and personal attributes which the teacher is also trying to teach.
- Discover that the self-control learned in the den and pack helps improve classroom adjustments and behavior.

THE COMMUNITY WILL.....

- Learn that Cub Scouts develop and practice the important community living values of honesty, reliability, friendliness, helpfulness and service to others.
- Discover that Cub Scouts are becoming well-rounded, well-adjusted citizens.
- Learn that handicapped Scouts do learn how to function successfully in a non-handicapped community.

ORIENTATION AGENDA (DEN)

The den leader may hold two orientation sessions with the den, the first two meetings before the new boy is to join. The assistant den leader and den chief should share in planning these meetings and should be knowledgeable of the boy's condition. These sessions should take about half of the meeting. Den leaders should adjust the parts of these den meetings to include the following orientation suggestions for present den members.

FIRST ORIENTATION -

Equipment needed: Chalkboard and chalk, materials necessary for

simulation games, such as material for blindfolds, newspapers, rope, etc.

Chalkboard session: Set up chalkboard and announce a "rap" session. Tell the boys they are getting a new member. If they do not know him, name him and explain that is a bit different from them, but only in one way. Ask boys to tell and list on the board those things that we all can do, such as feel, smell, run and walk, ride bicycles, etc. Deliberately leave out the way in which the boy is handicapped. Then point out that he can do all of these things except the one thing he cannot do: see, hear, walk, etc.

If the Cub Scouts know the boy, have them share experiences they have had. Ask for ways in which they may have already helped him.

Use the listing of ways the handicapped Cub Scout is more LIKE non-handicapped boys than he is different.

Make sure that the boys understand that he is "all boy" in his interests, feelings, and goals. Explain the word "handicap" by showing that everybody has some kind of handicap - nobody can do everything, except perhaps Superman!

Use the chalkboard to list a "handicap" for each member (include the den leader, assistant den leader, and den chief) such as can't carry a tune, can't draw, can't throw a ball, etc.

If no one knows the boy, describe his handicap in simple terms and explain that he may do some things differently than others. Tell them that in spite of his handicap he will be assigned den tasks and do the same achievements they do. If anyone asks how he can do something such as whittling if he's blind, explain that the

Cub Scout motto is "Do Your Best", and it means that everyone does as much of each achievement as possible and that den members can help. Point out that usually when a boy has a handicap, such as blindness, he has developed his other senses to a greater extent than most other people.

If any members are in the same school as the new boy, or attend the same church, ask them to welcome him to the den when they see him.

SECOND ORIENTATION

Opening: Learn "Cub Scout Welcome Song" or "We're Glad to See You Here" (Cub Scout Song Book).

Rap Session: Ask the boys, Assistant Den Leader and Den Chief for their suggestions for games, ceremonies, achievements, etc. List suggestions on the chalkboard. If anyone suggests a game that is not familiar, try it out.

Explain the "buddy" system that the den will use: One boy each week will be asked to volunteer to help the new Cub Scout prepare for the next meeting and help with his achievements. Emphasize that the important factor is "Do Your Best" and the boy who is helping the new Cub Scout must be patient - not only because of the handicap, but because he is a new Cub Scout.

Simulation Games: Select several Wolf or Bear achievements and have two Cub Scouts work together, with one Cub Scout as the handicapped boy and the other as the helper. Examples: Perform one of the feats of skill: set up a seed collection; tie a knot.

Song: Practice the "Cub Scout Welcome Song" (or "We're Glad to See You Here") again for next week's meeting to welcome the new Cub Scout.

By this time the Cub Scouts have had enough preparation and should continue with regular activities for the monthly theme.

FIRST DEN MEETING WITH THE HANDICAPPED CUB SCOUT

Before the Meeting: Plan the meeting in advance with the Assistant Den Leader and Den Chief and assemble all equipment.

Important: Introduce the new boy to the den.

Opening: If the den ordinarily has a ceremony to welcome a new boy, use it or a welcoming ceremony from the Cub Scout Leaders Book or Staging Den and Pack Activities. However, if this has not been done in the case of the other boys joining the den, don't single out this boy. Use any favorite opening.

Icebreaker: Choose a simple one from the Group Meeting Sparklers. This choice could depend upon the abilities of the handicapped Cub Scout.

Mutual Interest Session: On chalkboard, set up lists of the boys' favorites in different fields, such as sports (list favorite stars in those sports); hobbies, such as collecting baseball cards or making models; favorite TV shows and school subjects (or maybe the subjects they most dislike!) This is a good way to show boys how much they all have in common.

Game: See Cub Scout Leader How To Book for a game in which the new boy can participate. One simple game that most boys will be able to manage is: Line up boys in two facing rows about 6 feet apart. Have the boys count off. Using a large light ball, such as a beach ball, call out numbers at random and have the boy with

the ball throw or roll it to the number called. Do not let the game to on too long.

Activity Period (Crafts): The Den Chief or Assistant Den Leader should be assigned the specific task of helping the handicapped boy with his craft project.

Refreshments: Have this meeting end with a party. Most dens have some simple refreshments at their meetings, and in this case perhaps they could be a little more elaborate than usual as a welcoming gesture. Have the Cub Scouts sing the welcoming song they practiced last week.

Closing: The Den Leader should give a very brief talk on what is expected of each den member - that he does his best. Then tell the members what they will be doing at the next meeting and assign a buddy to help the handicapped Cub Scout start working on one of his achievements. (This Cub Scout could be the Denner for the first week.) Close with the Living Circle.

PROGRAM FOR THE SPECIAL NEEDS SCOUT

A handicapped boy is more like other boys than his is different. Anything that a leader does to separate him and make him unnecessarily different is a mistake. Being like other boys is important. For this reason, it would be unfair to give a boy anything but genuine Scouting. None of the requirements should be watered down, or eliminated, although the speed at which they are met and the means of explaining them may be adjusted and simplified. The official policy of the Boy Scouts of America is to keep the program the same for ALL boys so that no single member is branded as handicapped and different. The main thing is to provide the boys with fun and enjoyment.

Because Cub Scouting is a flexible

program, many of the requirements can be fulfilled by all the boys. Be implementing the program, every boy in the den will have fun and receive a great deal from it. The family will be better off because they participated in the activities of the pack.

Generally, the requirements in the Cub Scout handbooks and Program Helps can be easily understood by a mentally retarded boy when read and explained to him by an adult. Use the books available, go through the achievements, allow substitutions only where absolutely necessary. This approach offers the boys real Scouting.

There are two very important factors involved in planning a program and they are "repetition" and "routine". These are vital tools in making a child feel secure and at the same time giving him the confidence to venture forth. Be attuned to the time, and change an activity because although repetition is necessary for teaching, mentally handicapped boys do become bored. There are certain questions to ask when introducing something new... "Was it frustrating because it was too big a jump from a familiar activity? Was it within the scope of his physical and mental abilities? Did he understand what was expected of him?"

Crafts: Through crafts a boy's sense of touch can be used as a learning tool. He learns things like wood is hard, paper and cloth are flexible, paint is runny, paste is sticky and gooey. Some things smell, other don't.

One of the most important things that can be accomplished through the use of crafts is the developing of muscles, especially the small ones that are probably not used very much. Think for a moment about the things

hand muscles are used for. How many opportunities does a handicapped child have to do those very things? Don't be discouraged if the interest span is very short at first. It usually improves with time. Take it step by step. Help the boy plan what they will do with crafts from meeting to meeting.

Songs: Music is important. Very often it is the first means of communication they are aware of from the time they were in their mother's arms. Singing is also an expressive experience. Many people will express themselves through songs. Songs are happy, silly, sad, and solemn.

Advancement: All current requirements for an advancement award must actually be met by the candidate. No substitutions or alternatives are permitted except those specifically stated in the requirements from current literature. The concept of "Do Your Best" applies to all requirements.

In the application of this policy reasonable accommodation in the performance of the requirements for advancement may be made. These may include such things as the extension of time, adaptation of facilities or the use of equipment or necessary devices consistent with the known physical or mental limitations of the handicapped individual. It is urged that common sense be employed.

Den Leaders and Cubmasters should try to help parents in drawing the line between expecting too much and too little. Some parents of the handicapped boys may be inclined to approve their son's work on his first try, whether or not he has really expanded much effort on it. Others may react in the opposite fashion, demanding more of him than he can reasonably be expected to achieve. The key is the Cub Scout motto, "Do Your Best". When the parents are

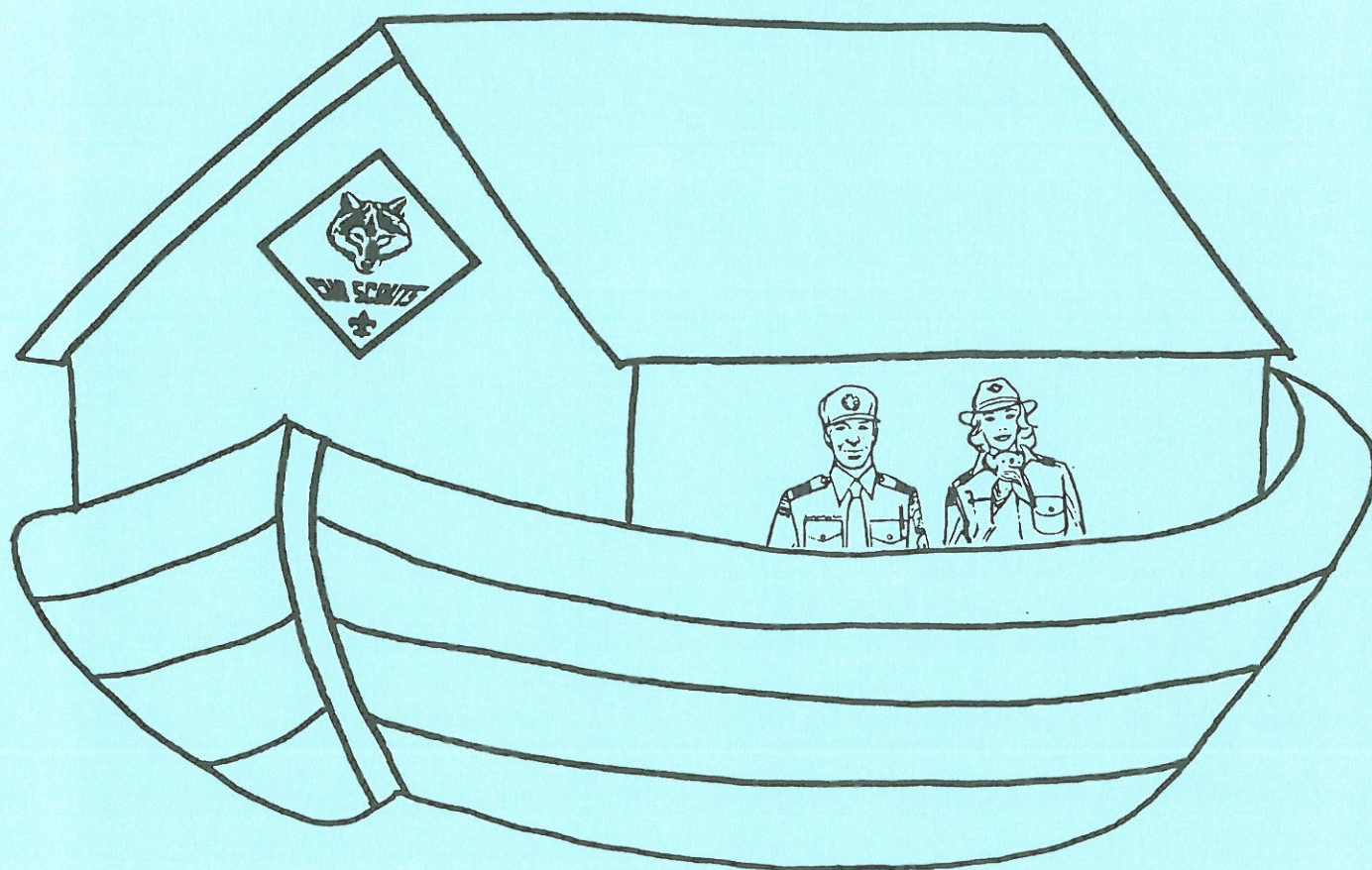
convinced that their son has done his level best, they should approve his work and sign his book - but not before then.

Immediate recognition of advancement is important for ALL boys. The Immediate Recognition Kit, the den doodle, and the Cub Scout Advancement Chart all help provide immediate recognition in den meetings as achievements and electives are completed. Remember that a month seems like a long time to a boy and that completing requirements for a badge may seem forever to him. Be sure to give him periodic recognition at den meetings and prompt recognition at pack meetings when he earns a badge.

In closing, with a little patience, flexibility, and empathy; youth with special needs can reap the benefits of the Scouting program they need and deserve.

ARK OF LEADERSHIP

CRAFT ENRICHMENT



Recipes/Recipes
Boy Oriented Crafts
Basic Simple Tools
Simple Woodworking
Papier Mache
Tie Slides
Nature Crafts

RECIPES/RECIPES

MODELING DOUGH RECIPES

The following recipes may be used to make material for modeling objects instead of using clay. Projects will air dry to a hard finish. The length of time for drying depends on the thickness of the object. Punch pin holes in object to speed drying. All recipes may be stored indefinitely in plastic bag in the refrigerator. All may be colored with food coloring or tempera, or painted after model is completely dry.

Salt-Cornstarch Clay - Mix 2 cups table salt and 2/3 cup water in pan. Simmer over medium heat, stirring constantly, until mixture is well heated. Remove from heat. Add mixture of 1 cup cornstarch and 1/2 cup cold water. Mix vigorously. This will make a thick dough.

Salt-Flour Clay - Combine 1/2 cup salt and 1 cup flour. With hands, mix and knead in enough water to make a stiff dough.

Cornstarch-Baking Soda Clay - Mix 1 cup cornstarch and 2 cups baking soda. Add 1 1/4 cups water and mix. Bring to boil over medium heat, stirring constantly. This will thicken to the consistency of mashed potatoes.

Flour Clay - Mix 1 cup flour, 1/2 cup salt, 3 teaspoons powdered alum, food coloring and a few drops of water. Add a little water at a time until mixture is stiff and holds shape.

Bread Modeling - Remove crusts from several slices of white bread. Break up bread into small pieces and mix with white glue. Add a few drops of lemon juice. Mix until the consistency of clay.

Sawdust Modeling Clay - Mix 4 cups sifted sawdust, 1/4 cup plaster and 1 1/2 cups wheat paste together. Add water until it is the consistency of clay - moist enough to hold and stick together.

Baker's Clay

The following recipe is to be used within 4 hours of mixing. It is baked in a 350 degree oven for 1 hour. Test for doneness with a toothpick. When object is cooled paint with tempera and glaze with a clear plastic spray.

Mix 4 cups flour, 1 cup salt, 1 1/2 cups water together with fingers in a big bowl. This recipe should never be doubled or halved. If clay feels too stiff, add a little more water. Knead for 5 minutes. Mold object. Bake as directed above.

Pillsbury Modeling Mixture - Mix 2 cups salt, 1 cup flour, 1 2/3 cups water. Cook over medium heat, stirring constantly until mixture is hot. (3 - 5 minutes) Spread over can, box, or other item with spatula or knife. Roll or press in macaroni with fingers. Place containers in 200 degree oven for one hour or until mixture hardens. Spray color desired.

Modeling Mixture - 1 gallon can full of sawdust (sift through screening) 2 handfuls wheat flour (used in wallpaper paste). Mix these with water to consistency of dough. Food coloring may be added. Sand and paint when dry. Items are very light weight.

Sand Clay - 2 parts water; 1 part dry wallpaper paste; 2 1/2 parts sand. Mix slowly and thoroughly. The projects will harden after drying a day or two.

FINGER-PAINT RECIPES

Finger Paint # 1 - Mix 1/2 cup liquid laundry starch with 1/2 cup water. Add one quart boiling water, stirring to paste. Use 1/2 cup powdered tempera to color.

Finger Paint # 2 - Mix 1/2 cup liquid starch to 1 quart boiling water. Stir over heat until thick. Add 1/2 cup liquid detergent. Stir well. Color with tempera or food coloring. Put into small jars.

OTHER CRAFT RECIPES

Inexpensive Carving Material - 4 parts vermiculite; 1 part cement; 1 part sand. Mix together with enough water to make a heavy paste. Pour in a box and let dry. Can be cut and carved with a pen knife. Vermiculite can be found in garden and flower shops and in many variety stores.

Soap Snow - Equal parts - liquid starch and soap flakes (not detergent or granulated soap). Whip with a rotary or electric mixer. Leave white or tint with tempera paint. Spread like snow on Christmas tree or greenery. Mix thicker and squeeze through cookie press to make snowflakes, or squeeze pastry tube or plastic catsup bottle to write messages on glass, mirrors, foil, packages, etc.

Activated Centerpiece - 1/2 water; 1/2 vinegar, tint with food coloring. Fill a glass container about half full of this solution. Slowly add 1/2 tsp. moistened soda for each cupful of solution. Drop a dozen mothballs in the solution and they will rise and fall as if dancing.

Colored Sand - Sand (white preferably), tempera, jar. Mix ingredients and shake well in jar.

Costume Make-up - Liquid deep skin cleanser or solid shortening, powdered sugar, food coloring. Mix together in jar. This will wipe right off.

Blue and Gold Mints - 6 Tbsp. margarine or butter, 2 Tbsp. peppermint or spearmint flavoring, 3 lbs. powdered sugar, 7 Tbsp. water, colored with food coloring. Dash of salt. Cream butter, add flavoring, salt and water. Add 2 lbs. powdered sugar. Blend with mixer and knead mixture with remaining sugar. Cut or shape mints. Spread on cookie sheet and refrigerate. cover any unused portion to keep from drying.

Barometer - 3 oz. water, 1 oz. cobalt chloride, 1/2 oz. table salt, 75 grains calcium chloride, 1/4 oz. gum arabic. These ingredients can be obtained from the local drug store. This mixture when applied to white material, string, etc. tells change in the weather. Blue for sunny. Pink for rain. Lavender for cloudy.

Sugar Crystals - 1 cup water, 2 cups granulated cane sugar. Boil water, then stir in sugar. Cool and add food coloring. Pour into glass jar that has been heated well in hot water. Put in a string that has been weighted down on one end and tied to a pencil on the other end. Now watch crystals form up the string.

Chemical Garden - 1 charcoal briquette, 2 Tbsp. salt, 2 Tbsp. laundry bluing, 2 Tbsp. water, 1 Tbsp. food coloring. Place the briquette in a small dish. Sprinkle on salt, then add the next 3 in-

redients. Place it where it will receive sunshine or warmth. Now watch it grow.

Chemical Garden # 2 - 2 or 3 charcoal briquettes, 6 Tbsp. salt, 6 Tbsp. laundry bluing, 6 Tbsp. water, 1 Tbsp. ammonia, food coloring. Place briquettes in a dish and sprinkle with salt, add liquids. Put a different color food coloring on each brick.

Salt Paint - 2 tsp. salt, 1 tsp. liquid starch, 1 tsp. water, food coloring or tempera paint. Mix the ingredients and use to get a shiny, grainy surface.

PLASTER CASTING

Obtaining a Design

Roll playdough between two boards to obtain uniform thickness. Lay cardboard pattern on the play dough. Cut around the pattern with a knife. Lift off excess playdough and smooth edges of design.

Carve a design from Ivory soap or soft wood. Coat soap with a thin layer of vaseline before coating with rubber.

Use an existing plaster piece or design.

No cost molds can be made from ordinary items found around the house: can lids, candy trays, cookie trays, styrofoam meat trays, Wizard Deodorizer covers.

Rubber candy molds also work.

Plaster molds can also be obtained at some craft and hobby stores.

Making a Rubber Mold

Lay the design on a flat surface and coat with a thin coat of vaseline. Brush on a thin coat of liquid rubber. Let dry. Dab on a heavier coat of liquid rubber. Let dry. Dab on a third thicker coat and let dry. Using enough liquid rubber to coat the piece, mix liquid rubber with cornmeal until quite thick but moldable. Spoon it onto the piece and let dry thoroughly. Remove piece.

Preparing the Mold

It is helpful to prepare the mold by wiping it lightly with a coat of vegetable oil or spraying it with Pam. Another method is to rinse the mold in a weak solution of liquid detergent. This helps the plaster cast slip out easily. Warning: an excess of any of these may cause defects in the plaster cast.

Types of Plaster

Plaster of Paris may be used, but Hydrocal from a lumber yard is less expensive and stronger. Dental or orthopedic plaster is the best quality available, but the cost may be prohibitive.

Mixing Plaster

Fill the mold with water, then pour that water into a disposable container such as a paper cup, small aluminum pan or cut-off bleach bottle. Add enough plaster to water until it stops dissolving and a small peak of dry plaster is showing above the water level. Stir gently to avoid air bubbles. The mixture should resemble heavy cream. Do not mix more plaster than will be used, for it will harden quickly and cannot be thinned.

Pouring Plaster

Pour plaster into mold. Tap or bounce mold against a table so that air bubbles will rise to the surface. Allow the mixture to stand until it is hard. When the casting feels hard to the touch, it may be removed carefully from the mold. Allow it to dry completely (several hours for a small object, several days for the larger ones) before painting. Any rough edges may be sanded after plaster is hard.

Hangers and Rings

If a hanger is desired, place a pop top ring, paper clip, bent wire or hairpin at an angle near the top of the plaster piece. If a slide ring is desired, place a pop top ring in the center.

Hardening Process

To speed up drying of plaster casting, add a few grains of table salt to dry plaster before mixing. (There is also a commercial product available to speed up drying.) To slow down normal hardening process, add powdered borax (in a 1 to 8 proportion to plaster) which will cause it to take twice as long to set.

Cleanup

Never wash left over plaster down a drain! If using an old bleach bottle or plastic bowl, allow the plaster to dry and then crack it out and throw it away.

Painting Plaster

Because plaster is porous, many kinds of paint will soak into it. It is a good idea to seal the plaster with a spray sealer, spray plastic, gesso,

or latex wall paint. After the sealer is dry, any type of paint may be applied. Enamel and lacquer will leave a glossy finish. Water base paints will leave a dull finish. Clear shellac or spray varnish will give a luster to a dull finish.

Antique Finish

Paint the object with blue-green tempera. Allow it to dry. Then coat object with dark brown shoe polish and wipe it with a soft cloth. The shoe polish will give a copper finish. It is possible to purchase commercial antiquing finishes in either spray or paint form.

HECTOGRAPH - A HOMEMADE DUPLICATOR

Many a Cub Scout pack has pondered the problem of printing announcements and forms. Duplicating sets which are adequate are usually too expensive for the average pack. The hectograph duplicating method is satisfactory, inexpensive and easy to prepare.

Materials needed: 2 boxes Knox clear gelatin
1 pint Glycerine
1 1/2 cups cold water
or
A one lb. package of hectograph filler compound - a gelatin
AND

A shallow, oblong metal baking pan (about 9 1/2" X 13 1/2")
Hectograph carbon paper

Preparing the Duplicator - If making your own gelatin, follow these instructions: Heat glycerine in a double boiler for safety. Dissolve gelatin in cold water. It will be a

thick mixture. Pour hot glycerine on gelatin and stir well to dissolve all particles. Pour into shallow pan and skim off the foam by drawing a piece of paper or cardboard across the pan from end to end. Place in cool, level place till gelatin sets.

If using hectograph filler compound, immerse the plastic bag containing the gelatin in a sink of hot water until the gelatin becomes liquefied. Then cut off the sealed end of the bag and pour the gelatin into the baking pan. Be sure the pan is level. Remove bubbles on top by drawing sheet of paper slowly across the surface. Allow to set 24 hours.

Preparing the Master - Hectograph or duplicator carbon paper are available at most office supply stores. The hectograph requires a different technique than machine duplicators. You type through the hecto carbon and the print must be readable on the back side of the glazed paper. It is best to place the hecto carbon between two sheets of paper, so you can read your typing on the top sheet. Corrections can be made on the back sheet by carefully scraping off the carbon and retyping.

Transfer Master to Gelatin - Wipe the gelatin tray gently with a moist cloth. Do not get it too wet. Place the carbon copy face down on the moistened surface and lightly smooth it on the gelatin. After three minutes, remove the carbon copy and discard it. The gelatin plate is now ready for printing.

Printing Procedure - For best results in printing, use glazed duplicator paper. Simply place a sheet of the paper on the gelatin plate, smooth it with the tips of your fingers lightly, so that an impression is made. Be careful not to rub too

hard. Remove the sheet. Thirty or more legible copies are obtained from one master.

Tips on the Hectograph

If gelatin should crack or get rough, it can be reheated right in the pan. The smooth surface will return when it cools.

The printing surface can be erased by lightly rubbing the gelatin with a moist, clean rag. Be careful you don't rub too hard.

To store, moisten the surface slightly, cover the pan, and keep until needed again. The ink will normally soak into the gelatin in about 12 hours and a new master can be applied.

Hectograph pencils and inks are also available for those who do not wish to use the carbon paper. These are good for drawings and patterns.

It is best for adults to make the gelatin. After plate is prepared, Cub Scouts can do the printing.

BOY-ORIENTED CRAFTS

The most important thing to remember when doing crafts is to keep them enjoyable. Make them fun and challenging enough to keep their interest, but not so difficult that they get discouraged and lose interest.

The age and attention span of the boys should be taken into consideration when working with younger boys. Small, one-meeting crafts are the best, since boys do not have the patience, and want and need to see results right away.

The following are some simple boy-oriented crafts that might be good for a beginning:

LEAF RUBBING PLACEMATS

Materials: White paper 12" X 16"
Crayons with paper off
Clear Contact paper
Lots of different leaves

(The boys will enjoy collecting the leaves themselves.)

Lay the leaves ribbed side up and under the paper. Rub the crayon over the paper and leaf. Fill the paper with all different kinds of leaf prints. When finished, cover both sides with the contact paper to make great placemats.

CATERPILLAR NOTE HOLDERS

Materials: 3 paper towel or toilet tissue tubes
1 salted nut can
Contact or Construction paper
Crayons

Cut the tubes into 3 different lengths. Cover them with paper and glue them into the can. Cover the can with paper and decorate with crayons or anything else you like.

PICTURE FRAMES

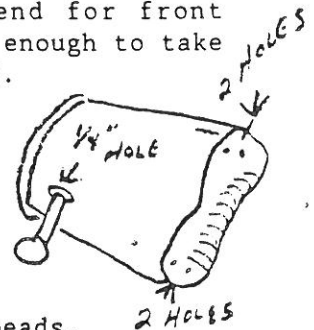
Materials: Heavy Cardboard
Felt
Craft Glue
Scraps of yarn, beads, glitter and anything you would like
Snapshot of each boy

Cut cardboard into squares about 5X7" and cut a hole in the center of each large enough to display a picture. Cover cardboard with felt and then let the boys decorate the frames with the scrap materials and beads. Mount the picture in the back. These also make good placecards for Blue and Gold Banquets.

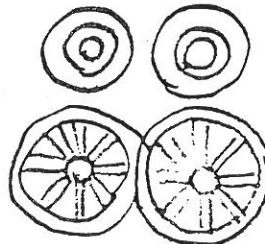
SOUP CAN DRAGSTER

Materials: Empty soup can
Hammer
Nail set
Acrylic paint
Paint brush
Scissors
1/4" dowel 1" long
Craft glue
2 Wooden beads
2 Frozen juice lids
Light weight cardboard
3 Corks
Narrow-gauge wire

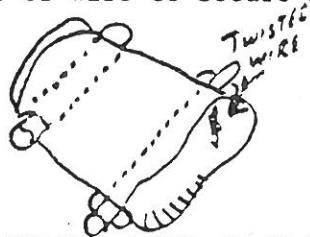
Squash open end of empty soup can. Use hammer and nail set to punch four small holes in open end for front axle and two holes big enough to take 1/4" dowel on other end.



Paint lids and wooden beads.



Push piece of dowel 1/4" longer than back of can through axle holes. Attach another piece of dowel 1 1/2" longer than front of can by threading wire through appropriate holes. Twist ends of wire to secure axle.



With scissors, cut a cardboard windshield. Paint it and the car. Draw or paint face on one cork for driver. Use glue to attach driver, windshield, both sets of wheels and two corks for headlights.

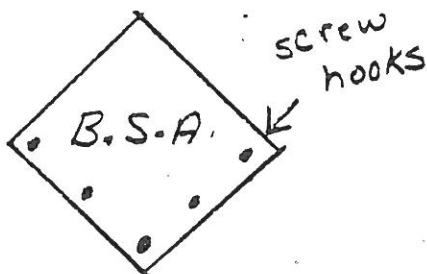
Older boys enjoy working with wood projects. One very good one is the wooden tool box in the Bear Book. Not only do they get to make some nice projects but also to learn the proper use and care of tools.

One simple craft that is a good starter for wood projects is to make key holders.

KEY HOLDERS

Materials: 5" square of plywood
5 screw-in cup hooks
Paint
Paint brushes
Drill to make a hole to hang it or a picture frame hanger

Have boys sand wood until it is smooth, then paint the emblem for their rank or the Scout emblem on the wood. Screw hooks into the wood, and prepare to hang on the wall. Makes a nice gift to Mom or Dad.



WISHING WELL PLANTER

Materials: 1 large baby food jar
15 spring type clothes pins taken apart
Brown paint
Paint brush
Glue

Step 1: Glue 18 pin halves around jar.

Step 2: Glue 3 pin halves to opposite sides of the jar about halfway up. Be sure that the thin side is down.

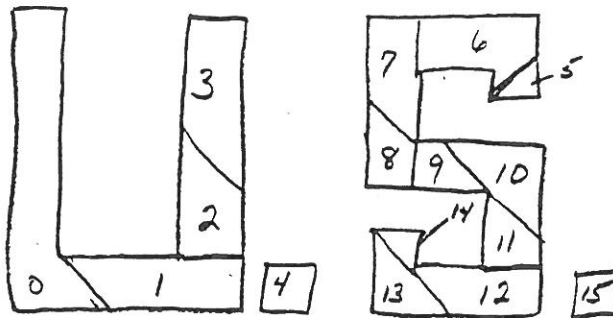
Step 3: Glue 3 halves together side by side. Make two of these pieces. Next glue these together to form the roof of the well. Glue these to the well.

Step 4: Paint the entire well brown.

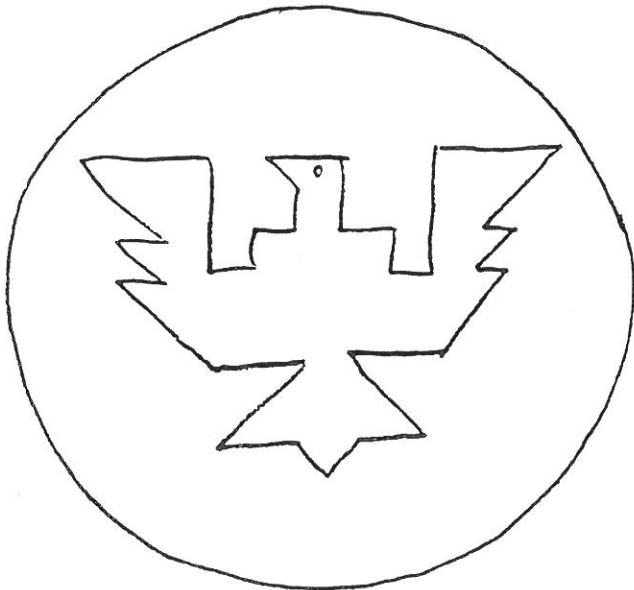
When dry, fill the jar with soil and plant a small ivy in it.

U.S. EAGLE PUZZLE

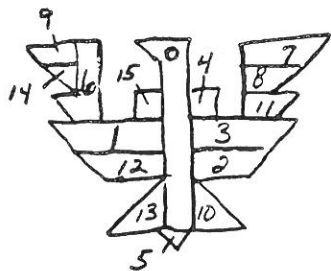
Below are the emblems of the United States, the Eagle and the letters U.S. The letters are divided into 16 parts numbered from 0 - 15. Cut the letters from heavy cardboard or 1/4" plywood, then color or paint them. Cut along the dividing lines to get the 16 puzzle pieces.



Now try to fit them into the Eagle pattern inside the circle.



Solution:



ALL- SEASON MACRAME BELL PULL

Materials: 1 1/2 - 2" O ring
32' Macrame Cord

Cut cord into 8 4' lengths. Tie alternating rows of 4 square knots and 3 square knots to desired length. Fringe ends.

This bell pull may be decorated for

each season by tying things to it:

Christmas - Holly or Poinsettas

Easter - Butterflies or Flowers

Fall - Leaves or Acorns

Halloween - Tissue Ghosts or Bats

Valentines Day - Hearts

Some other ideas for crafts that boys enjoy and have little or no cost and can be done in one or two meetings:

Indian Shirts: Make from old shirts brought from home. Cut fringes on the sleeves and bottom and paint Indian signs and symbols on shirt with magic markers.

Painted Rock Creatures: Glue rocks together to make frogs, turtles, or just paint designs on flat rocks. Cost is the paint. Spray with lacquer to preserve the design.

Pressed Leaf Booklets: Collect leaves and press in wax paper. Mount on construction paper and label. Another idea is to spray paint using leaves for stencils.

Pennants for Room with Cub Scout Motto: Use heavy Pellon and felt for trim. Blue trim or gold trim - blue lettering on white pellon.

Sweet Potato Plants: Root a sweet potato. Can have a beautiful plant in a short time.

Trophy Skins: Use leather or leather like fabric. Make a pattern to look like an animal hide. Cut and tie to sticks with leather laces. Use to display patches and awards.

YULE LOGS

Materials: Birch logs about 18" long
4" in diameter or more
1-3 Taper Candles
Plastic pine boughs,
holly leaves, poinset-
tias and other Christmas
decorations.
Brace and bit to drill
holes for candles
Small pieces of birch for
legs
Staple gun or U-shaped
nails and tack hammer.

Nail small pieces of birch to bottom
of log for legs, one at each end.
Turn log over and drill holes about
1" deep for the number of candles you
wish to put on it. Staple pine
boughs or holly on top around candle
holes and decorate with other small
ornaments.

CHRISTMAS CANDLE

Materials: Brandy Snifter or short
water glass
Clear drying glue
Clear glitter
Holiday napkins
Votive candle

Tear design from one layer of napkin.
Cover glass with glue and place nap-
kin piece onto glass covering with
glue also. Sprinkle glitter all over
glass. Allow to dry. Place candle
into glass. Can have a ribbon tied
on the base or bottom of candle.

CHRISTMAS DECORATIONS

Materials: Old fruit jar rings
Used Christmas cards
Balls of bright colored
yarn

Cut pictures from the fronts of the
cards just slightly larger than the
hole in the ring. Wrap the yarn
around the ring to completely cover
it. Glue the picture into the inside
of the ring. Make a hanger from a
small piece of yarn. Give them as
presents or decorations on packages
or hang them on your Christmas tree.

BASIC SIMPLE TOOLS

PLANNING AHEAD

The right tool for the job is a must for any project, be it paper, metal, plastic, leather craft, or wood working. An important part of planning any project or craft is having the proper tools available. This also means having the right quantity of the right tool. For example, a one hour den meeting may not be enough time for six or eight boys to share one hammer.

MEASURING AND LAYOUT TOOLS:

Tape rule
Bench rule
Zig zag folding rule
Carpenter's square
Tri square
Combination square
Marking gauge
Carpenter's level
Divider, calipers, trammel points
Compass
T-square
Caliper rule
Adjustable T-bevel
French curve, triangle, protractor

FASTENING TOOLS:

Wood handle hammer
All steel hammer with cushion handle
Ball peen hammer
Adjustable wrench
Box wrench
Double-end wrench set
Screwdriver set
Phillips point screwdriver
Rubber mallet
Plastic-faced mallet
Brad driver
Screw starter
Stapler
Rivet tool

HOLE BORING TOOLS:

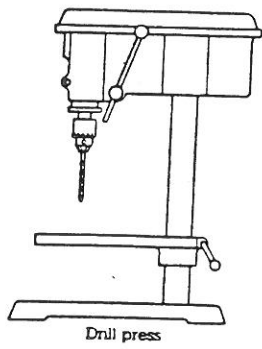
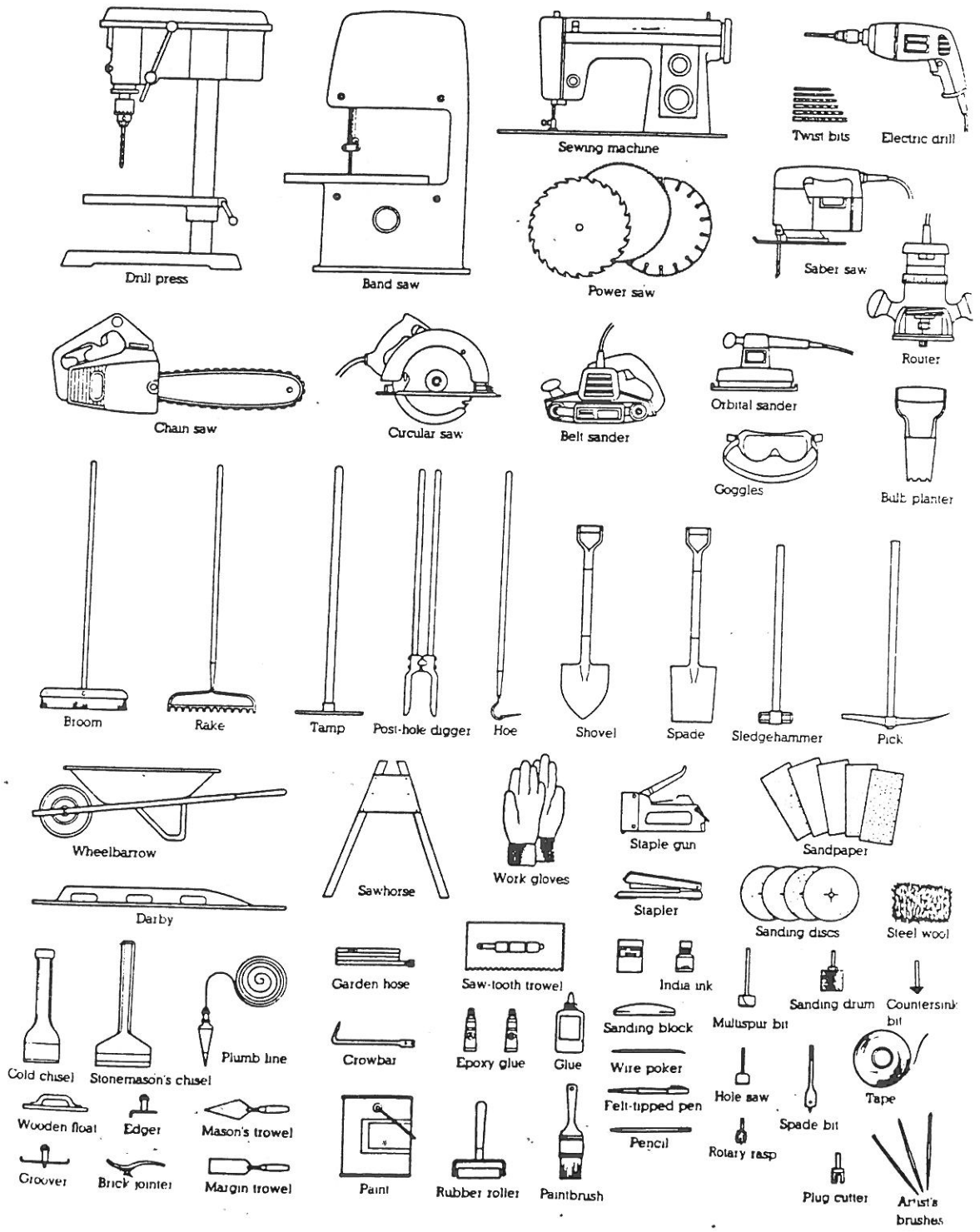
Hand drill
Ratchet bit brace
Push drill
Countersink
Auger bit
Spur bit
Twist drills
Screw driving bits
Expansion bit
Screw mate bit

HOLDING TOOLS:

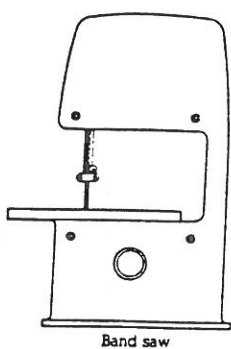
Various woodworking clamps
Double jaw vise
Single jaw vise
Metal vise with adjustable swivel base
Adjustable clamp-on vise with jaws for top and side use
Slip joint pliers
Vise grip plier-wrench
Diagonal cutter
Bench needle-nose
Needle-nose
End cutting nipper
Adjustable pump pliers

CUTTING TOOLS:

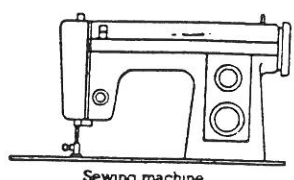
Compass saw
Keyhole saw
Hack saw
Back saw
Cross cut saw
Rip saw
Dovetail saw
Miter box
Mini hack saw
Coping saw
Spokeshave
Smooth plane
Block plane
Rabbit plane
Wood chisel, all steel
Carving chisels
Files and rasps



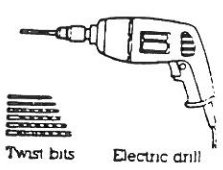
Drill press



Band saw

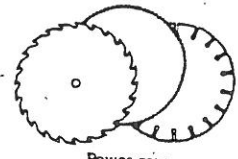


Sewing machine

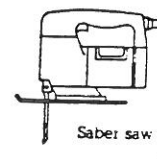


Twist bits

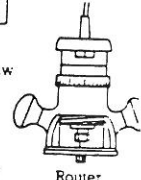
Electric drill



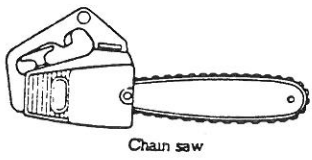
Power saw



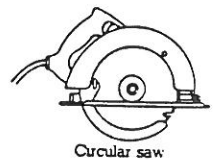
Saber saw



Router



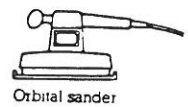
Chain saw



Circular saw



Belt sander



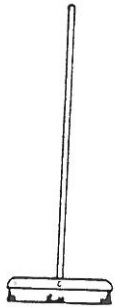
Orbital sander



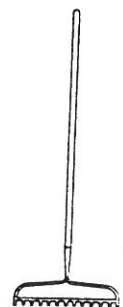
Goggles



Bolt planter



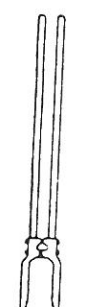
Broom



Rake



Tamp



Post-hole digger



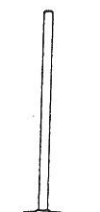
Hoe



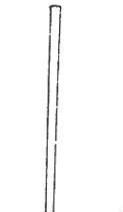
Shovel



Spade



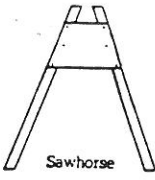
Sledgehammer



Pick



Wheelbarrow



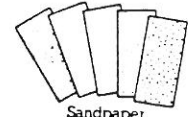
Sawhorse



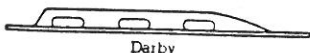
Work gloves



Staple gun



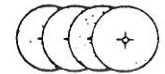
Sandpaper



Darby



Stapler



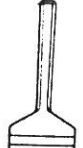
Sanding discs



Steel wool



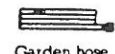
Cold chisel



Stonemason's chisel



Plumb line



Garden hose



Saw-tooth trowel



India ink



Sanding drum



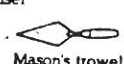
Countersink bit



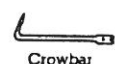
Wooden float



Edger



Mason's trowel



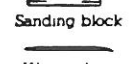
Crowbar



Epoxy glue



Glue



Wire pokers



Hole saw



Spade bit



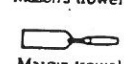
Tape



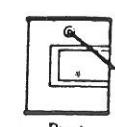
Groover



Brick jointer



Margin trowel



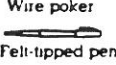
Paint



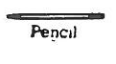
Rubber roller



Paintbrush



Felt-tipped pen



Pencil



Rotary rasp



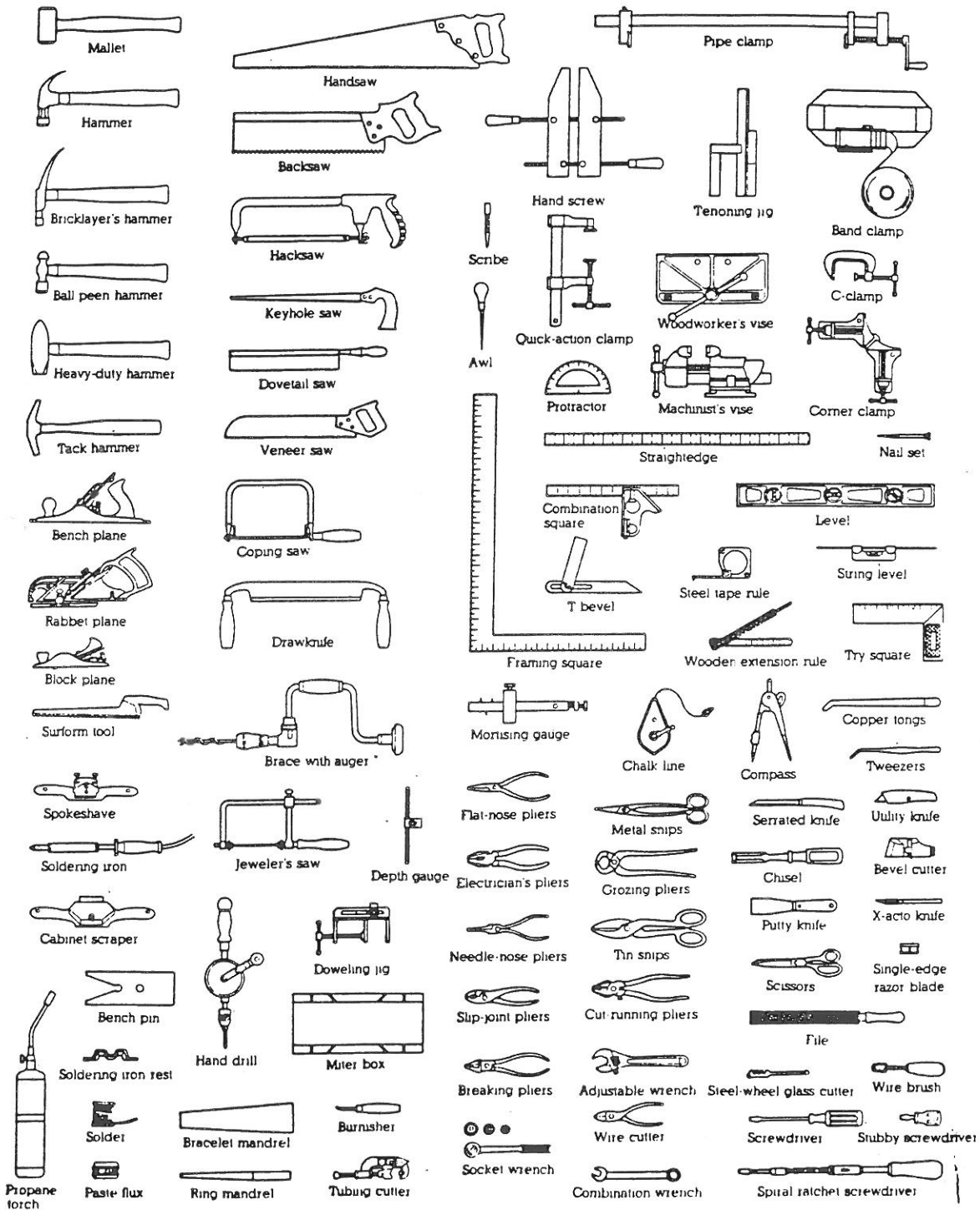
Mulaspur bit



Plug cutter



Artist's brushes



TEACHING AIDS FOR SIMPLE TOOLS

RULES

Make it clear from the start that all tools can be dangerous if the boys do not follow basic safety rules. Safety goggles are recommended.

Also stress the right tool for the job. For example, never use a screw driver as a hammer, chisel or punch. It wasn't built for it and may break or cause an injury.

Pliers are for holding or grabbing, wrenches are for turning nuts and bolts. Using a pliers may ruin the nut or bolt for a wrench by rounding the corners.

Sometimes a leader has to improvise when a tool is not available. Do not allow the boys to do this for liability's sake.

GAMES FOR LEARNING SKILLS

NAIL RACE

With enough hammers, see who can pound 3 nails the fastest. Bent nails do not count.

With only two hammers, a relay race can be done. Have 2 X 4 's to pass down each line of boys. The hammer is then passed like a baton in a relay race. First team to pound all nails in straight wins. (Note - NEVER RUN WITH TOOLS.)

VARIATION

Use screws and a screw driver.

TOM SAWYER PAINTING RACE

Materials include paint brushes (all the same size), cardboard squares, and whitewash or water-soluble paint. We recommend outside use only. This can be some "messy fun".

VARIATION

A running relay (do not carry brush). Each team member runs to Tom's fence and takes one brush stroke, then tags off with another member of his team.

TIPS (Keep it simple make it fun)

PRE-CUT PRE-DRILL

You or a den parent could pre-cut materials to save the precious den meeting time.

Putting nails through a smaller pre-drilled hole will keep the ends of boards from splitting.

FASTENING

The right fasteners are important in holding a craft or project together. They may be used together for a stronger bond such as combining glue with dowel pegs, or nails.

Follow the instructions provided with any plan or kit you use. Practice without the kids first so you can be the expert.

Nails - too large and the wood will crack, too small and it won't hold.

Screws - Use a small drill hole to guide them.

Bolts - Pre-drill the hole.

Glue - Don't use too much.

Other fasteners depend on the project.

Solder for electrical wires

BEAR AND WEBELOS CAMP TOOLS

Teach the safety rules first. Use of these tools are a privilege - not a right.

Pocket Knife - Must earn a Whittling Chip. First try a soap carving.

Camp saw

Axe

SAFETY RULES

1. Make sure your workshop has adequate lighting; fluorescent lighting is best.
2. Never work when you're tired.
3. Keep a first aid kit handy at all times; also, a fire extinguisher.
4. Don't wear loose clothing that could get caught in moving power tools; don't work barefoot; wear work gloves.
5. Wear safety goggles whenever there's a chance of flying particles.
6. Don't allow children to play in the workshop.
7. If you're working outside in the hot sun, wear a hat.
8. Always wear a protective mask when working with finishing materials and sprays; make sure you have adequate ventilation.
9. Use ear plugs when working with power tools to avoid noise-induced hearing loss.
10. Respect your tools. Read all instructions carefully and thoroughly.
11. Seal all containers as soon as you're finished with them.
12. Make sure the floor of your workshop is dry, clean and skidproof.
13. Store potentially dangerous tools in locked cabinets and flammable liquids in metal cabinets.
14. Discard oily rags and other flammable trash in metal containers with lids and empty these containers frequently.
15. Keep all tools in proper operating conditions: sharp, clean and lubricated.
16. Be sure all power tools and extension cords are properly grounded.
17. Store sharp tools with the cutting edges shielded.
18. When cutting lumber with a power saw, never push the wood through with your fingers; use a scrap piece of wood.
19. To avoid striking your fingers if the hammer slips, hold a nail as near the head as possible.
20. Always be careful. It's the overconfident worker - not the novice - who is more likely to have accidents.

tops, as well as many other routing functions.

POWER TOOLS - FOR WEBELOS ONLY

There are hundreds of power tools available to the home work shop, but these basic tools will serve most purposes in a basic shop.

SABER SAW - Used for cutting irregular shapes. It can be used on wood, plastic or composition, and will cut through wood up to 2 1/2 " thick.

PORTABLE CIRCULAR SAW - It is speedy and accurate. Use it for cabinetry, paneling, and building construction. It's more versatile in some cases than an expensive radial or table saw. One reason is its portability. Although most circular saws are large, they are not heavy since many are now made with lightweight high-impact plastic housings.

POWER BLOCK PLANE - A lightweight tool to be held in one hand for edge planing, surfacing and contour shaping.

PORTABLE ELECTRIC DRILL - The most used tool in your workshop. Besides drilling, with attachments it can sand, buff, grind, drive screws, and do contour shaping.

PORTABLE SANDER - Puts the finishing touch to your important projects. No matter how well-constructed the piece is, the work will be judged by its finish. Wood finishes are easy to apply provided the wood is prepared properly. The job of sanding could take hours if done by hand but only minutes with the electric portable sander.

ROUTER - An easy tool to master, consisting only of a motor with collect chuck, and adjusting ring, a cantilever base and a plastic, non-scratching sub base. It's used for making decorative molded edges for doors, furniture parts and table

SIMPLE WOODWORKING

As a rule young boys and sharp knives and saws don't go together. However, with proper practice, training and supervision, whittling and wood working, can be a very enjoyable and rewarding activity for young boys.

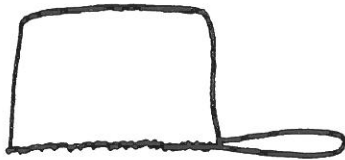
Before allowing a boy to use a knife, he should first earn his "whittling chip". By doing this he will learn to use a knife safely. After he has earned his right to carry and use a knife, the first project he attempts should be simple and easy, such as carving a turtle out of soap.

SAFETY TIPS

1. Always cut away from you.
2. Use the smallest blade that will get the job done.
3. Have the boys whittle on their projects at a table. If they rest the project on a leg, they might cut a leg.
4. As a rule, bigger projects require you to cut away from you, smaller projects require you to cut toward you.
5. Reward boys for working safely.
6. Always give close supervision.
7. Knives should not be opened until boys are sitting at the table.
8. Knives are never carried open.

TOOLS

Coping saw - -



Hammer - -



Nails - -



Square - -



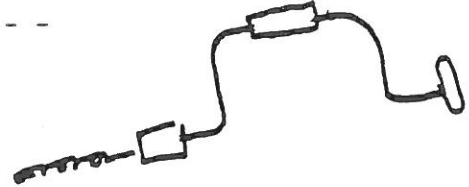
Hand plane - -



Hand drill - -

and

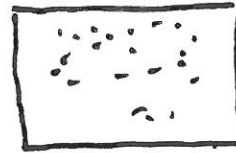
Bit - -



Coarse File - -



Sandpaper - -



PROJECT # 1

Give boys a box of scrap wood of various sizes and shapes and tell them to make anything they want. "Bet you get a lot of airplanes". The most creative project should get a small prize.

PROJECT # 2

Using long straight sticks or dowel rods 1 1/4" - 1 1/2". Let the boys make walking sticks. Before starting, help them design their sticks. Whatever wood you use it should be a soft wood like pine or bass wood. Old tree limbs are great and they can be picked from any roadside brush pile.



PROJECT # 3

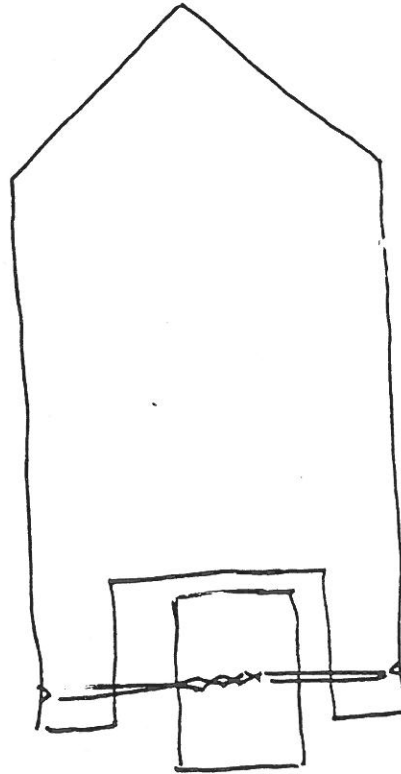
Take a piece of round wood from a tree about 3" in diameter and 6" to 12" long. You can use a log or you can purchase something. Have the boys whittle a blunt point on one end and on the other they can saw tail fins from old paneling or plywood and glue or nail on. Presto - one rocket.

PROJECT # 4

Racing Paddle Wheeler -

Piece of 1" X 4" Lumber

Rubber Band



Notch to hold rubber band

Flat piece of wood for
the paddle wheel.

* A dowel rod can be glued into a hole in the body and it can become a sail boat.

PAPIER MACHE

Papier mache is a simple way of using wet paper and paste to make solid sculpture. It began in France during the 1700s. Papier mache is French for "chewed paper." This form of art is inexpensive, light and easy to work with.

Boxes, trays, decorative pieces, statuettes, animals, pinatas, flowers and puppets are only a few creative ideas that can be made from papier mache.

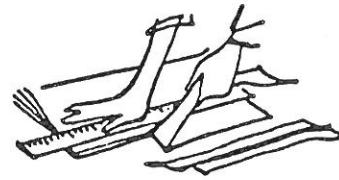
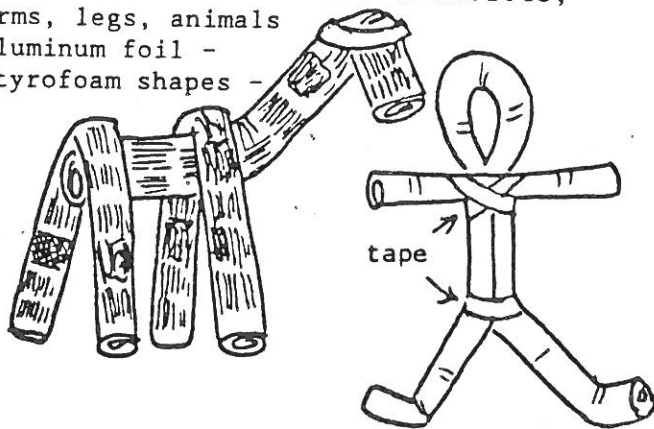
Boys love the messiness of papier mache and the finished product, so don't be afraid to tackle it. Spread around lots of newspapers or plastic drop and protect the boys' uniforms with old shirts.

MOLDS

Molds or forms can be anything that will hold its shape when wet.

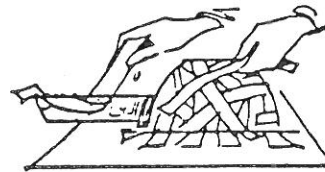
Examples are:

- Balloons - for pinatas, masks
- Oval dishes - for masks, bowls
- Chicken wire or clothes hangers - for pinatas, animals, flowers, statuettes
- Small wood frames - for animals
- Ash trays, bowls - for ash trays or bowls
- Plastic bottles - for vases, people
- Balls or wads of paper - for fruit, eggs, animals
- Cardboard tubes - for bracelets, arms, legs, animals
- Aluminum foil -
- Styrofoam shapes -

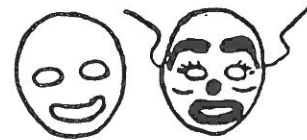


tear, don't cut strips

oil or grease bowl



cover bowl with mache: let dry



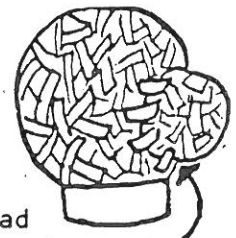
cut out eyes - mouth

Paint on other features

large balloon

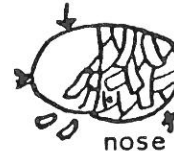


cardboard collar

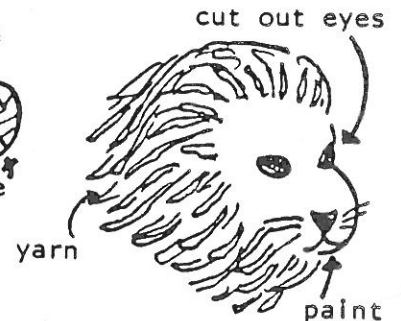


tape nose to head and cover with mache strips

small balloon



nose



yarn

paint

HOMEMADE PAPIER MACHE

Strip papier mache

This method is good for making large head masks or stage props. It is done by alternately applying 1" strips of torn newspaper dipped in paste.

Other types of paper may be used but newspaper absorbs water and paste more quickly and the torn edges blend more evenly for an over all smooth surface.

In preparing the flour mixture, use one cup flour and enough cold water to form a heavy and thick paste. Slowly add boiling water until the mixture become a creamy paste. Mixing is easier if a wire whip or egg beater is used.

Wallpaper paste added to two cups cold water can also be used. It is also more costly.

Dip newspapers strips into paste and apply in alternating directions. While pasting on the squishy strips, mold the form with fingers.

Let each layer dry before applying another.

To make large head masks, apply mache to a blown-up balloon. When several layers have been applied and are dry, the balloon can be deflated and removed.

For large items, such as stage props, make an armature or foundation from rolls of newspaper tied together, or used a chicken wire frame. Apply the mache on top of this foundation.

Sheet Method

This method is best for modeling small knick knacks and is much like using clay. Spread a full sheet of

newspaper with wallpaper paste, crumple up the paper and proceed with molding to the shape desired. Additional sheets may be used, but should be reinforced with wire where joined.

Layered Method

This method can be used for making jewelry, neckerchief slides, etc. Determine size of object. Cut squares of newspaper, 6 layers thick. Cut out pattern. Glue the 6 layers together and while still damp, shape as desired. Allow to dry and paint.

Napkin Papier Mache

Thoroughly wet a bunch of paper napkins in water. Tear them apart into wads and then into tiny pieces. Place bits in bowl, sift on flour and with hands, mix together into a smooth mass. Add some library paste to mixture which is ready to use when it is as smooth and pliable as clay.

Sawdust Mache

Mix 1 cup very fine sawdust with 1/4 cup plaster of paris and 1/2 cup dry wallpaper paste. Mix well. Add water to make soft putty-like mixture. Squeeze and pat mixture into any greased form or cast.

Pulpy Mache

This is an instant type mache that can be made at home. Fill a quart jar with small pieces of newspaper. Cover with water and let soak overnight. Squeeze out the excess water. Fill a blender with two cups of water, 1/2 cup flour, 1 Tbsp. white glue, 1 cup soaked newspaper and a few drops of oil of wintergreen to prevent mold while drying. Blend well and it's ready to use.

COMMERCIAL MACHES

There are many types of commercial papier mache, most are a shredded paper of one kind or another. Some are full of newsprint, others have no newsprint, but are of clean plain paper. The paper in mache is shredded or "chewed" into varying degrees of coarseness. Some are chewed powder fine. To most merely add water, knead the paper until consistency of clay and apply to object being covered. The drying time will vary depending on the mache used.

Many makes have wallpaper paste or starch added. Some have chemicals added which are preservatives. Once they have been mixed with water they do no sour readily if not used immediately. Other makes must be used immediately, after combining with water, to keep them fresh. Still others will keep for several days after combining with water if refrigerated. The consumer should read the label carefully on commercial packages to determine the best kind of his particular use.

Instant Papier Mache

This is a non-toxic, clean odorless and versatile substance. It dries to a medium smooth surface which can be painted with tempera or oil paints. This mix contains no starch, so any shrinkage is kept to a minimum.

Follow the directions on the package for mixing. Dip fingers in water while working with the mixture to keep it fairly smooth. Instant papier mache is quicker than the strip method and is good for making banks, centerpieces, props, large flowers and other items when a slightly heavy or uneven look doesn't matter.

Mix only what will be used at the time. Caution the boys not to put it

on too thickly. It will take too long to dry. It should be pressed out evenly with the fingers.

Instant papier mache is good for covering bottles and boxes.

Shreddi-Mix

This is non-toxic, clean, odorless and versatile. It dries to an interesting textured surface which will take tempera or oil paints.

Mix to ratio of approximately 1 qt. to 1 lb. of mix. Mix and knead to consistency of dough. May be applied to forms, wire or molded into solid figures. Dry in sun or on radiator. Finished work may be drilled, sawed or sanded. It may be weatherproofed with varnish or plastic fixatives.

Celluclay

This is non-toxic, clean, has no offensive odor and is versatile. It dries to a smooth surface which can be decorated with imprints, painted, etc. Contains no newsprint.

Add approximately 1 part water to 4 1/2 parts celluclay by volume, preferably in a plastic bag. Knead through bag until clay is firm and uniform. The mixing bag eliminates any cleanup mess and any unused clay may be stored in the refrigerator. Papier-mache may lose its elasticity after three or four days at room temperature. For mixing large amounts, plastic tubs, wash tubs, etc. will do. If mixture is too wet and thin, shrinkage or crevices may occur. Simply fill in with more mache if this happens.

DRYING AND FINISHING

- Let papier mache items air dry 2 or more days when possible. Any heat tends to make it shrink and buckle.

- Fans can be used to speed drying.

- Paints dried object with gesso or white latex paint before painting with colored tempera. If using acrylic paint, a base coat is not needed.

- Tempera painted objects should be sprayed with a clear plastic finish or clear varnish for a protective coat.

HINTS FOR ALL METHODS

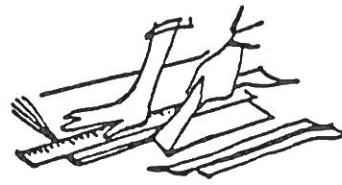
- When applying mache to an object which needs to be removed (bowl, vase, etc.) first oil or grease the object so papier mache shell will slip off easily. Vaseline works very well.

- One way to see alternate layers is to use colored newspaper (comic section) on one layer and plain on the next.

- Wads of paper can be used to build up eyebrows, noses, lips, cheeks, etc.

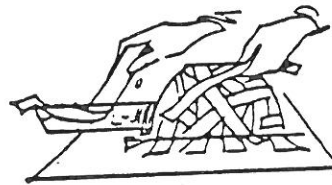
- Rope or yarn can be used for hair, whiskers, etc.

- Count on a mache project to last through several den meetings.

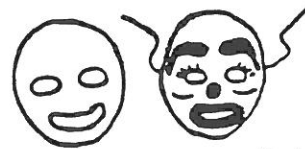


tear, don't cut strips

oil or grease bowl



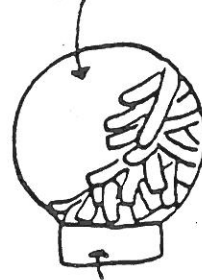
cover bowl with mache: let dry



cut out eyes - mouth

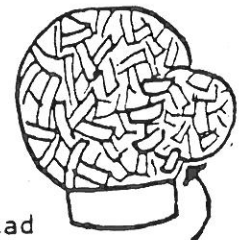
Paint on other features

large balloon

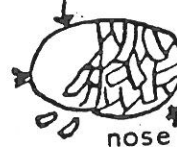


cardboard collar

tape nose to head and cover with mache strips

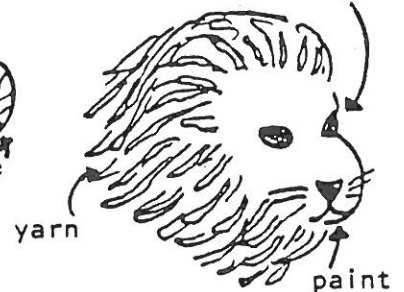


small balloon



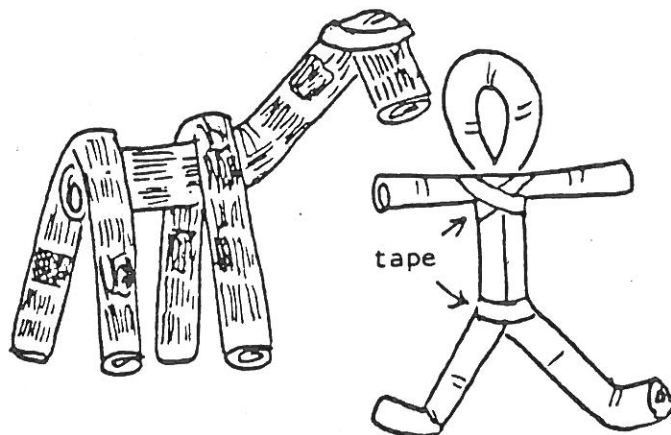
nose

cut out eyes



yarn

paint



tape

TIE SLIDES

Tie slides can be fun and simple. You can use different materials and let your imagination go wild. Also the boys would be able to display something they made every time they wear their uniforms. You can use materials as hard to find as old antlers to things as easy to find as rope or plaster of paris.

Plaster of paris tie slides

Take two parts plaster to one part water, mix till it is smooth. Put in plastic spoon, add a pipe cleaner, pop top ring, or something that has been formed into a circle to use for the ring to hold the neckerchief on. Let it sit for 20 minutes. Slip out of the spoon and decorate the front any way you may wish using felt tip pens, paints, or colored pencils. (Note - the plaster will still be damp and the felt tip pens will bleed. It is best to let the slide dry for a day or two before painting or coloring.)

Square Knot Tie Slides

Use a 25" piece of rope and tie four square knots one on top of another. Tie off with loop on top. Be sure to leave a loop on the bottom.

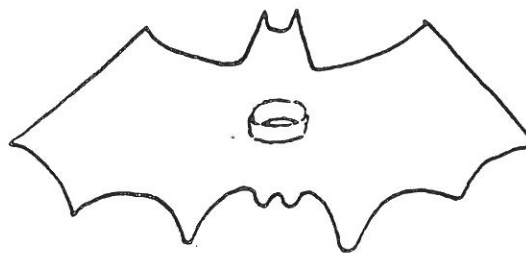
Antler Tie Slides

Go into the woods on a hike with your boys, to help keep the outing in Scouting, and look for antlers. Cut antlers into lengths and decorate.

Bat Tie Slide

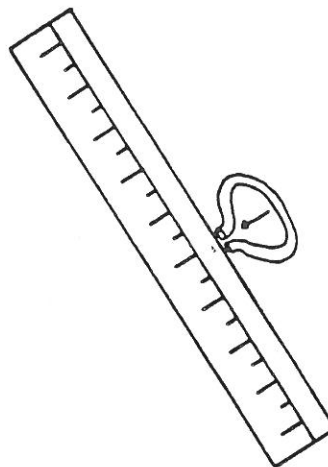
Materials: Plastic or pop top ring
Black felt
Glue
Cardboard
Needle and thread

Cut two pieces of black felt, bat shaped, as shown in pattern, using larger outline. Following the dotted line outline, cut 1 piece of cardboard. Sew plastic ring or pop top ring to center of one of the pieces of felt (this is the back). Glue pieces of felt to the cardboard, front and back. Allow to dry.



Ruler Tie Slide

Cut 3/8" scrap wood to desired ruler shape. Add details with ink. Make a loop of jute and glue on the back of the ruler. To reinforce, staple jute to ruler, pressing gently so staple won't go through.



Eagle Tie Slide

Materials: Plastic Bottle
Plastic curtain ring
Scrap of felt
Acrylic paints
White glue

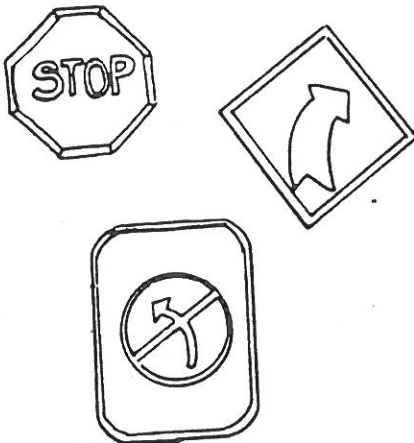
Tape pattern on the bottle and cut. Use coarse sand paper to roughen the back for a better gluing surface. Cut felt backing slightly smaller than the plastic piece. Sew the curtain ring to the center of the felt and glue felt to the back of the eagle. Paint details on slide with acrylic paint.



Traffic Sign Tie Slides

Materials: Heavy poster board
Paint
Pipe cleaner

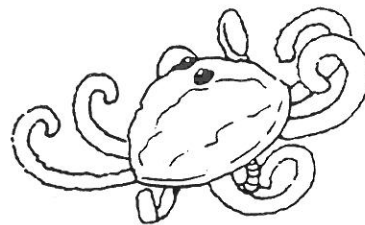
Cut patterns from poster board and paint. Glue pipe cleaner ring to the back to form neckerchief slide. Wear in safe health.



Octopus Tie Slide

Materials: Half English walnut shell
Plaster
Pop top ring
Movable eyes
Pipe cleaners - black or gray

Pour plaster in the nut shells and insert pop can ring. Bend 4 pipe cleaners in half and insert bent end in plaster around edge. When dry, paint nut shell black for the body. Glue on movable eyes and bend and roll ends of the "legs". Reinforce the pipe cleaners with glue where wires go into the plaster.



Guitar Slide

Materials: Balsa wood or scraps
1/8" thick; paint, thread; pins.

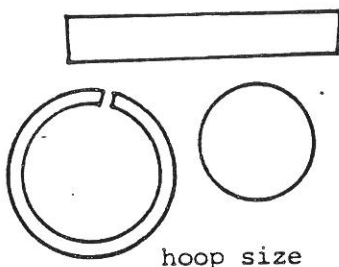
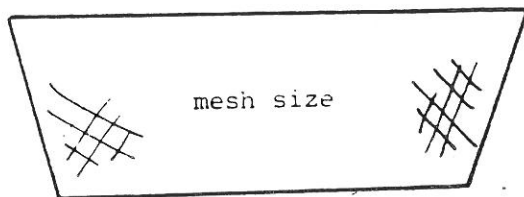
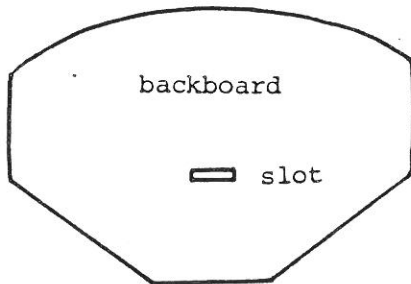
Cut wood using pattern below. Paint the neck, sides and hole black. Paint the head and top tan. Make white lines as marked across the neck. Place 6 pin heads in the head and wrap thread around each, glue tight. Glue a small piece of wood as marked on the body of the guitar, notched to hold the thread; glue threads in place and trim. Glue a leather ring on the back.



Mini Basketball Backboard Tie Slide

Materials: Wood scraps 1/8" thick
 Metal strip from aluminum can
 Plastic meat trays
 Paint
 Wire
 Mesh or nylon
 Small styrofoam or wooden ball
 Glue

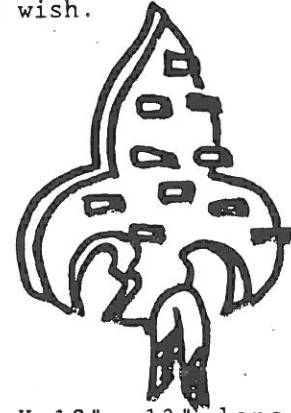
Cut backboard from wood (or plastic meat tray) using the pattern shown. Sand as needed. Make a hoop by wrapping wire around a 1/2" dowel. Bend a small strip of metal from an aluminum can and insert through the slot in the backboard to fasten the hoop. Cut nylon net to size of the pattern and sew or glue together. Paint the ball orange (and draw the lines with marking pen, if desired). Paint the hoop orange and the backboard and net white. After this is dry, glue the ball and net to the hoop. Glue a metal pop top or loop on the back to use as a tie slide.



Cub Scout Tie Slide Rack

Materials: Plywood or scrap wood
 1/2"
 Clothespins
 Glue
 Hanger - Either 2
 eyescrews and wire or "sawtooth"
 hanger

Cut wood into a 12" X 12" square or larger. Sand rough edges and face until they are very smooth. Glue on clothespins in desired arrangement. Affix hanger to the back. Rack may be painted or varnished, and personalized as you wish.



Tie Slide Rack

Materials: 1" X 12", 13" long or 1/2" plywood; 1/4" dowel - 33 1/2" long; glue; hanger: either 2 eyescrews and wire or "sawtooth" hanger.

The basic shape of this tie slide rack is the fleur-de-lis, the national Scouting symbol incorporated in most badges, awards, etc.

Enlarge the pattern. Transfer outline onto 1" X 12" stock or 1/2" plywood, flipping pattern over for other half. Using sabre saw or jig saw, cut out basic shape. (The boys should not do this - an adult should) Sand all rough edges and face until very smooth. Drill holes with 1/4" bit at X's to sufficient depth to glue in 2 1/2" pieces of 1/4" dowel. Peg at the bottom center is 3 1/2" to hang a neckerchief. Affix hanger.

STONES

Mosaic Pictures	Stones and:
Fun creatures	glue
People	Paint
Animals	wire
Painting	leather thongs
Sculpture	string
with glue	chain
with wire	burlap and Velcro
Collections	Plaster of Paris
Jewelry	
Plaque/hot Pad	
Neckerchief slide	
Sand cast candles	

NOTES:

FEATHERS

Headdress	Feathers and:
(Wolf elective 10)	string
Shield	cloth
Arrow	sticks
Staff	ribbon
Lance	
Tomtom	
Prints	
Pictures	
Pens	
Kick sack	
Neckerchief slide	

NOTES:

SEEDS:

Pictures	seeds and:
Ornaments	glue
Bean layering	Plaster of Paris
Pencil can	cardboard
Necklace	string or dental floss
Collections	egg cartons
Neckerchief slide	

NOTES:

SEED PODS:

Milkweed Pods	Pods and:
Christmas ornaments	glue
Animals	glitter
Rose hip chains	beads
Neckerchief slides	Paint
	dental floss

NOTES:

NUTS:

Walnuts	nuts and:
Boats	glue
Animals	toothpicks
Picture holder	Yarn and thread
Indian neckerchief slide	Pipe cleaner
Acorns	clay
Grapes	Plastic wrap
Animals	wire
Nut tree on a Paper or styrofoam cone	Paper or styrofoam cone

NOTES:

BUGS

Collection	bugs and:
(Bear elective 12)	Killing jar
Spider web Print	spray Paint
Bug hotel	screen
Neckerchief slide	net
	tuna cans

NOTES:

LEAVES, FLOWERS

Prints	leaves, flowers and:
Pictures	newsPaper
Arrangements	weight
Plaque	sand
Sun pictures	silica gel
Book marks	light sensitive Paper
Place mats	and fixer
Neckerchief slide	cardboard
	Plaster of Paris
	Paint
	waxed Paper

To dry - arrange the flowers,
etc. some distance apart between
layers of newsPaper. Press under
heavy books or bricks for a week.
Dried flowers are very fragile.

NOTES:

GRASS & CORN HUSKS

Animals	Grass & corn husks and:
Weaving	string
Pictures	glue
Printing	wire
Arrangements	Paint
People	Paper
Wreaths	
Neckerchief slide	

NOTES:

BRANCHES

Wreaths	branches and:
Bird houses	wire
(Bear achievement 5)	glue
(Wolf elective 13)	tools
Forts	nails
Log cabins	
Whittling	
(Bear achievement 5)	
(Whittling chip)	
Whistles	
Candle holders	
Book ends	
Neckerchief slide	

NOTES:

CONES:

Bird feeders	cones and:
Birds	string
Turkey**	Paper
Owl*	Paint
Humming bird**	glue
Animals	cardboard
Sheep	Paper or styrofoam
Dog	cone

Bison (buffalo)

Elves

Angels

Flowers

Wreaths

Candle holders

Trees

 1 cone

 cones on Paper or styrofoam

 cone

Flower holder

Neckerchief slide

* from red or Norway Pine

** from white Pine

NOTES:

FRUIT & VEGETABLE

Pomander ball

(orange or apple)

Caramel apple people

Carrot necklace

Printing

Colored celery tree

Neckerchief

Carved apple heads

also need:

whole cloves

dental floss

Paint

food coloring

caramel

miniature marshmallows

chocolate chips

small candies

raisins

"licorice" whips

NOTES:

ANIMAL

Tracks - Plaster casts	need:
Antlers	Plaster of Paris
Claws	cardboard
Skin	egg cartons
Fur	string
Bones	
Shells	
Collections	
Necklaces	
Neckerchief slide	

NOTES

SNOW:

Sculpture (Beyond snowmen)	need:
Quanche	snow
Neckerchief slide (???)	water
	shovel

NOTES

GRASS CAT

Flexible twigs

Grass

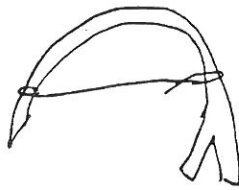
Weeds

String

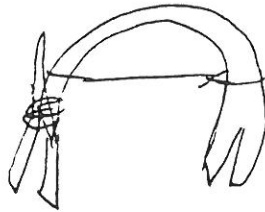
Eyes

Glue

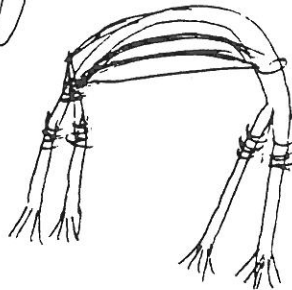
Bend twig and tie.



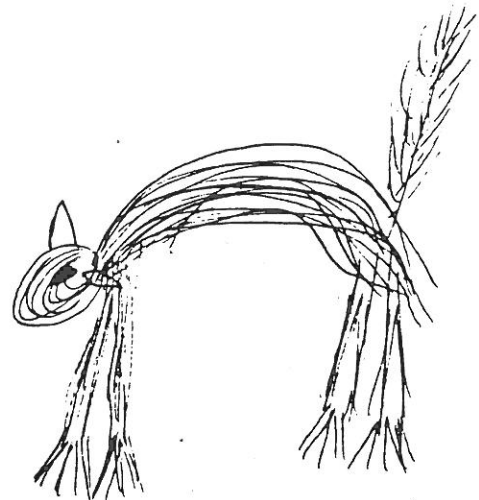
Tie on forked twig
for front legs.



Tie on ribs
and legs.



Dried weeds are wrapped together
to make a long tail, then tied
to the arched back. Grass bundle
head is tied to back. Grasses and
other weeds are tied over ribs
and around legs. Corn husk ears
and eyes are glued on.



SEED DECORATIONS

Seeds

squash, melon, barley, rice, split Pea, corn, sunflower,

etc.

Eggs - blown or OJ can lid

Glue

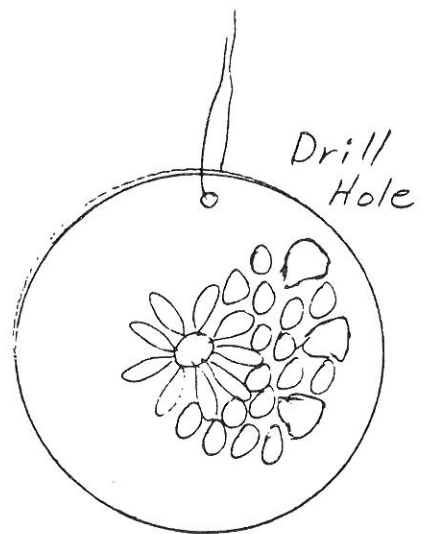
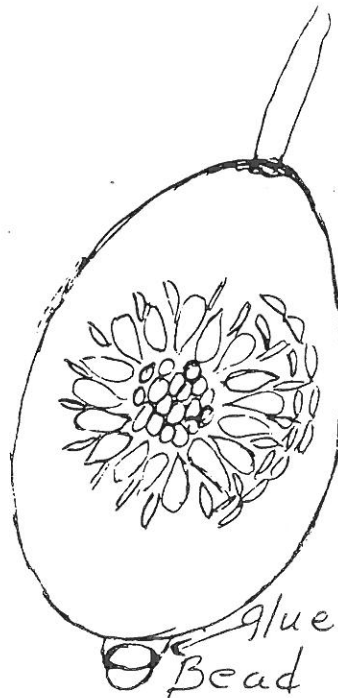
String 18"

Bead

Melter Paraffin

glue seeds

in Pattern



When completed dip into Paraffin warm enough to coat
(test with a spoon).

One dip should do it.

BOOKMARKS - POSTCARDS - GIFT
TAGS

DRY PRESSED FLOWERS/LEAVES

CLEAR CONTACT PAPER

UNLINED 4" X 6" INDEX CARDS

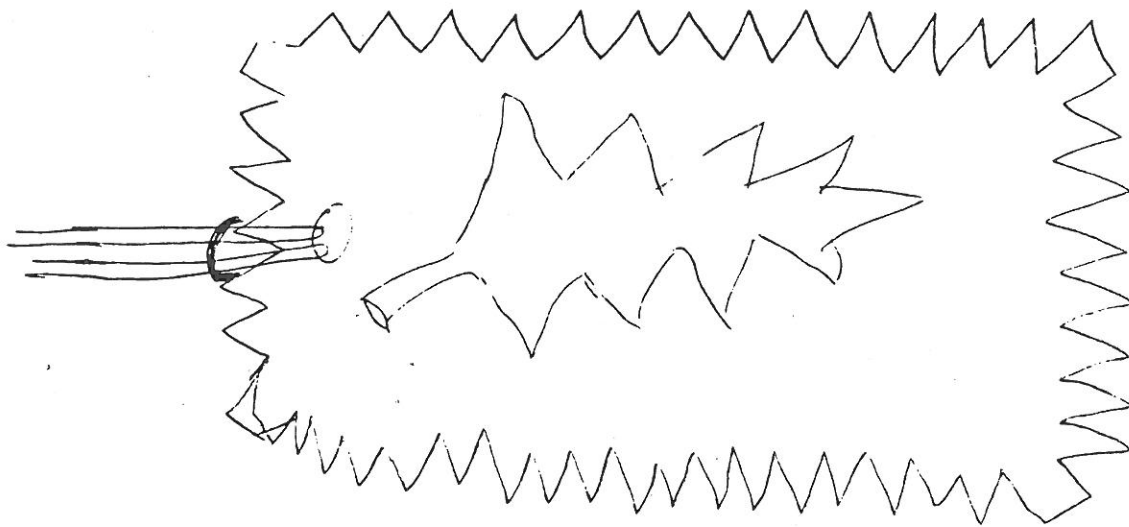
CUT ONE PIECE OF CONTACT PAPER A BIT LARGER THAN THE
CARD. (CUT BOTH IN HALF FOR BOOKMARKS).

ARRANGE FLOWERS/LEAVES, FRONT SIDE DOWN, ON STICKY SIDE
OF CONTACT PAPER.

PRESS ONTO CARD.

TRIM WITH PINKING SHEARS.

ADD STRING TO BOOKMARKS AND TAGS.



LIGHT WINDOW PICTURES

Dry flowers/leaves

Clear contact PaPer

Construction PaPer

Glue

String

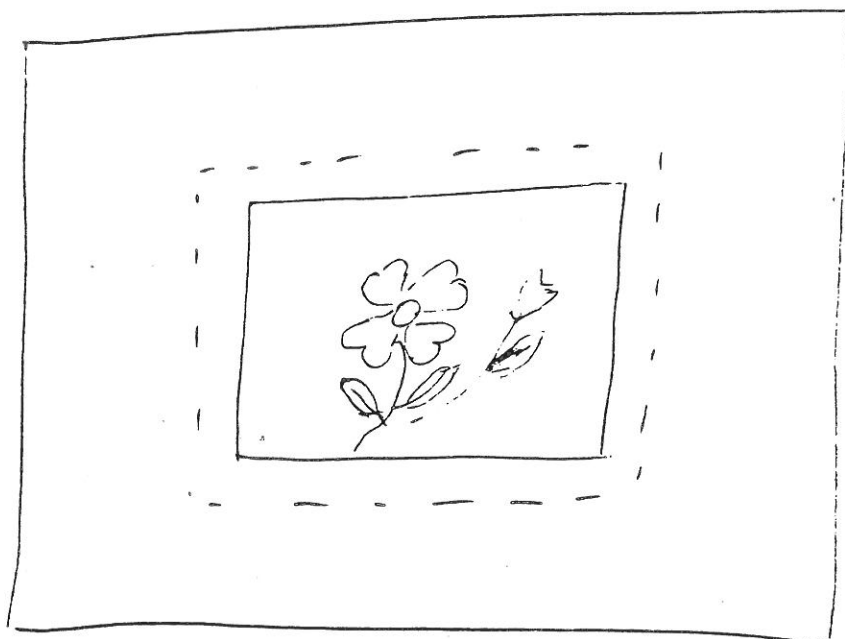
Cut two Pieces of contact PaPer the same size. Arrange flowers toward center of sticky side of one Piece.

Press sticky sides together.

Cut center from two Pieces of construction PaPer, one inch smaller than contact PaPer, to make a frame.

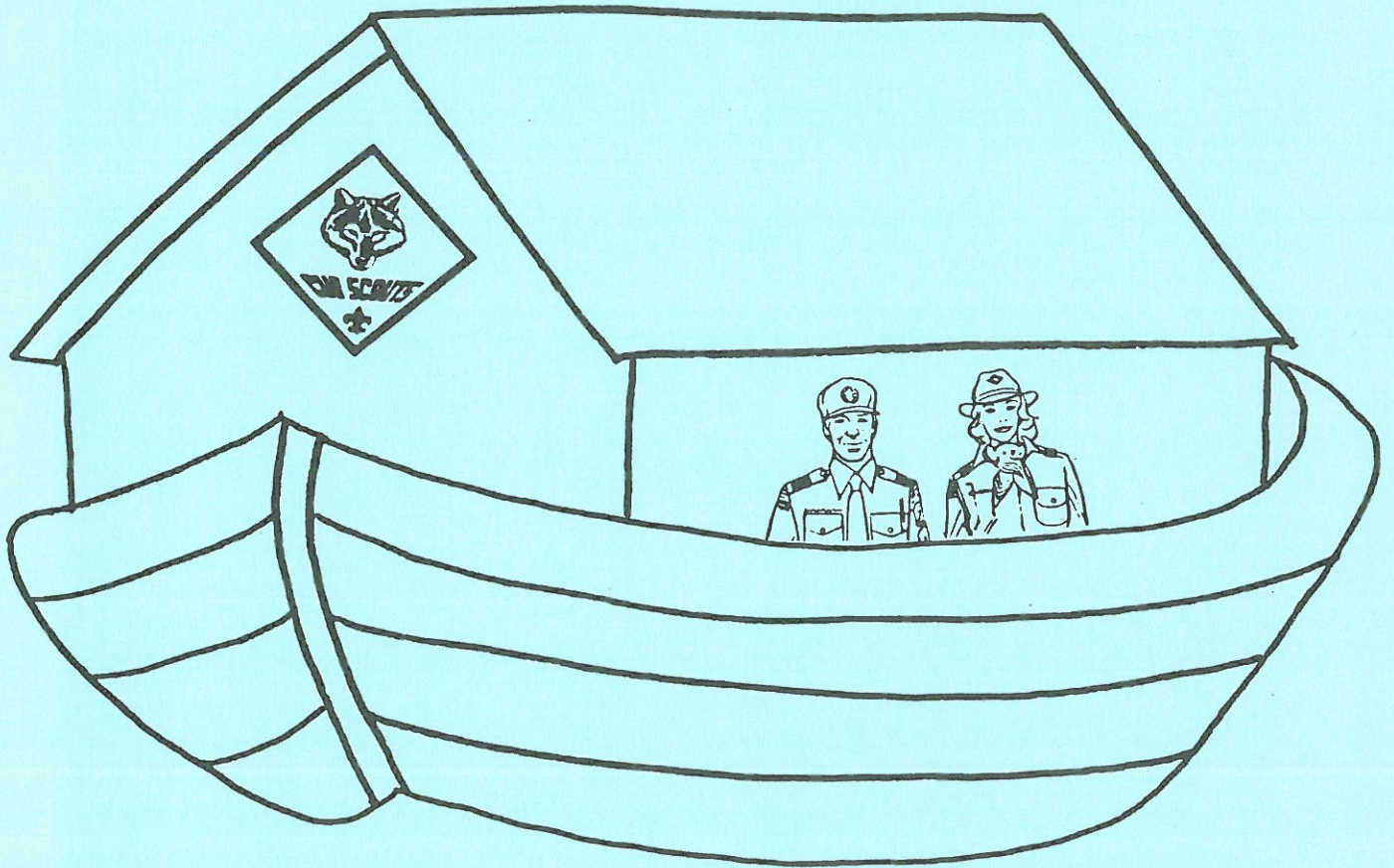
Center Picture between sheets and glue together.

Hang in window.



ARK OF LEADERSHIP

MONTHLY THEME IDEAS



Communications
Happy Holidays
American Folklore
Great Events in Scouting
Living in AD 2030
Cub Scout Bird Watchers
Outdoor Adventure
Genius Night
The World Around Us
Physical Fitness
Cub Scout Corral
Cub Scout Citizen

COMMUNICATIONS

NOVEMBER 1987

OPENING

Take Time

- 1st Cub: Take time to think. Thoughts are the source of power.
- 2nd Cub: Take Time to play. Play is the secret of perpetual youth.
- 3rd Cub: Take Time to read. Reading is the fountain of wisdom.
- 4th Cub: Take time to pray. Prayer can be a rock of strength in; time of trouble.
- 5th Cub: Take time to love. Loving is what makes living worthwhile.
- 6th Cub: Take time to be friendly. Friendship gives life a delicious flavor.
- 7th Cub: Take time to laugh. Laughter is the music of the soul.
- 8th Cub: Take time to give. Any day of the year is too short for selfishness.
- 9th Cub: Take time to do your work. Pride in your work, no matter what it is, nourishes the ego and the spirit.
- 10th Cub: Take time to show appreciation. Thanks is the frosting on the cake of life.

(This ceremony can be done by either 5 Cubs - each reading two lines or 10 Cubs - each reading a line.)

CLOSING

Closing Thought

In order to succeed in anything, the most important thing to do is to try. The best angle to approach a problem is the try angle.

CEREMONY

Props: Artificial campfire; Akela costume; Tom-tom
Setting: Fire is glowing. Akela stands behind fire, and is flanked by Awards Chairman and Assisnat Cubmaster who beats tom-tom.

Akela: Will all Cub Scouts in good standing with this tribe come forward and be seated around the council fire. It is time for us to take council. (Cubs come forward and are seated) Our Medicine Man (Awards Chairman) is here, so it is time for the council to begin. (Tom-tom beats) Mighty Medicine Man, you have signaled us that some of the braves in this tribe have traveled along the Trail of the Golden Arrow of Light far enough to earn them names of their hunting stations. Who are these braves?

Awards Chairman: (Reads names of boys to receive awards)

Akela: Mighty Warrior, how far along this trail did these braves travel?

Awards Chairman: {Name of boy(s)} who has (have) passed the twelve achievement tests to Wolf Valley also did a fine job of hunting for he earned a gold arrow. {Name(s)} after crossing Bear Ridge, hunted well to earn a gold arrow and a silver arrow. {Name(s)} are working their way up Webelos Peak and have earned activity badges in _____ and _____.

Akela: This is indeed a fine job of Scouting. Will these braves come forward and stand before the council fire so we can see these good hunters.

Awards Chairman: (To Boys) Can you truthfully say you have followed the Cub Scout Promise and have tried to "Do Your Best"?

Cubs: Yes

Akela: Will each of you tell us of one of your accomplishments along the trail?

(Each Boy tells of one achievement or elective)

Akela: I am satisfied you have "Done Your Best". This is indeed a proud moment for our tribe when we can advance our young braves. It symbolized sound cooperation in you teepees among your family. Without their help, hunting along the Trail of the Golden Arrow of Light would have been difficult. Mighty Medicine Man, have you brought suitable awards for these fine hunters?

Awards Chairman: I have. (He presents awards) (Boys return to their seats.)

SKIT

Kettle For Sale

Scene: Roadside, with large sign, "Kettle For Sale", displayed so that the audience can see it. The tourists drive up, in an automobile made by chairs being placed like car seats.

Jones: Here's a place where we can buy a kettle. How do we find out?

Johnson: Here comes the rancher now. (to rancher) Say, I saw your sign. What kind of kettle do you have for sale?

Rancher: Ain't got no kettle!

Johnson: Oh, it's cattle you have for sale?

Rancher: Nope. It's a buffalo. Just couldn't spell it.

YELLS

Indian Yell

Stomp feet three times, beat chest three times, and make a long war hoop with hand over your mouth.

Flintstones Yell

Shake hands over head and yell "Yabba-dabba-doo".

Fonz Yell

Extend right fist in front of yourself with thumb up and say "Aaaaaaa".

Chinese Yell

"Foey, foey, foey"

SONGS

Communications Round

Tune: Are You Sleeping?

Are you sleeping, are you sleeping,
Billy Smith, Billy Smith?
The telephone is ringing,
The telephone is ringing,
Answer it. Answer it.

Roll the presses, print the paper,
Read the news, read the news.
Delivery on schedule,
Delivery on schedule,
Worn-out shoes, worn-out shoes.

See a movie, see a movie,
See a show, see a show.
Have a bag of popcorn,
Have a bag of popcorn,
It helps you grow, it helps you grow.

OPENINGS

Greetings

Arrangement: 8 Cub Scouts come on stage, one by one, carrying appropriate props and line up facing audience. Narrator reads the following poem:

(First boy comes on carrying a wreath with a sign across it saying "Season's Greetings")

Season's Greetings to everyone.
We're glad you joined us for the fun.
It's certainly a happy time of year,
With everyone bursting with holiday cheer.

(Second boy comes on carrying a globe with some Christmas tinsel wrapped around the base.)

To find out about Christmas across the seas,
Our theme tonight is "Customs of Countries".
For each country has its own way
Of celebrating Christmas Day.

(Third boy come on carrying a candle)

On Christmas Eve in Ireland, candles shine so bright,
As children place them in windows to shine out into the night.

(Fourth boy comes on carrying a pinata)

In Mexico the children gather goodies from the floor,
After they break the pinata, filled with good things galore.

(Fifth boy carries board on which there is a plate with straw under it.)

In Poland under the table dishes, everybody puts some straw,
And leave a vacant chair for the Holiest Child of all.

(Sixth boy carries a wooden shoe filled with candy and gifts.)

In Holland the children put wooden shoes upon the window sill.
They get up on Christmas morning to see the shoes all filled.

(Seventh boy carries Christmas stocking filled with goodies.)

Right here in America, children hang their stockings at night,
Knowing that Santa will certainly come and fill them with presents bright.

(Eighth boy carries small manger scene)

No matter what land you live in, be the climate cold or mild,
We are all celebrating the birthday of the Christ Child.

Let's open our pack meeting tonight by singing a Christmas carol, which is one of the customs of our country. Let's all sing _____.

Greetings

This ceremony is introduced by Den Chief, who explains that audience is to respond by doing as the boys say. The boys hold cards which spell out the word GREETINGS. Each exposes his card as he speaks his line.

G Glad to see you here tonight.
R Reach out your hand to a friend left or right.
E Everyone smile and shake his hand.
E Everybody smile and nod at another friend.
T Together now, stand up on your feet.
I I'd like for you all to take your seat.
N Now that we're all friends, we'll start the show.
G Good will is a feeling we all like to know.
S So now we say greetings to everyone. We've tried to spread goodwill, and that we have done. So Cubmaster _____ our program's begun! (This boy motions for Cubmaster to come on stage.)

CLOSINGS

Last Meeting of Year

This is the last meeting of the year. We have had some fine times together. As we look forward to the New Year, we have a lot to be thankful for: Cub Scouting, our friends, our homes, our families, and especially this fine land in which we live. May God keep our faith in what America stands for, so that the evils of communism may never prosper here. As we approach our 204th birthday, may we learn more about it, so that we can appreciate its many precious freedoms it gives us. Let's stand and sing 'God Bless America'.

A Smile

A smile costs nothing, but creates much. It happens in a flash, but the memory sometimes lasts forever. It cannot be bought, begged, borrowed or stolen, but it is something that is of no earthly good to anyone unless it is given away. So, if in your hurry and rush you meet someone who is too weary to give you a smile, leave one of yours. No one needs a smile quite as much as a person who has none left to give. What better way to spread goodwill?

A Day

What is the gift you will give your boy?
A glamorous game, a tinselled toy,
A whittling knife, a puzzle pack,
A train that runs on a curving track?
A Boy Scout book, a real live pet?
No, there's plenty of time for such things yet.
Give him a day for his very own
Just your boy and his dad or mom alone.
A walk in the woods, a game in the park,
A fishing trip from dawn to dark;
Give him the gift that only you can
The companionship of his mom or dad
Games are outgrown, and toys decay,
But he'll never forget if you give him a day.

CEREMONIES

Christmas Tree Advancement

All Advancement awards are placed in Christmas wrappings and hung on the tree. Also in each package is a Christmas tree light bulb with the Cub Scout's first name lettered on with a felt pen.

Use pink bulbs for Bobcat, red for Wolf, green for Bear, gold for Gold Arrow Points, silver or white for Silver Arrow Points, orange for Webelos activity badges, and a multicolored or special bulb for Arrow of Light.

Boys being given awards are called forward with their parents and take their package from the tree. Their parents pin on their new award, and the boys then screw in their bulbs, which remain on the tree for the rest of the meeting. Afterward, let the boys have them to take home.

Christmas Stocking

Make a Christmas stocking for each boy. Pin the advancement awards on the outside and put a card inside the stocking. These can be very small and they can then hang them as an ornament on their Christmas tree at home. Or they can be larger and can be filled with penny candy and toys. Have Santa Claus hand out their awards this month.

APPLAUSE STUNTS & YELLS

Rudolph Applause

Put your thumbs to your head with fingers up, forming antlers. Wrinkle your nose while saying: "Blink; blink, blink, blink"

Seal of Applause

Slap hands down in front like a seal and bark like a seal.

Follow the Leader

Right hand up - applaud; left hand up - cheer; both hands up - do both.

Turkey Applause

Go "Gobble, Gobble, Gobble" then rub stomach saying "Yum, Yum"

A Round of Applause

Audience claps while moving hands in a large circular motion.

A Big Hand

When leader says "Let's give them a big hand", everyone in audience hold up one of their hands with palm open.

The Helpful Christmas Mouse

This is another audience participation skit.

Mouse: Squeek, Squeek

Night: Ho-Hum

Santa: Ho, Ho, Ho!

Twas the night--- before Christmas, and fast asleep in the house, was wonder of wonders, a little fat mouse---. A mouse--- sleeping at night---; Oh, what a riot! But the reason it happened - he was on a diet! Now the mouse's--- stomach began to hurt and growl, but since he was dieting, at night--- he shouldn't prowl. Mom was so thoughtful before she retired that night--- and for dear old Santa---, she had left a bite. That night--- in his dreams, the mouse's--- nose did twitch, as the smell of the food made him dream of a sandwich. The more the mouse--- lay there and quietly slept, the more the smell of food into his nostrils crept! Soon the poor little mouse--- began to claw at his nose, and he began to quiver from his head to his toes. Though he was trying to sleep with all his might, his sleep had been ruined for the rest of the night---. So the mouse--- got up, and with a great big yawn, he peeked out the window and there on the lawn, he saw something there...indeed a strange sight; for there sat old Santa--- in the cold, dark night---. He was holding his bag, as if ready to leave, but great salty tears were bouncing off his sleeve! The mouse--- just stood there, as if in fright, trying to imagine what was wrong that night---. Then he crept to the door, and threw it open wide, and motioned for Santa--- to come and join him inside. So Santa--- came in and sat down with the mouse---, and confessed that night--- he felt like a louse. He had eaten so much during the holiday season that he couldn't go down the chimney - that was the reason. So Santa--- and the mouse--- made a contract that night---. That he would help Santa--- make Christmas come out right. Off they went together, old Santa--- and that mouse--- to pay the yearly visit to each and every house. The fat little mouse---, so filled with delight, ate for old Santa--- all the snacks left that night---. He had helped Santa--- a Merry Christmas to give, He'd just sacrifice...a fat mouse--- would live.

SONGS

Christmas Song

Tune: "Rudolph the Red-Nosed Reindeer"

Here's to the Cubs in our den,
As they follow, help, and give;
All of the boys in our den
Know just how a Cub should live.

Now that it's time for Christmas,
We've been very helpful boys;
We've gathered lots of old things,
Fixed them up like brand new toys.

Saved our pennies every meeting,
Bought a lovely Christmas tree;
Trimmed it up to take to our
Den-adopted family.

Bright and early Christmas morning
When they see our shiny toys;
We'll be happy that we shared our
Christmas joy with other boys.

Round For Christmas

Tune: "Are You Sleeping"

Santa's Coming,
Santa's Coming,
Hear the bells,
Hear the bells,

You had better be good,
You had better be good,
Little girls, little boys,
Little girls, little boys.

In The Good Old Wintertime

Tune: "In the Good Old Summertime"

In the good old wintertime,
In the good old wintertime;
I love the snow, the rain, the sleet,
This season you can't beat.

I'm frozen in, I'm frozen out,
It is without a doubt,
The coldest time of all the clime,
In the good old wintertime.

GAMES

Icicle Hunt

Cut scraps of white yarn into many different size pieces. Hide the pieces of yarn around the room while some other activity has the attention of all the meeting participants. Make sure that you have lots and lots of yarn. Divide the group into teams. You can use any number, about ten is good. Show everyone what the icicles look like and tell them that on a signal they are to hunt for the icicles and get as many as possible before you call time. Turn them loose and watch the fun. When you call time, (about when the action starts to slow down) have all the members of each team lay their icicle out end to end and the team with the longest line wins.

Santa's Visit

This is a good pre-opening game.

Give each person a paper with the following on it:

On Christmas Eve, Santa traveled from the North Pole to (name of your city), and on the way the tags fell off the packages he was bringing to a family here. Santa is confused, he only has the letters of the names and he remembers the names all started with the letter J. He can tell by the shoes by the door that there is a mother, a father, and two girls and two boys. Can you help Santa and figure out the names of the four children from the letters he has?

The Letters are: A O N J I N A L
K J H E J C L J

Answers: Jane Janice Joan John Jake Jack

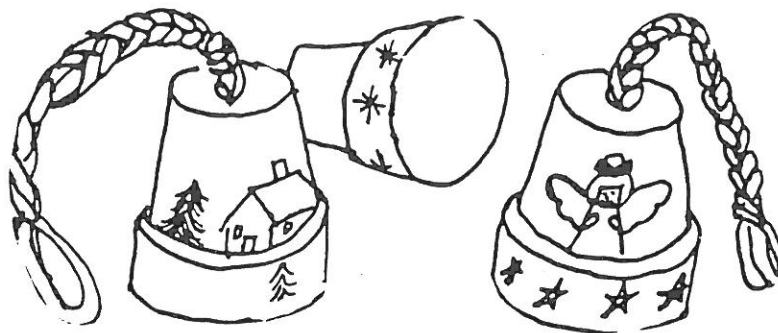
Christmas Word Search

C S L W Y L L O H Y K
H N E M E S I W V E O
R O O G W L Y A B M I
I G N I L O R A C E S
S A E N T U N C C H C
T R E G N A M S E E A
F E R K R F R P V L N
I E G A D J H O D H D
G H T R E E L L C T Y
Q S E D R A W V S E I
U N R D S M Y B A B D

ANGEL
BABY
BETHLEHEM
CANDY
CAROLING
CHRIST
DECORATION
GIFTS
GREEN
HAPPY
HOLLY

LOVE
MANGER
RED
SHEPHERD
SNOW
STAR
TOY
TREE
WISEMEN

CRAFTS

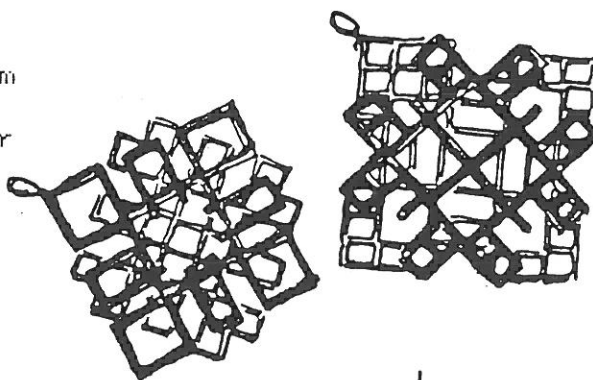


Flowerpot Bells

To make flowerpot bell, paint pot and/or designs with acrylics. Fold three 12 inch lengths of yarn in half. Tie a knot 1/2 inch down from fold, braid remainder of yarn. Invert pot, insert braided end of yarn through drain hole and tie a jingle bell inside pot. Use loop as hanger.

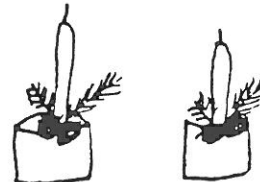
Berry-Basket Snowflakes

Cut snowflakes from the bottom of a plastic berry or tomatoe baskets. Leave them the color of the plastic or paint with white paint. Add a thread-loop hanger. For a more complicated design, glue two snowflakes together catecorner before painting.



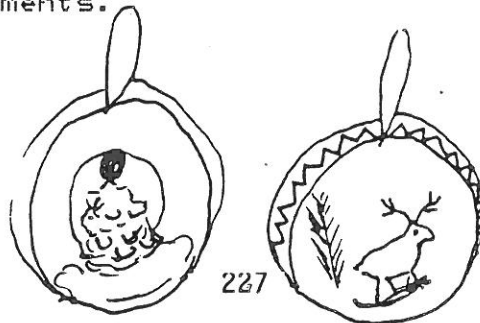
Holiday Candleholder

Place a little clay inside an inverted spray can cap 2 1/2" in diameter. Insert a candle, 6 to 8 inches high into the clay. Twist the stems of a spray of Christmas greens or flowers around the candle. Add small ornaments, pine cones, an elf, Santa, or angel for the finishing touch.



Tree Ornaments

Punch hole in the center of a 2 1/2" can cap with a darning needle. Thread gold cord through hole tying a knot for a loop to hang on the tree. Put floral clay inside bottom of cap. Put ornaments into the clay. Sprinkle glue into cap. Drop sequins into glue. Glue gilded tape or rick rack around outside of cap. For ornaments to stick in the clay, use miniature Christmas decorations and anything you have around the house such as package trims. *** You don't have to do all of these things on every cap. Try different suggestions for different ornaments.



HANUKKAH

OPENING

Staging: Letters of the word Hanukkah are written on cardboard large enough for the audience to see. Each boy holds up his letter in turn and recites the inscription pertaining to his letter.

- H Stands for Hannah, courageous and true
Who would not yield, so her sons they slew.
- A Stands for Antiochus, Syrian King,
Who tried from Judea, Greek worship to bring.
- N Stands for night, so joyful in many ways
Because oil in the cruse burned for eight days.
- U Stands for unfurling the Macabee banner
Who led us onward in so valiant a manner.
- K Stands for kindness, goodness and glory.
All has a part in this inspiring story.
- K Stands for keepsake of candles so bright
That father, with "Bronchos," will light every night.
- A Stands for all, living far and wide
Who tonight are glowing with true Jewish pride.
- H Stands for Hebrew, our language so old,
In which the story of Hanukkah is told.

GAME

Pin the Hanukkah Candle

Draw a menorah on a large piece of cardboard. Cut out one candle for each Cub Scout. It represents the shammas, or candle used to light the eight Hanukkah candles. Put a pin through the flame of each candle. Tape the menorah on the wall. Blindfold a Cub Scout, give him a shammas, and turn him around three times. He then tries to pin the shammas on any of the Hanukkah candles. The one who comes closest wins.

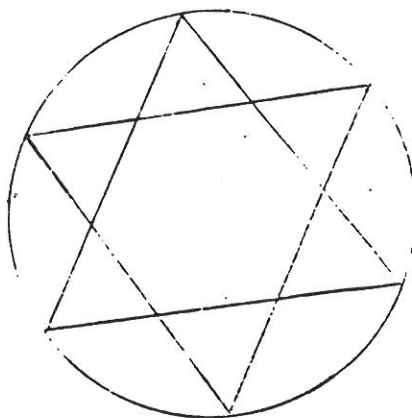
CRAFT

Star of David Plaque

Materials: glue, aquarium gravel, large plastic lid, and plain paper.

Trace around the plastic lid on a piece of plain paper. Divide this circle into six sections with a compass. Connect every other mark to form a triangle. Then connect the other three marks to complete the Star of David. Lay the lid on top of the design and trace around the outline of the star with a marker.

Coat the whole star with white liquid glue, then cover the glue with whatever color gravel you choose. Let this star dry completely. Then coat the background with glue and carefully add a contrasting color gravel to it. When your plaque is dry, add a string hanger to the back.



OPENING

Folklore

Cubs should come out on stage after leader has made introduction - they should either wear costumes as shown later in this section or a sign designating who they are.

Leader: This month we have studied American Folklore. What do you think of when you hear that term. We liked to tell you about some of the people that we have talked about.

Uncle Sam: Uncle Sam, is the symbol of the United States government.

Johnny Appleseed: Johnny Appleseed was a firendly little man who dreamed of filling the whole country with apples.

Rip Van Winkle: Rip Van Winkle slept for twenty years, his clothes fell into rags and he grew a long white beard.

Hiawatha: Hiawatha was a little Indian that sported a black scalp lock.

Paul Bunyan: Paul Bunyan was a fabulously strong character that towered above everyone and went around with his friend, Babe the Blue Ox.

CLOSING

Days of Old

In the days of old, the waters that led to knowledge, excitement and rewards were pirate waters. If you were not prepared, the pirates could take what they wanted and many suffered. Life is somewhat like that today. We can gain knowledge, excitement, and rewards, but there are dangers. Cub Scouting can be like the strong sides of "Old Ironsides" that repelled the old cannon balls. It provides the skills, principles and beliefs to defeat the pirates of today.

Grandmothers Trunk

Equipment: Flashlight; Old Trunk (can be made from cardboard); braided rug; old-fashioned hat; lamp; radio; rocking chair or whatever you have to give a feeling of yesteryear; and for each boy receiving an award, a baby or family picture and his award attached to an old-fashioned hat, shoe, tie, etc.

Arrangement: Have trunk sitting on braided rug with other old furniture. The awards for each boy should be in the trunk. Spotlight the trunk and have all Cub Scouts seated around the trunk.

Cubmaster: This is Grandmothers trunk. There are old and wonderful surprises in this trunk; fancy dresses, lacy hats, faded letters, old pictures; all bring back memories of days gone by. With each treasure there is a special event that helps us to remember Grandmother and Grandfather, our aunts and uncles, our family and the stories that have been passed down to us.

Remember the past, treasure the memories of your youth and your family. For these memories are your awards when you are older.

Let's look now and see what awards this old trunk holds. (Cubmaster opens trunk, pulls out hat with a picture of Cub Scout with his award attached to it. Cubmaster passes hat among Scouts and asks the boy to stand who can remember anything special about the person or event in the picture. Have the Scout tell about the picture and then Cubmaster presents the award.)

The next object is taken from the trunk and passed among the Cub Scouts in the same manner. The boy stands, tells about the picture and is presented his award. Continue until all awards are presented.

Cubmaster: We have made our own memories today and we are proud of the achievements of the Cub Scouts in Pack ____.

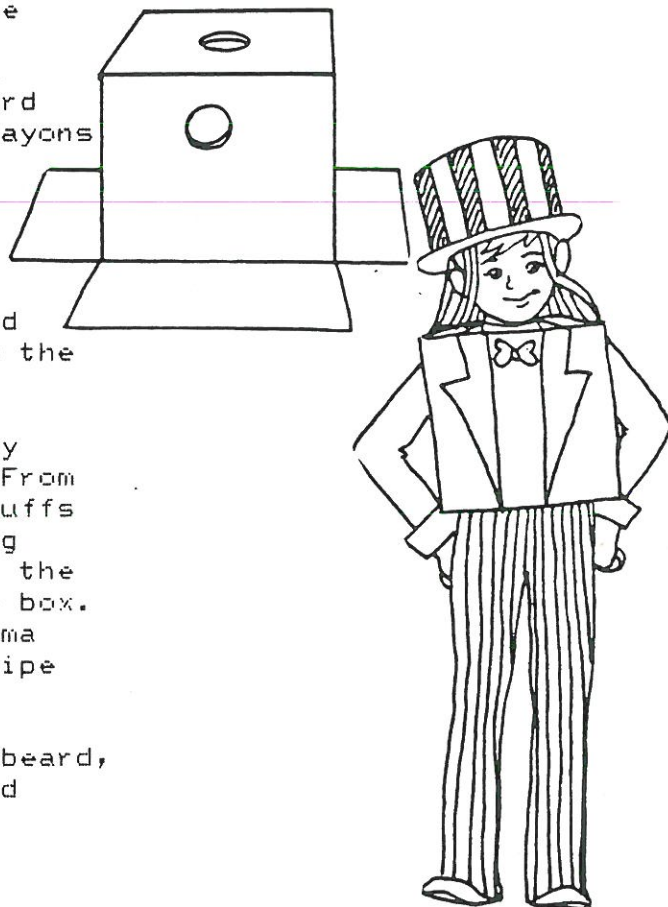
COSTUMES FOR SKITS AND CEREMONIES

Uncle Sam

The symbol of the United States government - was first drawn in the 1180's almost 100 years ago.

For Uncle Sam's hat, use a 3 gallon ice cream tub. For the hat brim, cut

a 14" circle from corrugated cardboard. In the center of the circle, cut a hole so that the circle sits on your head like a hat. Glue and tape the cardboard to the rim of the tub. With crayons or acrylic paint, color red and white stripes around the crown. Add a white hat band with blue stars. Paint top and brim red.



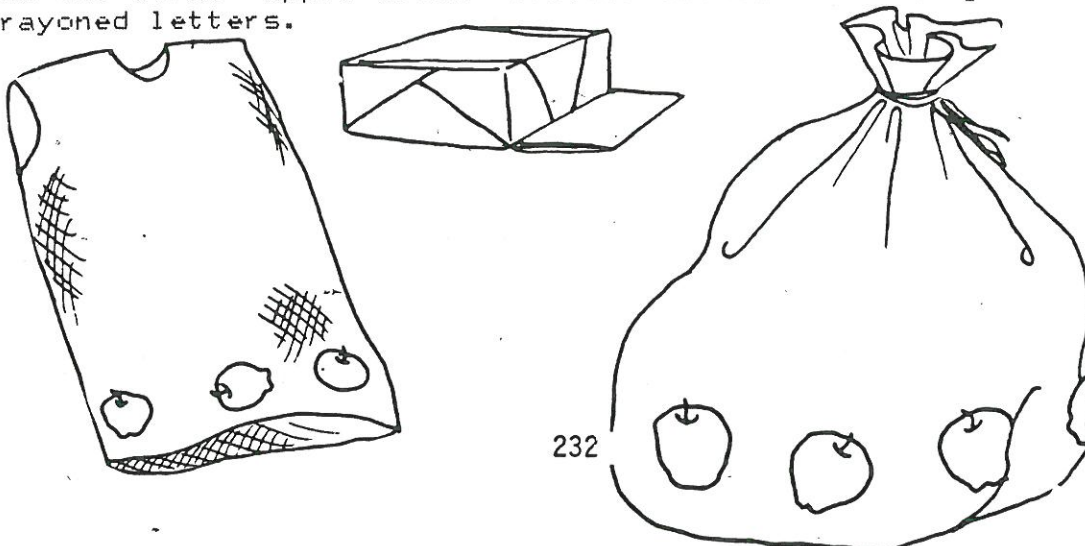
For the jacket, find a cardboard box which will cover a boy from the shoulders to waist.

For Sam's jacket sleeves, simply wear a blue sweater or shirt. From blue construction paper, make cuffs to fit around the wrists. Using crayons or acrylic paint, color the jacket, vest and bow tie on the box. Wear red and white striped pajama bottoms if you have them or stripe trouser legs with masking tape.

Fringe white crepe paper for a beard, and hold it in place with rolled masking tape.

Johnny Appleseed

This gentle, friendly little man dreamed of filling the whole country with apples, so there must be apples and apple seeds somewhere on the costume. Wash a burlap flour sack and make openings in it for head and arms. (a paper, not plastic, garment bag will serve the same purpose) Cut off sack just above knees. Glue actual or paper seeds to the bag, particularly around neck, arms and hem. Glue cutouts of red apples to a belt. Make a paper cap. Wear blue jeans and walk barefoot. Carry a sack filled with crumpled newspapers and the words "apple seeds" written across it in large crayoned letters.



Rip Van Winkle

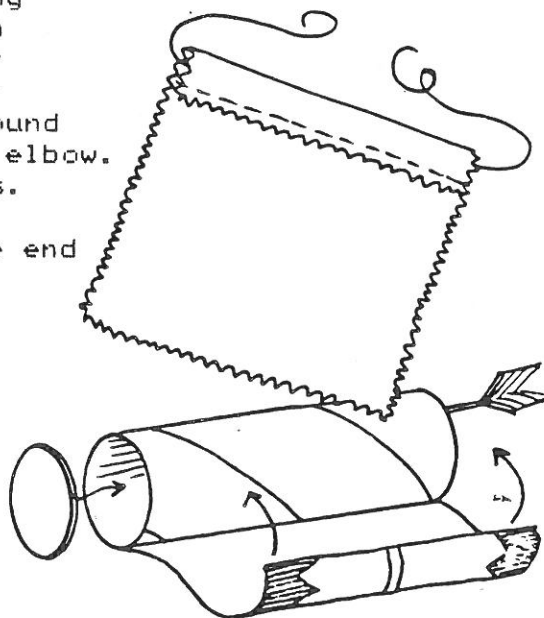
Because this fellow slept twenty years, his clothes fell into rags and he grew a long white beard. Wear torn pants and a ragged jacket. Use fringed white crepe paper, yarn or cotton for beard and mustache. Glue to a piece of string and tie around head. Draw age lines on the boy's face with eyebrow pencil or chalk. Wear dad's old felt hat and a pair of sandals. Carry a crooked tree branch.



Hiawatha

This little Indian sported a black scalp lock, so wear a strip of fur or black fringe over head. Hold it in place with fine elastic. Glue or sew crepe paper fringe down sides of pants. Cut two 9" square pieces of fabric for breechcloth. Make a 1" hem in each piece and trim remaining edges with pinking shears. Run string or cord through hems for belt. Decorate with crayons or tempera paints. Wear beads around neck and a wide bracelet above elbow. Walk barefoot or wear moccasins.

For a quiver, glue a lid to one end of an 8" piece of towel roll.



CEREMONIES

Johnny Appleseed

Many years ago a man named John fell in love with a particular fruit. He had visions of people all over the country enjoying this fruit. He decided to make that happen by planting the seeds where ever he traveled. The man's nickname was Johnny Appleseed.

Johnny planted thousands of apple seeds in his lifetime. First he would dig a small hole and then drop the seed in and cover it with dirt. He probably watered it before he went on his way.

(Call the Bobcats forward.)

The seed would grow into a tiny tree. It would have to survive the elements and animals in the wilderness. Our Bobcats are beginning to grow in Scouting. With the help and guidance of parents and leaders, they have learned the 7 steps to the Bobcat Badge. Congratulations!

(Call the Wolves forward.)

The sapling grows into a stronger tree. It has to withstand harsh winds and cold winters. It gets nourishment from the soil, sun, and rain. Parents and leaders have encouraged our Wolves to continue in Scouting. Twelve more steps have been taken to earn the Wolf Badge. Congratulations!

(Call the Bears forward.)

The tree is now large enough to produce blossoms. It is starting to mature. Our Bears worked on various tasks and have earned the more difficult Bear Badge. Congratulations!

(Call the Webelos forward.)

Finally the apple appears on the tree. It is nearly ready to be picked. The Webelos is maturing in Scouting. He has earned his badge by working on many different activities and exploring the world of Boy Scouting. Congratulations!

The apple is usually washed and polished before it is eaten. Would all the leaders and parents please stand? By sending treats, driving on field trips, participating in Pack activities, helping a boy complete a Scout task and supporting Cub Scouts, you are fantastic apple polishers! Thank you! May Scouting continue to grow and be a vital part of our children's lives.

SKITS

Mardi Gras Heroes

Cast: Billy; Robin Hood; Blackbeard; King Rex; Sitting Bull

Scene: Billy's room where he is trying to think of a Mardi Gras costume for the coming Pack Meeting. He lounges in a chair and is looking through a book when he falls asleep.

Billy: Gee, (yawns) if only I could think of a good costume for the Pack meeting. It has to be something for a Mardi Gras parade. I don't see anything that I like in this book. (yawns again, closes eyes and sleeps...)

Robin Hood: (enters) Billy, Billy, what about me? No grander hero there could be! I robbed the rich, gave the poor a hand; I'm Robin Hood from the merry band. (he stands off to one side of the stage)

Blackbeard: (enters) Lift the anchor, hoist the sail; Blackbeard's here to tell a tale. I'm the hero for you, Billy. Anyone else would just be silly. (he stand next to Robin Hood, they eye each other strangely...Billy sleeps on)

King Rex: Nonsense, Lad, they're not your style; (he says as he enters) they'll both end up on the rubbish pile. What you need is a costume with zing! Why not go as Rex, the King? (he bows low and takes his place next to Blackbeard...but sniffs and steps away from him...)

Sitting Bull: (enters) How, Bill Cub Scout... Heap big plan...need Indian costume, soon as you can! Famous Indian, Sitting Bull...sure to win you trophy full. (he takes his place beside King Rex...and acts like he wants to scalp him). (All dream characters begin to argue among themselves. They brandish weapons and talk loudly. As they do, Billy wakes, rubs his eyes and yawns.)

Billy: Boy, what a funny dream...and all of those people were real neat. What can I do? Robin Hood was always doing good deeds...Blackbeard lived such an exciting and adventurous life...King Rex was so noble...and Sitting Bull...brave, a real leader...I wish I could come up with some character that would have all of their good characteristics, but who could that be? I KNOW...I'll go as a Cub Scout... they're always doing good deeds, they're always doing adventurous things like camping and stuff, and they live by a code that's every bit as noble as King Rex's. They have to be intelligent to learn all the neat things that Scouts do...and they have to be brave leaders because they always seem to be at the front when things are happening...I'll go as a Cub Scout.

(All the characters chime in with comments like, "Why didn't we think of that?" "Good idea!" "That boy's real smart!"

SONGS

Ain't Gonna Rain No Mo'

Chorus: Well, it ain't gonna rain no mo', no mo',
It ain't gonna rain no 'mo.
How in the neck can I wash my neck,
If it ain't gonna rain no mo'

Bull frog sitting on a lilly pad,
Looking up in the sky,
Lilly pad broke and the frog fell in,
Got water in his eye.

Chorus

Well the skeeter he fly high,
Well the skeeter he fly low,
If ole Mr. Skeeter light on me,
He ain't gonna fly no mo'.

Chorus

Peanut sitting on a railroad track,
His heart was all a flutter,
Along came a big old railroad train,
Choo! Choo! Peanut butter!

Chorus

The Bear

Tune: Sippin' Cider

The other day,
I met a bear.
A great big bear,
Away 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,
Come on now, feet,
Let's up and glee.

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

In front of me,
There was this tree,
A great big tree,
Oh, Glory be!

The lowest branch,
Was ten feet up,
I had to jump,
And trust my luck.

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

Now don't you fret,
Nor don't you frown.
'Cause I caught that branch,
On my way down.

That's all there is,
There ain't no more,
Unless I meet,
That bear once more.

Ballad of Davy Crockett

Born on a mountain top in Tennessee,
Greenest state in the Land of the Free,
Raised in the woods so's he knew ev'ry tree,
Kilt him a b'ar when he was only three.
Davy, Davy Crockett, King of the wild Frontier.

In eighteen thirteen the Creeks uprose,
Addin' redskin arrows to the country's woes,
Now, Injun fightin' is somethin' he knows,
So he shoulders his rifle an' off he goes.
Davy, Davy Crockett, The man who don't know fear.

Off through the woods he's a marchin' along,
Making up yarns an' singin' a song,
Itchin' fer fightin' an' rightin' a wrong,
He's big as a b'ar and twice't as strong.
Davy, Davy Crockett, The buckskin buccaneer.

His land is biggest an' his land is best,
From grassy plains to the mountain crest,
He's ahead of us all a mettin' the test,
Following his legend into the West.
Davy, Davy Crockett, King of the wild Frontier.

I'm A Yankee Doodle Dandy

I'm a Yankee Doodle Dandy, a Yankee Doodle do or die;
A real-live nephew of my Uncle Sam's
Born on the Fourth of July...
I've got a Yankee Doodle sweetheart,
She's my Yankee Doodle Joy.
Yankee Doodle came to London just to ride the ponies,
I'm a Yankee Doodle boy.

GAMES

When I Go To The Mardi Gras

This is an attention and memory contest. All players sit in a circle or line. The first player says "When I go to the Mardi Gras I am going to see Robin Hood". The next player must repeat "Robin Hood" and add something like "When I go to the Mardi Gras I am going to see Robin Hood and Johnny Appleseed". The next player repeats these and adds another person from American Folklore that he might see at the Mardi Gras. The object is to remember everyone. If the player forgets someone he is out and the next player tries. The game continues until only one player remains.

OPENING

Scouting Around the World

Cubmaster: On the 29th of July in 1907, Lord Baden-Powell took 22 boys with him to Brownsea Island, off England's southern coast. This was the world's first Scout camp. That little camp was the foundation of the tremendous world-wide Scouting movement. The Boy Scouts of America was organized along with Scouting associations in many countries. Today there are more than 15 million Scouts and leaders in over 150 countries. Time changes many things, but the Scout Promise and Law are as important today as they were in the beginning. Please stand, give the Cub Scout sign and repeat the Cub Scout Promise with me, followed by the Pledge of Allegiance.

CLOSINGS

Lord Baden-Powell Said

Lord Baden-Powell, the founder of Scouting, said this to Scouts everywhere: "I often think when the sun goes down, the world is hidden by a big blanket from the light of Heaven, but the stars are little holes pierced in that blanket by those who have done good deeds in this world. The stars are not all the same size; some are big, some are little, and some men have done small deeds but they have made their hole in the blanket by doing good before they went to heaven. Try and make your hole in the blanket by good work while you are on earth. It is something to be good, but it is far better to do good." Think of Baden-Powell's words when you promise "to help other people." Good night.

Baden-Powell Closing

This can be done by having boys recite one line each, or one person can read the entire thing.

Baden-Powell had a vision
Which he made come true.
So that we enjoy Scouting
And have fun while we do.
He wasn't an American
But he's famous to us;
He has earned in America
Our admiration and trust.
May the Spirit of Scouting
Be with both young and old
As you never forget
The blue and gold.
May you strive for Truth and Spirituality in the Warm
Sunlight under the Sky above. May you bring Good Cheer and
Happiness to others and have Steadfast Loyalty and Love.

Blue & Gold Closing

You've heard the TV commercial which says: "You're not growing older, you're getting better". That's the way it is with Scouting. It's getting better all the time. Scouting is improved and updated to keep pace with a changing world and to make it relevant to today's boys. So even though some of you think that * sounds pretty old, just remember; Scouting isn't getting older...it's getting better. Good Night.

* years old Scouting is.

Our Countries Past & Future

Lights out. Closed curtain. As narrator begins, two Scouts take their places at opposite sides of the curtain. Play background music of a patriotic nature or possibly "On My Honor". Select a Scout who reads well or possibly a Den leader to read the following:

Behind the curtain is a picture. A picture begun long ago, but still not finished. A picture that all Scouts and their families can relate to. A picture that all Scouts and their families have learned about and live for.

It is a picture of our past, and there is something of John Paul Jones and Davy Crockett, Washington and Jefferson in it. Lee and Grant are there and Abe Lincoln.

There are those who gave their lives at Gettysburg and Flanders and Salerno, Korea and Vietnam and when you look at the picture you will see these men as clearly as if they marched across the stage.

It is a picture of our land. We see the rich blessings of oil and wheat, timber and granite. It is a picture of our works, and we see great cities and throbbing industries, busy seaports, and millions of farms.

It is a picture of our people -- 200 million of them. They are the part of the picture we are helping to paint. To this picture we would add the portraits of boys now become men, who will live lives of substance and who will add to that history of noble actions which is our heritage. We will add Cub Scouts and Boy Scouts to the picture along with the leaders that they have become and the leaders that they will become in the future.

Scouts and parents, the picture of our country!

(Curtain opens revealing the U.S. flag.)

The flag of the United States of America!

Puzzle of Achievement

Props: A large piece of cardboard with picture of Cub Scout, cut out jig-saw style. (Be sure the pieces equal the number of awards and anticipated parents.)

Cubmaster: This evening we have several boys who have completed the puzzle of achievements and electives so they may advance in rank. Will Bobcat(s) _____ and his (thier) parents come forward?

(Give each a piece of puzzle. Continue in same manner for Wolf, Bear, and Webeleos ranks, giving everyone a piece of the puzzle. After all awards are presented, have the boys and parents put the jigsaw puzzle together.)

Cubmaster: By working together we can fit all the pieces of the Cub Scout puzzle together to make a complete picture of the Cub Scout youth of America.

Pack Ceremony Totem

Materials: 8-1/2 or 1 gallon
 milk cartons
 5 small flashlights
 3 candles

Cut out the ranks in the cartons and glue cartons together as shown.

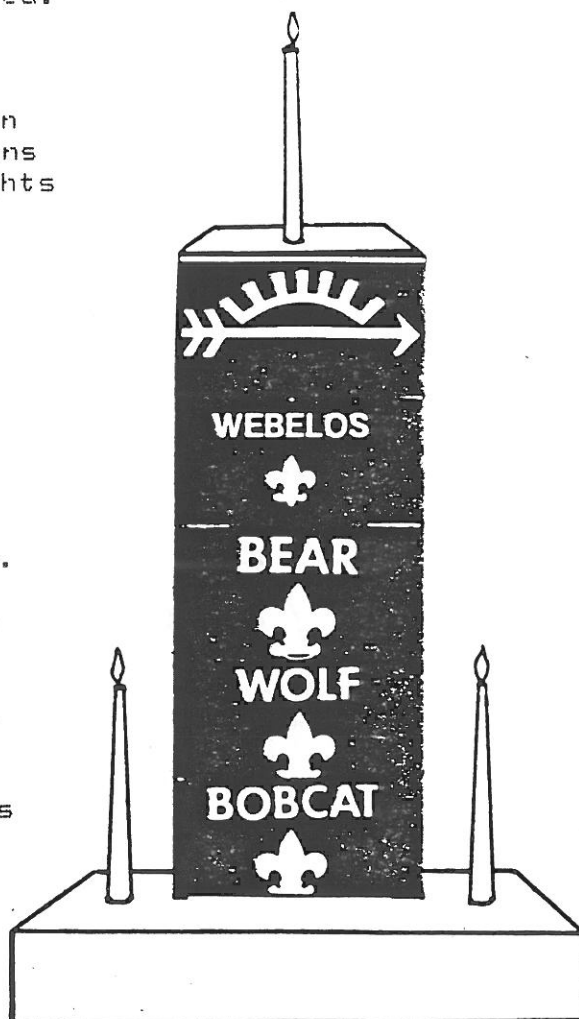
Cut out back of cartons so they may be opened to insert lights.

Paint totem flat black so it will remain almost invisible.

***Top candle represents the Spirit of Scouting.

***Candle on left represents the Cub Scout Promise.

***Candle on right represents the Law of the Pack.



CRAFTS

Fleur-de-lis Placecards

Small Fleur-de-lis are cut from pattern at right. Cut from cardboard and glue on a toothpick to insert in a styrofoam base.

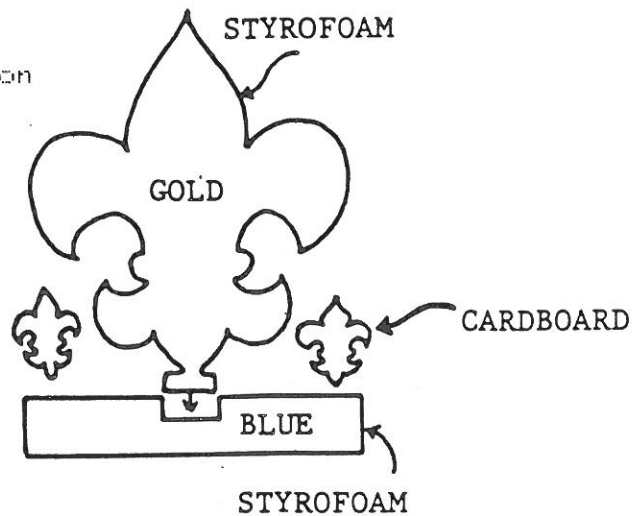
Insert in small styrofoam pieces and write a name on each.

Placemats

Take a sheet of blue construction paper. Cut slots into it. Thread 1" yellow strips through the slots.

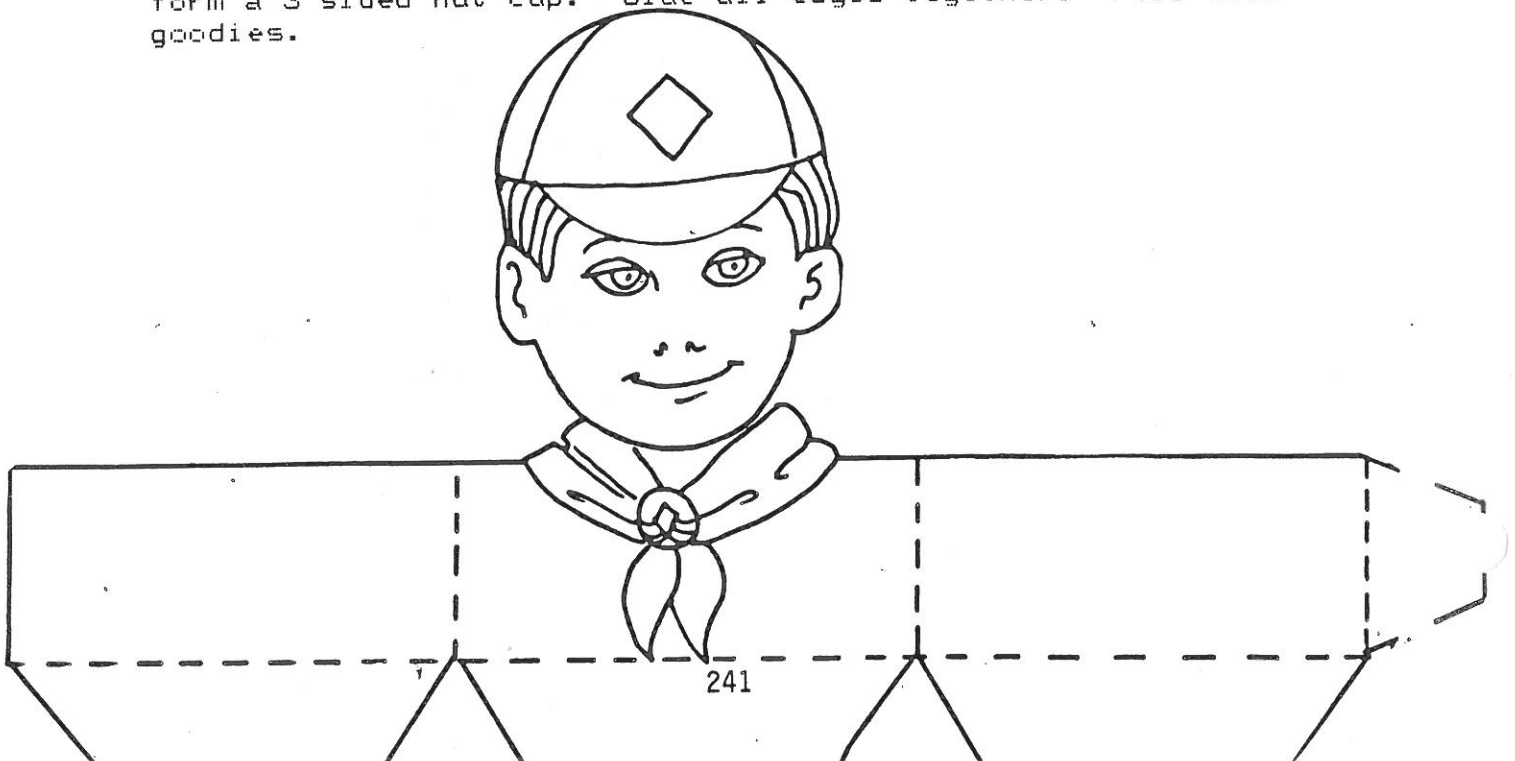
Nut Cup

Small nut cup
1/2 soda straw pennant



Cub Scout Nut Cup

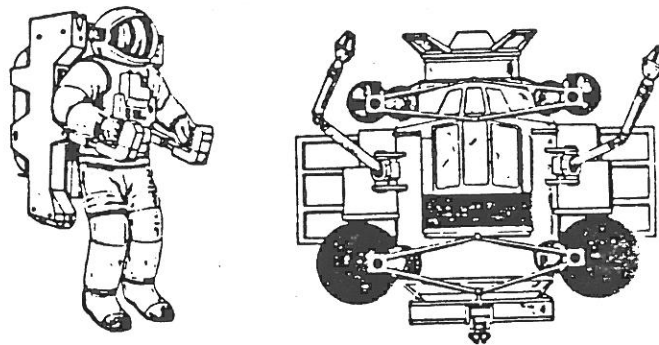
Trace pattern below onto construction paper and cut out. Fold lower tags under and fold on upright dotted lines to form a 3 sided nut cup. Glue all edges together. Fill with goodies.



OPENING

STAGING: Six Cub Scouts with posters with large letters with sayings on back.

- F - F is for frontier, Our final frontier is space.
- U - U is for understanding, by understanding the past we can plan for the future.
- T - T is for together, we must learn to live together on this earth.
- U - U is for universe, our universe is only a small part of the heavenly bodies around us.
- R - R is for resources, we must conserve our natural resources so they will be there when we need them.
- E - E is for energy, we will need more and different forms of energy for the future.



OPENING THOUGHT

The United States has much to be proud of. One of the many things we can be proud of is the fact that America was the first and only country on the moon. Each evening when the moon shines we know that "Old Glory" is still standing since that eventful day it was placed there. This is indeed something for all of us to be proud of. As we join together in the Pledge of Allegiance to our flag, let us be thankful for the courageous astronauts and the American ingenuity and technology that made it possible. As there was many former Scouts among these pioneers in Space, I know that some of our own Cub Scouts may be able to leave their footprints on the moon also. Please rise and join me in the Pledge of Allegiance.

ADVANCEMENT CEREMONY

- STAGING: Cubmaster and leader dressed as a space/time traveler (Astronaut or Dr. Who would be appropriate.)
- CUBMSTR: Tonight we are to talk about 2030 AD, but I don't know anything about it.
- SPACEMAN: (Walks on stage: Hello, you called?
- CUBMSTR: (Act surprised) I called?
- SPACEMAN: You did want to know something about 2030 AD?
- CUBMSTR: Yes, I did, but, who are you and how did you know?
- SPACEMAN: I am a space and time traveler. I have been there.
- CUBMSTR: You have traveled to the future?
- SPACEMAN: Yes, I have. It is a delightful place to be in this galaxy, and especially on this planet
- CUBMSTR: Oh, Boy, I can hardly wait!
- SPACEMAN: Before you get all excited, you must have all the necessary training and skills.
- CUBMSTR: What training and skills?
- SPACEMAN: Well, you must undertake an intensive training program that utilizes skills, crafts, tests, accomplishments, and fun.
- CUBMSTR: We have such a program right here. It is called Cub Scouting.
- SPACEMAN: We will need some new recruits that are not afraid of the unknown, that are brave and willing to learn.
- CUBMSTR: We have those here right now. Will the following boys please come forward. (Reads names of Bobcats. If there are no Bobcats, read Wolf names.)
- SPACEMAN: How do you know these Cub Scouts are suitable to be recruits?
- CUBMSTR: These Cub Scouts have achieved the Bobcat rank, the rank of Cub Scouting. There were not afraid of the unknown, they were willing to learn and they accomplished their goals. I am pleased to present them their Bobcat Badges as a symbol of their achievement and as a symbol of their ability to accomplish things in 2030 AD.

Advancement Ceremony Continued....

SPACEMAN: In 2030 AD we will need young men that have gone a little beyond being recruits; they must have a little more experience and accomplishments behind them.

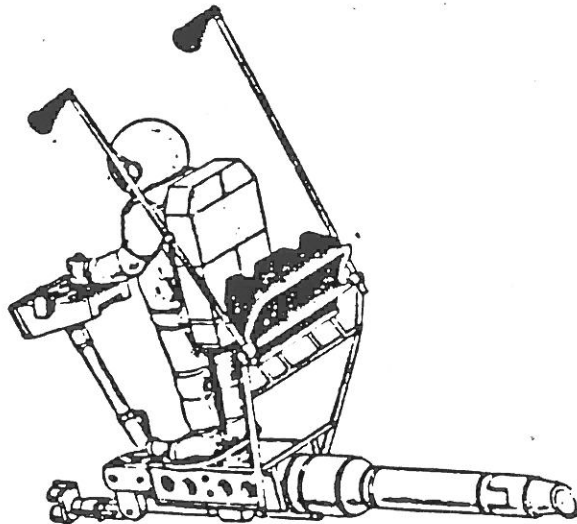
CUBMSTR: We have such young men right here at this meeting. Will the following Cub Scouts come forward? (Reads names of Wolf Cub Scouts.)

SPACEMAN: What have these young men done to show they are suitable for 2030 AD?

CUBMSTR: These Cub Scouts have gone beyond the Bobcat and have earned the Wolf Rank, the second rank in Cub Scouting. Their accomplishments are greater than the Bobcat because their challenges were greater. They have shown ingenuity, intelligence, and skills as proof of their abilities for 2030 AD. I am proud to present these Cub Scouts their Wolf Badges.

(Continue on likewise for the Bear and Webelos Ranks.)

SPACEMAN: Well, I see you have a good training program and all the necessary trained young men for 2030 AD. So I will now say good-bye, good luck, and good Scouting.
(Spaceman leaves)



CLOSING

STAGING: Lights dim, Denners from each den, Cubmaster, Candles

DENNER #1: (lights candle) What did it feel like, astronaut, as you flew into outer space? Did you mind being cooped up in such a tiny place?

DENNER #2: (lights candle) Did the stars have points? Did the clouds race by? Did they bump into you as you sailed?

DENNER #3: (lights candle) Did you feel like a kite when the string breaks away and it loses its balancing tail?

DENNER #4: (lights candle) Could you hear the wind as it whistled by? Is the world really big and round?

DENNER #5: (lights candle) Were you scared, astronaut? Were you happy and glad when you walked again on the ground?

CUBMASTER: (lights candle) Today these questions can be answered from first-hand experience only by a small handful of men and women. Think for a second, if you are prepared and willing to take the challenge by 2030 AD, you could be a member of that group, a larger group by then, but still a very select group.

CLOSING

STAGING: Two or more leaders, lights dimmed, candles

#1: Many a Cub Scout, I'm sure, has dreamed of becoming an astronaut.

#2: And we should always remember that these dreams are not for naught.

#1: Most of our present and past astronauts were Scouts when they were young.

#2: The training that this program gives has praises to be sung.

#1: Just as the men in space exploration handle their jobs with a courageous, firm hand,

#2: We should tackle our earthbound problems to make this a better land.

#1: And as we preserve our environment by increasing our knowledge each day,

#2: Using courage and imagination in the Scouting - astronaut way!

"TIME SCOUT"
(A Skit)

CHARACTERS: Time Scout dressed in futuristic uniform with awards as described in skit; several scouts dressed in uniform of 1985.

SETTING: Scouts are seated with one Scout standing as the skit opens, on stage are den and American flag.

SCOUT: All right, Scouts, it's time to start our den meeting. Attention (Scouts stand), salute, pledge...(All say Pledge of Allegiance. At the end they sit except for leader who remains standing) Tonight we have a special visitor who has traveled a long way to be with us. (Time Scout enters, all Scouts stand and show surprise)

SCOUT 2: Who is he and what is that uniform he's wearing?

SCOUT 3: Yeah, I've never seen a scout uniform like that before.

SCOUT 1: Relax, relax, everyone...this is Time Scout Bill Scott from the year 2030. He's traveled here in a time machine to visit us and see what our scouting is like.

SCOUT 2: Time Scout...he looks like a spaced out Cub Scout.

T SCOUT: Well, you're right in a way...Time Scouts started out as Cub Scouts, but things changed until now we wear this uniform and travel in time instead of traveling to different places.

SCOUT 3: Well, your uniform is sure different from ours, what are all of those things on your uniform?

T SCOUT: Well, this is my award for traveling ten years in time. I went to the year 2020...

SCOUT 1: That sure is different from our hiking to the park for a campout.

T SCOUT: We camp out too...This is my award for camping in a space shuttle for a week while it orbited Saturn.

SCOUT 2: What's that award there? (Points to large rocket-shaped award)

T SCOUT: That's my award for successfully piloting a rocket ship to the moon and back without a compass.

SCOUT 3: And we thought we had it tough learning to read a map to Dallas!

SCOUT 2: Yeah, Scouting is sure different in your time, but what is that? (He points to a large yellow triangle award.)

T SCOUT: That is my pie award.

SCOUT 1: For mathematics, no doubt...Pi is 3.14567....

T SCOUT: No, not Pi like the mathematics number...Pie...You know Apple Pie...I got it for eating the most pieces of pie at our Webelos Woods Campout!

ALL SCOUTS: Some things will never change...

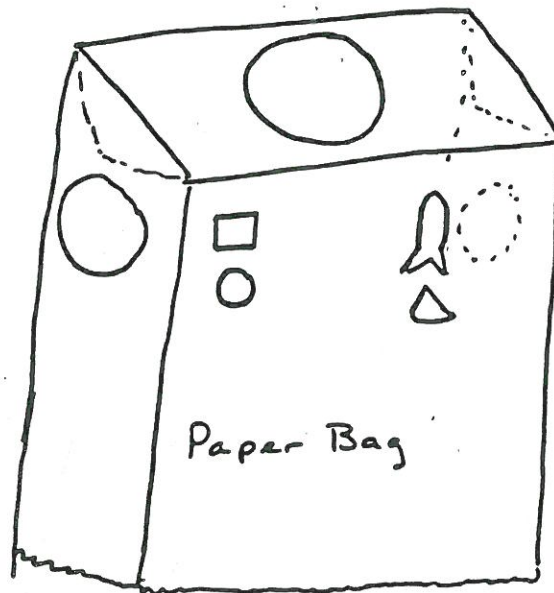
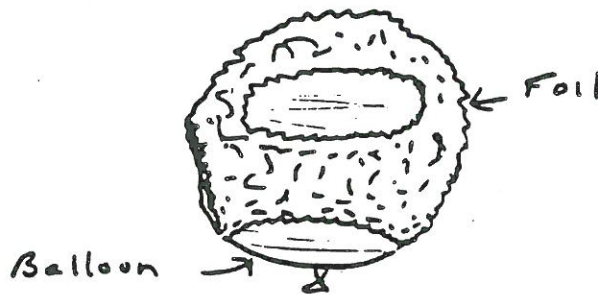
COSTUMES FOR "TIME SCOUT" SKIT

MATERIALS: Large balloon, aluminum foil, polyurethane spray (clear), construction paper, large paper bag, silver paint

1. Inflate balloon to desired size.
2. Shape aluminum around balloon to form helmet.
3. Spray aluminum foil with polyurethane spray.
4. Break balloon.
5. Cut out space awards using construction paper.
6. Cut holes in bag for arms and head.
7. Paint bag with silver paint.

AWARDS: To be attached to bag

Square Award - for traveling in time
Round Award - for camping on shuttle
Rocket-shaped Award - for moon trip
Triangle Award - For pie-eating contest



GAMES

ORBITING THE POLES

For each team have: 1 cone, 1 hula hoop, 2 smaller rings. Set up cone 3-4 feet from starting board. Each boy throws 1 large ring, for 1 point and 2 small rings for 5 points each. Boys must keep both feet on the starting block of wood. Team with most points wins.

OXYGEN TANK RELAY

Use 2 milk jugs filled with water for each team. Boy stands on the starting block of wood with a milk jug in each hand. He runs to the finish line and back. Second boy is standing on the block of wood waiting to receive jugs. First team to finish wins.

LASER FIGHT

Each team has an athlete water bottle filled with water. One boy from each team stands together back to back. When the starter says, "Begin" each boy takes four steps, turns and fires at the other with one squeeze from the bottle. If he hits the opponent, his team gets a point. The players cannot dodge. Another pair battle and so on until all have played. Team with most points wins.

ROCKET BLAST-OFF

Have one empty 2-liter plastic pop bottle and a coat hanger for each team. Put the bottle down on its side with the opening away from the boy. Boys must hit the rocket with the hanger to propel it to the finish line and back. To start the race, say, "Pilots, ignite your engines, ready, blast-off."

MOON ROCK RELAY

Have pie tin for each team. Place several rocks and water in each pan. Boys have to run with the pans of water to finish line and back. Have a milk jug of water and stand between the lines. If a boy spills his water, he must stop, yell "water" and it must be refilled before he can continue running.

MOON MARBLES

Have a teter board with a small can on each end of the board. Each contestant has five marbles that he tosses, in turn into his moon crater. Player with most marbles in can wins.

COVER THE SUN

Toss four six-inch linoleum discs onto a 2' x 2' board which has a four-inch circle painted on it. The object is to cover the circle completely.

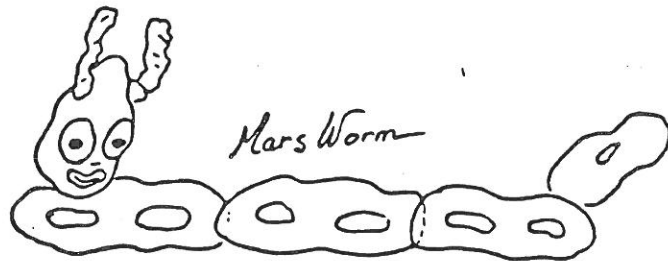
SPACE BINGO

For this dual contest, give each player twelve bottle caps or buttons painted the same color. These are tossed, in turn, into an empty wooden beverage case. Winner is first one to get four of his color in a row.

PEANUT CREATURES

MATERIALS:

A bag of unshelled peanuts
 Pipe cleaners
 All-purpose glue
 Poster paints
 Thin cardboard
 Pencil

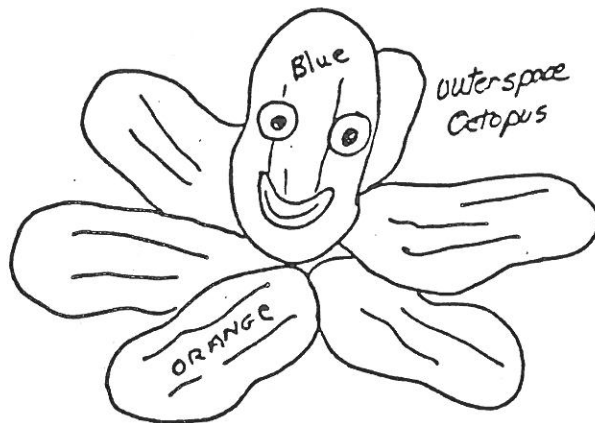
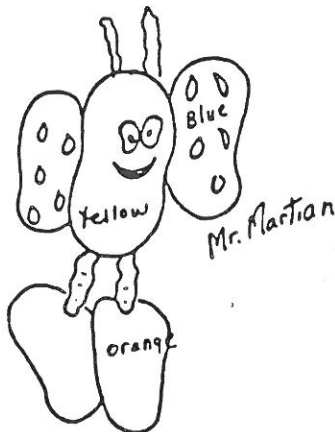
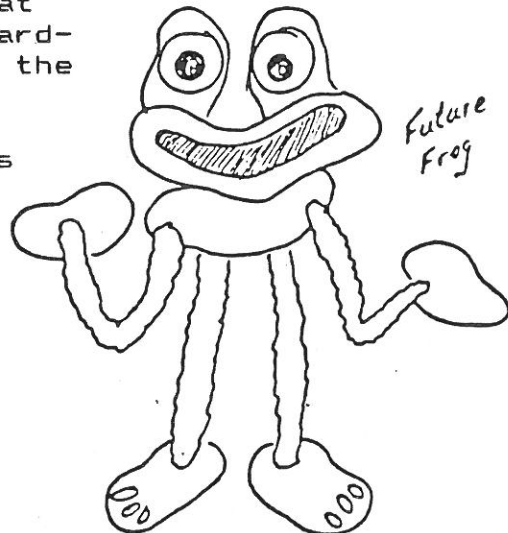


Whole peanut shells with the peanuts still inside are great for the body and head sections. Those with only one nut inside are just right for hands and feet. For the other parts, you will have to split the shells apart before deciding what shape is best to use.

If you think you will have difficulty making the creatures stand, glue the shells that make up the body onto a piece of thin cardboard. Then cut around the shape after the glue has dried.

To attach the pipe cleaners, punch holes in the shells with a dull pencil. You could also use a hairpin, nail, or the end of a paper clip. Add a drop of glue to keep the legs, arms, or antennae in place.

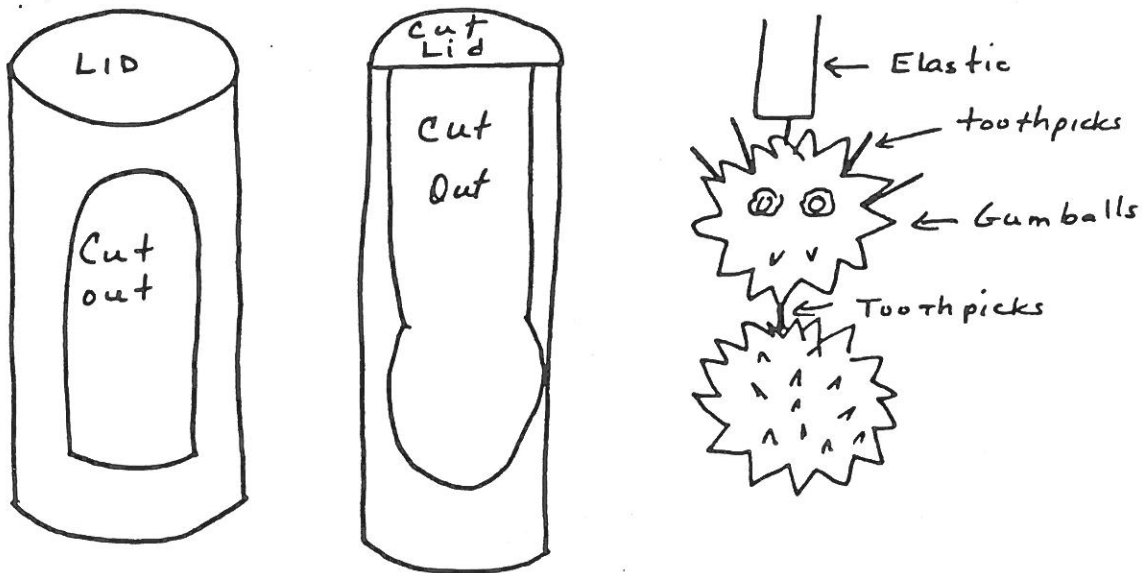
Paint the different parts before you put the creature together. Some parts may have to be painted or touched up after the creature is finished.



CREATURES FROM THE COSMOS

MATERIALS: 1 potato chip can; paint or material to cover can; 1/4" wide elastic; round toothpicks; glue; spray paint; exacto knife; ice pick; sequins; sweet gum balls

Draw the shape you want to cut out of can. Using an exacto knife, cut shape out. You will want to cut lid of can if you make cut out all the way to top of can. Break toothpick in half and put glue on both ends. Fasten two gumballs together with toothpick. Use an ice pick to punch a hole in each piece of elastic strip. Place 1/2 toothpick into one end of elastic, put glue on toothpick and in top of one of the gumballs. Break 2 more toothpicks in half, put glue on blunt ends and stick into gumballs around top of head. After glue dries, you are ready to spray with color of your choice. When paint has dried, cut slit in plastic lid, slip end of elastic thru, secure by inserting a drop of glue on each sequin and place over a prickly point on gumball for eyes.



PECAN SPACE CRITTERS

MATERIALS: pecans; peanut hulls; pipe cleaners; glue; moving eyes

Glue two pecans together (lengthwise). Use two peanut hulls for feet. Glue each hull on either side of pecan body. Cut facial features out of felt and glue on top pecan. Glue on eyes. Pipe cleaners may be used for antennas and arms.

CEREMONIES

OPENINGVISIT TO AN AVIARY

Characters: Cub Scouts wearing costumes to represent the birds listed below. Narrator.

Narrator: Tonight we would like to take you on a visit to an aviary where we can meet some of our fine feathered friends. (He introduces each bird by name as it walks on stage in turn).

Woodpecker: (Makes noise like Woody Woodpecker) If you sit in my tree I can shake you up! (Nods head like he's pecking and exits)

Crow: (Comes in with bright trinket in beak) I'm a bit of a rascal, you know. Just a scavenger at heart.

Hummingbird: (Darts back and forth very quickly as he flies in, fluttering wings very rapidly and making soft humming sounds. He speaks quickly but distinctly) I'm always coming and going...coming and going. Must hurry to find some sweet, sweet nectar.

Owl: (Comes out very calmly and slowly, blinking wide eyes slowly and looking straight ahead with expressionless face) The less I speak, the more I hear. The more I hear, the more I know.

Peacock: (Struts in slowly, head high, and speaks in proud manner) My family is in show business, you know. Have you seen us on TV lately? NBC is the Channel. (Struts off in same proud manner)

Carrier Pigeon: (Has message strapped to leg, and speaks as though out of breath from hurrying) I'm just resting in flight. (pulls compass out from under wing and looks at it) Have to have a look at my trusty compass every hour or so. Must be on my way again to get the message through.

Narrator: (As nondescript bird walks on) What kind of bird have we here?

Nondescript Bird: (Has alarm clock around his neck and long dangling worm of exaggerated size in one hand. He flaps wings a couple of times and gives an excited squawk as he walks on excitedly) I'm the Early Bird...and I've got the Worm!

Curtain!

CLOSING

WHAT IS A BIRD

IS IT AN ANIMAL THAT FLIES? Most of them do, but so do bats as well as butterflies and many other insects.

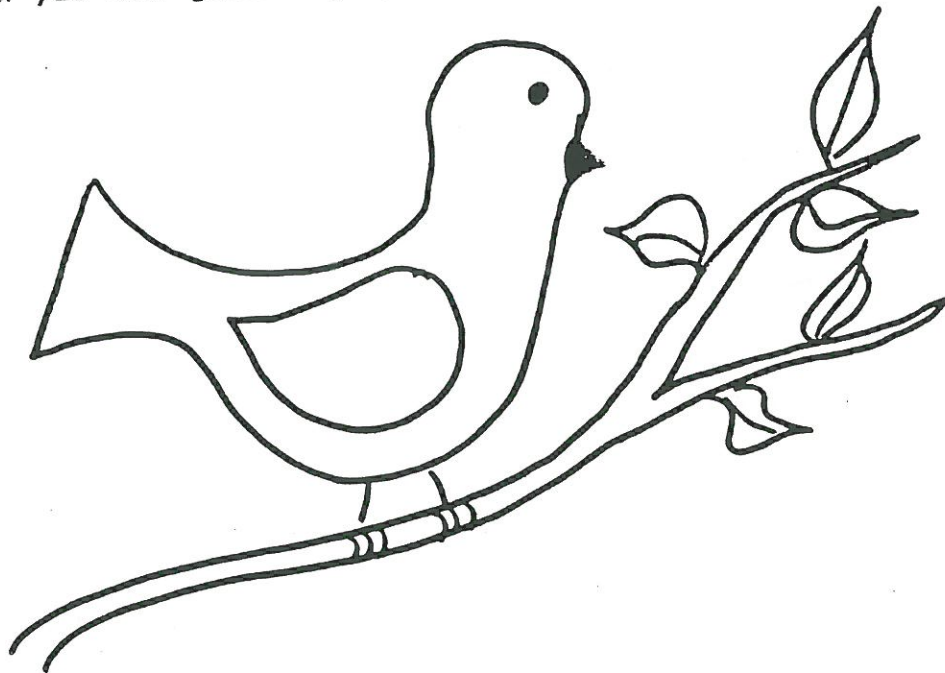
IS IT AN ANIMAL THAT BUILDS A NEST? Again, most of them do, but so do some mice, squirrels, and rabbits.

IS IT AN ANIMAL THAT LAYS EGGS? Yes, but so do many reptiles such as turtles and some snakes.

THEN WHAT IS A SURE TEST FOR A BIRD? Its feathers! Birds are the only creatures on this planet that wear this outside covering.

So you see Cubs, everything is not always what it seems! Learn to investigate and explore what God has given us to enjoy.

Thank you and good night, Scouts



ADVANCEMENT

"OUT OF THE EGG"

Preparation: Empty eggshell in the same manner in which you would in preparing a confetti egg. Place the advancement badge inside eggshell and seal with tissue paper (Note: Code the ranks by the different colors of tissue paper). Place the eggs in a nest.

Presentation: Call all of the boys and their parents who are going to receive advancement awards forward.

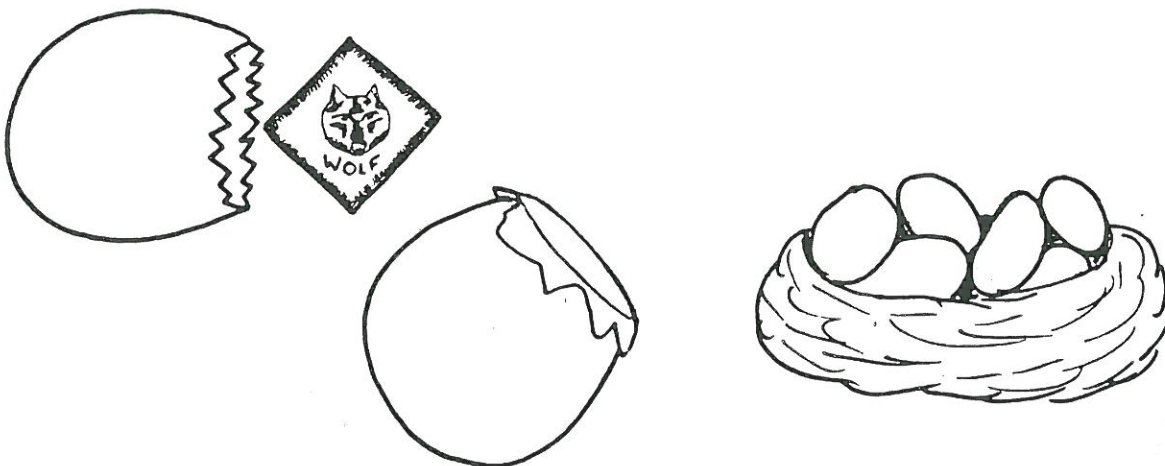
Cubmaster: Boys, during this month, each of you has learned many new things about the world of our feathered friends, the birds. You have learned of different types of birds and you have studied their shape, their colors, and even heard different bird calls. You have probably even seen bird eggs in the nest.

Tonight, we have a different bird nest. This is the nest of Akela. Akela, the great Indian Chief, once each year gathered all of the young of the tribe together and watched as the young baby birds sprang forth from the egg. He did this so that these young Indian scouts would appreciate the beauty of nature.

Tonight, we shall not sit and watch the eggs, hatch; but rather we shall open the eggs ourselves. In each of the eggs we will find a symbol of your work -- your advancement. I shall call your name and hand to your parents your egg, which you may open, and the card recognizing your advancement.

(Call names and the appropriate advancement)

Congratulations to all of you.



GAMES

BIRD HUNT

Have everyone stand in a circle. Pin a slip of paper, with the name of a common bird, on each participant's back. Give each a pencil and paper for writing the names of birds at the "go" signal.

Object: To get as many names as possible in a given amount of time. Try to avoid showing your name while gathering the names of the other "birds."

Variation: Each boy tries to guess what bird his is by asking questions of the others. Who can find out who they are first?

STORK WRESTLING

Two Cub Scouts face each other, grasp their right hands, and each, standing on one foot, holds his left ankle with his left hand and tries to pull or push the opponent off balance or cause him to let go of his ankle.

SPARROW BATTLE ROYAL

Establish a 6 to 10 foot circle on the ground. Each Cub Scout gets in the circle and grasps his ankles with both hands. On signal, the sparrows try to upset or force each other out of the ring. Last sparrow in the ring and still on his feet is the winner.

SONG

CUB SCOUT GRADUATION SONG

Tune: Red River Valley

From this pack friend they say you are leaving,
To start Scouting adventures so bold,
Don't forget old Pack ___ friend,
And your pals in the Blue and the Gold.

Your old Den Leader wishes you well friend,
Your Webelos Leader does too,
The parents and leaders are with us,
To bid you a cheerful adeiu.

We watched as you were led by Akela,
As you followed the Arrow of Light,
We are so proud of all your achievements,
And we give you to the Scouts tonight.

JUNIOR BIRDMAN

Tune: On Brave Old Army Team

Up in the air junior birdman,
(form goggles for face with thumbs and forefingers of both hands hold extended fingers up)

Up in the air upside down.
(to form upside-down goggles, rotate hands toward face until extended fingers touch lower jaw)

Up in the air junior birdman,
(form goggles)

Keep your noses off the ground.
And, when you hear from the announcer
That the wings are made of tin,
Then you'll know the junior birdman,
(form goggles)

Will send in their box tops.
It takes four box tops
(extend four fingers)

Three-bottle caps
(extend three fingers)

Two-oo-paper wrappers
(extend two fingers)

Add one-thin dime!
(extend one finger)

Directions: Make noise of plane at the beginning and end of song. Add appropriate motions as desired.

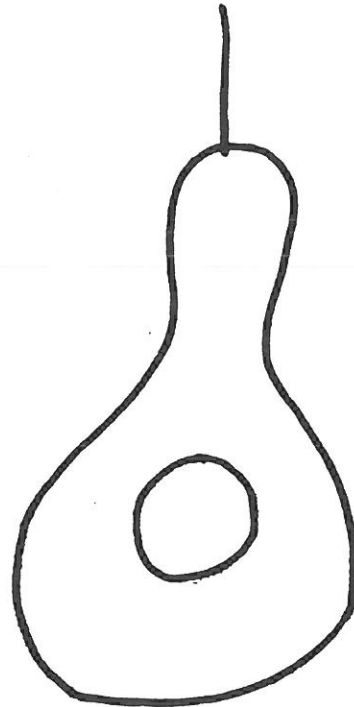
CRAFT

GOURD BIRDFEEDER

Materials: Completely dry gourd, knife, nail, cord, bird seed, paint.

Cut a circle out of the front of the gourd. The inside is a soft velvety surface. To remove this, soak in warm soapy water and scrape it out with a spoon. The interior will feel like leather.

Drill a hole in the top and insert a wire or cord. Tie a knot to the inside and hang the other end of the cord to a tree. Fill the gourd with bird seed. If you want to decorate the gourd, it can be painted and then shellacked. The Birds find this a perfect feeding station.

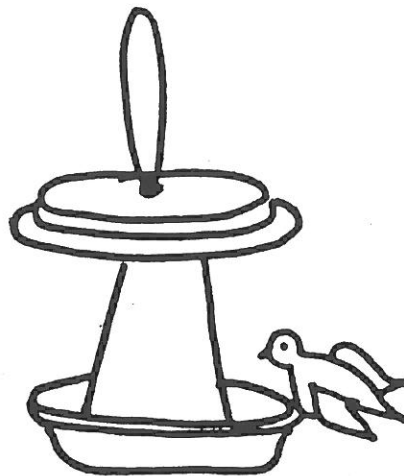


CLAY POT BIRD FEEDER

Materials: One 6" flowerpot, one 9" saucer, one 12" saucer, threaded 1/4" rod (cut to size), washers and nuts and rubber washers, drill small wrench.

Drill holes in center of saucer bottoms to receive the threaded rod. Fill pot with bird seed. Use nuts and washers to hold clay sections securely in place with rod down the middle, starting with the 9" saucer, then the inverted pot, and then the inverted 12" saucer.

Leave enough space between pot and 12" saucer for seeds to fall from pot.



CRAFT

BIRD CALL

Close-grained hardwood, screw eye, rosin powder

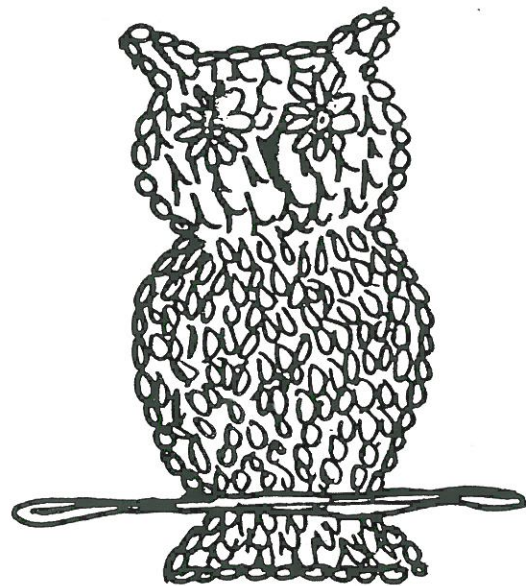
Take a piece of close-grained hardwood, such as rock maple or mountain ash, about two inches long and a screw eye that can be bought at the hardware store. Drill a hole slightly smaller than the screw threads in the end of the block, and turn the screw eye into it. Unscrew the eye, put a little rosin powder in the hole. As the screw eye is twisted back and forth in the hole, very slowly, a chirp-chirp or trill in loud, clear notes is made.

With practice, this simple device will produce an astounding variety of bird sounds. If desired, paint or decorate the bird call with marking pen designs or initials.

SUNFLOWER SEED OWL

Cardboard, pop top ring for hanger, large plastic moveable eyes, twig, stick sunflower seeds, glue

Draw the owl on cardboard. Outline owl with sunflower seeds that are lying flat and glue. Glue flat seeds on chest. Glue a circle of sunflower seeds for each eye. Glue on plastic eyes. Fill in head and tail with sunflower seeds that are standing on end. Glue on twig for nose and stick for a perch. When finished it can be varnished if desired.



OUTDOOR ADVENTUREOPENINGABC-XYZ

This ceremony will require seven participants -- one narrator and six Cub Scouts. Each Cub Scout will need a large card with the appropriate letter on the front in super-large lettering. Print the words on the back of each card for the boys to read.

Narrator: To study nature is to learn about our environment and how we can protect and preserve it now and for the future.

Boy "A": Action - Take action to keep the world around you at its best.
Take NO action that will destroy it.

Boy "B": Beauty - We are blessed with the beauty of nature all around us.

Boy "C": Citizenship - Practice good citizenship by caring about the appearance of you neighborhood and home town.

Boy "X": "X" - is the unknown factor. What will happen if we don't all work together to preserve our environment?

Boy "Y": You - It is up to you to set the example for others.

Boy "Z": Zest - Go about your projects with zest and enthusiasm. Walk hand in hand with Mother Nature. She will always be your friend.

CLOSINGSGod's Handiwork

6 Cubs are needed to recite the lines to this closing. You may consider having them hold posters of scenes of nature or some of our country's wonders like the Grand Canyon, Monument Valley or Mount Rushmore. Or, for something different, have a slide show going while they are speaking their lines.

Cub #1: We've learned a lot about taking care of this wondrous planet of ours.

Cub #2: We will protect and clean up the air so all can enjoy the stars.

Cub #3: We won't litter our fields and streams, or throw our trash on the roads.

Cub #4: We will enjoy all the sun's beams and protect the homes of the toads.

Cub #5: Nature is truly a wondrous thing. God's handiwork is everywhere--

Cub #6: In flowers and trees and butterfly wings, in clean water, clean fields and clean air.

My Backyard

Cub #1: My backyard is a wondrous place -- I can stake a claim or contemplate space.

Cub #2: I can pitch a tent and sleep in the rain, or listen to the whistle of a far away train.

Cub #3: I can throw a ball to Mother or Dad, or just be alone when I get mad.

Cub #4: I can plant a garden or climb a tree, or get my dog, Ralph, to chase a Frisbee.

Cub #5: Sometimes we even have a Den meeting there. I've finished my Wolf and started by Bear!

Cub #6: Yeah, the back yard's the place where I run when I really want to have some fun.

CEREMONIES

Have you ever wondered why most of the ranks in Cub Scouting are named after animals? Think about the animals Bobcat, Wolf and Bear for a moment. What images come to mind?

The Bobcat is a little smaller than most of his cousins in the wild cat family. But his features, especially his ever-alert ears, make him very distinctive and his movements are sleek and swift. We have several Bobcat Cubs here tonight who swiftly tracked the seven steps of what it takes to be a Cub Scout. Would the following boys and their parents please come forward? (Call the names of the boys who are to be awarded the Bobcat rank.)

The Wolf is a very intelligent animal and is known for his loyalty to the pack. He is quick to defend his territory much like a Cub Scout who is quick to stand up for what he believes is right. Would the following boys and their parents please come forward to accept the rank of Wolf? (Call the names of the Cubs advancing to Wolf.)

The Bear is one of the largest animals on our continent and for that reason is often feared. His strength is legendary and his senses are keen. But if you watch him closely you will probably see that the Bear has a sense of humor and likes to play. He also knows how to plan ahead as we see in his preparations of winter. We have some Cubs here tonight who have proven their strength and sharpened their senses and are now to be awarded the Rank of Bear. Would the following boys and their parents please come forward? (Call the names of the boys who are to be awarded the Rank of Bear.)

The Webelos rank may not be named after an animal, but it does stand for something special. Who can tell me what Webelos means? (Pause for response.) Right! We'll be loyal Scouts. Part of being a Scout is being a friend to animals -- a protector of their homes and their right to survive. Webelos are apprentice outdoorsmen, foresters and naturalists and they are learning what it means to be a Boy Scout. Would the following boys and their parents please come forward to be awarded the Rank of Webelos? (Call the names of the new Webelos.)

Boys who have attained the rank of Arrow of Light have made a commitment to live their lives by the Scout Oath. This commitment makes them the King of the Forest, the Ruler of the Roost, the Leader of the Pack. Would the following candidates and their parents please come forward for the presentation of the Arrow of Light awards? (Call the names of the boys who are to be presented their Arrows of Light.)

SKIT

Cub Scout Nature Hike

(This is an audience participation skit.)

CUB SCOUTS: "My Turn! My Turn!"

DEN LEADER: "Now, boys."

ROBIN: "Hop, hop, I'm off!"

DOGWOOD: "Arf! Arf!"

HIKE: "hum! Two! Three! Four!"

ANIMALS: "Grrrrrr!"

Once upon a time a den of CUB SCOUTS ... went on a HIKE ... to see what they could see. Their DEN LEADER ... pointed out sights like spider webs, ROBIN's ... nests and DOGWOOD ... trees. The CUB SCOUTS ... wanted to take a nature HIKE ... to see how many wild ANIMALS ... they could find and the DEN LEADER ... saw it as a perfect opportunity for them to learn about conservation, make plaster casts of the tracks of ANIMALS ... and for her to work on her tan.

As the HIKE ... went on, the CUB SCOUTS ... splashed in a creek, chased a ROBIN ..., climbed a DOGWOOD ..., and tried to out-moo a field of cows. THE DEN LEADER ... grew weary of trying to keep up and suggested they rest from their HIKE ... under the shade of a DOGWOOD ... and eat their sack lunches.

As the CUB SCOUTS ... were eating they grumbled about no seeing any wild ANIMALS ... yet on their HIKE ... The DEN LEADER ... explained that if they were patient and much quieter, they would no scare the ANIMALS ... away and have a better chance of seeing some. Just then a ROBIN ... landed on a branch of their DOGWOOD ... tree and the boys all made the CUB SCOUT ... sign and were very quiet. The DEN LEADER ... motioned for them to lay some bread from their sandwiches on the ground. THE CUB SCOUTS ... tore the bread in small pieces and scattered it around them. Like all wild ANIMALS ... The ROBIN ... was at first afraid of

the people below her DOGWOOD ... branch and just watched curiously. But then, she flew to the ground to sample the bread. One of the CUB SCOUTS ... was very, very still and held a piece of bread carefully in his fingers and soon the ROBIN ... was eating out of his hand. Eventually the CUB SCOUTS ... could sit still no longer and the movement and the noise scared the ROBIN ... back to a branch of the DOGWOOD ... tree.

The CUB SCOUTS ... resumed their HIKE ... and the DEN LEADER ... led them to a muddy bank of the creek to find the tracks left by feeding ANIMALS ... Because they were still anxious to see some real live ANIMALS ... the DEN LEADER ... told them to use their imaginations as they mixed plaster and poured it into the impression of the ANIMAL ... tracks. Soon The CUB SCOUTS ... were making up stories about the raccoons, rabbits, and deer whose tracks they found in the mud. One of the CUB SCOUTS ... found a large track with four pads and nail prints and shouted that had found a wolf. Another boy thought it was a coyote. As the DEN LEADER ... was walking over to view the track and try to figure out which of the ANIMALS ... it was, they heard a growl coming from the tall grass beside them. The DEN LEADER ... told the boys to stand still and be quiet and reminded them that there were wild ANIMALS ... in that part of the country that could hurt them. As the CUB SCOUTS ... listened, they heard something walking through the grass towards them and were scared. Soon one of the boys shouted, "That's my German Shepherd, Heidi! Come on out of there, Heidi!" And soon all the CUB SCOUTS ... were laughing and the DEN LEADER ... was congratulating them on their vivid imaginations. They all started to HIKE ... back home, with Heidi following them and they whistled to the ROBIN ... as they passed the DOGWOOD ... tree.

APPLAUSE STUNTS

Mosquito Applause

With hands, slap yourself on your neck, arms and legs while saying, "Ooo-ahh-ahh."

Ant Applause

Hold out left arm and with two fingers of your right hand walk them up and down arm toward you hand while saying, "Hup, two, three, four." When fingers reach the open palm of your left hand, grab them while saying, "Gotcha!"

Flower Applause

Like a flower blooming, raise part way up in your chair, look around, then stand up quickly and yell, "Sproooooing!"

Rainstorm Applause

Start by gently patting knees alternately to simulate rain falling. Increase the noise by switching to hand clapping, then foot stomping as the storm reaches its height. At a hand signal, have everyone shout, "Boom!" for thunder. Gradually decrease foot stomping, hand clapping and then knee patting as the storm subsides.

GAMES

Animal Homes

What is the natural home of each of the following animals?

Lion --- Pig --- Beaver --- Robin --- Bee

Answers: Lion Den --- Pig Pen --- Beaver Hut --- Robin Nest
--- Bee Hive

True or False

- | | | |
|--|---|---|
| 1. The ostrich is the largest bird in the world. | T | F |
| 2. The fluid secreted by toads causes warts. | T | F |
| 3. Some birds can fly backwards. | T | F |
| 4. Copperheads are not poisonous. | T | F |
| 5. Chiggers are a type of flea. | T | F |
| 6. The color of a bird's egg always matches the predominant color of the bird. | T | F |

Answers: 1-T 2-F 3-T 4-F 5-T 6-F

SPOTTING MOTHER NATURE

Use this game to develop nature and conservation skills, alertness and observation. Ask your boys to watch for things that grow, crawl or fly and make a list of them. The boys with the most items on his list wins. This might be done on a nature hike.

NATURE SCAVENGER HUNT

Divide den into two teams (or do it as a den). Give each team a sealed envelope containing these directions: "Your den leader is desperately ill and the following are needed within the next 15 minutes to make her a get-well portion: 4 acorns, 10 dandelion seeds, 6 pine needles, 4 live ants, etc."

Whoever get the largest number of items during the 15 minutes is the winner.

ONE-LEAF TRAIL

A trail is laid using one kind of leaf as a marker and letting the stem point in the direction to be followed. At the end of the trail, the players hunt for the tree whose leaves were used.

PINE CONE BATTLE

You will need twice as many pine cones as players. Divide boys into two equal teams, each about 20 yards from a dividing line. At "go" the battle starts with each player throwing as fast and far as he can ... first two cones from his hands, and then picking up and throwing cones thrown from other side. At a signal, all stop, and count the cones. Those lying beyond the 20 yard mark score 2 points. Others score 1 point.

AUTUMN LEAVES

Den is divided into two teams that line up on opposite sides of a

chalk line on which a dozen or so leaves are laid. On signal, both teams attempt to blow the leaves across to the other's territory. The winning team has the fewest leaves on their side at the end of 2 minutes.

SEED PLANTING RELAY

Divide den into two teams. Have any number of baby food jars lined up at a substantial distance for each team. Each jar should contain one type of bean or seed (with name on outside of jar). Give each boy one each of beans and seeds used. On signal, first boy on each team runs to their set of jars as quickly as possible distributes all his beans and seeds in the proper jars. He then runs back and tags the next boy on his team who in turn does the same with his seeds. The first team who finishes with all the beans and seeds in their proper jar wins.

WORD SEARCH

Find the hidden words:

Bees	Birds	Bushes	Butterfly	Clammy	Dank
Flies	Flowers	Ivy	Lichens	Logs	Mosquitoes
Paths	Rabbit	Rocks	Roots	Shadows	Sounds
Stumps	Toads	Toadstool	Trees		

Y	V	I	L	I	C	H	E	N	S	S	S
M	J	S	D	N	U	O	S	J	D	Y	H
M	P	D	N	Z	S	K	G	A	S	I	T
A	Q	W	A	E	M	T	O	Y	R	R	A
L	R	S	H	N	I	T	L	X	E	T	P
C	K	S	Q	B	K	F	B	E	W	O	Q
R	U	Z	B	U	R	V	S	W	O	A	J
B	N	A	S	E	I	L	F	O	L	D	V
E	R	K	T	J	R	T	Z	W	F	S	S
E	P	T	X	S	T	O	O	R	Q	T	K
S	U	S	D	R	I	B	J	E	K	O	C
B	R	V	Q	S	F	M	U	T	S	O	O
S	H	A	D	O	W	S	Q	V	D	L	R

SONGS

I'm a Nut

I'm a little acorn round
 Lying on the cold, cold ground
 Everybody steps on me
 That's why I'm cracked you see.

Chorus: I'm a nut (clap) in a rut (clap)
 I'm a nut (clap) in a rut (clap)
 I'm a nut (clap)

Coca Cola came to town
 Pepsi Cola shot him down
 Dr. Pepper fixed him up
 That's why we drink Seven-up

CEREMONIESOPENINGS

GENIUSES IN HISTORY

Arrangement: Seven Boys - one acts as narrator
the other six hold cards with the
letters G - E - N - I - U - S

Narrator: This month the theme is "Genius", of which there are quite a few.

Here are some we've learned about and what they've done for you.

1st Cub: (Holds up G card) Gutenberg invented moveable types of printing presses so that more people could have books to read.

2nd Cub: (Holds up E card) Edison gave us the lightbulb, the phonograph, storage batteries, and many other things we regard as necessities today.

3rd Cub (Holds up N card) Newton's studies of gravity and light started many other geniuses on their way.

4th Cub (Holds up I card) Irving's stories have enchanted young and old for years.

5th Cub: (Holds up U card) Urey's discoveries in chemistry and nuclear power will be used for generations to come.

6th Cub: (Holds up S card) Scouting's founder, Lord Baden-Powell, developed a plan for using the genius of every boy.

LIGHT UP YOUR LIFE

Arrangement: A single light bulb is illuminated in the front of a darkened room.

Cubmaster: This light bulb is a pretty commonplace thing to people these days. But it's a fitting symbol for our Pack's Genius Night because of what it represents. Its inventor, Thomas Edison, was recognized as a genius--one of the great inventors of all time. But even more, he represented what you can accomplish if you remember to live up to that part of the Cub Scout promise that says you will Do Your Best. Even if you don't invent a better light bulb, I hope each one of you will do your best, and not stumble around in the darkness, complaining about what everyone else is doing.

Turn up the house lights. Color guard posts the colors and leads the Pledge of Allegiance.

BOY GENIUS

Setting: Five uniformed Cub Scouts line up in front of the room and speak the following lines. They may hold posters with representative pictures on them.

CUB #1: Everyone cannot be brilliant, everyone cannot be smart.
I may not be a genius, but I can build a neat go-cart.

CUB #2: I can dam a stream with boulders, I can climb trees to
the top.
I can run for blocks and blocks and never even stop.

CUB #3: I can't solve a chemical equation or explain Newton's
rule,
But I can make a peanut butter sandwich that will
really make you drool.

CUB #4: I don't know much about flowers, but smelling them is
a joy.
I don't think I'm a failure. I'm a genius at being
a boy!

CUB #5: Good Night!

CLOSING PRAYER

Ask Cub Scouts and their families to form a large circle and hold hands. The Cubmaster then reads the following prayer which was broadcast to earth by astronaut Frank Borman, while on a moon orbiting mission.

Give us, oh, God, the vision which can see thy love in the world in spite of human failure. Give us the faith to trust thy goodness in spite of our ignorance and weakness. Give us the knowledge that we may continue to pray with understanding in our hearts, and show us what each one of us can do to set forward the coming of universal peace.

CLOSING THOUGHTS

What you are is God's gift to you. What you make of yourself is your gift to God. Make it a good gift.

Work while you work.
Play while you play.
One thing at a time, that is the way.
All that you do,
Do with all your might.
Things done halfway are not done right.

SKITS

PROFOUND TRUTH

Characters: 1 King and as many wise men as desired

Props: Chair (could be decorated as a throne), books,
paper, 3" x 5" card, sign reading "Years Pass"

Setting: Skit opens with the King sitting on his throne.

King: Gather all the wise men of the world and bring them to me!

(Wise men enter.)

King: Go and write down all the profound truths of the world.

(Wise men leave.)

(The sign "Years Pass" crosses the stage and the wise men return, each carrying volumes of books.)

King: That is not profound enough! Go!

(King points and wise men leave.)

(The sign "Years Pass" crosses the stage and the wise men return, carrying only a single book among all of them.)

King: That is not profound enough! Go!

(King points and wise men leave.)

(The sign "years Pass" crosses the stage and the wise men return, carrying only a single sheet of paper among them.)

King: That is not profound enough! Go!

(King points and wise men leave.)

(The sign "Years Pass" crosses the stage and the wise men return with only a 3" x 5" card.)

Wise Men: Oh, King, we have found the most profound truth in the world: If you do your best, you can do no more!

(Curtain)



GAMES

Alphabet Game

Equipment Needed: Bag of alphabet macaroni
Toothpicks
Construction paper

Give each boy a piece of colored construction paper, a toothpick and a scoop of alphabet macaroni. The object of the game is to make as many words as possible out of the letters you have in a given amount of time. The boy with the most words when time is called is the winner.

Genius Balloon Race

Equipment Needed: Several inflated balloons

Divide group into even teams. Establish a goal. Line teams up opposite the goal. Tell them simply that they must go down to the goal and back carrying a balloon and give it to the next person in line, who does the same thing. The first team to finish is the winner.

What makes this a genius race? No one is allowed to touch the balloons with their hands except for passing to the next person in line. It takes a genius to figure out how to transport the balloons.

What's Missing?

Equipment Needed: A collection of odds and ends from around the house on a tray or box lid. Put cover over the display.

Have all the boys stand where they can see the tray. Uncover it for about one minute and let the boys observe the objects. Recover the tray and ask the boys to turn their backs while you remove one item from the tray. (Be sure to put it out of sight.) Then have the boys look at the tray again. The first one to be able to tell you what item is missing is the winner. You could repeat this several times and keep track of each boy's points to determine an overall winner.

Bottle Target

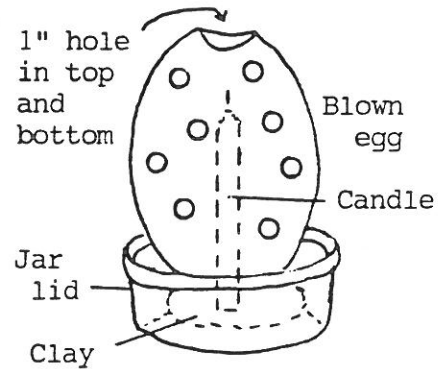
The boys take turns seeing how many toothpicks they can land in an empty milk bottle. Place the bottle on the floor an arm's length away. Players drop the toothpicks one at a time. They can lean towards the bottle, but they can't move their feet. The boy with the most toothpicks in the bottle wins.

CRAFTS

Genius Glow Light

Punch 12 holes in sides of a raw egg with a large needle. Make holes about 1" in top and bottom. Blow out egg's contents.

Put a circle of clay in a small metal jar lid. Stick a large-sized cake candle in the center of the clay. Put the egg shell over the candle, resting it on the edges of the clay. By turning up the edges of the circle of clay, the shell will rest on these edges and leave air spaces so the candle will burn.

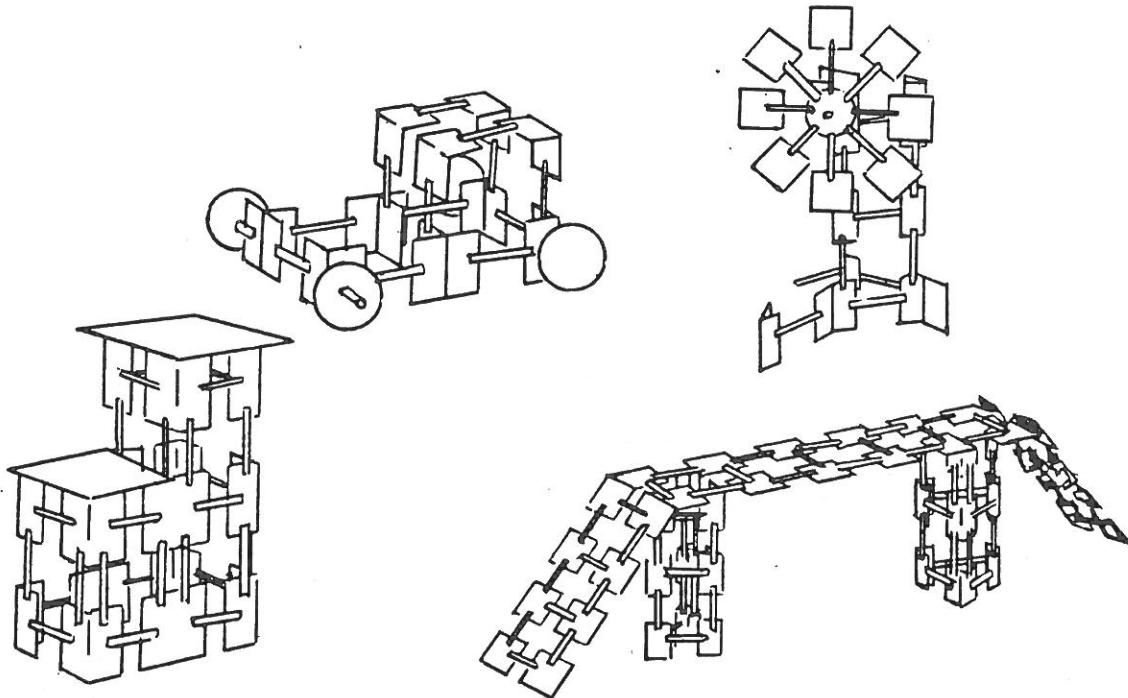


Soda Straw and Paper Construction

Cut a lot of 2" squares and circles from paper. Cut an "X" in the center of all circles.

Cut straws into 1" and 2½" pieces. Slit both ends of straw pieces, making sure slits are in the same position on both sides so pieces can be connected in a straight line.

The object is to connect the paper squares by inserting them into the slits on the straws. Circles can be punched onto the ends of the straws. Paper squares can be used flat or folded.



OPENING

The only equipment required is some sort of tree in the room.

Cubmaster: Cub Scouts, see that tree over there? Beautiful, isn't it? And you can tell that it's strong, too. You can compare that tree to a strong family. The roots are faith in God. The trunk is the parents. And the branches are the children. A poet named Helen Crawford made that comparison in a poem I'd like to read to you. It's called "The family tree" and it goes like this:

There's one thing in God's nature world that means a lot to me.
It symbolizes much of life, it is a lovely tree.
With roots so deep in God's rich earth,
It's not disturbed by weather;
Like families with faith in God, who live in peace together.
Its trunk, the body strong and firm like parents anywhere,
To guide, control, direct, sustain, the offspring which they bear.
The branches which like children spread
In every known direction, until the fruitage of their growth
Has reached its full perfection.
And so a tree appears to me the gem of God's creation,
As it portrays our families, which constitute a nation.

Each one of you can do your part to make your family tree stronger and more beautiful. How? By loving all your family's members. By obeying your parents and by doing your fair share of the family's work. Now I'd like to ask all the Cub Scouts to join in a grand hawl for our families.

CLOSING

Equipment: A vegetable seedling and a fully mature vegetable plant.

Cubmaster: This tiny seedling of a carrot plant doesn't look like much, does it? It's awfully weak and fragile. But we have learned this month that if we plant it in good soil, and if we make sure that it gets plenty of sunlight, air, and water, it will grow up to be a big, healthy, delicious carrot like this one.

Cub Scouts are like that seedling. They need certain things too, like good food, rest, and exercise. But Cub Scouts need something more than that. If they are going to be the kind of men we all admire, they have to have healthy minds, and spirits, as well as healthy bodies.

In Cub Scouting, and later on in Scouting, boys can develop that extra quality of mind and spirit. They do it by following the Cub Scout promise and later, the Scout oath. Will all of you join me now in the Cub Scout Promise?

NATURE ADVANCMENT

EQUIPMENT: A three foot high tree limb with several branches, set as if it were a tree in a can of mortar. Green paper leaves (made with thin wire and wire stem sticking out) with Cubs names and awards, badges and arrow points.

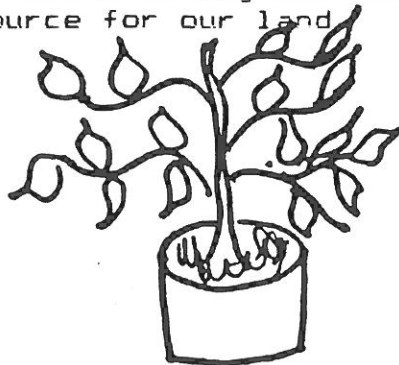
PERSONNEL: Cubmaster, Webelos Den Leader, advancing Cub Scouts and Webelos Scouts and parents.

CUBMASTER: This little tree is a symbol of the natural beauty of our land. The tree also represents Cub Scouting.

It takes a long time for a beautiful tree to grow. In the same way, a Cub Scout spends a lot of time and effort in advancement from rank to rank. So do his parents who help him.

Today we will see how much prettier this Cub Scouting tree will be when we put some leaves on it. Each of these leaves represents the time and effort put into their advancement work by our Cub Scouts and parents. (Call forward boys and their parents, who are receiving Wolf badges and arrow points, give them awards and have them put one leaf for each award on the tree. Then award Bear badges and arrow points, putting their leaves on the tree. Have Webelos Leader call boys and parents for activity badges, Webelos badges and Arrow of light, which have been put on leaves. After all awards are presented and leaves added to the tree, the Cubmaster resumes speaking.

Each of you have helped to nurture their tree. Just as trees endure for many years, so the values gained from working on achievements, electives, and badges will last you a lifetime. May you always stand strong and tall like a tree-----and be a beautiful resource for our land.



THE ANTS

Actors: 6 to 8 Cub Scouts

Props: Paper sacks

Setting: Skit opens with boys standing together in a backyard. Cardboard cutout trees and bushes could be used.

1st Cub: Gee, there's nothing to do.

2nd Cub: Yeah, I know.

3rd Cub: Hey, let's have a backyard picnic.

All: Yeah!

4th Cub: But it's going to rain.

1st Cub: I don't think so. If it does we can eat in the house.

2nd Cub: I'll bring the potato chips.

3rd Cub: I'll bring the hot dogs.

4th Cub: I'll bring the hot dog buns.

5th Cub: I'll bring the drinks.

6th Cub: And I'll bring something special!

(All walk off stage and come back carrying sacks)

2nd Cub: Here are the chips.

3rd Cub: Here are the hot dogs.

4th Cub: Here are the hot dog buns.

5th Cub: Here are the drinks.

6th Cub: (Drops his sack) Oh, no!

5th Cub: What's wrong?

6th Cub: I brought the ants!

NATURE TRAIL

Pick a location in a park, a farm, camp or field and lay out your nature trail in advance. Mark each station with a number. Supply boys with maps of the nature trail showing them where they can locate each station. Also give them a score sheet such as the one below which they are to mark as they go from station to station.

Proceed to the starting point. Mark your score sheet as you go.

1. Near this spot there are several animal tracks.
Identify one _____
2. Observe the effects of water erosion here.
What did you see _____
3. You are standing under a tree.
Identify the tree _____
4. Observe the large flowering bush. Smell the flowers.
Look at the leaves.
Can you identify the bush _____
5. Near this spot is an insect home.
Identify the insect _____
6. Here you will find a square foot claim staked out.
Write down all the things of nature you see in this area.

7. Pick up a leaf or a blade of grass and toss it in the air.
From which direction is the wind blowing _____
8. Did you see any wild life on your tour.
What did you see _____

This list could be endless, depending on the location that you select. One time send the boys out in a group, then try them in pairs.

IT'S AN INSECT COVERED WORLD

Tune: It's a Small World

It's a world of centipedes, a world of moths,
It's a world of katydid, and world of wasps,
There's so much that we share that it's time
We're aware, it's an insect covered world.

Chorus:

It's an insect covered world, it's an insect covered world
It's an insect covered world, it's an insect covered world.

It's a world of beetles, it's a world of fleas
It's a world of caterpillars and a world of bees
In this world that we know, there is so much to show
It's an insect covered world.

Chorus:

THE WORLD AROUND US

Tune: She'll Be Coming 'Round The Mountain

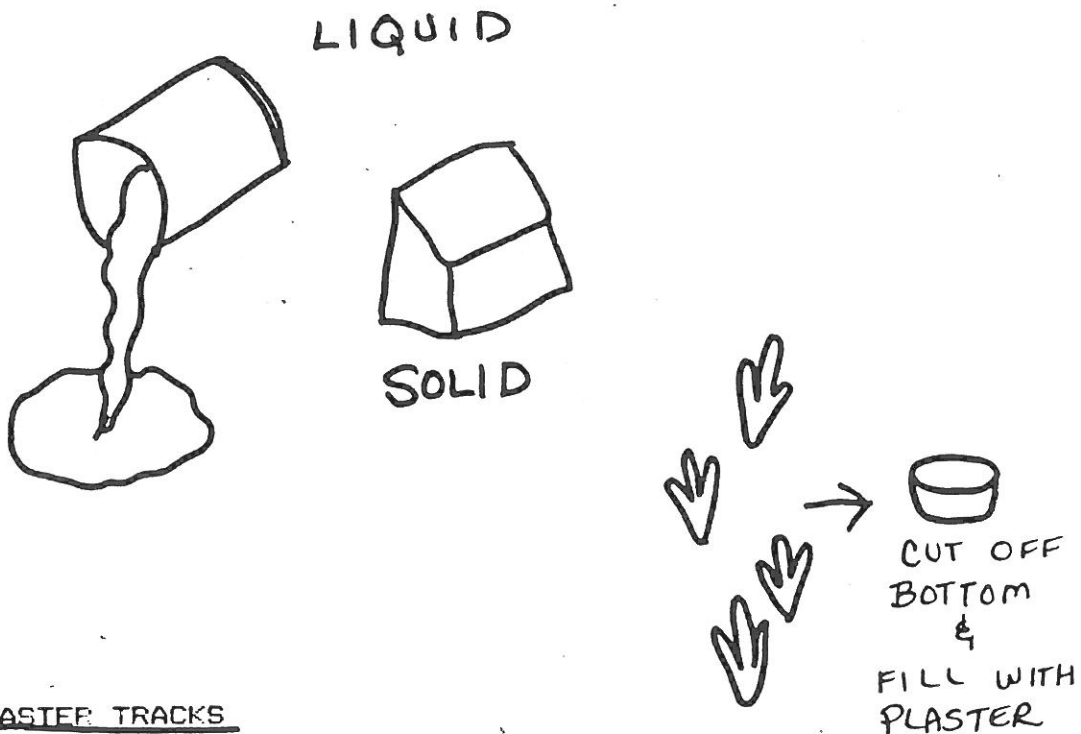
If you're living in the country on a farm,
You'll enjoy to the fullest nature's charm,
Trees and birds and bees and flowers,
Animals, skies and grass and showers,
You can be outside for hours, on a farm.

If you're living in the city, visit zoos,
Park, museums, gardens, aviaries too,
We can all get back to nature,
But protect it for our future,
Live in harmony and be sure, that we do.

GENIUS GEL

Cornstarch, water

Genius gel is a substance which is both liquid and solid at the same time. To make genius gel, measure five parts cornstarch and four parts water. Mix this together with the hands. After the cornstarch is totally dissolved in the water, explore all the unusual and unique things that can be done with this mixture. If a fist is pounded on the mixture, it's hard. But if a relaxed hand is placed on top of the mixture, the hand will sink like it's in quicksand! A chunk of genius gel can be broken off just like with other hard materials. But if some of the mixture is placed on a hand, it begins to drip off, just like liquid! It can be poured like liquid, and as it's pouring one can crack off the drips, like a solid!



PLASTER TRACKS

Plastic butter dish, plaster

Find an animal track outside. Look after a rain or along a creek bed. Cut the bottom of the butter dish out. Place the dish over the track and fill with plaster. Let dry. Remove dish from plaster and thoroughly dry. Brush away loose dirt. May be painted if desired.

INSECT DISPLAY CASE SLIDE

Clear plastic pill bottle with snap on lid, pliers, nail, pipe cleaner, needle

Using pliers, hold a nail over a flame on the stove until it is hot. Use the hot nail to punch two holes on one side of plastic bottle, 1/2" apart. (An adult should do this.) Make a ring from a 3 1/2" piece of pipe cleaner and insert in holes. Twist pipe cleaner on inside to secure it. Then with a hot needle, punch air holes in the lid of the pill bottle. Put in a little bit of sand and a twig. Now it is time to catch a creepy, crawling specimen to put inside the display case. This is a unique slide. The contents of the display case can be changed whenever the boy wishes.



LITTER BASKET SLIDE

Jet dry basket, piece of black plastic, pipe cleaner, paper, glue

Thread pipe cleaner through basket and form ring for slide. Glue black plastic into basket to form a trash bag. Make a little sign with paper that says "Litter" and glue to front. Fill basket with wadded paper scraps and glue.

PLASTER LEAF PRINT

Coffee can lid, plaster, leaf, vasoline

Coat a leaf with vasoline and place in the bottom of the coffee can lid. Pour plaster on top of leaf and allow to set. Remove plaster from lid and remove leaf. Let thoroughly dry.

PHYSICAL FITNESS

OPENING

Arrangements: 7 boys come on stage, carrying various kinds of muscle-building equipment. They use the equipment, and in turn, speak these lines:

- Cub Scout #1: Keep your body strong and healthy.
Cub Scout #2: When you're fit, you feel so good.
Cub Scout #3: It helps you lend a helping hand to needy folks around our land.
Cub Scout #4: Eating right is always wise, and everyone needs exercise.
Cub Scout #5: Stand on tiptoes, one, two, three. Touch your toes, don't bend your knees.
Cub Scout #6: Run a while, then slow your pace; practice helps you win the race.
Cub Scout #7: Scouting builds your boys from men, and this is where it all begins.

CLOSING

Cub Scouts keep themselves strong and personally fit, both for their own sake, and so they can become useful citizens of our great country. Keeping fit allows us to help the people around us. If our country is to remain strong, its citizens must also be strong in mind, body, and spirit -- goals realized in Scouting. Good night, Cub Scouts.

ADVANCEMENT

Cubmaster: This month the theme is "Physical Fitness" and our Cubs will advance according to their strength. As men and women must train to be olympic champions, our Cubs must grow in strength and ability to obtain their rank advancement.

Tonight we have _____, who has achieved the Bobcat rank. We will ask him to lift the heavy weight up to the Bobcat level.

For a boy to earn the Wolf rank, he must increase in ability by practice and working with his muscles just like a weight lifter must train and get into condition. Tonight we have _____, who has trained and gotten in shape to get his Wolf rank. We will have him lift the weight to the Wolf rank.

Training must continue for a weight lifter. Tonight we have _____, who has continued his training and has increased his ability. Let's have this muscle man come and lift the weight to

the Bear level.

The olympic champion receives his gold medal to show his strength and ability. Tonight Webelos Scout _____ is now asked to come and lift the weight to the Webelos level and, in effect, become one of the champions of Pack ____.

We have seen that Cub Scouts increase in ability much like muscle builders. Let's have a round of applause for all the Cub Scouts who have advanced in rank this night.

SKITS

The Dumb Bell

Characters: Four Cub Scouts in Cub Scout T-shirts and shorts, boy in civilian clothes, and the Den Chief in summer uniform.

Setting: Outdoors, with cardboard cutouts of trees, rocks, bushes, etc. As scene opens, boy is sitting on the ground, chin in hand, looking very dejected.

Johnny: (To himself) Gee. There's nuthin' to do around here. Wish school would start soon.

Steve: O.K. Jim. You and Bill can practice your broad jump. Mike and I are going to lift weights. (Mike and Steve work out with home-made barbells. Jim and Bill practice broad jump a short distance away. Johnny watches.)

Mike: I can hardly wait for the pack's physical fitness competition. We're bound to make a good showing the way we've been practicing. (Each time he lifts the weights, he steals a glance at his arm muscles to see if they are growing. Steve notices and says, laughing:)

Steve: Your muscles aren't going to grow that fast! It takes lots of time and practice.

Johnny: (Still watching others.) What are you guys doing?

Mike: We're getting ready for the pack's big physical fitness contest. Don't you know about it?

Johnny. No. What is it?

Steve: Gosh, I thought everyone knew about it. Aren't you a Cub Scout?

Johnny: Naw. I just moved here last month. Boy, there sure isn't much to do around here.

Billy: Sure there is. You just haven't been here long enough. You can join Cub Scouts.

Jim: Yeah. And then you can be in the physical fitness contest, too. You'll have lots of fun then. Do you want to start practicing now?

Johnny: Well, yeah. I guess so. (He looks pleased)

Billy: O.K. How would you like to work out with a real big dumb bell?

Johnny: Well .. O.K.

Jim: Here comes our Den Chief. (proudly) (Den Chief enters, carrying large barbell)

Johnny: (To Den Chief) Are you the big dumb bell we're going to work out with?

Billy: He's not a dumb bell! He's our Den Chief! (Pointing at barbell held by Den Chief) That's the dumb bell!

(All laugh, pat Johnny on the back, and exit together.)

Annual Physical

Characters: Doctor, wearing white shirt backwards and cardboard headband which has foil circle attached. 5 Cub Scouts in Cub Scout T-shirts and shorts, with bandages as indicated in script.

Setting: Doctor is sitting at a desk which has a large sign "The Doctor Is In" on it. Placed on the desk are a large medicine bottle, a piece of cardboard with rib cage drawn on it to resemble X-ray, pencil and index cards. Desk is located near center of stage. 5 chairs are placed near desk. Cub Scouts enter together, jogging, flexing muscles.

Cub Scout 1: (To other Cub Scouts) Well, today is the day for our annual physicals. As Cub Scouts, we should stay in good physical shape.

Doctor: Come in, come in. Please sit down.

Cub Scout 2: Sorry we're late, doctor.

Doctor: Doesn't your watch tell time?

Cub Scout 2: Oh, no. I have to look at it.

Doctor: (To all Cub Scouts) Now let's check your sense of balance. Lift your left foot. (Cub Scouts lift left feet) And now, your right foot. (Cub Scouts lift right feet) An now, both (Cub Scouts try) Hmm (Doctor rubs chin) Now tell me, do you have any special problems?

Cub Scout 3: (Holding up X-ray) I'm worried because I swallowed a roll of film at our last den meeting.

Doctor: Don't worry. I'm sure nothing will develop. Next?

Cub Scout 4: (Holding up bandaged finger) Tell me, doctor, will I be able to play the piano when my finger is well?

Doctor: (Looking at finger) Of course, of course.

Cub Scout 4: Good! I never played before!

Doctor: (To Cub Scout 5) I see you look a little thinner.

Cub Scout 5: Yes, I've been exercising regularly. This morning I touched the floor without bending my knees.

Doctor: Excellent. How did you do it?

Cub Scout 5: I fell out of bed.

Doctor: Wow! Who gave you that shiner?

Cub Scout 1: Nobody. I had to fight for it!

Cub Scout 2: Doctor, my leg hurts!

Doctor: (Handing him large bottle) Here, rub this on your leg. It will relieve the pain.

Cub Scout 2: Will it make my let smart?

Doctor: (Disgusted) If it does, try rubbing some on your head! Seems to me there's only one thing wrong with your boys. (Pretends to write prescription) Excess energy. I recommend a balanced diet, daily exercise, fresh air, plenty of rest and at least one den meeting a week followed by a good, rousing pack meeting.

GAMES

Balloon Football

Divide the players into two teams. Use a table (or a chalked rectangle on the floor) for the field. A small balloon is the football. Players may move the ball only by blowing it. They may put their heads together and all blow at once, but they must not touch the ball. If the ball is blown offside, it is replaced in the center of the table across from the place where it went off. The object is to blow the ball against the goal line, or off the table, which scores a touchdown. Score 1 point for the goal line; 6 points for a touchdown. The team with the highest score wins.

Supine Overhead Sit-up Throw

A player lies on his back with heels on the starting line and arms stretched backwards holding a volleyball or basketball. From a prone position, the contestant comes up to a sitting position with arms still overhead and throws the ball as far as he can. The throw must be made as the player comes up to a sitting position, not after he sits up, and the arms must be in the overhead position at the time of the throw. A mark is drawn (or tape applied) where the ball makes its first bounce.

Twist Stick Reach

A player stands toeing the starting line, holding a 3-foot wand or yardstick at one end. Reaching around his back and keeping his toes on the line, he touches the other end of the stick as far forward of the line (on the ground) as possible. A mark is made at the point where the stick touches. The farthest ahead wins.

SONGS

It's Fun to Exercise

Tune: "Battle Hymn of the Republic"

If I should climb a flight of stairs,
I'm absolutely beat
I look just like an elephant
To everyone I meet,
My belly's sticking out so far,
I cannot see my feet,
That's why I exercise!

Chorus: Ride a bike, or hit a baseball,
Jog, or walk, or kick a football,
Get your body moving, stand tall,
It's fun to exercise!

I am feeling better than I ever did before;
I can now bend over at the waist,
and I can touch the floor,
I'm no longer having trouble
fitting through the door,
It pays to exercise!

Chorus:

A Stretching We Will Go

Tune: "A Hunting We Will Go"

A stretching we will go,
Moving to and fro,
And when we're done,
We've had some fun
And made our muscles grow.

Come on folks, let's stand
And raise up your hands,
Then spread them wide,
Now to your side,
And then you'll feel so grand.

Now, let us stomp our feet,
But please don't take your seat.
Before you're down,
Please turn around,
And all your neighbors greet.

And you could try -

HEAD, SHOULDERS, KNEES, AND TOES

ROW, ROW, ROW YOUR BOAT

From you Cub Scout Songbook, of course.

CRAFTS

Winner's Metal

Materials: Metal screw-on cap, 3" piece of ribbon, Paint, Tin snips, Large safety pin, and Construction paper.

To make the metal, cut the cap into a glower shape and paint it. Fold a 3" piece of ribbon in half, and glue the ends to the back of the medal. Slip a large safety pin through the fold in the ribbon. Write "1st" or "2nd" on a small paper circle and glue to the center of the medal.

USE CARE - CUT METAL CAN BE SHARP!

Chest Pull

Materials: 4 quart size plastic bottles with handles, Stones, & Cord.

Put stone weights in two of the four plastic bottles. Have the caps on all the bottles. Take a piece of cord about 5 feet long; tie one end of the cord to one end of the handle of one of the weighted bottles; pass the cord through the handles of the two unweighted bottles. Tie the other end of the cord to the handle of the last bottle.

To operate the chest pull, hold the handle of an unweighted bottle in each hand, weighted bottles dangling. Spread the hands to raise the weighted bottles; bring the hands back together to let the bottles dangle.

Soccer Ball Neckerchief Slide

Materials: Ping pong ball, Plaster, Pop top ring or small plastic curtain ring, & Black acrylic paint.

Cut ping pong ball in half. Fill the half of ball with plaster and insert pop top ring for slide. Decorate with black paint.

This same idea can be used to make a basketball, etc.

OPENINGS

Buckskin & Homespun

They were clothed in buckskin and homespun. They had lots of strength, courage and patience. Mile after mile they pressed westward. They crossed rivers, prairies and mountains, carrying rifles, kettles and faith. Many had left family and comfort far behind them for a future they thought would be good. They took little money and lots of faith along with their courage, patience and vision. These were the things that really mattered the most. They were the pioneers!

Wild and Wolly West

Props: Cardboard train or stagecoach; Cub Scouts dressed as robbers with guns, hats and neck scarves over faces; large box.

Arrangement: A hold-up will take place.

Characters: Train conductor; Man from Wells Fargo; Train passengers (as many as needed - take from audience); Hold-up Men (as many as needed); Sheriff; Possee (as many as needed - take from audience)

Man From Wells Fargo: Mr. Conductor, guard this money with your life. I hear someone will try to hold up the train.

Mr Conductor: Don't you fret none I've never lost a payroll yet!.

Passenger: Does this train go as far as Castle Rock? That is a bad stretch of road. Will it be safe?

Mr Conductor: Don't you fret none, I've never lost a passenger.

(A short time later, while the train is in motion, indicated by people rocking in seats.)

Man From Wells Farago: Mr Conductor, I see some fellows chasing this here train!

Mr Conductor: Land Sakes!!! I think those are part of the Cub Scout gang. Take cover boys.

Hold-up Man 1: Stop the train or I'll shoot! (train stops)

Hold-up Man 2: Throw down that box and make it fast!

Hold-up Man 3: Let's get this to the boss so the awards can be given out.

(Boys leave with box while the train continues off stage.)

CLOSINGS

Friendship Circle

Arrangement: Each Cub wears a cowboy hat and after saying his line takes a place around a simulated campfire.

1st Cub: At the end of a long day on the trail, cowboys really enjoyed the comradeship around the campfire.

2nd Cub: The food was warm and filling.

3rd Cub: Songs were sung and maybe a harmonica was played.

4th Cub: New friends were made

5th Cub: And old friends treasured.

6th Cub: And all enjoyed the beauty of the stars above.

Leader: The Scouting experience is much like this. Cubs and leaders work together to get the job done. They play games and sing songs, but one of the lasting benefits of our time in the Cub Scout Program is the friendships we form.

Pony Express

In 1860 the Pony Express carried the mail by horseback from St. Joseph, MO to Sacramento, CA. The riders were young men who promised to do their best to see that the mail was delivered safely. These riders faced many dangers such as unfriendly Indians, bandits, thunder storms, and heavy snows. We remember the Pony Express because of these fearless riders.

Scouts are well known for their helpfulness and good conduct. Like the Pony Express riders, Cub Scouts promise to do their best, also.

Please stand and give the Cub Scout Promise.

Good night and Good Scouting.

Wild and Wolly West

Setting: The Cubmaster is continuing to look through his box when he hears a noise outside. The posse has arrived!

Sheriff: Come out Cubmaster or we'll come in and get you!

(The Sheriff and his posse take the Cubmaster to jail.)

Thus ending the saga of the Wild and Wolly West.

CEREMONY

Wild and Wolly West

(Train Robbery Continued)

Setting: Cubmaster dressed in a western hat and bandana is going through the box taken in the train robbery. He asks his deputy (awards chairman) to call his men to receive their awards for holding up the train.

Cubmaster: Call the Younger Gang to come in now.

(Awards chairman calls the Cubs receiving the Wolf or arrow points)

Cubmaster: Come in boys and receive your silver dollars for your good work today. (The awards can be wrapped in aluminum foil.) Now I want to see the Bearskin boys.

(Awards chairman calls in all the boys receiving the Bear or arrow points)

Cubmaster: You have earned a fair share of today's haul. I have chosen to reward you with diamonds taken from the box. (These can be white poster board cut in the shape of a diamond with award taped on back.) Now I want to see the Webelos who are my most loyal scouts for they shall receive the most favored treasure in the box.

(Awards chairman calls boys receiving their Webelos activity badges.)

Cubmaster: The Webelos have traveled with the pack for many years and their loyalty cannot go unrewarded. For you men I have bags of gold. (These can be made from scrap material with the awards inside.)

SKITS

Cowboys and Indians

Props: Cowboy vests (made from brown grocery bags); Indian headbands and loincloths (made from bags or unbleached muslin - decorated with markers).

One den could be cowboys and another den, the Indians - or you could draw slips of paper for parts. You may add or delete lines according to number of participants.

Scene opens with cowboys on stage, in a group talking about the West.

Cowboy 1: Yes, sir, I've heard there's a lot of land out West, just for the takin'.

Cowboy 2: Yep, that's what I hear, too, and that's where I'm headin'

Cowboy 3: Me too. Me and my family are pushin' West, too.

Cowboy 4: Well, let's all get together and start West. Out there to all that land that's just waitin'!

Cowboy 5: Yes, sir, let's go. After all, what's to stop us?

(Indians enter - all singing: "One little, two little, three little Indians.)

Exit promptly to indicate end of skit

Cowboys and Indians #2

Props needed are the same as above with added scenery of your choice. Scene opens with group of cowboys "huddled".

Cowboy 1: My Gosh! This is terrible, we're surrounded!

Cowboy 2: You're right, look! A whole tribe of Indians in front of us!

Cowboy 3: Look out! Here comes another bunch of Indians to the left of us!

Cowboy 4: Careful, fellas, here come more to the right of us!

Cowboy 5: And we're cut off from escape by a mighty river!

Cowboy 6: Oh my Gosh, whatever can we do? How will we escape?

Indians enter, singing: "Row, row, row your boat, Gently down the stream....."

APPLAUSE STUNTS

Cowboy Stomp

Slap your thighs and stomp your feet and say "Jingle, jingle, jingle!"

Arizona Cheer

"Yucca, yucca, yucca!"

Rancher's Yell

Wave an imaginary lasso above you head and say "Atta boy, Paint!"

Rawhide Yell

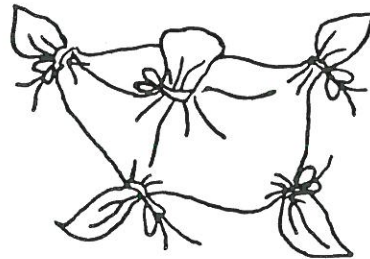
"Head 'em up! Move 'em out!"

Tie-Dyed Bandana

Hem a 23 inch square of white cotton or muslin for each boy. have each Cub gather up some of his material and wrap a rubber band tightly around the base of each gather. Do this several places on the bandana. Put the bandanas into a pot of hot dye, following the directions on the box. (Rit dye works well.)

After the bandanas have dried, have the Cubs try them for some of these uses:

1. Carry your lunch (on a hike)
2. Bring home your trail treasures
3. Wear it as a neckerchief
4. Use it as a cowboy mask on a dusty road
5. Make a hand puppet
6. Use it as a sit-upon
7. Use it as a pot lifter
8. Use it as an emergency bandage
9. Make a signal flag or trail marker



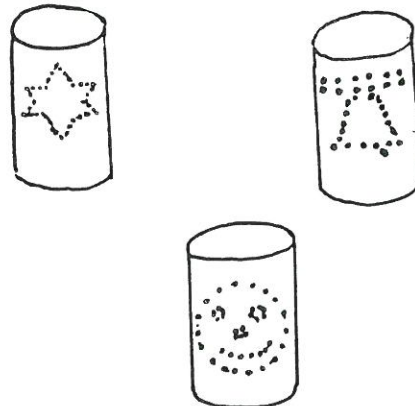
Tin Can Lanterns

Use any size tin can. Fill each can with water to 1/4 inch below the rim and place it in the freezer until it is very hard.

Cut a piece of heavy paper big enough to fit around the can and draw a design on the paper. Fasten the pattern around the can with duct or cloth tape.

Place the can on an old, folded towel. Using a hammer and nail, punch holes into the can along the lines of your design. If the ice starts to melt before you have finished, put it in the freezer again.

Place a small candle in your can when it is completed. You may want to drip some wax from the candle to stick it to the bottom of the can or use a small holder.



OPENINGS

America's Answer

America needs men with a concern for the common good - men who have the understanding and insight to help solve her problems and those of the changing world around us. She needs citizens of integrity who value their great heritage and who are determined to pass on to others an enduring faith in the ideals and methods of our free society.

How does a boy come to know and to appreciate his heritage as a citizen of this nation? How does his sense of responsibility and his concern for others unfold?

Begin with him when he is a Cub Scout as he promises with all the solemnity of a 7 year old "to do my best to do my duty to God and my country..." Watch the pride and loving care with which he handles the flag as he is taught to fold it. He may not fully understand all that it stands for, but someday he will... with help.

Observe him later as he stands tall, alert and proud in his khaki uniform as the flag is lowered at Scout camp. He is living everyday experiences as a good citizen and showing concern for the needs of others. He is growing and practicing the fundamentals of citizenship. All of this time he is under the friendly guidance and companionship of men and women who care about him.

Now he is grown tall... in high school... an Explorer. He ponders the words of the Explorer Code. There is conviction in his voice as he says: "I will treasure my American heritage and will do all I can to preserve and enrich it."

And so this young American comes to manhood. He has grown through his Scouting experiences and through the influences of many men and women who have helped. He has a job and a family and is making himself count in his community. He is a citizen of a great nation. He understands his heritage and cheerfully accepts his future obligations to all men.

He has been a Scout. He is America's answer!

Patriotic Opening

Arrangements: Colors are advanced in normal manner.
Audience is standing facing the flag. Flag stands alone,
while voice over loudspeaker says:

Voice: I am your flag. I have a special meaning to the Boy Scouts of America because your Scout promise emphasizes duty to God and Country, and I am your country.

I am a symbol of America. I suppose you might say I am America. I am great cornfields in the Midwest; throbbing industries in great cities; orchards and vineyards in the great valleys of the West. I am mountains, rivers, and lakes.

I am the citadel of democracy and the vanguard of freedom in the world where both are being threatened with annihilation.

I am opportunity for any boy to become most anything if he has the skill and the will to scale the heights. I am most things to everyone, and everything to most people. As a matter of fact, I guess that's what I am most...people...free people...you!

Different Voice: Let us all rededicate ourselves to our duty to keep American people and our country great and free. Please join me in the Pledge of Allegiance.

I Am

Setting: Room is darkened. Pack flag and American flag are spot-lighted. Patriotic background music is played.

This ceremony can be done by one narrator or by several Cubs.

There it is. It's still flying. It has been a long night and as the dawn appears and the smoke clears, it is fluttering in the breeze.

I am the American Revolution and the valiant patriots that lost their lives that this nation might live.

I am Paul Revere and his midnight ride. I am Nathan Hale and his stand for freedom.

I am George Washington crossing the Delaware. I am the Boston Tea Party and Bunker Hill.

I am Kings Mountain and Guilford Courthouse. I am the Constitution of the United States, the Bill of Rights, and the symbol of religious freedom.

I am the War of 1812 and the Mexican War. I am the Alamo and the Battle of Bull Run.

I am the Battle of Vicksburg and the blood and torment of the Civil War.

I am the Monroe Doctrine and the Spanish American War. I am World War I and the depression of 1929.

I am Pearl Harbor, World War II, the Korean conflict and Vietnam. I am the pain and sorrow, the happiness and joy of bygone days.

I have seen poverty and wealth, dread and anticipation, hate and love.

I have seen American history being made. I am America's heritage.

(As ending nears - volume of background music is turned up.)

CLOSINGS

Goodwill

Needed Equipment: 8 signs with GOODWILL on them.

Arrangement: The Cub Scouts enter one at a time, holding up sign with a letter on it. He speaks his line and the next Cub Scout enters. When the final Cub Scout joins the group, the letters will spell Goodwill.

- G Good Cub Scouts are firends to all.
- O On thier honor to obey the pack law.
- O Once they spread good will all around,
- D Doubled friendships will surely be found.
- W Working together to make the world a better place.
- I Including as friends, boys from each faith and race.
- L Leaving behind them a path of good cheer.
- L Let's all practice it now, and all through the year.

What Does it Mean?

I ask myself a question today; "What does it mean to be an American?" There were several answers.. and they were all good. Being an American means I have a multitude of Freedom:

Freedom to think and say what I think...
Freedom to worship...
Freedom to move about...
Freedom to try, and freedom to fail...
Freedom to stand up straight and look the world in the eye...

These Freedoms were not of my doing. They were here long before I was born. My forefathers and yours, fought to win these. I have four guarantees that they will remain; The Declaration of Independence, the Constitution, my fellow Americans, and myself. No man could ask for more.

Strength in Unity

I hold in my hand several wooden matches. You can see that one match alone is easy to break (demonstrate by breaking in two a single match), but when I put five or more together, they are almost impossible to break (make unsuccessful effort to break bundle of five matches). Each month we learn more about the wonderful freedom and responsibilities our national flag stands for. If it could speak, it could tell about many battles fought to maintain these freedoms we love. When our pack works together to uphold the wonderful traditions behind it, we too, will be hard to stop.

Patriotic

In an age of great cultural contrasts with good and evil in violent conflict, Scouters must stand up and be counted on the side of simple goodness as embodied in the Cub Scout Promise. Our founding fathers did this more often and with greater conviction than has been characteristic of us in the past decade. Today, let us salute the flag in honor of our founding fathers who had visions of today's America.

CEREMONIES

Advancement

If you have new Cub Scouts getting their Bobcat badge call the parents up with them. Instruct them in the meaning of the Promise reminding them of their duty to God and Country and helping other people. Then ask them: "Do you promise to grow strong in mind and body so you can live up to the promise?" Each Cub should answer, "I promise." Shake his hand in a token of the promise. Then turn to the parents of each Cub and ask them, "Do you promise to help your Cub grow

strong in mind and body so he can live up to his promise?" Parents reply with "I promise."..."Do you further promise to help your Cub advance along the way of Cub Scouting so he will live up to the Law of the Pack?" "I promise." "Cub Scouts, let us all stand and recite the promise we make with our new Cub Scout brothers."

Then continue on with other advancements in rank.

Do Your Best Personnel: Narrator, 7 Cub Scouts (one for each rank and Gold and Silver Arrow Points).

Equipment: Single large candle for narrator's use at side of stage/room; Cub Scout ceremonial awards board, with five candles; one gold candle and one silver candle, each in a holder beside the ceremonial board; badges and certificates to be awarded; straight pins. A single unlighted candle is held by the Cub Scout representing the Bobcat rank.

Narrator: We are here tonight Cub Scouts and parents, to honor these Cub Scouts who have advanced since last we met as a pack and to present their awards.

As he travels up the long advancement path, the Cub Scout achieves many goals in attaining the five ranks of Cub Scouting. At age 11 he reaches his highest goal and becomes a Boy Scout. These candles (point to ceremonial board) represent the steps in his advancement. Their light stands for the help and encouragement given him by his leaders, family and friends.

(Bobcat lights his candle from the one near the narrator then steps to ceremonial board and lights the Bobcat candle. He returns to his position, holding his lighted candle.)

First comes the Bobcat, the beginner, who must learn and abide by the Cub Scout motto, the Cub Scout Promise, and the Law of the Pack. He stands with much enthusiasm on the first step of the advancement ladder which, as he climbs it, will bring him knowledge, skills, enjoyment, and good fellowship. Our pack advancement chairman will now present the Bobcat badges to those eligible to receive them. Will they come forward with their parents. (Call names. They are presented badges and certificates.)

(Wolf takes lighted candle from Bobcat and lights the Wolf candle on the board. He then returns to his original position, holding his lighted candle.)

Next comes the Wolf Cub Scout who, in reaching the rank for 7 year old Cub Scouts, must complete 12 achievements. These require knowledge of the Flag of the United States, of keeping strong, of tools, of knots, of safety, of his neighborhood, and of books and reading. He has mastered several feats of skill, has made a collection, and has shown his willingness to help in his home and take part in family fun.

Cub Scouts who are to receive the Wolf badge, please

come forward with your parents. (Call names. They receive awards.)

(Bear takes lighted candle from Wolf and lights Bear Candle. He then returns to position holding lighted candle.)

The 8 and 9 year old Cub Scout reaches the Bear rank by completing 12 of 24 increasingly difficult achievements which show that he is growing in knowledge and skill. The Bear Cub Scout should be proud to have climbed more than halfway up the advancement ladder.

Those who are to receive the Bear Badges will come forward. (Call names and present awards.)

(Gold Arrow Point representative takes lighted candle from Bear and lights the gold candle next to the board and then returns to his position with his lighted candle.)

The Gold Arrow Point is given to a Wolf or Bear Cub Scout who has finished the achievements for that rank and who goes onward to complete 10 additional elective projects. He is honored for his ambition, interest, and industry.

And now, the Cub Scouts to receive Gold Arrow Points will come forward with their parents. (Call names & present awards.)

(Silver Arrow Point representative takes lighted candle from Gold Arrow Point person and lights silver candle on other side of board and returns to position with his lighted candle.)

Ten additional elective credits must be earned to qualify for a Silver Arrow Point. Only Wolf or Bear Cub Scouts having the highest ability and interest obtain Silver Arrow Points. And now, those to receive Silver Arrow Points, please come forward with your parents. (Call names and present awards.)

(Webelos Scout takes candle from Silver Arrow person and lights the Webelos candle and returns to his position with lighted candle.)

When the Cub Scout becomes 10 years old, he enters a Webelos den, the last step on the trail to Scouting. As a Webelos Scout, he works in 18 Activity Badge areas, which challenge him to many new things. He may also begin working immediately on the Webelos badge and the Arrow of Light Award, Cub Scout's highest award. This will prepare him for joining a Scout troop when he is 11 years old.

Now will Webelos Scouts eligible for awards come forward with their parents. (Call names and present activity pins, Webelos badge or Arrow of Light. The different awards should be recognized separately.)

As we go forward with our advancement program, may our way be charted by friendship, and may we always remember the Cub Scout motto, "Do Your Best".

GAMES

Olympic Torch Relay

Players line up in relay formation. The leader of each team holds a ping pong ball balanced on top of a roll of newspaper. On signal, he runs to goal line and back to his team, passing the torch on to the second player. If the ball drops, the runner must return to starting line. First team done wins.

President's Match Up

Prepare a poster with various famous Presidents pictures. Leave enough space between them to add information about each. Dividing the poster into squares will help. In a game box or big envelope provide their names, pictures of their homes, a memorial or an incident about them. Have the boys match each item to the picture. Idea suggestions follow:

George Washington	Mount Vernon, Valley Forge, Cherry Tree
Thomas Jefferson	Monticello, Declaration of Independence
James Monroe	Monroe Doctrine
Abraham Lincoln	Lincoln Memorial, Freed slaves, Log Cabin, Penny
Ulysses Grant	Civil War General
Franklin D Roosevelt	"Chicken in every pot", wheelchair,
Dwight D Eisenhower	WW II General, golfer
Richard Nixon	Golfer, 1970 President
John F Kennedy	WW II, Pt boat 109, youngest President
Lyndon B Johnson	Map of Texas, Ranch
Theodore Roosevelt	Rough Riders, Spectacles with a ribbon

Presidential Four in a Row

Have each boy name a President and write the name on a slip of paper or have these already prepared. Call out a name and have the Cubs write the name in a square (a 16 square paper already prepared). Choose Cub at random or have the Den Chief read his list and see how many match.

Variation: Fill in the blanks with the names. Give a card to each Cub and some beans. Call out the name of a President and set the rules as in Bingo.

CRAFTS

Cub Scout Promise Plaque

Materials: 13 wooden popsicle sticks, glue, blue enamel paint, and alphabet macaroni

Lay 2 sticks vertically. Glue 10 sticks horizontally and touching on top of these two sticks. Lay 2 more sticks as the holder on the back of the first 2 sticks on a diagonal. Glue at back and on top where they meet. Let dry completely. Next meeting, start placing the letters. First spread glue for each word, then glue on the word and go to the next word. It works best for the boys to find all the letters for each word before they start glueing that word to the plaque.

Let the boys do most of their own work at the first meeting. Have them separate the letters in individual containers. Some of the boys could spray paint the sticks on paper, or better yet, use foil as the wet sticks won't stick to the foil.

