

ILLOWA COUNCIL

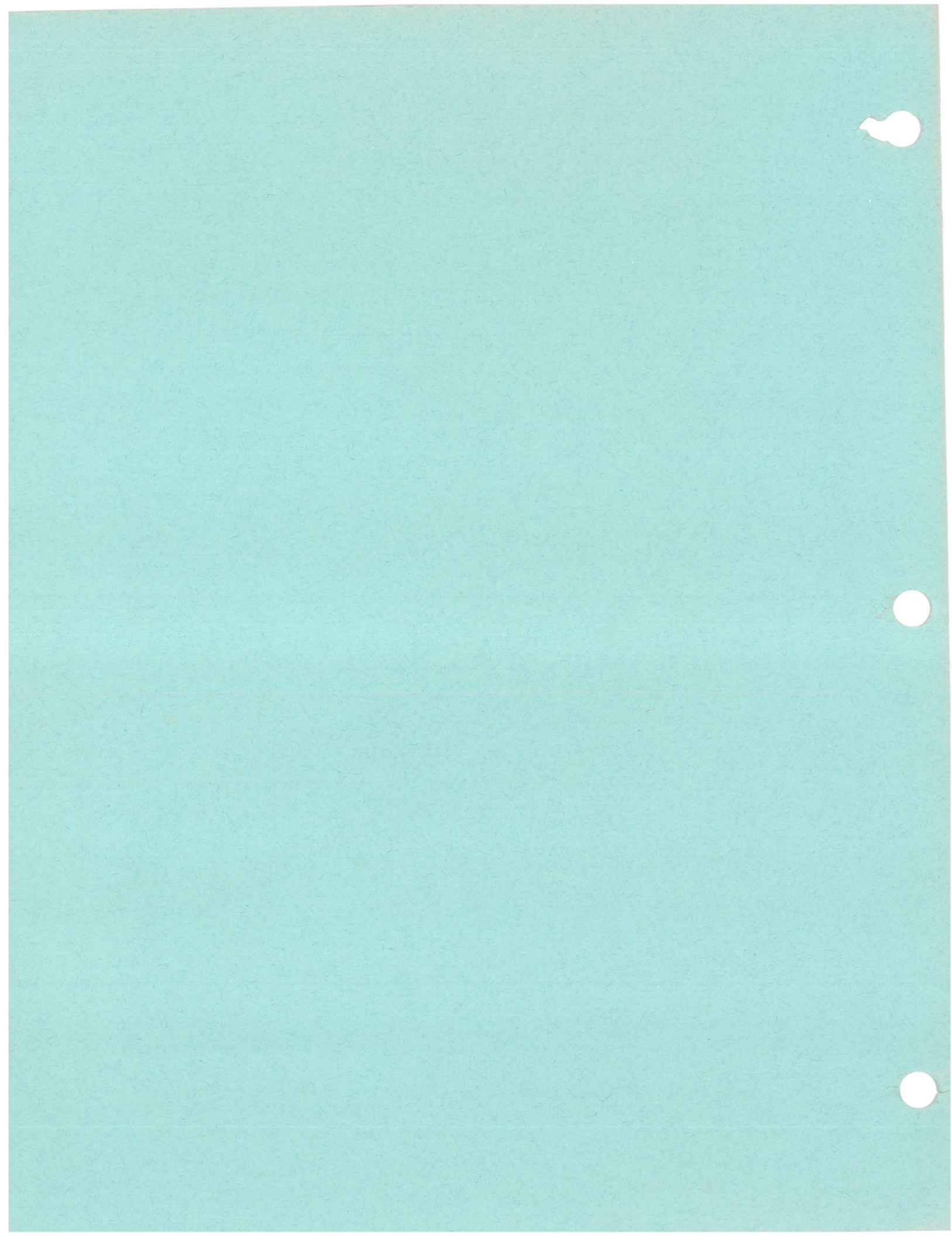
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POWWOW

1988

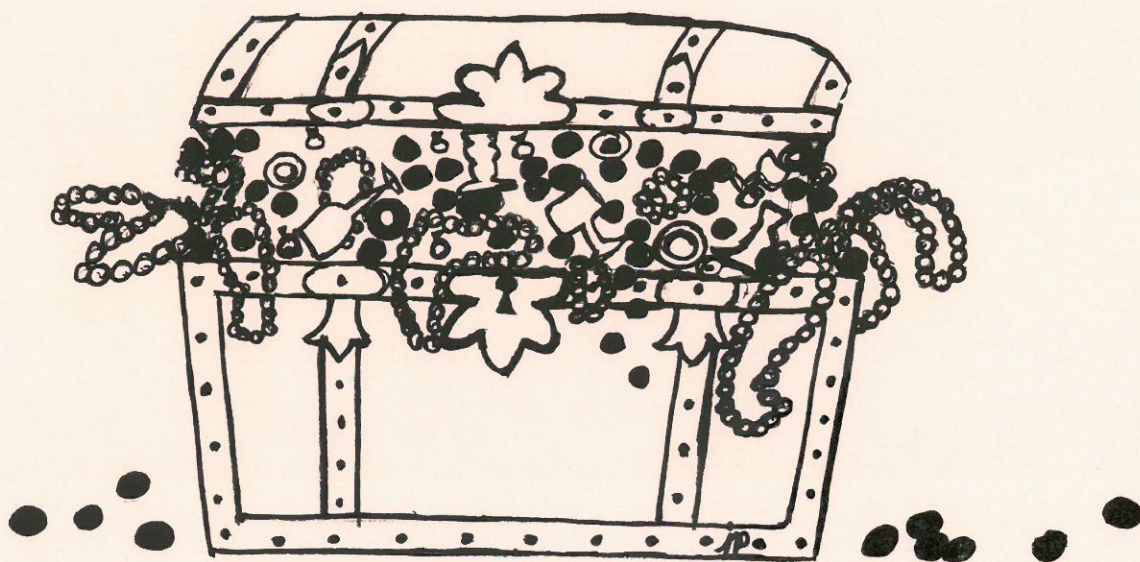




1988 POW WOW BOOK
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TREASURE CHEST



POW WOW 1988
CREW ROSTER

CAPTAINS: JOANN AND COLLIN PROCTOR
FIRST MATE: DIANE SCHNEDEN

CLASSES

WOLF
BEAR
WEBELOS
CEREMONIES
COUNCIL RELATIONS/RESOURCES
CRAFTS 'N' MORE
GAMES
SKITS AND PUPPETS
OUTING IN SCOUTING
TIGER/ROUNDUPS/RECRUITING
FAST START
SPORTS
BLUE AND GOLD
PACK ADMINISTRATION/BUDGET
DRUG/CHILD ABUSE
BOY BEHAVIOR I, II, III
DEN LEADER COACH
DEN CHIEF TRAINING

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RON LEATHERMAN
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PAM DIEDRICH
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JAN AND BRENT CHRISTENSEN
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GALLEY SLAVES - MIKE MARSTON, JUSTIN MARSTON
THIEVES MARKET - PAM DIEDRICH, RICH CURRENT
TREASURE SWAP - PHYLLIS HOLMES, SYLVIA SCHRYVER

THANKS TO THE CREW !!!

THE ADVENTURE BEGINS . . .

CAPTAINS,

JOANN AND COLLIN PROCTOR

Joann & Collin

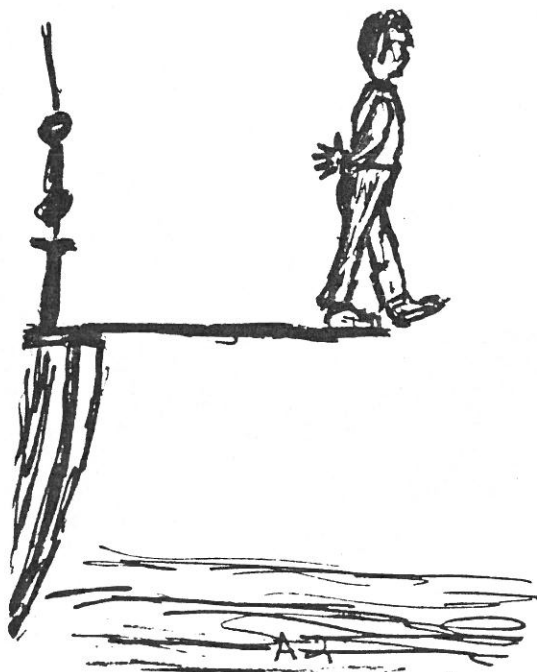


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GAME - LINDA MCWHIRT
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PINWOOD DERBY
RAIN GUTTER REGATTA- TROOP 68 JON JOHNSON, PAT PUCK

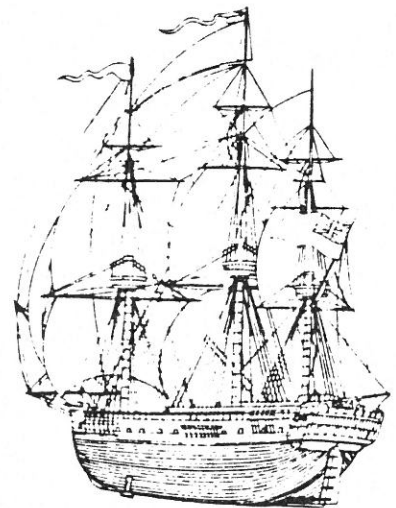
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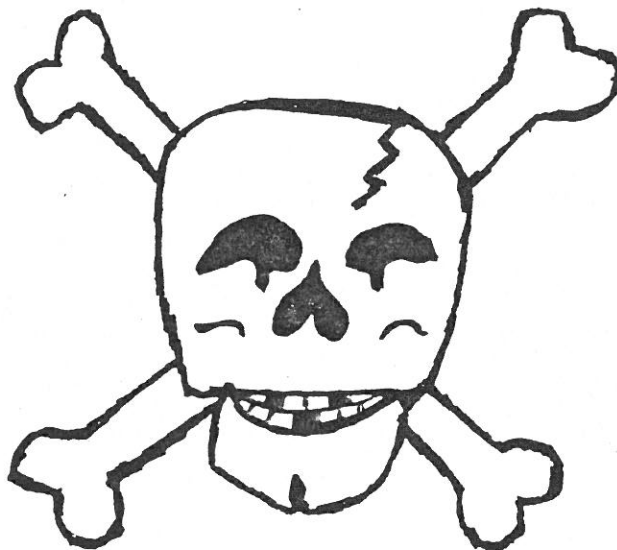
PACK-O-FUN
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ABRAHAM LINCOLN COUNCIL
INDIAN NATIONS POW WOW BOOK
DENVER AREA COUNCIL
RAINBOW COUNCIL
MAGIC OF CUBBING
QUIVERA COUNCIL
DUPAGE POW WOW BOOK
GREAT SALT LAKE POW WOW BOOK
SOUTHEAST MISSOURI COUNCIL
LAST FRONTIER COUNCIL
GREAT WESTERN POW WOW BOOK

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PROCTOR



JUST LIKE YOU

There are little eyes upon you
And they're watching night and day;
There are little ears that quickly
Take in every word you say;
There are little hands all eager
To do anything you do;
And a little boy who's dreaming
Of the day he'll be like you.

You're the little fellow's idol
You're the wisest of the wise;
In his little mind, about you,
No suspicions ever rise;
He believes in you devoutly
Holds that all you say and do
He will say and do in your way
When he's grown up like you.

There's a wide-eyed little fellow
Who believes you're always right;
His ears are always open
And he watches, day and night;
You are setting an example
Every day in all you do
For that little boy who's waiting
To grow up to be like you.

-Thomas Edward Gilbert, Jr.-

CODE OF ETHICS FOR VOLUNTEERS

As a Volunteer, I realize that I am subject to a code of ethics similar to that which binds the professionals in the field in which I work. Like them, I assume certain responsibilities and expect to account for what I do. I will keep confidential matters confidential....

I promise to take to my work an attitude of open-mindedness; to be willing to be trained for it; to bring to it interest and attention. I realize that I have many assets that my co-workers may not have and that I should use them to enrich the project at which we are working together. I realize also that I may lack assets that my co-workers may have, but I will not let this make me feel inadequate but will endeavor to assist in developing good teamwork.

I plan to find out how I can best serve the activity for which I have volunteered and to offer as much as I am sure I can give, but no more. I realize that I must live up to my promises and, therefore, will be careful that my agreement is so simple and clear that it cannot be misunderstood.

I believe that my attitude toward volunteer work should be professional, believe that I have an obligation to my work, to those who direct it, to my colleagues, to those for whom it is done, and to the public.

Being eager to contribute all that I can to human betterment, I accept this code of ethics for the volunteer as my code to be followed carefully and cheerfully.

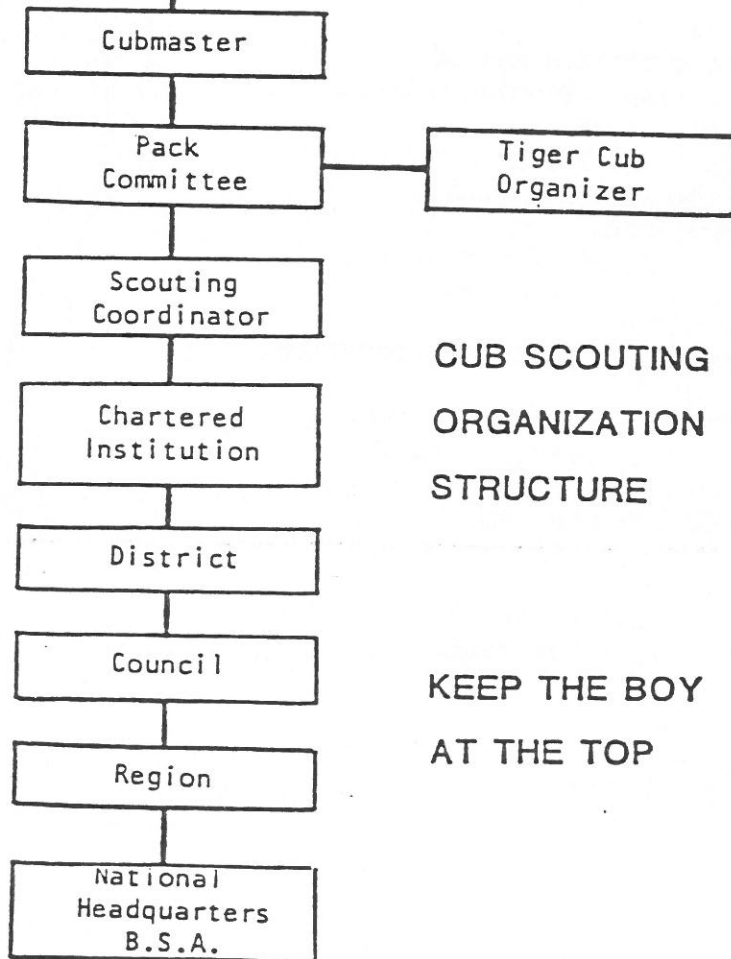
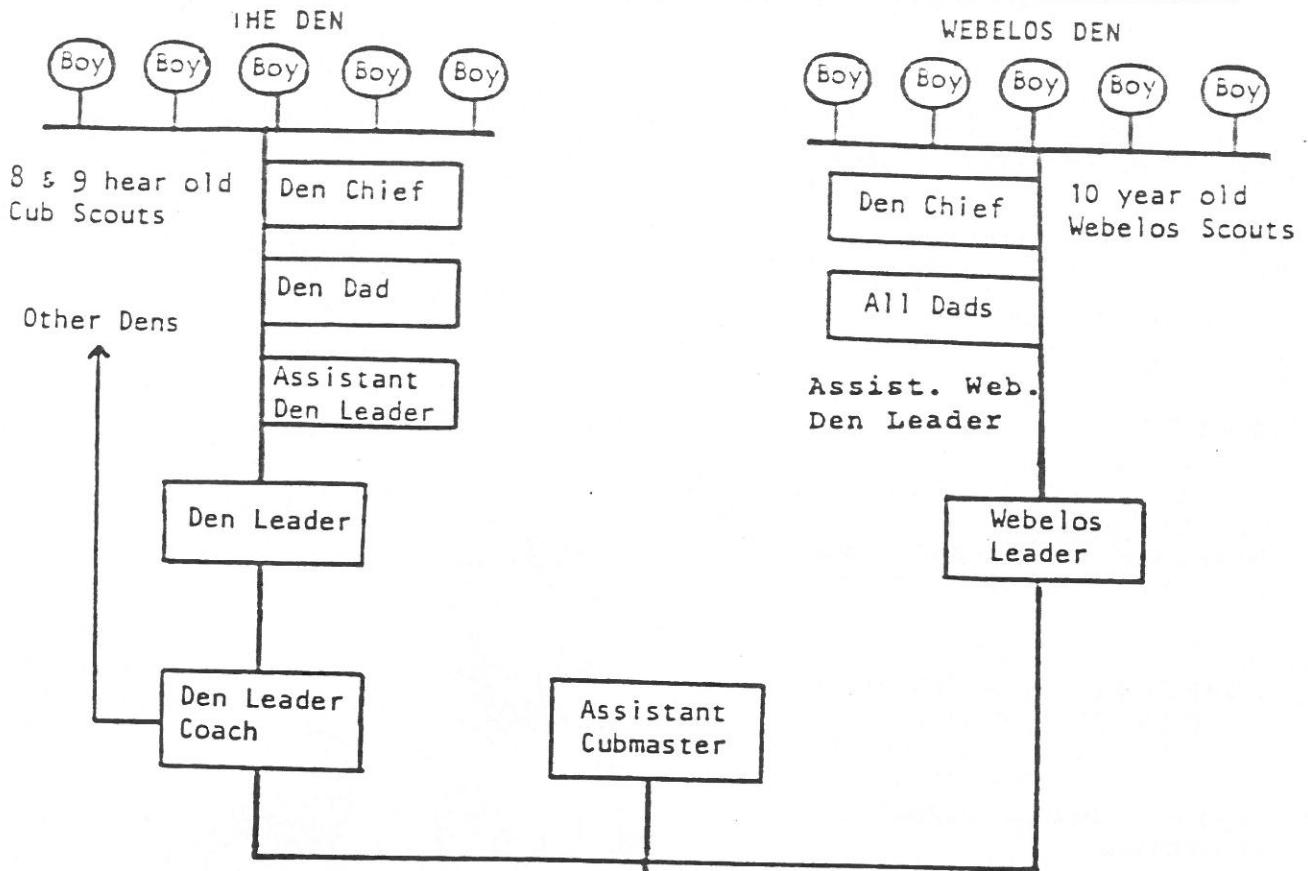
Dr. Lillian M Gilbreath

PACK ADMINISTRATION



PERM
ADJUSTMENT





CUB SCOUTING ORGANIZATION STRUCTURE

KEEP THE BOY AT THE TOP

A PACK COMMITTEE'S GUIDE TO EFFECTIVE LEADERSHIP

A PACK COMMITTEE'S GUIDE TO EFFECTIVE LEADERSHIP

A. ORGANIZING.

1. See that each pack leader understands his responsibility and authority.
2. Understand how the pack fits into the total Cub Scouting picture.
3. See that each pack leader understands how he fits into the total pack picture.
4. See the proper equipment and materials are available.
5. Boys and leaders promptly registered.
6. Pack budget in operation.

B. PLANNING

1. Make effective use of resources. People, places, things, time.
2. Plan ahead for an entire year at the Annual Planning Conference.
3. Work from a written plan.
4. Plan for manpower and materials.
5. Schedule regular pack committee meetings.
6. Schedule regular den leader coach/den leader meetings.
7. Set realistic but challenging goals for the pack.
8. Have a planned recruiting program.
9. Plan advancement and graduation programs.
10. Plan an annual goodwill project.
11. Use boy, leader, and parent suggestions.



C. COMMUNICATING

1. Encourage leaders and parents to express ideas.
2. Keep informed on how pack leaders think and feel about things.
3. Listen with understanding.
4. Keep pack leaders informed.
5. Express appreciation for jobs well done.
6. Make effective use of meetings.
7. Have properly uniformed boys and adults.

D. RELATIONSHIPS WITH OTHERS

1. Encourage cooperation between leaders.
2. Encourage cooperation with district and council personnel.
3. Carry out program enthusiastically.
4. Back up pack leaders.

E. UTILIZING

1. Inspire in pack leaders a willingness to work toward pack goals by example.
2. Make full use of abilities and skills of all the people.
3. Make full use of resources, both within and outside the pack.
4. Deal objectively with problems, keeping the boy foremost in mind.

F. MEASURING RESULTS

1. Are the boys advancing?
2. Continually evaluate program and activities and adjust future programs accordingly.
3. Variety, action, purpose, and fun measure success.
4. Annual report from pack committee to chartered institution.
5. Good parent participation.
6. Good attendance at pack and den meetings.
7. Active Webelos dens with dads participating.

G. DEVELOPING PACK LEADERS

1. Select the most qualified person available for the job to be done.
2. Keep pack leaders informed to opportunities for learning experiences and continuing development.
3. Encourage attendance at round-tables and pow wows.
4. Participate in district and council activities.
5. Plan leadership two-deep for on-the-job training for assistants.
6. Have trained den chiefs for all dens.
7. Set a good example.



ADULT REGISTRATION

A leader must be a citizen of the United States or must satisfy one of the approved alternates. (See local council for information.) All leaders must be twenty-one years of age or older except assistant cubmasters, assistant den leaders, and assistant Webelos den leaders, who must be eighteen or older.

In signing an adult application, the leader agrees to be guided by the Charter and Bylaws of the Boy Scouts of America and the local council, and to subscribe to their policies and principles.

TRANSFERS

When a boy or leader transfers to another unit, he/she should be furnished with a complete transfer application, No. 28-401.

These are the procedures for transfers:

1. Unit leader issues transfer application to each member transferring to another unit in the same or another council.
2. Unit leader approves transfer application and includes complete Scouting record.
3. Member presents transfer application to unit leader of unit being joined.
4. Leader of the new unit registers member on proper application.

Adult and youth members transferring from one unit to another, one program to another, during the charter year pay a \$.50 transfer fee only.

CHARTER RENEWAL PROCEDURES

The chartered organization is issued a charter effective for one year. The current pack charter shows the expiration date. This date is not necessarily the same as the program or calendar year.

The District Scout Executive and the unit commissioner play an important role in helping the pack recharter each year.

Rechartering for a unit starts 120 days before renewal date. However, the pack committee should become concerned 60 days before the 15th day of the month in which the charter is due.

QUALITY UNIT AWARD

If a pack achieves six of the eight requirements of the National Quality Unit Award, it qualifies as a Quality Pack. This makes the pack, leaders, and Cub Scouts eligible for Quality Unit Award Recognition. This is a valuable tool for pack program enrichment.

The procedure for earning the Quality Unit Award is tied in with the pack's charter renewal procedure. Contact your council office for materials describing the award.

BOYS' LIFE MAGAZINE

Boys' Life is a monthly magazine with up-to-date information on Scouting and articles of interest to boys. Boys and leaders can subscribe to Boys' Life at a special rate at the same time registration fees are paid.



PLANNING THE CUB SCOUT PROGRAM

Successful program planning involves good leadership and exciting program activities. Throughout the program planning process leaders should remember that their prime objective is to provide a high quality program to each boy. It must achieve the purposes of Cub Scouting and be fun and exciting for the boys.

Program planning provides direction for the program, a sense of satisfaction for those participating, and a feeling of accomplishment in seeing boys grow in knowledge, skills, and expanded interests. Planning also helps make the best use of available time and resources.

CUB SCOUT PROGRAM PLANNING

The most important responsibility of leaders in Cub Scouting is planning.

A. Basic Concepts

1. Cub Scouting is a year round program.
2. Cub Scouting must meet the needs and desires of any boy, any place.
3. The Cub Scout program is built around a monthly theme.
4. Webelos dens use activity badge areas for their monthly program.
5. The Cub Scout program should have VARIETY, ACTION, and PURPOSE.
6. The program must be FUN for all.

B. Program Resources Good leaders use:

1. Scouting magazine & Cub Scout Program Helps.
2. Boys' Life Magazine.
3. Cub Scout literature.
4. Leaders' handbooks.
5. Boys' handbooks.
6. Pow Wow books.
7. Cub roundtables.
8. Local libraries.

FOUR STEPS IN PLANNING

Cub Scouting has proven plans and procedures that bring success. The four steps in this planning are:

1. Annual Planning Conference—to take a long-range look at all program possibilities for the year. Held in July or August.
2. Monthly Pack Leaders' Meeting—to outline general plans and assign responsibilities.
3. Den Leader Coach/Den Leaders Meetings—to help plan den meetings.
4. Den Chiefs' Meeting—to prepare them to assist den leaders with their den meetings. Webelos Den Chiefs meet with Webelos leaders.

ANNUAL PLANNING CONFERENCE

Suggested attendees:

Cubmaster, assistant cubmasters, Scouting coordinator, committee chairman, treasurer, unit commissioner, den leader coach, den leaders, den chiefs, and committee members. Parents are always welcome.

Materials Needed: Yearly calendar, Program Helps, pack roster with complete addresses and phone numbers, and a written agenda. Review the Program Helps until everyone is familiar with the monthly themes. Be open to helpful suggestions. Make additions and changes as needed.

The following items should be discussed and included in pack plans:

Finances: Assessments, fund raisers, or dues that are necessary.

School Night: If the pack wants to recruit new boys, it can obtain free forms from the council. Forms can be passed out during school to second and third graders.

Organization Meeting: Obtain den leaders and divide boys into dens at this meeting.

Monthly Themes: Use the Program Helps. Some months can be exchanged or combined to suit the pack. Choose the theme now—develop the details later. If speakers, special entertainment, or materials are necessary, appoint someone to follow through on these.

Webelos Activity Badges: Designate which will be worked on each month. Be sure that each boy is given the opportunity to complete all 15.

List Important Events and Dates:

Prepare a pack calendar. Include summertime den or pack activities, Blue and Gold banquet, and include service or community projects. Participate in district and council activities (such as Pow Wow, Scout Sunday, Scout week, district recognition dinner, day camp, district leader training).

See Den and Pack Activities section for pack activity and service project ideas.

Designate Committee Members to be:

Song Leader—boys like to sing and a good song leader can add a lot of enthusiasm to a meeting.

Community & Publicity—Every pack needs a committee which can be depended upon to do telephoning, typing, and making copies of material.

General:

1. Assign dens on a rotating basis for setting up, cleaning up, opening, ceremonies, refreshments, etc.
2. Plan good field trips.
3. Plan for adequate leadership training.
4. Expose Cubs to as many exciting, fun, and educational experiences as possible.
5. Give out awards every month. Use ceremonies.
6. Involve as many parents as possible.
7. Delegate responsibility—share the load.
8. Be enthusiastic. Have fun.



SAMPLE MONTHLY LEADERS MEETING
AGENDA

Remember that each committee is different. Conduct meetings in the most comfortable and efficient manner for a group of adults. Ensure that everyone has a chance to have a say without feeling intimidated, and that one person is not running the whole show.

1. While gathering, turn in advancement reports to advancement chairman, and dues to treasurer.
2. Read minutes and treasurer's report.
3. Make final plans for this month's pack meeting. Review agenda to make sure all details are covered.
4. Plan for next month's meeting. Review the theme and what the dens and pack are going to do with it. Decide who will provide skits, what space will be necessary for displays, who will take care of refreshments, and who is responsible for the opening and closing ceremonies. Make sure any special requirements can be met and are assigned to someone.
5. Read den leader coach and/or den leader reports. Find out what help the dens need for the next month and for any long-range projects under consideration.
6. Read other reports, for example publicity, outings, special community projects, membership, training, and participation in council and district events.
7. Make announcements.
8. Poll each member individually for additional business to be brought before the committee.
9. Adjourn.
10. Keep the meetings as short as possible. If the members want to socialize, have a social period before or after the meeting, not during.

DEN LEADER/DEN LEADER COACH MEETING
The den leader coach meets with all den leaders to discuss the next month's theme and activities for the den and pack meetings. The den leader coach shares knowledge and experiences by suggesting crafts, skits, and songs.

MONTHLY DEN CHIEF MEETING
To help den chiefs plan for their responsibilities for the next month's den and pack meetings, the cubmaster, den leader coach or each den leader should meet with the den chief.

See Chapter 6 of the Cub Scout Leader Book for additional information on the four planning steps.

SUMMERTIME PROGRAM

The successful operation of a Cub Scout pack depends largely on the continuity of the program from one year to the next. The best way to insure this continuity is by keeping in touch using the summertime program.

A basic program of one activity a month (June, July, August) involves a minimum of organization and can result in a lot of fun and good results:

- The newly recruited boys and leaders have a chance to get acquainted with the program.
- Boy and parent interest is kept up. Advancement work can be continued as a summer family activity.
- The pack committee is kept organized.
- The pack will be ready to go in the fall without reorganization.
- The Cubs can participate in the new experiences like Cub Day Camp and Webelos Camp.
- New and different parents can be invited to help.

- It's a good family activity.
- The informal atmosphere helps in building friendships among boys and adults.
- Many Cubs will not be taking any trips or extended vacations so it's a bright spot in their summer.
- A certain percentage of the families are always home to participate.
- Cub Scouting was designed as a year-round activity—don't cut it short.

During the pack's annual planning conference in August, think ahead to next summer. Make up a schedule of the three pack activities and a list of suggested den and family activities. Distribute a schedule to each pack family.

Some suggestions are:

- Family picnic
- Bike rodeo
- Swimming party
- Family cook-out
- Field trips
- Service projects
- Fishing derby
- Summer olympics
- Carnival
- Cub Scout Day Camp

NATIONAL SUMMERTIME PACK AWARD

Requirements for Summertime Pack Award

Packs can qualify for the attractive, full-color National Summertime Pack Award certificate and pack flag ribbon by conducting three pack activities, one each during June, July, and August. There is no attendance requirement to earn this award.

Requirements for Den Ribbon

Dens which average at least 50% of their families at the three summer pack activities are eligible for the colorful den participation ribbon to hang on the den flag. This award has nothing to do with den activities.

Requirements for Individual Summertime Award Pin

Boys who attend the pack's three summertime activities, as described above, qualify for National Summertime Award pin, which the pack may purchase and present. This pin is for boys, not adults.

Submit the application for the National Summertime Pack Award to the council office as soon as the August pack activity is completed. Plan a special presentation of awards at pack meeting.

See "National Summertime Pack Award Planning Guide" for additional information.



PLANNING THE PACK MEETING

The following is provided as a general outline to be used to guide the leaders and Cub Scouts through a successful pack meeting.

1. Plan Ahead

- Use Program Helps
- Ask den leaders for advice and help.

2. Notify People Involved

- Give them time to prepare
- Follow up with a reminder

3. Use an Agenda

- It should be written
- It will prevent overlooking an item
- Review agenda just before closing the meeting

4. Start and Stop on Time

- Boys and parents will enjoy a short, active meeting
- Be consistent, and participants will learn to arrive on time

EVALUATION

Evaluation is discussing the activity with other leaders and family members, thinking about it independently and deciding where the program was strong and where it was weak. Evaluation is an important step in planning future meetings and activities. Careful planning results in a good program—evaluation results in a better program.

See Chapter 6, Cub Scout Leader Book for checklists to help you determine how successful your pack is.

DOES YOUR PACK MEASURE UP?

1. Quality leaders. Cub Scouts need quality leaders. Boys deserve trained, responsible leadership, leaders who enjoy boys and have pride and commitment in being a Cub Scout leader.
2. Quality program. Present a quality Cub Scout program for Cub Scouts built around the Cub Scout purpose. Make it a FUN, well-planned, year-round program.
3. Pride in being a Cub Scout. Develop pride in the boys. Make and display den and pack flags, do fun and important things together, develop great den and pack spirit.
4. Fun-Fun-Fun KIS-MIF. Develop a year-round program—weekly den meetings with fun, games, instant recognition, singing, preparation for pack meeting, monthly pack meetings with meaningful advancement, ceremonies, skits, outside activities with day camps, field trips, community events.
5. Recognition and advancement. Recognize boys and parents. Boys like earned recognition presented in impressive and meaningful ways. Advancement is the result of an effective Cub Scout program.

6. Parent involvement. Induct families, not just boys. Involve and invite the entire family to participate. Cub Scouting is a family program to aid family unity.
7. Uniforming. Cub Scouting is a uniformed organization. Make wearing of the uniform important and orient parents to the importance of proper uniforming.
8. Communication. Use good communication in the pack. Have annual planning meetings, yearly calendar, monthly planning meetings, telephone call downs, and newsletters. Develop den meetings around the Cub Scouts' wants and needs.
9. Chartered organization and pack committee. A good relationship between chartered organization and pack committee is vital. Work together to build a quality pack.
10. District and council activities. Have the pack take advantage of activities offered by district and council such as day camps, Scoutarama, bicycle safety, physical fitness, learn to swim, service projects, parades, and Cubmobile derby.

PACK POLICY

Every pack should maintain a record of policy decisions made by the pack committee. These policies should be dated, printed, and a copy furnished to the parents of each new boy when he joins the pack.

Pack policies are obvious to an experienced Cub Scouter, but not so to a new parent or den leader, who will appreciate such a statement in writing. Remember, if the committee makes a decision that affects all members of the pack and it is to remain in effect for an extended period of time, be sure to publish it for all to know.

5. Involve Adults
 - a. Cubmaster should delegate tasks
 - b. Have stunts, puzzles, and some activity for adults
 - c. Urge adults to join in on songs and cheers
6. Have Every Den Involved in Something
 - a. Opening
 - b. Closing
 - c. Skit
 - d. Demonstration
7. HAVE FUN
 - a. Have FUN and SHOW IT!
 - b. Play games
 - c. Sing songs
 - d. Have skits and stunts
 - e. Alternate fun and serious events

8. Use Ceremonies
 - a. Keep simple and easy to do
 - b. Change format occasionally
 - c. Use for all advancements, at every pack meeting
9. Utilize Webelos Scouts
 - a. They provide good models for younger boys
 - b. They can give service for the rest of the pack
 - c. Demonstrate activity badge work
10. Recognize People for Their Work
 - a. Recognition should be immediate
 - b. Recognition should be public

See Chapter 6 of the Cub Scout Leader Book for more information on pack meeting planning and a sample pack meeting agenda.

	PACK MEETING ASSIGNMENTS											
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Set-up	1	W-2	W-1	5	4	B	3	2	1	S	S	A
Flag Ceremony*	1	W-2	W-1	5	4	L	3	2	1	P	U	C
Opening	2	1	W-2	W-1	5	U	4	3	2	E	M	T
Game	3	2	1	W-2	W-1	E	5	4	3	C	M	I
Skit	4	3	2	1	W-2	G	W-1	5	4	I	E	V
Song	5	4	3	2	1	G	W-2	W-1	5	A	R	I
Refreshments	W-1	5	4	3	2	O	1	W-2	W-1	L		T
Closing	W-2	W-1	5	4	3	L	2	1	W-2			I
Clean-up	W-2	W-1	5	4	3	D	2	1	W-2			E
*Flag ceremony includes PTA flag ceremony for month.												S**
February based upon Blue and Gold planning.												
**Summer months based on summer activities.												
Numbers represent Cub Scout Dens												
W's represent Webelos Dens												

RECOGNITION

With proper training, resources, and recognition, the people involved in the Cub Scout program can accomplish results.

The advancement plan is designed to give boys recognition for their efforts. They also receive recognition for tenure with service stars. They can receive recognition through religious emblems and other special awards. Remember to recognize boys in den and pack meetings for their special achievements outside the pack, such as in sports, school, and community activities.

Adults need recognition, too. It is gratifying to know that leaders' efforts are appreciated. Leaders who complete the basic training requirements are eligible to wear special trained leader insignia. Those who complete specific training—tenure and performance requirements—receive training awards. These awards are presented by the council.

Other recognitions, such as the District Award of Merit and Silver Beaver, are presented to leaders who do an outstanding job.

There are many National Supply Division recognition items such as plaques, trophies, and certificates, which are available. See BSA catalog, available at Scout Service Center or at local Scouting distributors.

Some packs use homemade recognition items—plaques, trophies, and certificates—to recognize leaders and parents for doing a good job.

The important thing to remember is to say "thank you" in an appropriate way. Sometimes this might be a telephone call or personal note. Other times it might be a simple but sincere "thank you" privately or in front of others. And at other times, it might be a material-type recognition, such as those mentioned above. It could be a den leader thanking a parent, den chief, or boy for special help. It could be a pack thanking a parent, a leader or other person for special help. Remembering to recognize those who deserve it is a method of personal support and reinforcement which we all need from time to time.

Leaders and parents who are appreciated are more likely to go out of their way to help the next time.

Often the Blue and Gold Banquet is a time when leaders and parents are recognized.

COMMISSIONER SERVICE TO PACKS

COMMISSIONER CONCEPTS

The commissioner is the liaison between the local council and Scouting units. His mission is to keep the units operating at maximum efficiency. The commissioner maintains regular contact with the leaders of the units. He counsels them on where to find assistance. He notes any weaknesses in programs and suggests remedies. The commissioner is successful when the units effectively deliver the ideas of Scouting to their members.

TYPES OF COMMISSIONERS



There are three types of commissioners:

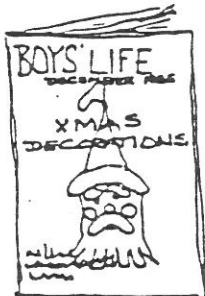
Administrative commissioners whose main responsibilities are recruiting, training, guiding, and measuring the commissioner staff.

Roundtable commissioners who are resource people who, through established monthly roundtables, provide program skills and other helps for unit personnel.

Unit commissioners Scouters who are assigned to one or more packs (and/or troops) and are closely allied to those units on a service and counselor basis. The unit commissioner's service is based on a friend and counselor philosophy.

Knowing that Scouting happens to boys in packs and troops and knowing that the "healthier" the unit, the better the Scouting, the program of the Boy Scouts of America, to help make and maintain healthy packs, provides for pack service in which the unit commissioner is the key figure. This Scouter helps make available to the chartered organizations and leaders the resources of the district and the council in order that the objectives of Scouting may be realized.

Effective unit commissioners are the team players, dedicated and enthusiastic supporters of the ideals of Scouting, fulfillers of promises, and personal examples of good citizenship. They can provide a considerable amount of help; don't hesitate to ask it.



Some specific areas where commissioners are especially helpful are:

1. Summertime Pack Award - The commissioner is familiar with the many informal den and pack activities which will meet the requirements for this award. The suggestions he has can help keep the pack active, keep the boys and leaders active during the summer months of June, July, August, and help earn this award. By maintaining an active pack during the summer the frustration of reorganization in the fall and the loss of boys and leaders due to inactivity are reduced.
2. Training - The commissioner should know the district's training program dates. He should be aware of the content of the training courses and what training is needed for each position in the pack. Leaders who have been through basic training programs can provide better programs for the boys. The commissioner can help encourage leaders in the pack to take basic training courses as well as arrange for orientation sessions and personal coaching sessions when needed.
3. Policy - The commissioner knows the policies of the Boy Scouts of America and the institution that sponsors the pack. He can foster a better understanding of how these policies govern the pack, protect the boy, as well as the leaders, and ensure a quality program.
4. Annual Planning Conference - Commissioners understand the value of having an annual planning conference (usually held in July or August). They can give assistance to the pack with monthly theme ideas, district event dates and council activities and dates.

The following questions need to be answered when planning the pack budget:

- What are program plans for the coming year and what will the activities cost?
- What should the budget include?
- How much should weekly dues be?
- How much can each be expected to earn, save, and pay each week?
- Is a money-raising project needed to supplement the income from weekly dues?

Some items to be considered in the budget are:

1. Reregistration
2. Boys' Life
3. Badges and insignia
4. Literature and program materials
5. Goodwill fund
6. Reserve fund

After the pack leaders and committee members have developed the budget, it is presented to pack families at a special business session of the pack meeting for a frank discussion and final approval. Emphasize each boy's personal responsibility in making the plan a success by regularly paying his share of the dues. After final approval, the pack treasurer becomes responsible for carrying out the budget plan with the help of other leaders.

If there are boys who cannot earn money because of where they live or boys whose parents cannot afford dues, a local service club, business, or group of citizens might be asked to underwrite the cost. When this is done, leaders should find ways to help boys show their appreciation.

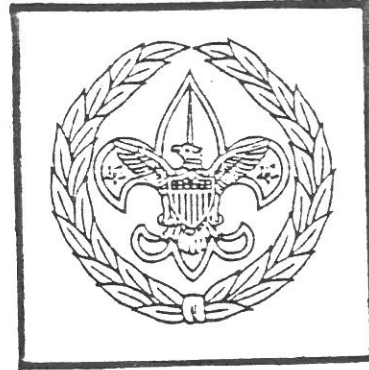
For ease in developing the pack budget, a budget planning sheet is available at the Council Service Center.

10 GUIDELINES FOR UNIT MONEY EARNING

Whenever a pack is planning a money-earning project, this checklist can serve as a guide. It will be helpful when filling out the unit money-earning application. If the answer is 'yes' to all the questions below, it is likely that the project conforms with Scouting's standards and will be approved.

1. Have the pack committee, chartered institution, and Scout Council approved the project, including the date and methods?
2. Do the plans and dates avoid competition with money-raising programs and policies of the chartered institution, Scout Council, community chest, or United Fund?
3. Is the plan in harmony with local ordinances, free from any stigma of gambling, and consistent with the ideals and purposes of the Boy Scouts of America?
4. If a commercial product is to be sold, will it be sold on its own merits and without reference to the needs of Scouting either directly or indirectly?
5. If tickets are sold for any function other than a Scout event, will they be sold by the boys as individuals without depending on the goodwill of Scouting to make this sale possible?
6. Even when sales are confined to parents and friends, will they get their money's worth from any product they purchase, function they attend or services they receive from your pack?
7. If a project is planned for a particular area, are the rights of other Scout units in the same neighborhood respected?
8. Is it reasonably certain that people who need work or business will not suffer a loss as a result of the unit's plan?

5. Other areas the commissioner can help:
- Unit charter renewal
 - Monthly pack meetings
 - Webelos program and transition
 - Uniforming
 - Pack budget plan
 - Boy's Life
 - Parent participation and membership
 - Outdoor policy
 - Advancement
 - Records and finance
 - Pack committee
 - Purposes of Cub Scouting
 - Any area of the Cub Scout program



PACK-COMMISSIONER RELATIONSHIPS

The unit commissioner is a volunteer whose main responsibility is to give service to the pack. The commissioner is not a pack servant. This person will not intrude in the pack's business, but is ready and willing to help when called upon. Whenever the commissioner spots signs of trouble in a pack, this person will help solve the problem and will constantly act as a quality control arm.

- The commissioner helps the pack by:
- Being a friend who helps the pack to be successful.
 - Helping to solve problems and offering suggestions.
 - Working with the pack committee and leaders of the chartered organization to maintain a close relationship.
 - Helping to establish and maintain a good pack-troop relationship.
 - Assisting at pack meetings, uniform inspections and other pack activities as needed.
 - Assisting with the pack's annual charter renewal.
 - Providing practical support, such as people, equipment, materials.
 - Visiting pack leaders' meetings, when invited, and assisting wherever possible.

- The pack helps the commissioner by:
- Asking for assistance before the problem becomes too large.
 - Inviting the commissioner to pack meetings and activities and to occasional pack leaders' meetings.
 - Inviting the commissioner to help with the pack's annual membership inventory and uniform inspection.

Pack leaders should get to know the unit commissioner and feel comfortable in asking for help. Don't look only for praise of the pack's efficiency, but listen to the commissioner for the helpful observations which can strengthen the pack program.

If a pack does not have a unit commissioner, make it known to the district Scout executive, the district commissioner, or the district chairman that one is needed and the pack would welcome this help.

RECRUITING

Recruiting is always a part of the activity of a Cub 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 sees the pack as it participates in community, district, and council activities. Publicity in the papers draws members. People want to belong to a 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 or 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 _____
 Asst. 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 Heart of America 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, No. 3712.

Ask Cub Scouts and Webelos Scouts to invite prospective Scouts to visit a den meeting.

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

LEADERSHIP TRAINING

Every Cub Scout deserves a qualified, trained leader who will provide him with the best program possible, in the way it is intended. A trained leader ensures that the goals of Cub Scouting are met.

Every leader should be trained. Training helps leaders understand the aims and purposes of the Scouting program, improves ability to work with other leaders and boys, teaches Cub Scout skills, and shows how to plan an effective Cub Scout program for the boys.

The following training is available for leaders:

ORIENTATION - A short training session which may be conducted at School Night for Cub Scouting, or at a pack parents' meeting. It introduces parents and new leaders to the total B.S.A. program, with emphasis on Cub Scouting. It is a foundation for further training.

FAST START TRAINING - A series of pamphlets available for use by trainers and experienced leaders in coaching new leaders. Provides temporary help until new leaders can attend training sessions. These pamphlets are available free at the Council Service Center.

BASIC TRAINING - Job-oriented training. Each leader attends those sessions which relate to his job. Group training dates are listed in the district bulletin. Leaders are encouraged to attend basic training before assuming job responsibilities so they will be qualified to conduct the program.

ROUNDTABLE - A monthly district meeting of leaders, to provide program ideas on the next month's theme which can be used in den and pack meetings. It is also an informal sharing of leadership experiences and ideas.

POW WOW - An annual, all-day, council-wide training event for Cub Scout leaders, offering training in a variety of different areas. All leaders are encouraged to attend this exciting, fun-filled, informative event.

PHILMONT CONFERENCES - Week-long training courses under the direction of the National Volunteer Training Committee are offered during the summer at Philmont Scout Ranch, Cimarron, New Mexico. Special programs for family members make this a great family vacation with the added attraction of training, and an opportunity to get acquainted with Cub Scouters from all around the nation.

WORKSHOPS - Den leader workshops are conducted on a district basis, as needed in the areas of crafts, themes, skits and puppets, outdoor program, and Webelos activity badges.

The most successful leaders not only attend basic training, but take advantage of continuing training opportunities such as regular monthly roundtables, pow wows, etc. For additional information on training, talk to the district Scout Executive, unit commissioner, or district training team members.



The following is a partial list of subjects that may be established as pack policy. These are only suggestions:

1. Collection and handling of den dues.
2. Pack money making projects.
3. Things that the pack will buy and furnish to the Cub Scout (badges, books, Boys' Life, etc.)
4. Requirement for service to the pack by parents of the boys.
5. Requirement for permission slips to participate in pack outings.
6. Pack insurance.
7. Time and place of pack meeting.
8. Policy on organizing dens and assignment of boys to them.
9. How a boy becomes "inactive," penalties, or activities for which inactive boys are not eligible, and how to regain active status.
10. Requirements for a least one adult to accompany the Cub Scout to pack meeting.
11. Wearing of uniform to meetings and acceptable composition of the uniform for the pack.
12. Time and place of committee meetings.
13. Membership of pack committee.
14. Campouts for Webelos.
15. Den and pack discipline of Cub Scouts.
16. Pack meeting attendance award.

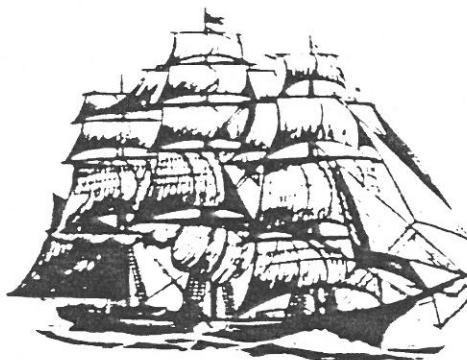


WORLD FRIENDSHIP FUND

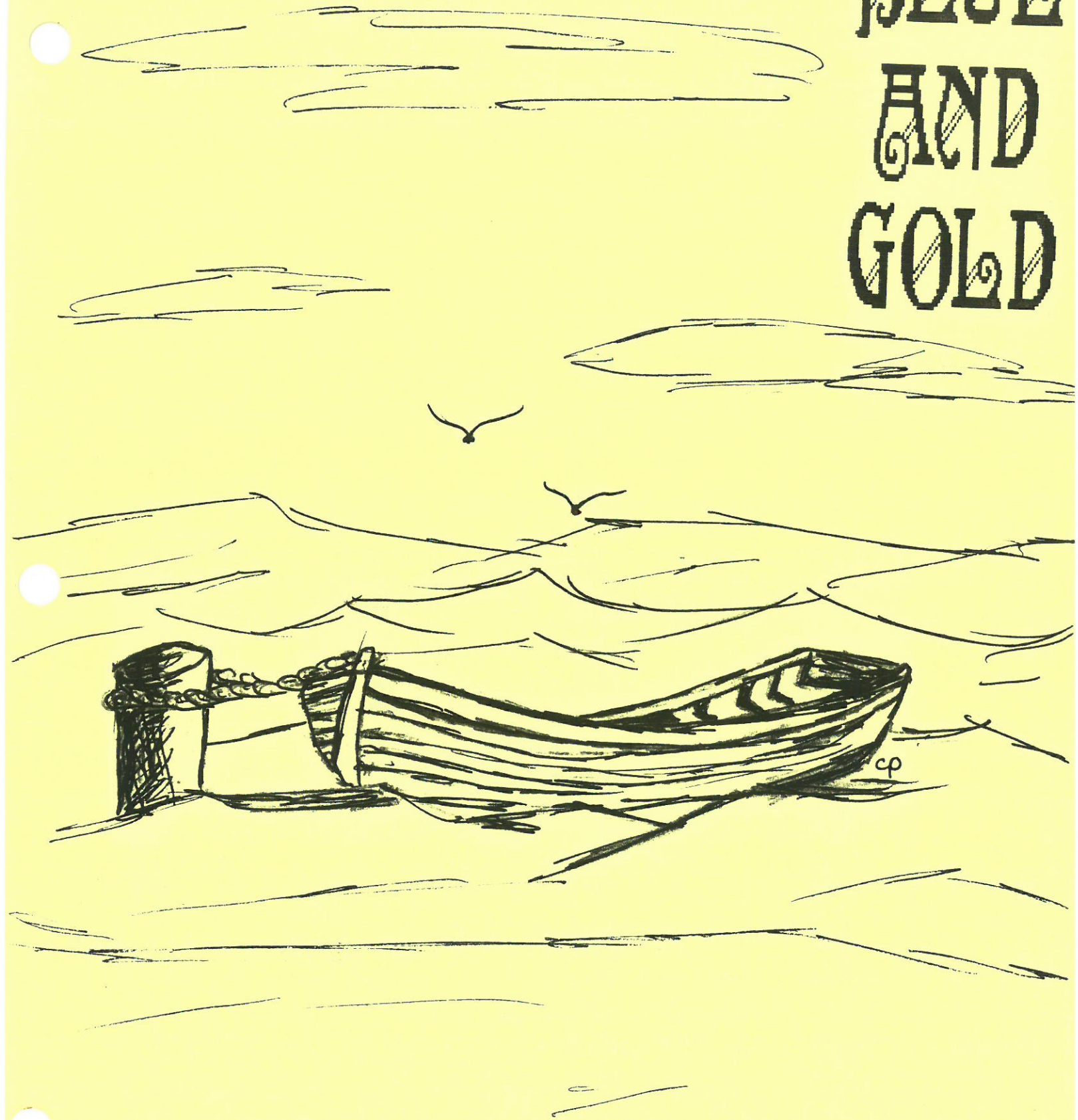
The World Friendship Fund is administered by the Boy Scouts of America to help struggling Scouting associations in other lands. The contributions are used to provide uniforms and equipment for Cub Scouts and Boy Scouts, furnish literature and training materials, to give scholarships to Scout leaders to come to the U.S for training, and for many other similar purposes.

Once a year the Boy Scouts of America asks packs to contribute to the world Friendship Fund. When the pack makes a collection, each boy receives a special pin symbolizing the brotherhood of all Scouts around the world.

Each pack can get a free kit of materials on the World Friendship Fund by writing to: World Friendship Fund, Boy Scouts of America, 1325 Walnut Hill Lane, Irving, Texas 75062-1296.



BLUE AND GOLD



PLANNING A BLUE AND GOLD BANQUET

- I. Estimate the size of the group.
 - A. Families (head count).
 - B. Guests:
 1. Chaplain and spouse.
 2. District Executive and spouse.
 3. Unit Commissioner and spouse.
 4. Scouting Coordinator and spouse.
 5. Scoutmaster (troop) and spouse.
 6. Past leaders and spouses.
 7. President of Sponsoring Organization and spouse.
 8. School Principal, if you meet in a school.

- II. Place:
 - A. Check size and parking available.
 - B. Check facilities:
 1. Kitchen, tables, and chairs.
 2. Stage.
 3. Lavatories.

- III. Time:
 - A. Day.
 - B. Starting time. (Start on time!)
 - C. Closing time. (Remember - little brothers and sister will need to get to bed!)

- IV. Menu:
 - A. What to have?
 - B. Who will provide?
 1. Pack, parents or caterers?

- V. Serving:
 - A. Cafeteria style, buffet style.
 - B. Boy scouts, campfire girls, or girl scouts.

- VI. Decorations:
 - A. Tables, by each den.
 - B. Meeting room, Dens or committee?
 - C. Programs?

- VII. Entertainment:
 - A. Dens (all boys involved!)
 - B. Pack leaders (as many as possible!)
 - C. Scout units (O.A. Dancers, etc.)
 - D. Other (High School groups, etc.)



BLUE AND GOLD PROGRAM HINTS

The program should include some, but not necessarily all of the following. This is just an idea!

- A. Flag Ceremony.
- B. Invocation.
- C. Eat.
- D. Song of your choice. (God Bless America)
- E. Welcome and introduction of guests and leaders: any guests that may be present; the Cubmaster; Assistant Cubmaster; Committee Chairman; Scouting Coordinator; Finance Secretary; Awards Chairman; Den Leaders and Den Leader Coach.
- F. Bobcat Ceremony.
- G. Wolf Awards.
- H. Bear Awards.
- I. Webelos Awards.
- J. Skits. (By dens and adults. The boys love to watch the leaders of the Pack put on a skit for them!)
- K. Thank you certificates for leaders, and other parents who have helped throughout the year.
- L. Guest Entertainment.
- M. Announcements
- N. Closing Ceremony.

Any other additions of awards, entertainment, etc. that were chosen and decided on by your committee.



PROGRAM IDEAS

First -- OPENING CEREMONY:

This is an example of an appropriate opening ceremony: This is Cub Scouting.

Parent 1. Some people think Cub Scouting is only for the boys, but it isn't. Cub Scouting is for the 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 boys' play and leisure in a new light. The Cub Scout advancement program ensures a close boy-parent relationship.

Parent 3. Cub Scouts 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 just one part of the many-phased Scouting program that includes Tiger Cubs, Cub Scouts, Boy Scouts, Varsity Teams and Explorers. Each part of the program is packed with challenges 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, they have prepared themselves to enter the Boy Scouting program.

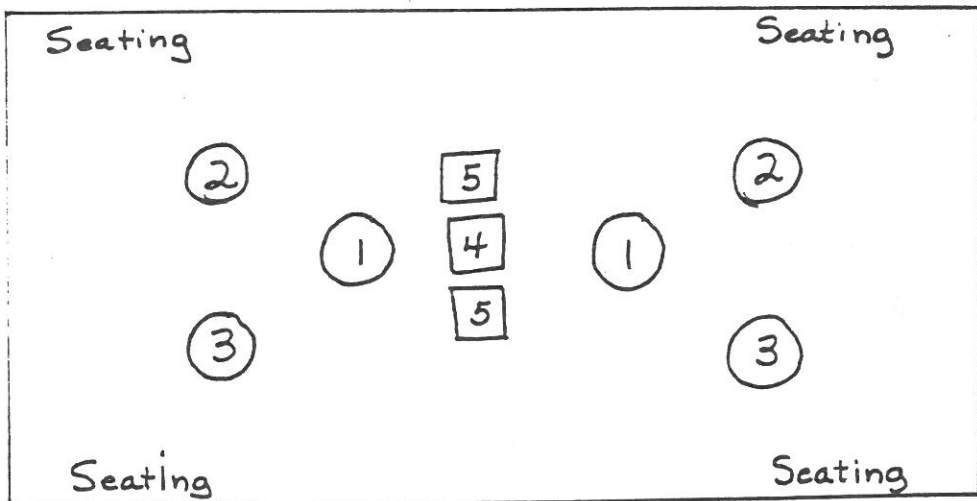
Parent 5. Cub Scouting in all its phases operates to strengthen the home - not to weaken it. You and your family will strengthen your home only by living, playing and growing in it together.

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 may be too late.



Parent 7. Will all the parents please stand and read the Cub Scout Promise with me? (Parent's Promise:) I, (name), promise to do my best to help my son be a good Cub Scout, to encourage him to fulfill the Cub Scout Promise and obey the Law of the Pack, I further promise to assist him in his Cub Scout achievements and electives, to cooperate with the Den Leader, Cubmaster, and Pack

The last thing you want to form at a potluck dinner is a LINE! A line means you are only serving one or two people at a time. The trick in serving food to sizable groups in a hurry is to place serving dishes on a number of round tables with plenty of space around them for people to mill about as they serve themselves. Sounds like chaos? Nope, despite the initial appearance, it is highly organized and purposely designed to do the job: "Serve Food Quickly!"



1. Main Dishes
2. Salads
3. Desserts
4. Bread and Butter
5. Beverages

* - * - * - * - * - * - * - * - * - * - * - * - *

HOW TO TEACH

He teaches patience - by being gentle and understanding over and over.

He teaches honesty - by keeping his promises to his family, even when it costs.

He teaches courage - by living unafraid, with faith, in all circumstances.

He teaches justice - by being fair and dealing equally with everyone.

He teaches kindness - by being thoughtful and gracious, even at home.

Committee, and participate actively in the Cub Scout Program.

Now, will the Cub Scouts stand and repeat the Cub Scout Promise with me? "I, ..."

Will everyone please stand and join us for the presentation of the Colors by the Den Chiefs (or Webelos) of the Pack?

* -- * -- * -- * -- * -- * -- * -- * -- * -- * -- *

SEE CEREMONIES, GAMES, SKITS AND SONGS, AND OTHER SECTIONS OF THIS BOOK FOR MORE IDEAS!!!!!!!!!!!!!!



* -- * -- * -- * -- * -- * -- * -- * -- * -- * -- *

CLOSING:

As we close our meeting tonight, let us give a thought to what the blue and gold colors of Cub Scouting means. The blue and gold you see on the Cub Scout uniform was not selected merely because it was attractive. Each color has a definite meaning. Blue stands for truth and spirituality, for steadfastness and loyalty, and for the sky above. Gold stands for warm sunlight, good cheer and happiness.

Another closing: HELPFUL TO OTHERS

I often think that when the sun goes down the world is hidden by a big blanket from the Light of Heaven, but the stars are little holes pierced in the blanket by those who have done some good deeds in this world. The stars are not all the same size; some are big, some are little. Some men have done large deeds, and some men have done small deeds, but they 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 the earth.

It is something to be good, but it is far better to do good.

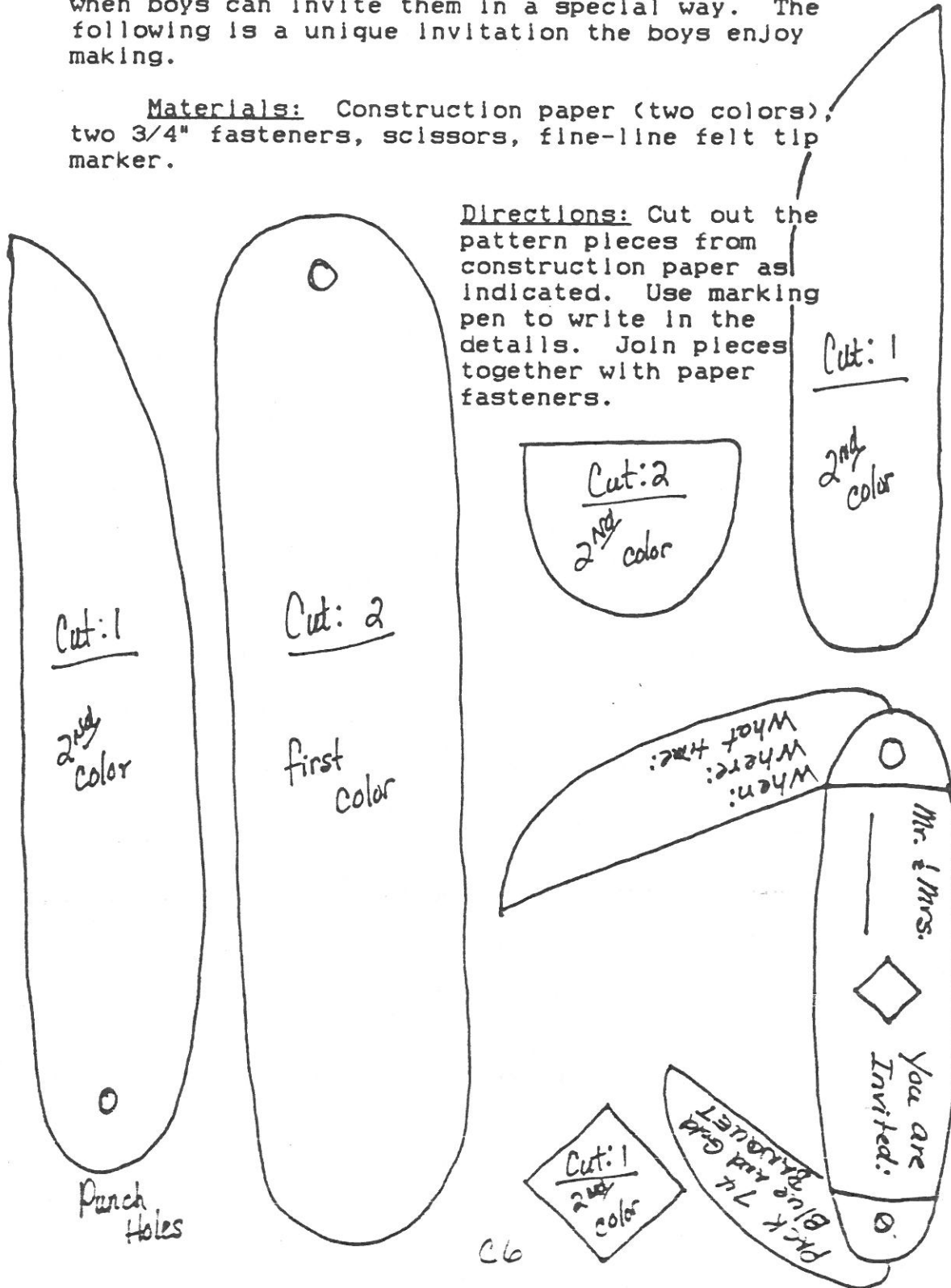
BLUE AND GOLD DECORATION IDEAS

INVITATIONS:

After planning your Banquet, you will want to remember to invite people to attend. Families are included, of course, but this event is one time when boys can invite them in a special way. The following is a unique invitation the boys enjoy making.

Materials: Construction paper (two colors), two 3/4" fasteners, scissors, fine-line felt tip marker.

Directions: Cut out the pattern pieces from construction paper as indicated. Use marking pen to write in the details. Join pieces together with paper fasteners.



Sample Invitation:

Pack 74

Hawkeye Area Council

Boy Scouts of America

requests the honor of your presence
at their annual

BLUE AND GOLD BANQUET

Tuesday, February 8, 1988

Community Town Hall

141 West Main Street

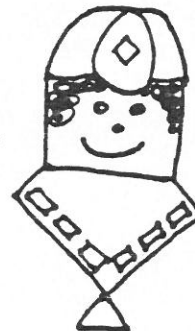
6:30 p.m.

R.S.V.P., please.

* Note: * Special guest invitations should be mailed. Invitations to the families can be hand delivered by each boy.

Cub Scout Cake:

Using a cake baked in a flat rectangular pan (13 x 9), cut slightly more than $\frac{1}{3}$ from one end for the face. Cut diagonally across the remaining cake (an inch or so off the center line) so you have two triangles: the smaller one for the hat and the larger one for the scarf. Cut a two inch triangle off the tip of the hat for the ends of the scarf.

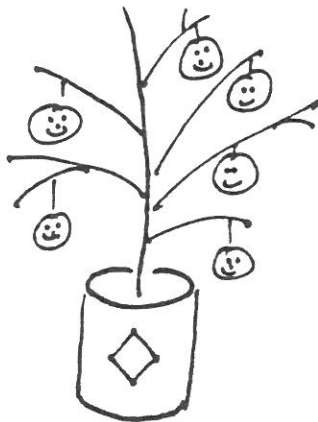


Arrange the pieces on a tray and frost with pink for the face; yellow for the scarf and trim on the hat; and blue for the hat and trim on the scarf. Use candy for the features and coconut for the hair.

Centerpiece:

Tree of Boys:

Place a twig in a 12 ounce juice can of plaster of paris. Allow it to dry. Decorate the can in colors or designs for your theme. Spray paint the tree branch if you want to. Hang a picture of each boy from its branches.



MINI-Scout:

Glue two egg cups from a pulp style egg carton rim to rim for the head. Repeat for the body. Then glue the two segments together. Draw a face, hat, hair and hands. Paint hat and body blue. Leave the hands white. Paint hair and features. Use yellow paint for the neckerchief.



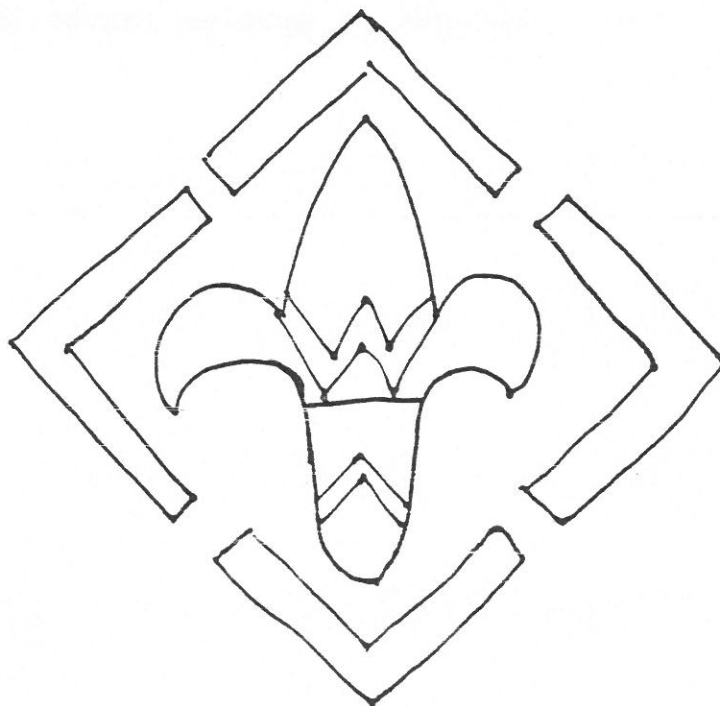
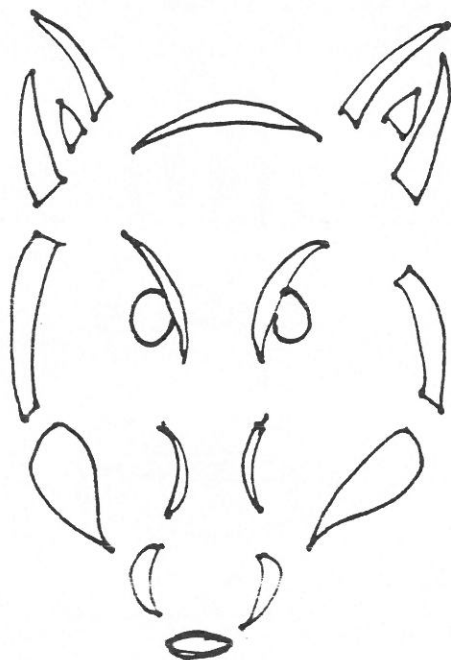
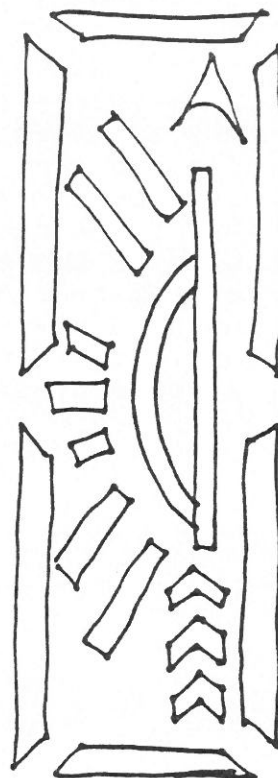
Here are a few ideas for stencil projects for your den or pack, table covers, shield or plaque for trophies, and decorated T-shirts. You may repeat the same design by dividing your material into squares and placing the design in each or every other square.

With the point of a sharp knife, cut away all that is now white or background, leaving only the design as it appears at present in ink. Take care not to cut through any of the small parts of, or holding lines that are necessary to keep the smallest parts from breaking off.

To transfer the stencil to fabric, lay the material on a large piece of blotting paper. Place the stencil in position and fasten down firmly with thumbtacks.

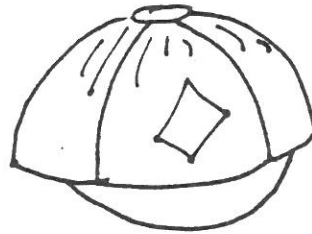
For stenciling use oil paint in tubes. Squeeze a small amount of paint on a blotter to absorb a greater part of the oil and to make it less runny. Use a small stiff-bristle brush. Dab the paint on the fabric in small quantities with vertical strokes. Remove stencil carefully and hang up finished job to dry.

Stencils will work on cotton, silk, wool, felt, canvas, and woven goods of any weight. You can also use them on wood and metal.



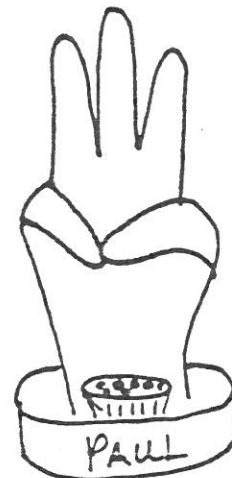
Cub Scout Cap Place Marker:

Take a 2" to 2 1/2" hollow rubber ball. Cut it in half. Rub the inside with a small amount of oil. Fill each half ball with plaster of paris. Let it dry and then unmold. Cut a piece of cardboard to fit the flat side of the mold and glue together. Remember to seal the plaster before painting. Paint the hat and visor blue, stripes yellow. Glue on emblem to front of the hat. Glue a button on top to finish. * This can also be made by using a styrofoam ball cut in half. * Larger balls could be used to make a hat large enough for a centerpiece.



Scout Sign Nut Cup:

Trace your right hand on a piece of paper, and cut out the paper hand. Bend down the little finger and the thumb, gluing the tips together. Fold and glue a strip of paper 1 1/2" by 6" into a ring. Glue the wrist of the hand to the inside back of the ring. Write the guest's or Cub's name on the outside front of the ring. For a favor, place a nut cup of goodies inside the ring.



Paw and Claw Decorations:

Decorating paper with animal and bird tracks is a novel way to provide matched banquet decorations.

Designs shown on this page are small, but a little patience when cutting stamps is worthwhile.

The tracks can be enlarged, if desired, and identified by writing below each track. For additional decorations, tracks can be stamped on pieces of paper and glued to party hats, paper plates, and wall hangings.

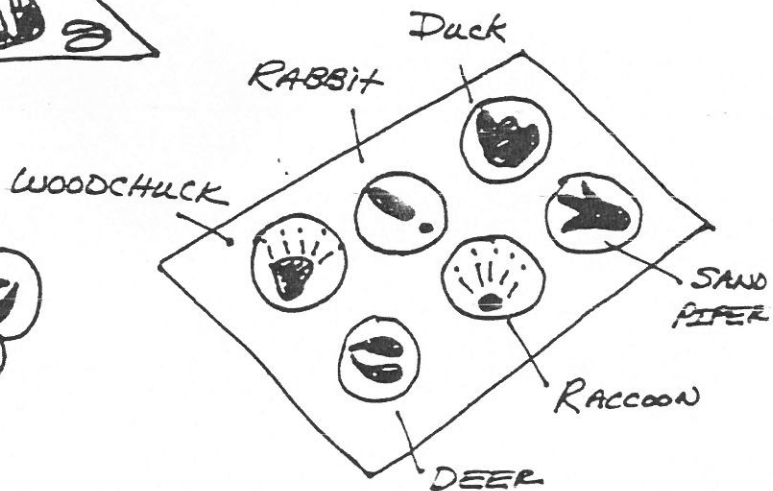
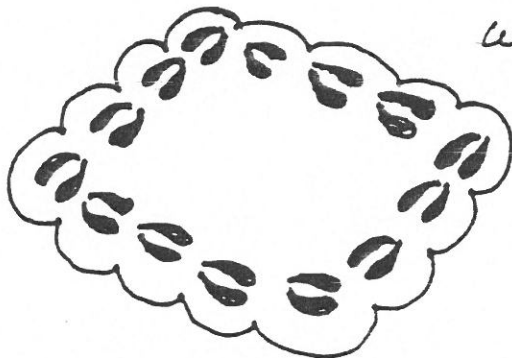
Cut a firm, young potato in two. Draw desired foot or paw print on paper (if you want to trace it), or on the cut part of the potato.

Using a sharp knife, cut away surplus potato from track. Dip the cut side of the potato in paint or ink, and then stamp the paper, cups, etc.

Trace design and cut away the surrounding area of the potato.



Dip into paint or ink and stamp.



Blue and Gold Banquet Theme Ideas:

- 1.) (number) of Years of Scouting:
Centerpiece: Rocketship with flames
Invitation: Scout Insignia
Favor: Candy roll covered like a rocket
Flower: Scout Insignia

- 2.) Birthday Party:
Centerpiece: Birthday Cake with Candles
Invitation: Cub Scout Silhouette
Favor: Nutcup covered with hand showing the
Cub Scout sign.
Flower: Yellow tissue carnation.

- 3.) Colors: Blue and Gold:
Centerpiece: Candleholders: Balloons and
Crepe paper.
Invitation: Anything in blue and gold
Favor: Nutcup with clothespin Cub Scout
Flower: Blue flower from "Cling Free" used
dryer softners.

- 4.) Jungle Book:
Centerpiece: animals made from empty thread
spools.
Invitation: Wolf or Bear with head stencils.
Favor: Sucker with wolf or bear taped over
it.
Flower: Paper with picture of Scout (use a
Polaroid if available).



BLUE AND GOLD DINNER IDEAS

The following are some suggestions and ideas based on attending many successful Blue and Gold Dinners in our area for many years. Your pack is free to plan your dinner any way you want, however, you may find the following the easiest way to go!

FIRST OF ALL A DECISION - Would you rather work smart or hard? If you can, recruit a Dinner Chairman. Get four parents on a committee, and get one to serve as Dinner Chairlady for each den. Otherwise the Cubmaster and the Den Mothers have all of the work to do.

BLUE AND GOLD DINNER CHAIRMAN: Conducts planning meetings and encourages his committee to get their work done - coordinates planning with Cubmaster. It's an easy job if you have a good committee.

PHYSICAL ARRANGEMENTS COMMITTEE: Lines up location - double checks to be sure room is available, lights, seating, PA system, etc. Gets help to set up chairs and tables, arranges clean-up. Makes friends with the janitor.

SPECIAL GUESTS COMMITTEE: Arranges for invitations to be sent to special guests. Follow up to see if they can come. Assigns them to a den. Be sure to invite their families, and find out how many. Meets them at the door. Helps them find seats and introduces them to the den, etc.

PROGRAM COMMITTEEMEN: Prints program if you want to have one. Coordinates awards ceremony with Cubmaster and Awards Chairman. Helps set up stage for skits, etc. Responsible for Invocation, Color Guard or whatever.

FOOD CHAIRMAN: Arranges for coffee, cream, sugar, rolls, butter, milk napkins, and ice cream. (If the pack decides to provide all of the above). Arranges for individual servings of milk and ice cream from dairy - (try to get discount). Arranges for payment. Buys in quantity from the least expensive source.

DEN CHAIRLADY: One for each den. Coordinate by Den Mother. Contacts mothers on how many are coming and what to bring. Responsible for setting up a serving table, place settings, etc.

SUGGESTED MENU: (This menu is the same for each den).

Fried Chicken - Each family brings enough for themselves plus 2 extra servings. (Easy to serve and every likes it)

In addition, each family brings one of the following:

SALADS - Tossed, potato, or jello.

BAKED BEANS OR HOT DISH

CAKES, COOKIES, OR CUPCAKES (pies are hard to serve)

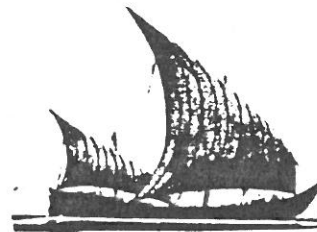
The pack may decide to furnish the following:

Coffee, cream and sugar, rolls, butter, napkins, and individual servings of milk and ice cream.

BLUE AND GOLD PROGRAM HINTS

The program should include some but not necessarily all of the following:

- A. Flag Ceremony
- B. Invocation
- C. Let's Eat!
- D. Song "God Bless America" or song of your choice
- E. Welcome and introduction of guests and leaders
 - 1. Cubmaster
 - 2. Assistant Cubmaster
 - 3. Committee Chairman
 - 4. Scouting Coordinator
 - 5. Finance Secretary
 - 6. Awards Chairman
 - 7. Den 1
 - 8. Den 2 and so on
 - 9. Webelos Den
 - 10. Den Leader Coach
- F. Bobcat Ceremony
- G. Skit - Den 1
- H. Wolf Awards
- I. Skit - Den 2
- J. Bear Awards
- K. Skit - Den 3
- L. Webelos Introduction Ceremony
- M. Den Leader Awards
- N. Announcements
- O. Closing Ceremony



Any other awards may be included that have not been mentioned. These are just ideas.

To make your program more attractive, covers can be made to follow your theme. A sheet of construction paper folded in half can be the beginning. A silhouette of the head of a Cub Scout, the outline of a wolf or bear, the Webelos insignia or even a birthday cake can be used on the front. Many stores stock stickers of flags, etc., which can be used for a patriotic theme.

MEANING OF BLUE AND GOLD

As we close our meeting today (or tonight) let's give some thought to what the blue and gold colors of our Cub Scouting means. Did you know that the blue and gold you see on the Cub Scout Uniform was not selected merely because it was attractive? You see each color has a definite meaning. Blue stands for truth and spirituality for steadfastness and loyalty, and for the sky above. Gold stands for the warm sunlight, good cheer, and happiness. So may the meaning of these two colors shine forth in our lives as we bring the Scouting program into the lives of our boys.

CUB SCOUT PROPER UNIFORMING!

Make Cub Scout and use to teach cubs correct way to wear ranks, arrows, patches (council, flag, temporary), service and summertime pins, pack #'s,

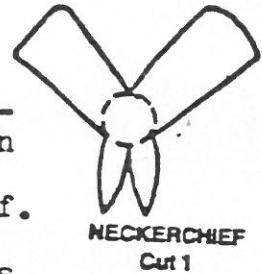
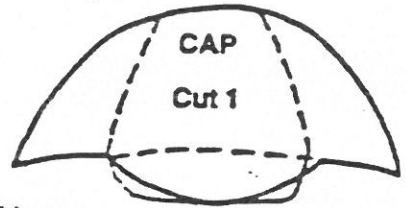
Make both cub scout and boy scout and use to teach Webelos the differences between uniforms.



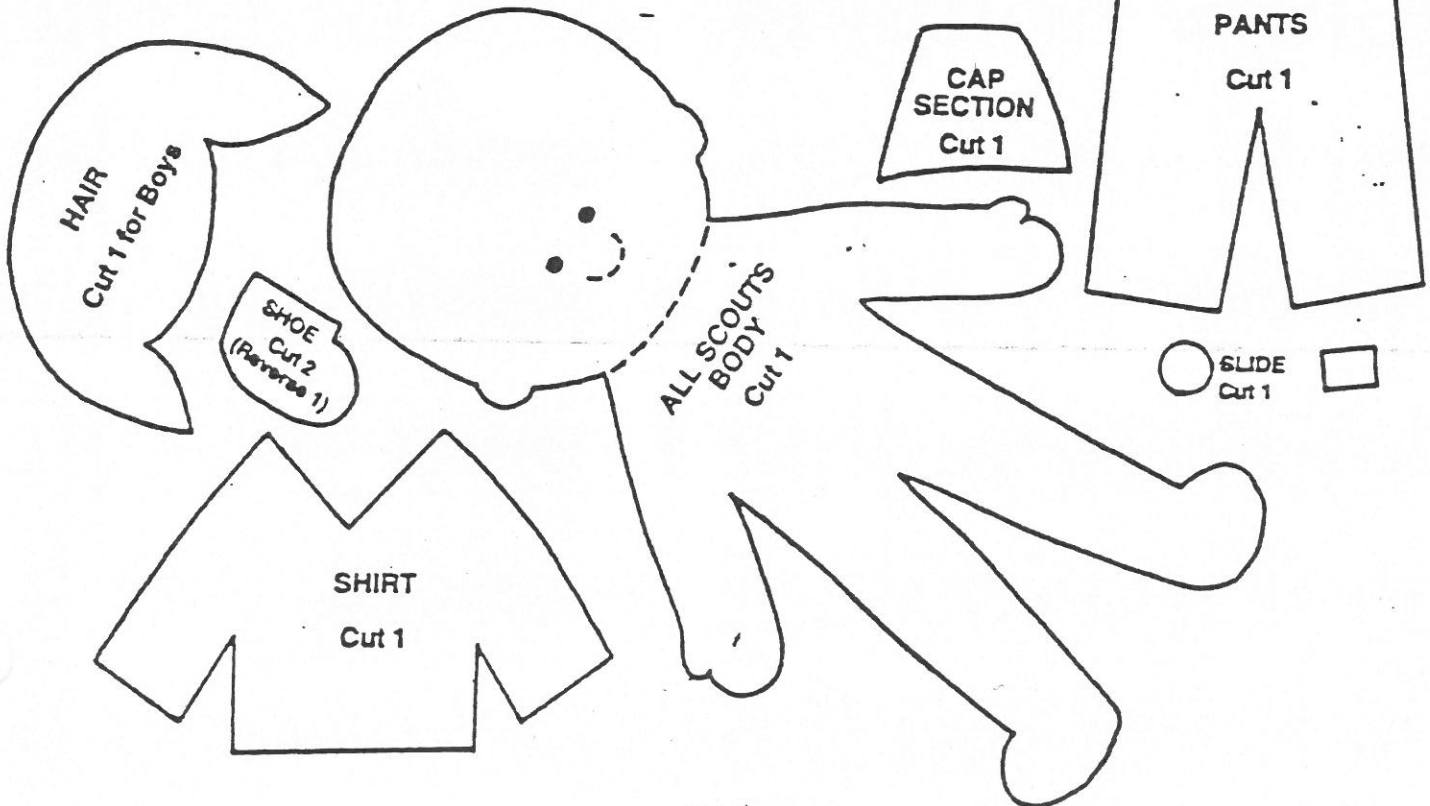
Cut out from patterns: pink body, blue pants, shirt, cap, Gold hair, buckle, 2 shoes, slide, Yellow neckerchief, cap section. ENLARGE PATTERN!

Glue hair on head 1st, then cap, yellow cap section on center of cap, shirt on body, shoes on feet, pants on body overlapping the shirt and shoes, then glue buckle on pants, neckerchief on shirt and slide on neckerchief.

With black pen make eyes, freckles and red pen formouth.



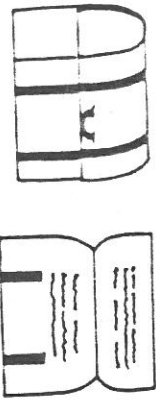
USE PATTERN THIS SIZE FOR PACK BANNER OR DEN BANNER!



PIRATES WITH PIZZAZZ

Capture your favorite landlubbers for an evening of fun and surprises!

Made from construction paper and decorated with black marker, a cute



Leg Iron Nametags

You'll want prisoners (parents) to get to know one another, but we wouldn't want them to be uncomfortable, so how about making mini leg irons with ball and chain that can be pinned on a dress or jacket lapel.

Cut a 2" x 4" black paper leg iron shape. Add a small piece of white paper with parent's name.

For chain, staple 1/4" x 1" pieces of black paper into a daisy chain 3" long.

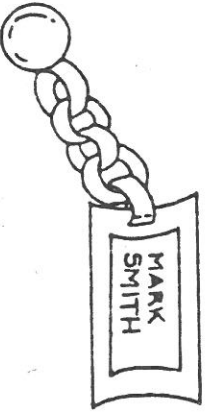
Boy Scout stew would be great made and served in a large pot with a wooden spoon for serving.

Couple it with long french bread to be torn off a piece at a time. No butter, please, pirates like to dip their bread in gravy.

treasure chest would be most inviting. Cut treasure chest out of paper as shown. Add date, time, place and verse:

Come along all ye mates for an evening of old. A treasure of food, and of fun to behold.

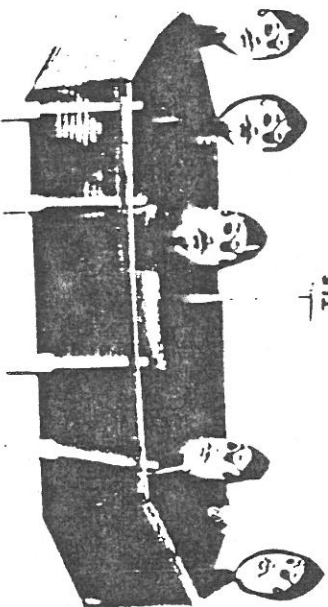
Spray paint a tiny styrofoam ball black; glue to end of chain. Glue chain to nametag.



Set a few jugs on the table labeled "Rum" — only be sure to fill them with ice tea or apple juice!

Knives, forks and spoons, of course, but how about foil or tin pie pans for plates? Tin measuring cups would also make great drinking glasses.

Costumes
Dress up as pirates. Wear an eye patch; draw a moustache on your face, and put a bandana around your head. A colored scarf would make a good sash, and if you have time, make a cardboard knife to fit into the sash.



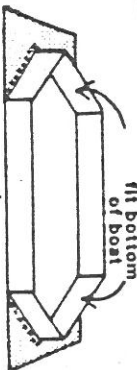
Box Boat (Centerpiece)

Materials needed: 1 tissue box, 1 toothpaste box, 1/2 gallon milk carton, brown paper, white plastic spoons, black and white construction paper, black marker, eight ice cream sticks, one fondue stick (or chopstick), scissors; tape and glue.

For ship, cut around top and ends of tissue box as shown.



Cut top and ends of box. Remove shaded area.



Trim box and flaps to fit bottom of boat.

Tape additional cardboard for bow and stern

For bow and stern of boat, cut additional pieces of cardboard, and tape to tissue box. Trim bottom flap to match pointed ends; tape to hold.

Cover inside and outside of box boat with brown paper. Draw lines for wooden slats.

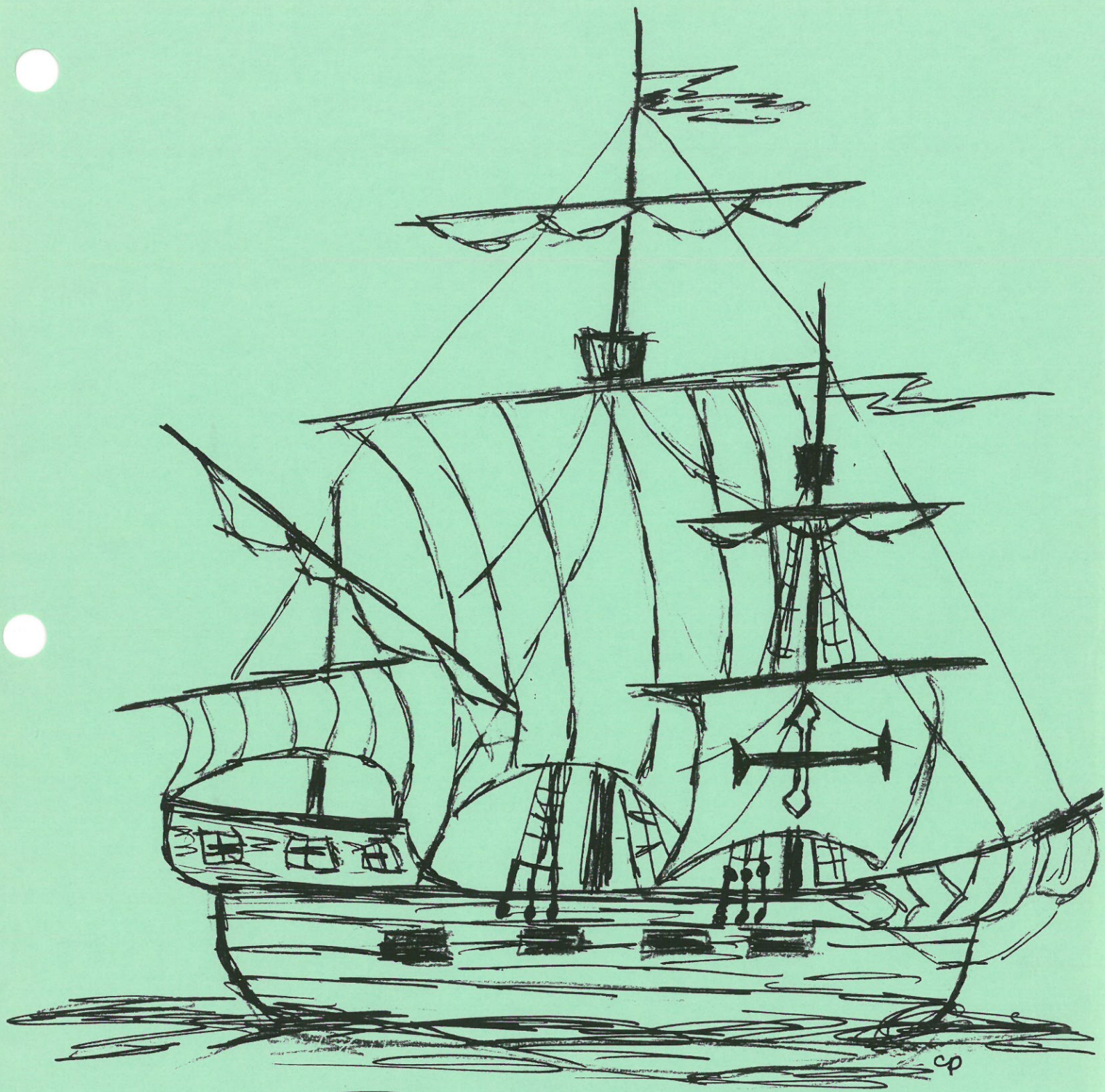
For seats, cut a toothpaste box in half. Cover with brown paper, and glue to front and back of boat.

For mast holder, cut the bottom off a half gallon carton to measure 3" high. Cover with brown paper. Invert and glue in center of boat. Cut a small square of black paper; glue on top of mast holder.

For mast, place a wooden stick in center of holder. Cut a small sail out of white paper drawing on crossbones, skull and troop number. With needle and thread, attach to stick. Or, thread stick through sail.

Using a craft knife, carve oars out of ice cream sticks, and poke through sides of boat.

For pirates, simply draw faces on the backs of white plastic spoons with marker. Cover handle with black paper.



CEREMONIES



"CEREMONIES"

WHY CEREMONIES?

- To establish a regular plan to present awards promptly, as soon as possible after they are earned.
- To provide high points in the advancement plan.
- To focus attention on the accomplishments of Cub Scouts and Webelos Scouts by awarding Wolf and Bear badges, Webelos Arrow of Light, activity badges and arrow points and recognizing parents at the same time.
- To give special recognition to Cub Scouts and parents for recruiting, service projects, and special activities.
- To honor pack leaders by recognizing the den chiefs, den leaders, Cubmaster, assistants, Den Leader Coaches, Webelos den leaders and pack committee.
- To make visitors and guests welcome by making them a part of the pack program.
- To provide the opportunity to present the ideals of Cub Scouting in a dramatic and lasting manner, not only to those being recognized, but also to those watching.
- To promote parent participation by helping explain the parents' role in Cub Scouting and creating parent interest and a desire to help in the planning and staging of ceremonies.
- To improve the meeting program by marking a beginning and end to both den and pack, helping provide a change of pace, indicating when something important is coming up, and getting and maintaining control in meetings.
- To help develop the theme of the month.

NO MAN STANDS SO TALL AS
WHEN HE STOOPS TO HELP A BOY!

CEREMONIES

PACK ENTRANCE CEREMONY

- ITEMS NEEDED:** Three dowels of equal length. (Recommend $\frac{1}{2}$ inch dowels)
A 12 inch piece of twine or small rope.
- PREPARATION NEEDED:** On one dowel write "Cub Scout".
On another dowel write "Parents".
On last dowel write "Cub Leaders".
Round the ends of the dowel down with sandpaper so that no one can stand the dowels up on end.
Call the parents and den leader to insure that they will be to the pack meeting for the ceremony.
- CEREMONY PURPOSE:** The ceremony is to be a challenge to a new Cub Scout coming into the pack. If he can meet and excel in this challenge, then he is worthy to enter into the pack with the other cubs.
- CEREMONY PROCEDURE:** Call the boy up in pack meeting and introduce him to the pack. Explain that the pack is happy to have him as a Cub Scout, but before he can enter the pack, he must be like an Indian warrior, who must pass a test to become worthy to enter the pack.
- Ask the new Cub if he is willing to take on the challenge and become worthy to join the pack.
- His challenge is to stand the stick with Cub Scout written on it in an upright position. This is to be free standing without any other means of support.
- When the Cub fails to achieve this, ask one of his parents to come up and see if they can balance two sticks together in a free standing position.
- When this fails, have the den leader come up, and with the third stick they might be able to have the three sticks stand up.
- When it looks like they have achieved this feat, the Cubmaster steps in with the rope, and ties the three sticks together at the top so they will all stand without assistance from any other means.
- Explain that this symbolizes the Cub Scout program. The Cub Scout needs the help and commitment from the parents and the den leader to achieve a successful Cub Scout program, and the rope is the spirit of scouting tying all things together.

OPENING THOUGHTS FOR DEN OF PACK MEETING

Opening flag ceremonies at den or pack meeting can be varied slightly to fit the monthly theme by using narratives such as the ones below. Advancement of the colors is the same in all cases.

- #1and the angel said: "Peace on earth, good will toward men." Cub Scouts give good will by being thoughtful and kind any by doing good turns. In this holiday season, may our good will shine as brightly as the star in the east, so that other people will follow our example. Please join me in the Pledge of Allegiance.
- #2 Our lives have been enriched by our Indian heritage, and we enjoy many things connected with Indian culture today. The Indians used symbols and designs for decoration and communication. A symbol which is dear to the hearts of all American citizens is our U.S. flag which represents our freedom and heritage. Please stand and join me in the Pledge of Allegiance.
- #3 Many years ago, Baden-Powell took 22 boys with him to Brownsea Island, off England's southern coast, for what was to be the world's first Scout camp. It was successful, beyond his expectations. Because of this beginning, the Boy Scouts of America was organized along with Scouting associations in many other countries. Time changes many things, but the Scout promise and law have remained as important today as they were in the beginning. Please stand, give the Cub Scout sign, and repeat with me the Cub Scout Promise. (Follow by the Pledge of Allegiance.)
- #4 Many creative and inventive men and women have contributed to the growth and development of our country. Our forefathers did not dream that we would have automobiles, airplanes, dishwashers, bicycles, space ships, or the many other conveniences we enjoyed and take for granted. But also very important in the development of our country were the millions of people who were not geniuses, but used their talents and abilities, along with hard work to make our country great. Let's pledge allegiance to the U.S. flag, remembering all of those people.
- #5 'O beautiful for spacious skies, for amber waves of grain; for purple mountains' majesty above the fruited plain'. Yes, our country is indeed beautiful - from the charm of New England on the eastern coast to the deep blue lakes of Minnesota, the towering mountains, the golden wheatfields, the roaring rivers, the majestic Grand Canyon, the expansive deserts, to the giant redwoods of California on the western coast. We are proud of our beautiful America and pledge ourselves to keep her beautiful. There is beauty in each of the 50 states, and our America flag represents those states. Will you please join me in the Pledge of Allegiance?

OPENING THOUGHTS CONTINUED

- #6 The circus is one of the many things we enjoy which did not begin in America. The circus came to us from Europe. Our land is made up of people from many different nations who have brought with them ideas, customs, and talents. America is sometimes called a 'melting pot' since it is a blend of so many different people and cultures. As we pledge allegiance to the U.S. flag, let's be thankful for the people of other lands who have brought us things we can enjoy.
- #7 Behold the emblem of our country - the flag of the greatest nation in the world. May it ever wave over free and liberty-loving people. May it always represent the highest ideals of American boyhood and manhood. May its stars and stripes, blessed by Almighty God and glorified by the blood of patriots always support the principles of democracy in America and around the world. Please join me in the Pledge of Allegiance.
- #8 God created families. He also created our beautiful world for us to enjoy and care for. We have fun doing things together as families, and in Cub Scouting, we have many opportunities to work and play together. Today as we salute the U.S. flag which represents millions of American families, let's be thankful for our own families and God's beautiful world in which we live. Please join me in the Pledge of Allegiance.
- #9 Cub Scouts keep themselves strong and personally fit, not just for their own sake, but so they can be more 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. Please stand and join me in the Pledge of Allegiance.
- #10 Growing up is an adventure. Every day brings new and exciting things in our lives. Cub Scouting provides many doorways to adventure for boys as they develop in character, personal fitness and citizenship. As we salute the U.S. flag, let's think about all the adventures which are ahead of us, and silently promise to 'do our best'.
- #11 Part of our American heritage is learning how to care for our beautiful land so it will be here for future generations to enjoy. In Cub Scouting we learn to prevent those things which will destroy our land, such as fire. As we salute the emblem of America, let's vow to keep our land beautiful and free from fire. Please stand and join me in the Pledge of Allegiance.
- #12 When Columbus sailed for the New World nearly 500 years ago, he had a goal and was determined to reach it. He ignored the pleas of his crew to turn back. His words "sail on, sail on" became famous. As Cub Scouts, we must try to stick to the things we know are right and ignore the pleas of others which might lead us in the wrong direction.

CLOSING THOUGHTS FOR DEN OR PACK MEETING

When you give the Cub Scout Promise, the words 'do my best' are often lost among all the other very important words. Let's stop for a minute and carefully consider these words. 'Best' describes effort and action above our usual performance. You are the only person who can possibly know whether or not you have done your best. Every time you repeat the promise, you agree to do your best to do certain things. Your best is just that - the very best you can do. Think about the meaning of the promise and decide that you will always do your best, no matter what the job facing you might be.

Most of us are happiest when we are doing something for others. Think for a moment of a time when you were helpful to someone. Chances are it made you feel pretty good. Of course, we feel best when we do something for others without being found out. When we help others regularly, it soon becomes a habit and gets to be a natural part of our lives. Once a Cub Scout develops this habit, he learns the real meaning of the good turn.

The good turns we do in our daily living are the things which make us useful. The good turn enables us to be useful in our home, school, church, community, and country. The good turn raises us above the ordinary person. It makes our lives worthwhile.

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'.

(Hold up envelope with stamp) Cub Scouts, the postage stamp you see on this envelope had the important job of making sure that this piece of mail was delivered to me. The stamp is pretty small but, in spite of its size, it did the job. Each of you has a job to do in your den. Like the postage stamp, it isn't your size that determines how well you do the job, but rather, how well you stick to it. We aren't all good at all things. Remember the stamp. It did the job in spite of its size by sticking to the job. Make up your mind, you can do the same thing. Do your best, and stick to it until the job is done.

Be considerate of the opinions of others. There are three sides to an argument: yours, the other person's and the right one.

CLOSING THOUGHTS CONT.

Did you ever pause to think about how helpful a tree is? It provides a nesting place for birds, shade from the sun, and protection from the rain. It discards its dead branches, providing wood for fires and cooking food. It adds beauty to the countryside. We must admit that a tree gives a lot more than it receives. We can learn a lesson from the tree - by doing our best to always be helpful to others by putting others first and ourselves second. Remember the lesson we learn from the tree - to give to others more than we receive.

(Hold up a tire advertisement) Cub Scouts, tire manufacturers are constantly working to make a better tire - one that can withstand the pounding and abuse that high-speed driving demands. In other words a tire that 'can take it.' Like the tire, you and I are put to the test every day. When things are going along smoothly it is not hard to get along. The real test is how well we do when the going gets rough - when things don't turn out the way we want them to. At times like these, the Cub Scout Promise can help you carry on with the right attitude and do your share without grumbling or griping. It will help you meet the test. Can you take it?

You hear a lot of talk about being a good sport, but just what does it mean? A good sport learns rules so he will not break them. If he wins, he doesn't act smug, but instead compliments the losers for the fine job they did. If he loses, he should accept the fact and find out why. Maybe he can win the next time. A good sport accepts defeat, congratulates the winner, learns how he can improve, and determines to do better the next time.

Every Cub Scout should accomplish something worthwhile each day. Each day's accomplishments should be a little better than the day before. Stand by a window with your room dark and look out into the night, and ask yourself this simple question: "Have I done my best today?" Then each day, vow to do better than the day before. If all of us do that, and keep our promises, we will have the best Cub Scout pack in the country. Before we close, I want to ask you a question. Answer it silently to yourselves. "Have you done your test today?"

As we go back to our homes, I would like to ask that the parents keep thought in mind. Counsel your sons that they may have ears to behold the red and purple sunsets; that they may have sharp ears to hear the voice of the Great Spirit. Guide them to have hands that respect the things God has made. Help them be wise and see the lessons hidden in every leaf and rock. Help them seek strength, not to be superior to others, but to be helpful to others. Help them along the Cub Scout trail to do their best.

CUB SCOUT CEREMONIES

BOBCAT INDUCTION CEREMONY

Candidates for the Bobcat will be in the hall with the Den Leader(s), Assistant Cubmaster, and parents, who will paint the boy's faces with Indian signs. Parent(s) and Den Leader(s) then return to their seats. The Assistant Cubmaster remains in the hall with the boys.

PROPS: Ceremonial candle board; Indian Chief's headdress; Bobcat badges.

OPENING FLAG CEREMONY: Conducted by the Webelos.

(With lights out near the doors, and the doors propped open so the new Bobcats may hear. The Cubmaster dons the headdress (becomes Akela) and lights the candles.)

AKELA: "This evening we have a very important ceremony. Several of our boys will be entering the Scouting program as Bobcats."

DEN CHIEF (or Boy Scout) READS: "Akela was the Chief of the WEBELOS. Tall and straight as an arrow, swift as an antelope, brave as a lion. His totem was the ARROW OF LIGHT. Akela was a very wise Chief. He told his braves that the tribe could be no greater than its boys. He said: 'The future is hidden but if we are strong and brave and help our boys to be the same, our tribe will be great.'"

AKELA: "Akela is the Cub Scout name for a good leader who will help the Cub Scouts along the trail of the ARROW OF LIGHT."

(At this time the Assistant Cubmaster gives the howl of the Pack. All Cub Scouts answer.)

AKELA: "Who disturbs the meeting of the Pack?"

ASSISTANT CUBMASTER: "Boys wishing to learn the way of the Pack."

AKELA: "Let them enter!"



AKELA: "Let them enter!"

(Lights go on as the Bobcats enter the meeting hall. The boys face AKELA.)

AKELA: "Would the parents of these boys please come and stand beside their sons."
"Are these Scouts prepared?"

ASSISTANT CUBMASTER: "They are prepared!"

AKELA: "Let us all recite together the Cub Scout Promise."

I, _____, promise to do my best,
to do my duty to God and my country,
to help other people,
and to obey the Law of the Pack.

"And to refresh all our memories, let us recite together the Law of the Pack."

The Cub Scout follows Akela.
The Cub Scout helps the Pack go.
The Pack helps the Cub Scout grow.
The Cub Scout gives goodwill.

(Akela presents the awards the Bobcat badge to the parents).

AKELA: "Parents, as I hand this badge to you, present it to your son, pinning it on his uniform upside down. When he has performed his first good turn, you may then place it on his uniform permanently."

(Akela shakes hands with all new Cub Scouts - Cub Scout Handshake - welcomes them to the Pack and Congratulates them.)

APPLAUSE.

* -- * -- * -- * -- * -- * -- * -- * -- *



BOBCAT INDUCTION
"THE LIGHT OF CUB SCOUTING"

PERSONNEL: Cubmaster, Den Chief, Bobcat candidate(s), and parents.

EQUIPMENT: A Cub Scout ceremonial board; small candles for the board; one tall candle (the Spirit of Cub Scouting); small candles for the Bobcat candidate(s); parents; Bobcat badge and certificate; Cub Scout neckerchief.

ARRANGEMENT: All candles on the board except the one representing the Bobcat are lighted. The Den Chief holds the tall lighted candle.

CUBMASTER: "Will the Bobcat candidate(s) (Name - each Cub Scout individually!) and his parents come to the front for induction into our pack family.

(THE PARENTS ARE GIVEN A SMALL CANDLE WHEN THEY COME TO THE FRONT OF THE ROOM. THE DEN CHIEF LIGHTS THESE SMALL CANDLES FROM THE LARGE ONE (that represents the spirit of Cub Scouting). WHEN TOLD TO DO SO, THE PARENTS THAN PASS THE SMALL CANDLE ONTO THEIR SON.

"Parents, will you please accept the spirit of Cub Scouting from our Den Chief, and then pass it along to your son. (Each set of parents takes the large candle, and lights their son's small candle.) All Bobcat candidate(s) will join their small candles together to light the Bobcat candle on our ceremonial board." (The candidate(s) light the Bobcat candle together, then have them blow out their small candles and hand them back to the Den Chief.)

"Now that you have worked together to light the Bobcat candle, and have all completed your requirements for this badge, you are all part of our pack family. May we continue to work together for the benefit of the pack."

"Parents, you have helped your son complete his Bobcat requirements and you have promised to accompany him along the Cub Scout trail. Will you now place this Cub Scout neckerchief around his neck. (Parents do this.) Now, will you pin this Bobcat

badge on the left shirt pocket of your son's uniform and present this certificate to him. (Parents do this.)"

"Now, Scouts, give the Cub Scout sign and repeat after me the Cub Scout Promise." (Cubs repeat the Promise.)

Cub Scout Promise

I, (name), promise to do my best,
To do my duty to God and my country.
To help other people.
And to obey the Law of the Pack.

"Parents, will you please repeat after me the following: 'We as parents....will do our best....to aid and assist our son....in his Cub Scout activities. We will encourage his enthusiasm....and we will assist as we are able in serving as leaders, advisers, or workers.'"

As Cubmaster of Pack _____ I welcome you and your son into our Pack. Bobcat(s) (names), I know you will follow Akela and will be happy and fair. Congratulations."

Bobcat Induction - Akela's Scale

PERSONNEL: Cubmaster, den chief, den leader, Bobcat candidates and their parents.

EQUIPMENT: Ceremonial board consisting of an arrow with three candles on a balance (Akela's Scale), Bobcat badges and advancement certificates, and matches.

CUBMASTER: "Will the following candidates and their parents please come forward and face the pack. You boys and your parents have come to be inducted into our Cub Scout family as members of Pack _____. You are ready to start your adventure along Akela's trail, together with your friends and their parents."

"Here is the arrow (points to ceremonial board) that points the way along the trail. You see on the arrow the badges that can be earned: the Wolf, the Bear, the Webelos badge, and the Arrow of Light. The parts of the Cub Scout program do not show are the values of things you will learn and the good

times you will have.

"This is the scale of Akela. Both the Cub Scouts and the parents are important to keep the scale in balance.

"The Den Chief will now light the candle representing the Cub Scouts (lights the candle on the feather part of the arrow).

"Akela will light the candle for the parents (the candle on the arrow point).

"If the boy does not do his part, the scale is out of balance and the program goes downhill. (Remove the candle representing the boys, pause, than replace it). On the other hand, if the parent's part is taken away, the scale is out of balance in the other direction and the Cub Scout loses his way along Akela's trail." (Remove the candle representing the parents, pause, than replace it.)

"So, you see, to keep the Cub Scout program in perfect balance, both Cub Scouts and their parents must take part in the activities by coming to all meetings, following the leaders, and advancing from point to point along Akela's trail."

"Now, boys, give the Cub Scout sign and repeat the Cub Scout Promise with me." (They repeat the promise.)

Cub Scout Promise

I, (name), promise to do my best,
To do my duty to God and my country.
To help other people.
And to obey the Law of the Pack.

"Parents, will you please repeat the following: 'We, as parents....will do our best....to aid and assist our son....in his Cub Scout activities. We will encourage him with enthusiasm....and assist as we are able....in serving as leaders, advisers, or workers.'

"Now, as Cubmaster of Pack _____, I am happy to welcome you as Cub Scouts and parents into the pack. Parents, I will give you the Bobcat badges and certificates of membership to pass on to your sons."

CUB SCOUT CEREMONIES

ADVANCEMENT CEREMONY

SEVEN STEPS TO SCOUTING (May use five as an option)

- PERSONNEL:** Narrator, seven (or five) Cub scouts (one for each rank, plus one for the Gold and Silver arrow points).
- EQUIPMENT:** Single large candle for narrator's use at side of stage or room; Cub Scout ceremonial awards board, 12 inches square, with five candles; one gold and one silver candle, each in a holder, beside the ceremonial awards board (represents gold and silver arrow points); badges and certificates to be awarded; straight pins. A single unlighted candle is held by the Cub Scout representing the Bobcat rank.
- ARRANGEMENT:** Narrator is beside single candle at side of room, no other light. The seven (or five) Cub Scouts are lined up in order of rank; Bobcat first. The Bobcat representative holds an unlighted candle. Awards should be presented after each candle is lighted, by Cubmaster or the committee advancement chairman.

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 to them the awards that they have earned.
As he travels up the long advancement path, the Cub Scout achieves many goals in attaining the five ranks of Cub Scouting. At 11 he reaches his highest goal and becomes a 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 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 to him knowledge, skills, enjoyment, and good fellowship."

"Will Bobcat Candidate(s) _____ please come forward with your parents."

(Wolf takes lighted candle from Bobcat and lights the Wolf candle. He then returns to his original position, holding his lighted candle.)

"Next comes the Wolf Cub Scout, who in reaching this rank, 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."

"Will Cub Scout(s) _____ please come forward with your parents."

CUB SCOUT CEREMONIES

ADVANCEMENT CEREMONY

(Bear takes lighted candle from Wolf and lights Bear candle. He then returns to his original position, holding his lighted candle.)

"Then comes the Cub Scout reaching the Bear rank, who shows that he is growing in knowledge and skill by completing 12 increasingly difficult achievements. The Bear Cub Scout will be proud to have climbed more than halfway up the advancement ladder."

"Will Cub Scout(s) _____ please come forward with your parents."

(Webelos Scout takes lighted candle from Bear and lights the Webelos candle. He then returns to his original position, holding his lighted candle.)

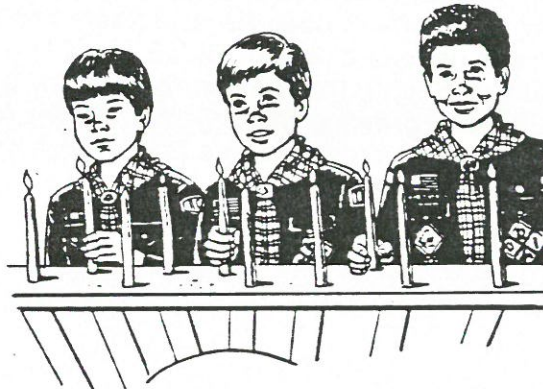
"When a Cub Scout becomes 10 years old, he enters the Webelos den, the last step on the trail to Scouting. As a Webelos Scout, he works in 15 activity badge areas, which challenge him to many new things. He may also begin working immediately on the requirements for the Webelos badge and the Arrow of Light award, Cub Scouting's highest award. This will prepare him for joining a Scout troop when he is 11 years old."

"Will the following Webelos Scouts eligible for the Webelos badge please come forward." (Read list and present awards and certificates.)

"In addition, the following Webelos are receiving activity badges this evening. Webelos, please come forward."

"As we go forward with our advancement program, may our way be charted by friendship, goodwill, and happiness, and may we always remember the Cub Scout motto:"

DO YOUR BEST!



CUB SCOUT CEREMONIES

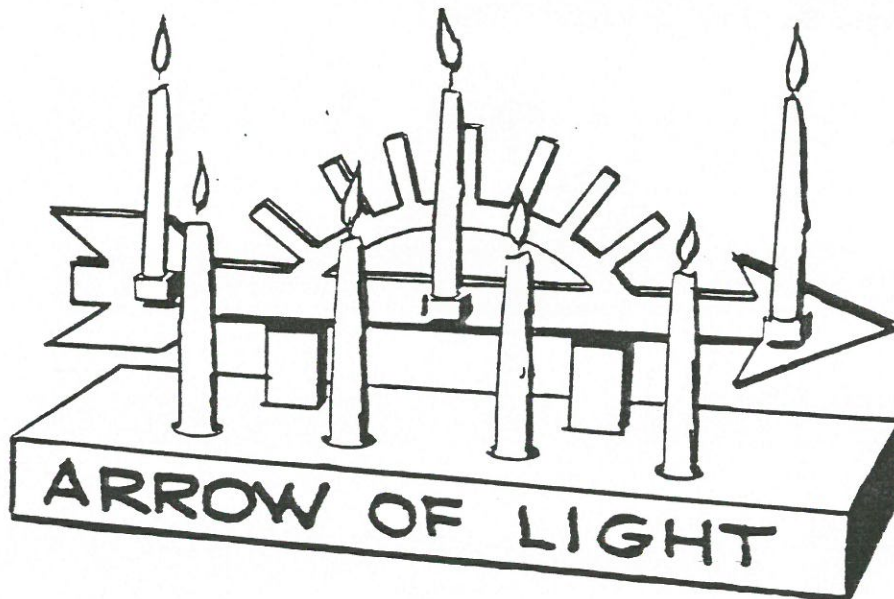
ADVANCEMENT CEREMONY Story of the Cub Scout Colors (Perfect for Blue and Gold Banquet time)

- PERSONNEL:** AKELA; two braves (Cub Scouts); NARRATOR.
- EQUIPMENT:** Tripod with large cooking pot suspended over a fire (simulated), small pot that fits inside large one and contains neckerchief and awards; dry ice packed around small pot to give a smoking effect (smoke increases as water is added); two small clear bottles, one filled with diluted yellow food coloring and the other with diluted blue food coloring; and Indian headdress for AKELA.
- ARRANGEMENT:** Audience is seated in a semicircle and AKELA is standing behind the boiling pot.
- NARRATOR:** "Many, many moons ago the great chief AKELA called a council to see what could be done to make the Webelos tribe the best of all tribes. After many hours he called his two most trusted braves to the council fire." (He continues as two braves come in and stand, one on each side of their chief.) "He told the first brave to climb the mountain and tell the great eagle to fly high into the sky and bring back part of the beauty of the sun." (First brave leaves.) "He told the second brave to go to the forest and tell the sparrow to fly high into the sky and bring back part of the sky." (Second brave leaves and both then return immediately, one carries a bottle of yellow water and the other a bottle of blue water. They take positions, one on each side of the council fire, kneel, and hold bottles up for everyone to see.)
- AKELA:** (Addressing the first brave): "Pour some of the beauty of the sun into our council mixing pot." (Brave pours liquid over the dry ice, being careful not to get any in the small pot. Boiling action begins. AKELA signals the second brave.) "Pour some of beauty of the sky into our council mixing pot." (Second brave responds and boiling action increases. Raising his right hand AKELA speaks again.) "From this day forward, blue will stand for truth and loyalty. Yellow will stand for warm sunlight, happiness, and good cheer." (AKELA stirs the pot, reaches in, and pulls out a Cub Scout neckerchief. He holds it open for all to see, and speaks.) "And that is why the Cub Scouts use the colors of BLUE and GOLD! Now let us meet the parents and Cub Scouts that helped to keep the blue and gold of Cub Scouting alive and growing this month." (AKELA stirs the pot again and takes out the awards from the small pot. Boys and parents are called forward and the awards presented.)

CUB SCOUT CEREMONIES

ADVANCEMENT CEREMONY Arrow of Light Candlelighting

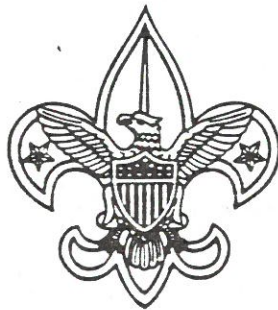
- PERSONNEL:** AKELA, ARROW OF LIGHT AWARD CANDIDATE(s) and parents, two WEBELOS SCOUTS (or Den Chiefs).
- EQUIPMENT:** Arrow of Light ceremonial board, five red candles, two white candles, Arrow of Light award(s) and certificate(s), straight pins.
- ARRANGEMENT:** AKELA and two WEBELOS SCOUTS (or Den Chiefs) stand at left of candles, candidate(s) and parents at right.
- FIRST WEBELOS SCOUT:** (Lights five red candles)
"The five red candles represent Bobcat, Wolf, Bear, Webelos, and Scout. The Arrow of Light means progress along the trail from Bobcat Cub Scout to Scout - the trail to good citizenship. That is why the Arrow of Light was chosen as the award for the highest rank in Cub Scouting."
- SECOND WEBELOS SCOUT:** (Lights white candles)
"Webelos means, 'We'll be loyal Scouts.' Loyalty is one of the important things a Cub Scout stands for. He is loyal to his God, his country, and his home."
- AKELA:** (To Arrow of Light Candidate(s)
"(Name), will you give me the Cub Scout sign and repeat the Cub Scout Promise." (He does so.) "To you parents I give the Arrow of Light award and certificate to present to your son. The badge is worn on his Cub Scout uniform - centered on the left shirt pocket. He may also wear it on his Scout uniform when he joins a troop." (Parents pin badge on uniform.)
"I salute you, (name), as a qualified Webelos Scout. May you soon know the adventure of a Scout." (Gives handshake to Webelos, and shakes hands with parents.)



CUB SCOUT CEREMONIES

ADVANCEMENT CEREMONY Arrow of Light, Indian Style

- PERSONNEL:** AKELA (Cubmaster), WEBELOS DEN LEADER, lightswitch operator, tom-tom beater, Arrow of Light award candidates and parents.
- EQUIPMENT:** Large symbol of the Arrow of Light award made from 1 1/4 inch dowels painted gold and dusted with "glitter." Mount this as a background to a simple candle board containing a blue, a white, and a yellow candle. Indian headdress and blanket for AKELA; tom-tom; Arrow of Light awards and certificates; straight pins
- ARRANGEMENT:** Pack sits in a semicircle, Indian fashion. Parents sit behind their sons.
- WEBELOS DEN LEADER:** "Tonight we honor two (or more) Webelos Scouts who have completed the requirements for the Arrow of Light award – the highest award in Cub Scouting. Will the following Webelos Scouts and their parents come forward." (Announces Arrow of Light candidates, then lights blue candle, as room lights are dimmed or out. Tom-tom beats offstage. AKELA, the Cubmaster, appears in Indian costume and stands partly facing the pack and the Arrow of Light candidates who are waiting to receive their awards.)
- AKELA:** "Many many moons ago these braves joined the Webelos Tribe to enjoy the fun and advancement activities of the Cub Scout trail. To become a Webelos Scout each boy had to fulfill certain requirements. You Cub Scouts have learned to follow AKELA, which means the leadership of your Cubmaster, parents, teachers Webelos den leader, or others who are striving to help you become good citizens. Now you have earned the Arrow of Light award. All these people have guided you along the Scout trail." (Points to candle.) "The blue candle represents your experiences as Cub Scouts. The white candle reveals a bright new trail ahead filled with many thrilling Scout experiences. The yellow candle is to remind you that a little work, along with good hearty fun can produce rich rewards."
"I am pleased to present this Arrow of Light award to you with the help of your parents." (Presents badges and certificates to parents. Parents pin the badges on the boys uniform.)
"Good luck as you enter Scouting. Keep advancing, and remember that a good Scout makes a good citizen."



CUB SCOUT CEREMONIES

GRADUATION CEREMONY Bridge to Scouting

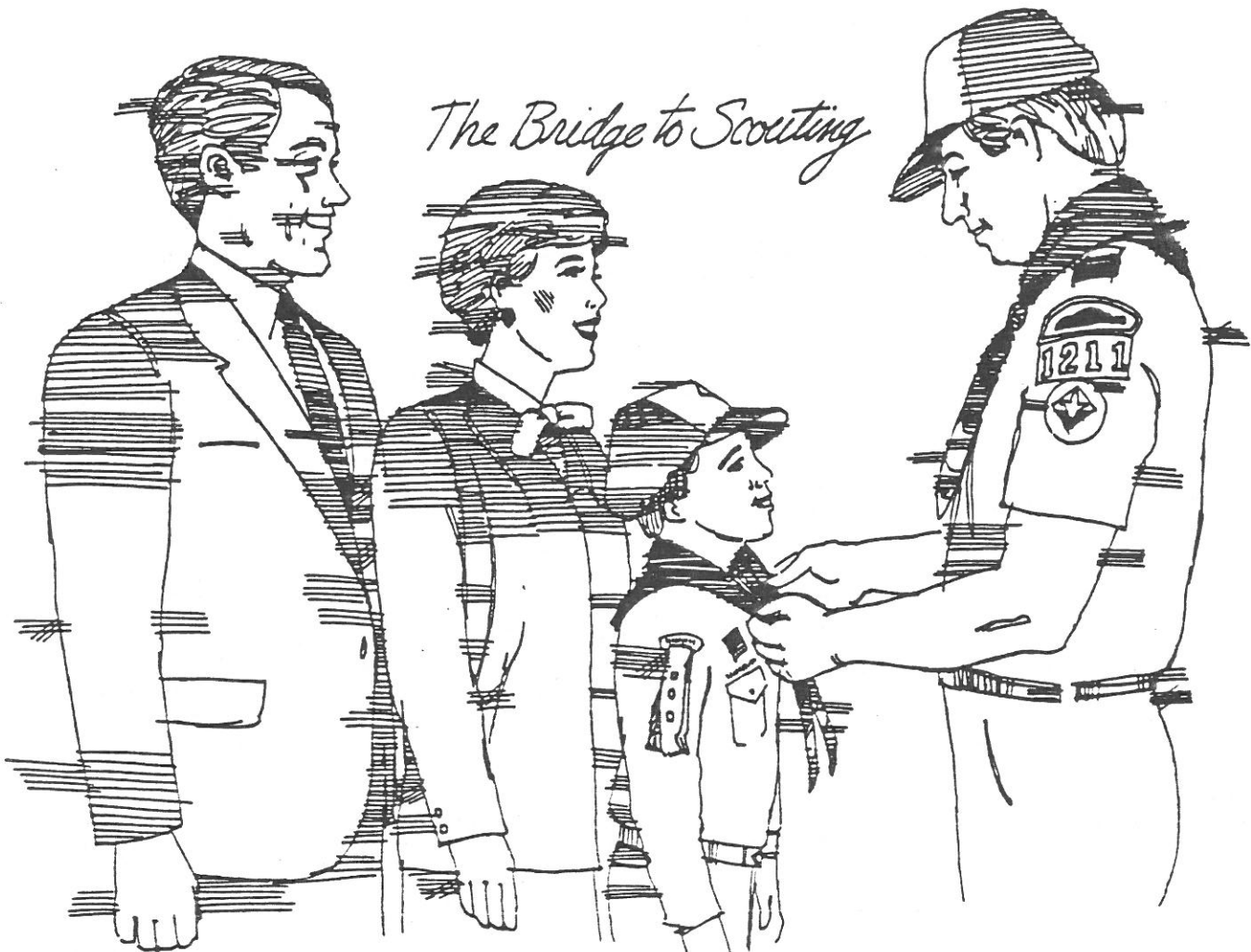
This impressive ceremony for Webelos Scouts can be used indoors or outdoors. Advancement recognition ceremonies for the lower ranks may precede it.

- PERSONNEL:** WEBELOS DEN LEADER (AKELA), SCOUTMASTER, den chief as torchbearer, Scouts from troop, graduating Webelos Scouts and parents, SENIOR PATROL LEADER.
- EQUIPMENT:** A rustic bridge with railings made of dead tree branches and floored with scrap lumber; two campfires (artificial ones for indoor ceremony); camp candle lantern.
- ARRANGEMENT:** Graduating Webelos Scouts and parents and Scouts are seated around their respective campfires at opposite ends of a rough bridge on an auditorium stage or on the ground. If indoors, the room should be darkened. WEBELOS DEN LEADER asks Webelos Scouts to stand and repeat the Cub Scout Promise. Then
- WEBELOS DEN LEADER:** (calls)
"Hello, Scouts of Troop ____!"
- SCOUTMASTER:** (answers)
"Hello, Webelos Scouts of Akela! What do you desire?"
- WEBELOS DEN LEADER:** "We have some Webelos Scouts of Akela's council ring who have prepared themselves for entrance into the council ring of Scout Troop ____!"
- SCOUTMASTER:** "Bring them forward to the bridge that joins our two council rings."

(WEBELOS DEN LEADER, accompanied by a torchbearer – use candle lantern – leads graduating Webelos Scouts and parents to the bridge. SCOUTMASTER crosses over bridge and is introduced to parents and Webelos Scouts.)
- WEBELOS DEN LEADER:** " (names) , you have contributed much to your den and pack and we shall miss you and your parents. Now, you are leaving us to enter the Scout troop of your choice. There, we are sure, you will continue to grow in Scouting skills and friendships."
"An important part of your Webelos Scout uniform is your neckerchief. Now that you are leaving our pack and Cub Scouting, will you remove your neckerchief and give it to me. Your new Scoutmaster will, very soon now, place about your neck the neckerchief of the troop you are to join."
(Webelos Scout removes neckerchief and gives it to WEBELOS DEN LEADER. SCOUTMASTER now beckons to graduates to follow him across the bridge.)

CUB SCOUT CEREMONIES

SCOUTMASTER: (standing before the Scout campfire)
"As Scoutmaster of Troop ____, I welcome you and your parents. There are many traditions in Troop ____ -- so many that I would not attempt to relate them all to you now." (Scoutmaster may explain one or two traditions and tell of important troop activities planned for the near future.)
"Now it is my pleasure to present you with the neckerchief of our troop."
(He places the neckerchief around the neck(s) of the incoming Scout(s).)
"Wear it with pride as many have done before you. Your senior patrol leader, (name), now wishes to express the troops happiness in having you as a member."
(SENIOR PATROL LEADER leads troop in a cheer for new Scouts. This is followed by the troop song or a good Scout song such as "Trail the Eagle," and the Scout Oath.)



TIGER CUB GRADUATION CEREMONY

---Call forward boys and parents

"As we light the 3 orange candles we recall the Tiger Cub motto to "SEARCH, DISCOVER, and SHARE." (light orange candles) You will recall the activities you and your families enjoyed with your Tiger Cub group in addition to the Tiger Cub activities you and your family took part in within your home."

(light blue candle)

"As the flame of the Scouting Spirit burns bright, it burns even brighter as we receive these young Tiger Cubs and their families into the pack.

"Boys, will you please repeat the Cub Scout Promise after me:

I,-----, promise to do my best to do my duty to God and my country, to help other people, and to obey the Law of the Pack."

"Parents, please repeat the parents' promise after me:

We, the parents of the Cub Scout promise to help our boy to become a better Citizen, by helping him live up to the Scouting ideals and by helping him with his Cubbing Achievements."

"At this time we wish to award your Tiger Cub graduation certificates and your Tiger Cub graduate patch. Congratulations and welcome to Pack 700."

(pass out the awards to each Tiger Cub and introduce them to the pack)



CEREMONIES

FAMILY INDUCTION CEREMONY

Challenge your new Cub Scout parents when their son is inducted with a review of the basic objective of Cub Scouting.

PERSONNEL: Cubmaster, four pack committeemen, committee chairman, and parents of the new Bobcat.

EQUIPMENT: Candleholder, four candles.

ARRANGEMENT: Pack leaders stand at one side of candleboard; parents on other side.

CUBMASTER: (To parents) I welcome you and your son to Cub Scout Pack _____. The success of Cub Scouting depends on the family-boy relationships. To all the new parents in our pack, we offer a challenge. As members of our pack committee light the candles, hear the challenge.

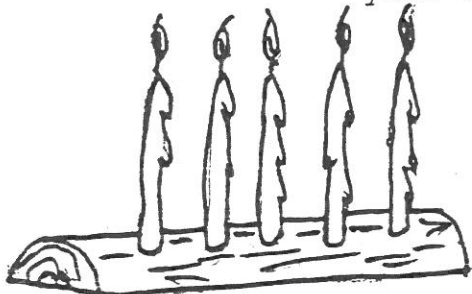
1st COMMITTEEMAN: (Lights candle) Learn to have more fun with your boy. Encourage him with his achievements. Help him progress regularly through Cub Scouting into Scouting.

2nd COMMITTEEMAN: (Lights candle) Learn to live together better... as Cub Scouts in a den, as families, as neighbors, and as a nation.

3rd COMMITTEEMAN: (Lights candle) Become better parents by practicing the Cub Scouting principles of affection, participation, recognition, and security, moving with your son into Scouting upon his graduation from Cub Scouting.

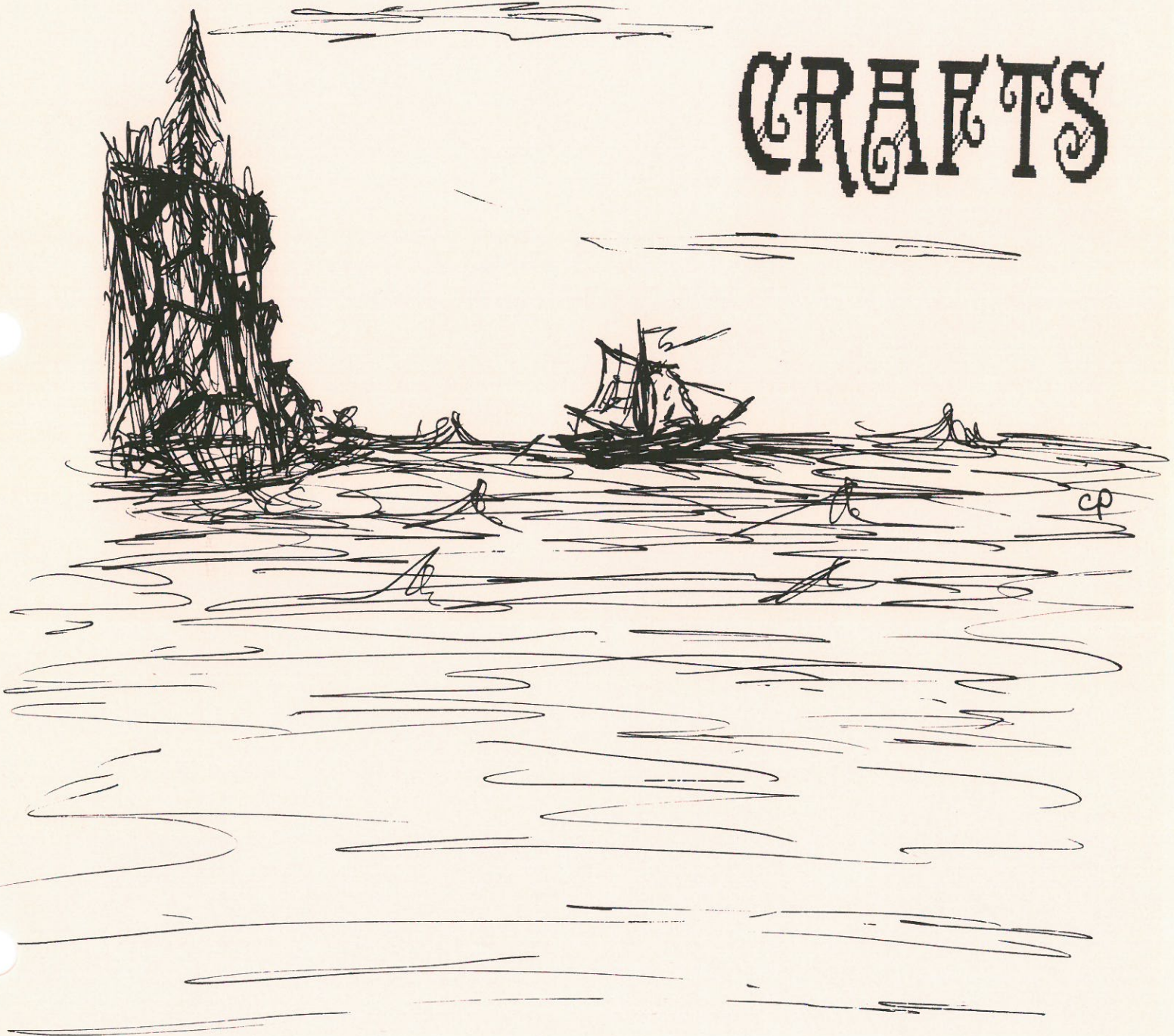
4th COMMITTEEMAN: (Lights candle) Extend and strengthen the influence of the institution on boys, parents and the community.

CHAIRMAN: We welcome you and your family into our pack. There is a place for you, Mr. and Mrs. _____ in the pack. Good luck and Good Cub Scouting with your son.



Use a log 12 inches long that has been split. Drill holes for candles on the rounded side. The size of the log and number of holes can be varied depending on the number of candles needed.

CRAFTS



C = Creative Challenges
R = Resourcefulness
A = Artistic Activities
F = Fun with New Things
T = Trial and Error
S = Scrap Ideas



The challenge for Cub Scout leaders is to find a craft suited to the monthly theme, holiday, or a special activity, which is within the abilities and interests of Cub Scout-age boys, and is fun for them to make. Finding crafts is not a problem. Cub Scouting literature is full of them, roundtables provide them and various magazines and books also include suitable ideas. The task is finding the right one. These guidelines should be followed in working with Cub Scouts on crafts:

***Keep crafts simple and inexpensive.

Costly kits or materials are rarely appreciated by the boys any more than simple projects made from scrap materials. Since den leaders work with a limited budget, cost is a big consideration.

***Crafts should be practical.

Learning to braid is fun. Learning to braid a belt which can be used as a costume part or as a gift is even better. Crafts should have some practical or decorative function, and if possible fit the monthly theme.

***Crafts should teach some skill.

Such as carving, modeling, painting, weaving, measuring, etc. Merely gluing pieces together is not enough. Cub Scouts like boy-type crafts. They like to hammer, saw, lace leather, and paint. They like to learn how to do new things.

***Crafts should be progressively more challenging.

Try to avoid repeating craft projects which the boys made the previous year, unless it is something they really want to do. Avoid kindergarten cut-and-paste type crafts.

***A variety of materials and methods should be introduced through craft projects.

Try out techniques which are new and different to the boys. Let them enjoy making something useful from scraps or from items picked up on a nature hike.

***Crafts should seldom require more than two weeks to complete.

A craft project that drags out for a whole month is too difficult and time-consuming. It may become boring for the boys. Start a craft in den meeting and let the boys take it home to finish with their family's help.

***Be sure the craft project is compatible with the work area.

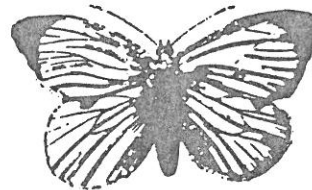
Avoid using pungent lacquers or spray paints in the house. Glues and clays are sometimes difficult to remove from carpet. Take the boys to the basement, garage, or outdoors for the messier crafts.

***The craft must be the boy's work,

Not the leaders. In some cases, leaders will have wire to pre-cut or pre-assemble certain parts of a craft which may be too difficult or time-consuming for the boys. But boys need to be able to say; "I made it!"

***Safety must be a key factor with crafts. When using tools, electricity, etc., be sure there is enough adult supervision to maintain safety. Use the safety rules yourself. Don't wear loose clothing or jewelry which can get caught. Use each tool the way it was intended. Don't use force, be patient. Never use electricity in damp or wet locations. Watch ventilation when using solvents and paints. Remember simple safety rules in the kitchen.

TIPS ON CUB SCOUT CRAFTS



THE PURPOSE OF CRAFTS IN CUB SCOUTING IS:

- 1) to accomplish achievements.
- 2) to develop monthly themes.
- 3) just for FUN!
- 4) to develop coordination. Craft projects involve the whole child. It is a combination of physical and mental abilities.
- 5) to teach the value of finishing a project. Craft projects provide Cub Scouts with the opportunity to "carry home" the result of their participation.
- 6) to give the boys a sense of accomplishment. Children just naturally desire to create, build and construct. And they are constantly desiring and trying to gain status in a society, based on adult concepts and regulations. Crafts can provide children with the opportunity to successfully compete with adults, and as a result, gain recognition in this society.

Guide your Cub Scouts into those projects which are simple and fairly easy to complete.

Do the project yourself BEFORE you have the boys try it.

Give a clear, SHORT, general demonstration at the start of each craft session which should include: the pattern, instructions on how to cut out parts, how to put them together, and how to finish the project (sandpaper, polish, paint, wax, etc.)

Have all the necessary tools, supplies and materials on hand and ready to use.

Provide individual help and instruction as the projects progress. Your Den Chief can be a great help to you if he knows in advance how to make the projects.

DO NOT compare individual Cub Scout projects! Be more concerned with what the material has done for the boy and not what the boy has done to the material. You can motivate your Cubs to do their best by encouraging and expressing a personal interest in each of them.

Projects should be so selected as to insure quick completion and not drag on and on. Immediate success will encourage further interest and activity of your Cub Scouts in future craft projects.

Use the theme or a holiday whenever feasible. Props and scenes for skits and puppet shows; the puppets themselves; decorations and snacks for a party; "gear" and snacks for a hike all have more of a purpose than a craft pulled out of a book in a desperate moment.

The PACK program theme should be used when possible as a basis for craft work. For example, model boats for the "Boat Regatta" theme.

This helps the pack meeting because:

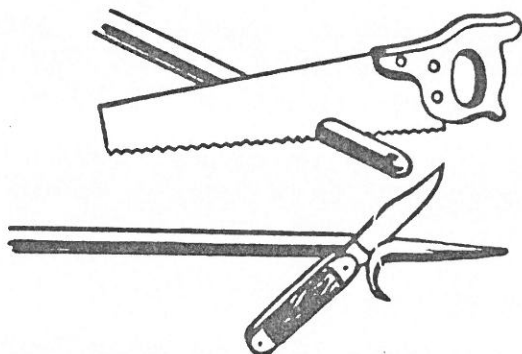
Den Craft exhibits should be part of EVERY PACK MEETING. Each Cub should have at least one craft project in his den's display. Craft fairs, displays and shows all have a definite place in the motivation of craft programs.

These exhibits of craft projects provide the Cub Scouts with the recognition that comes from pointing with pride to their own creation.

The joy of realization that their project is on exhibit, and is making a contribution to the total display, helps to motivate Cub Scouts into doing bigger and greater things.

Purchase craft supplies from pack treasury and finance it through the Pack Thrift Plan. Quantity purchases, properly authorized by the pack Treasurer, generally are the most satisfactory. For example, a 50 pound bag of plaster of paris is about \$5 whereas a 7 pound bag costs about \$1.

As part of their handicraft training, Cubs should learn to use the following tools: hammer, handsaw, jigsaw, coping saw, hand drill, brace and bit, wood chisel, C-clamp, vise, wood screws, assorted nails screw driver and newspaper.



ou can be a leader and enjoy it ! Some helpful hints ...
*The first rule is -- clothe yourself in optimism - smile a lot !
enjoy yourself ! And be prepared at least an hour before they're to
arrive, with everything you need in your meeting room. One enthusiast
the group always comes early.

**By all means don't try to "wing it". Practice your project first if
possible. Using an even younger child one-on-one is sometimes a
good measure of time for you and a den full. Practicing helps to find
the hidden problems.

**Have a SAMPLE of a craft ready and in view. Have any measurements
or step by step instructions written down.

**Not all boys have equal skills with fine motor arts such as
scissors. Having a choice of art projects and letting them do some of
the creativity involved helps smooth out a few of the differences.

**Don't feel you're copping out if you use the CUB SCOUT PROGRAM HELPS
for games and projects. You need to use all the help you can get.

**As soon as the meeting opens, collect the dues, make announcements
and explain the day's project. You're not likely to get their
undivided attention again.

***Cub Scouts have little enthusiasm for the more worthless things in
life and may refuse to waste their time on such stuff as table
centerpieces (that can't be played with or eaten) or crepe paper
things.

***Cub Scouts love to hammer. Remember to be patient; keep bandaids
on hand; decide what you'll about unsavory words that might follow
after the boys bang their fingers with a hammer a few times. Hold the
nail with a pair of pliers for the first few whacks, rather than risk
fingers. Have some scrap lumber available for practice and creations.
And NEVER leave the room full of Cub Scouts all alone with tools or
paint buckets.

***Cub Scouts love to wait their turn to use supplies or tools, it
gives them time to explore your closets, throw some punches and pokes,
or to have shouting and screaming contests. Milk jug caps are good
containers for an individual's glue, glitter, or paint.

***A FEW simple rules for the den are in order. Examples of rules could
be: No painting without newspapers, Know how to clean a brush before
you open a can of paint or stain, No running, Boots go HERE, etc. Ask
the boys to make the rules. They generally come up with what you
wanted and are more likely to follow "their" rules.

***Always make it clear that everyone left in your house after the
meeting must take a hot bath and then clean out the garage. This
should help to have the mothers pick them up right after the meetings.

***Remember to have FUN !!! These Cubs you've gotten to know when you
were a den leader will be around your house for years as your son grows
up. Believe it or not, some of your dearest memories will be of them
as Cub Scouts.



FOOD CRAFTS



Cub Scouts love to eat. What could be better than a craft that's edible?

***Peanut Butter playdough: Mix peanut butter (start with 1/2 cup per Cub) with powdered dry milk, approximately equal proportions, to get a clay consistency. Milk or honey can be used to thin the dough if necessary. Decorate with raisens, candies, pretzels, etc. Store in the refrigerator if not eaten.

***Caramel apples are a great autumn treat. Melt the caramels in a slow cooker for portability, to keep them melted without burning and get the boys away from a hot burner.

***Walking salads: Core an apple, Put half a caramel in the hole, fill with raisens, peanuts or other such goodies, seal with other half of caramel. These are good for hikes.

***Vegetable animals are made with squashes, cucumbers, potatoes, apples and such for bodies, carrots, asparagus stalks, celery and such for appendages. A soft felt marker, some broomstraws and toothpicks will help define the animal. Tacks, toothpicks, straight pins will help hold it together. Use your imagination.

***Constructions can be made with bamboo skewers, toothpicks and gumdrops.

***Snacks can be a theme or holiday craft. For example use banana split boats to let them design a sundae for a pirate party. Decorate yourself cupcakes or sugar cookies can be gifts or an activity at Christmas. Monster cookies for Halloween.

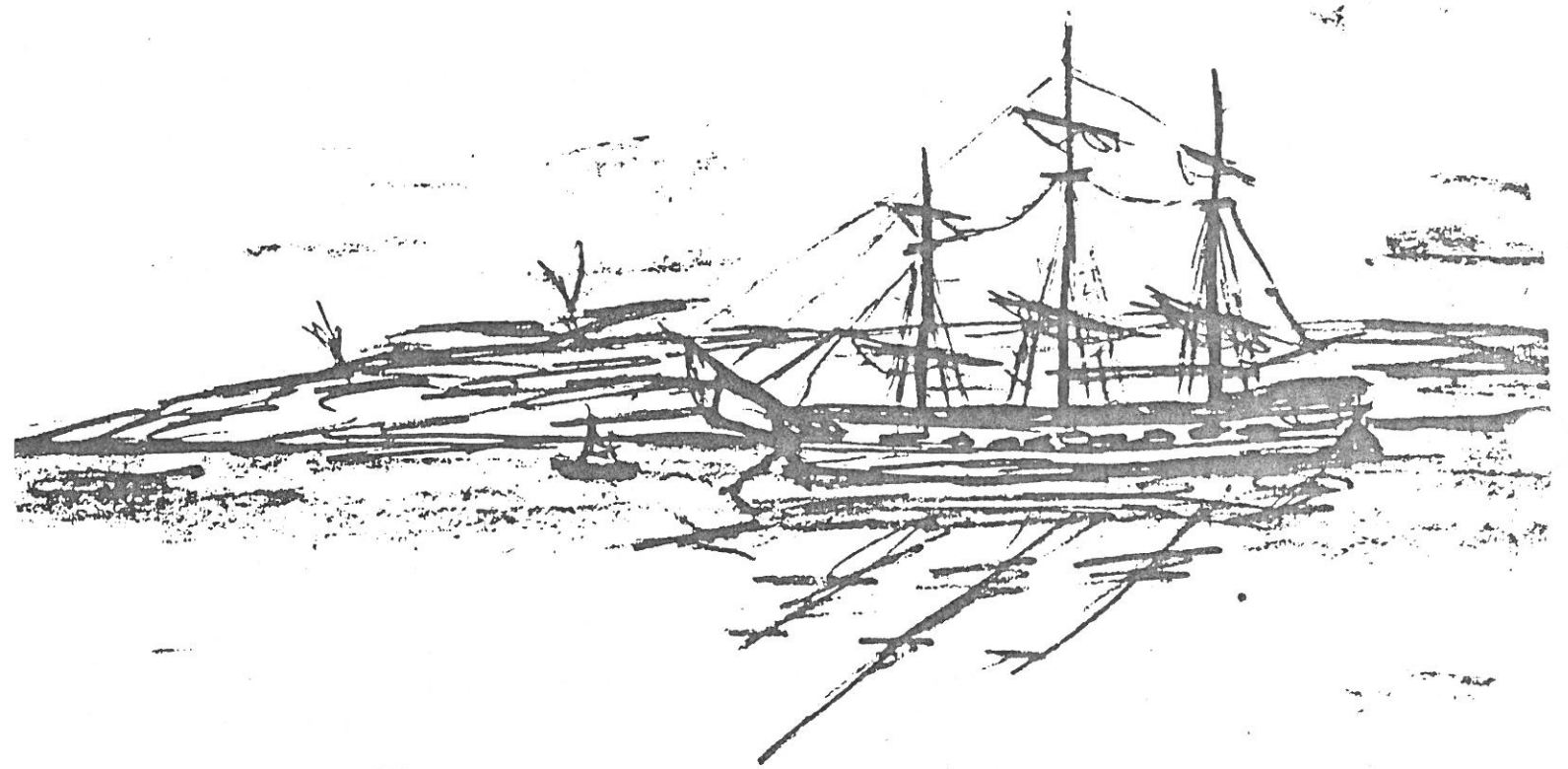
***Mardi Gras means "fat Tuesday", the day to eat all the foods you can't during Lent. How about your own "fat Tuesday" (or Monday or Wednesday for that matter). Encourage each boy to bring a snack from home he made himself. A Thanksgiving feast can be done the same way.

***Seed, bean, popcorn, rice pictures make nice mosaics and are fun. Encourage the boys to make large simple areas to color.

***Taffy: Have an old-fashioned taffy pull. First butter a platter, then stir together in a saucepan: 1 cup sugar, 1/2 cup water, 1/4 cup light corn syrup or molasses, and a dash of salt. Heat slowly until all sugar is dissolved. Then bring to a boil, stirring constantly. Have a cup of ice water handy. The mixture is fully cooked when a small amount forms a hard ball when dropped into the ice water. Immediately pour it onto the buttered platter. When the syrup is cool enough to handle, gather it into the ball and pull until it is white and firm. Butter or oil hands lightly for this operation. Pull taffy into a rope, twist it, and cut into pieces with scissors. Taffy can be flavored with a few drops of peppermint, 1 tsp of vanilla, or 2 tbs of cocoa just before your pulling.

***Churning butter in a peanut butter jar shows pioneer spirit. Just shake cream in a jar with a tight fitting lid.





MODELING DOUGHS

There are many den leader tested modeling dough recipes in the Cub Leader HOW TO BOOK. Here are some additions:

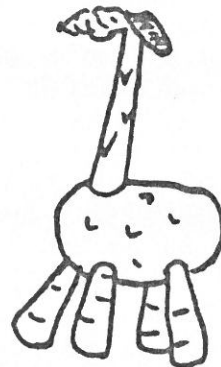
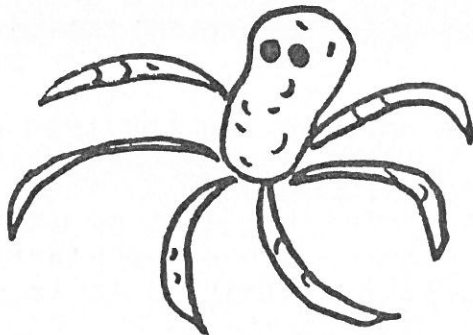
***Cornstarch-Baking Soda Dough: Mix 1 cup cornstarch, 2 cups baking soda. Add 1 1/4 cup water and mix. Bring to boil over medium heat, stirring constantly. This will thicken to the consistency of mashed potatoes. Cover with a damp cloth to cool. Knead as you would dough. Add approximately 1 tsp. hand lotion. This makes it work easier and smell nicer. Roll out and cut designs. Store in refrigerator. Dries white.

***Salt and Cornstarch Beads: Brown in pan - 2 tablespoons of salt until it cracks. Add 1 tablespoon of cornstarch and a little water. Boil 2 minutes --stirring constantly. Add food coloring. When cool, roll the mixture into balls and stick a long pin or wire through the balls. Allow to dry at least overnight, then decorate.

***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 1 hour or until mixture hardens. Spray color desired.

***Natural Clay: Mix equal parts of native clay and water, strain through a cloth several times, using double thick cloth the last time. Let stand until clay settles. Pour off all water; knead to remove ALL air bubbles.

***Whipped Soapsuds: You may wish to do a little experimenting on your own to establish just what proportions to use with your particular detergent. Mix 2 parts laundry soap flakes with 1 part water and mix with an electric mixer for soap to model into Christmas trees, animals or decorative soap balls for gifts. Color the soap with food coloring. Some colors separate. Primary colors work best. Equal parts of soap flakes and water whipped with an electric beater makes a very nice substance for snow on Christmas greenery. Powdered tempera may be added to this for color. Another recipe states that equal parts of liquid starch and detergent will whip also.



CRAFT HINTS

PAINTS & PAINTING

***Tempera Paint is a water-base paint and is best for use with Cub Scouts. This paint goes a long way and is easy to clean-up. Powdered tempera is less expensive and goes a long way. Add 1 teaspoon of liquid detergent to cut down on staining.

***Poster paint: Combine 1/2 cup cornstarch with 3/4 cups cold water. Soak 1 envelope unflavored gelatine in 1/4 cup cold water. Stir 2 cups hot water into cornstarch mixture. Cook over medium heat until mixture boils clear. Remove from heat and stir in gelatine mixture and 1/2 cup powdered detergent. Cool. Put in jars for different colors. Add color by using either food coloring, all purpose dye, or tempera paint.

***Acrylic paint is available in both tubes and jars. The jar paints are usually best for Cub Scouts. Paint can be thinned with water, but after paint is dry, it is waterproof. Brushes clean with water. Paint is non-toxic. Good for painting plaster; no finishing coat is necessary.

***Place jars of paints in muffin tins, they won't tip over as easily. Baby food jars are a good size and will keep it lids are put on tightly. One brush to each color helps keep colors bright.

***Paint substitutes: Food coloring mixed with water or liquid detergent is a quick substitute for water paints. Or shave crayons bits and dissolve in turpentine - one part crayon to 2 parts turpentine. Crayon paints won't run together and have a soft appearance that looks like oil painting.

***Paint Brush Substitutes: When painting large objects, such as scenery for a skit, use a sponge dipped in tempera. For painting small objects, a q-tip can be used instead of a brush.

***Spray paint: A plastic spray bottle is a good container for doing mass painting with diluted tempera paint or poster paint. Spray objects inside a cardboard carton with newspapers underneath so paint dust will be confined to interior of box.

***Painting plastic: mix powdered tempera with liquid detergent instead of water or starch. The paint will adhere to the plastic better.

***Painting styrofoam: test first, be sure to use the type of paint which will not dissolve styrofoam.

***Painting plaster: first seal with a coat of clear plastic spray. Plaster is absorbent and tempera will soak in unless it is sealed first. (See below for details on finishing coats.)

***Painting wood: Never paint or varnish raw wood. Give it one or two coats of thin shellac or wood sealer first.

***Finishing coats: objects painted with tempera or poster paint will have a dull finish. If you want a shiny finish, spray with clear plastic, clear varnish, or give it a coat of white glue (like Elmer's) diluted with water. Another clear glaze can be made by mixing lacquer thinner with small pieces of pressed styrofoam (cups, egg cartons, etc.) in a jar until styrofoam dissolves and mixture becomes thick. These will protect the paint, keep it from smearing, and make it waterproof. Acrylic paint does not need a finishing coat.

***GESSO: either powdered or liquid may be purchased at hobby shops to brush on plaster, egg cartons, styrofoam or other highly absorbant materials to seal them. You can also use a mixture of half water and half white glue for this purpose.

***Clean-up: Different types of paint require different cleaning solvents. Teach Cub Scouts how to clean their brushes properly. When painting with varnish, oil paint, or enamel, clean brushes with turpentine. When painting with shellac, use shellac thinner or denatured alcohol. When painting with tempera, poster paints, or acrylics, clean with water.

***Protection while painting: Use a plastic tablecloth, drop cloth, or newspapers on the floor and under the project being painted. Boys can wear an adult's old shirt as a paint smock to protect their uniforms. Many painting materials are combustibile. Stay away from open flames. Use spray paint in a well-ventilated area. Fumes are dangerous.

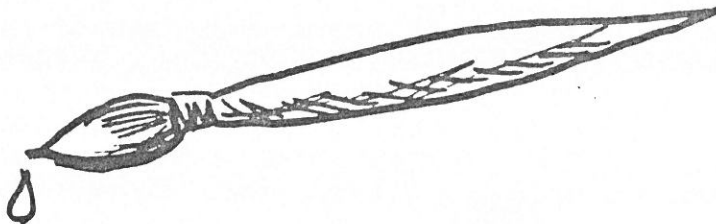
***Inexpensive antiquing: Use black or brown liquid shoe polish and wipe off the excess before it dries. This is especially good used on aluminum foil projects, but also works on SEALED plaster projects. It is also possible to use a dark brown scratch cover polish for antiquing.

***FINGER PAINT RECIPES

(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 add color.

(2) Mix 1/2 cup liquid starch to one quart boiling water. Stir over heat until thick. Add 1/2 cup liquid detergent. Stir well, put into small. color with tempera or food coloring.

***Bleach painting: Put different strengths of household bleach into small containers, and have the Cubs paint it onto colored paper. Bleach will take out the color of the paper. CAUTION: Have the kids wear old shirts on top of clothes, this will also remove the color from their clothes.



COLORING AND DYING AND SUCH

***Feathers: Soak in diluted ammonia solution for 20 minutes. Rinse in warm water and place in solution containing 2 cups vinegar to a gallon of water. Add dye solution, making sure all feathers come in contact with dye. Simmer until desired color is reached. (Feathers will dry a lighter shade.) Rinse in cool water, holding base of feather up. Spread on paper to dry. To fluff feathers, place in a shoebox with a hole cut out of the bottom and shake over a steaming kettle. You can also place them in tightly closed pillow case and fluff in an automatic dryer set at low temperature.

***Rice, Beans, Macaroni: First rinse in cold water. Then soak in diluted food coloring until proper shade is reached. Beans may take overnight. Quickly dip macaroni, OR use alcohol instead of water with the food coloring. It will evaporate quickly and not leave a starchy mess. Dry on paper towels or newspapers.

***Sand painting with Salt: In place of white sand, use salt colored with a few drops of food coloring (careful not to dissolve the salt) OR crush colored chalk with a rolling pin and add to salt, OR place salt in a small bowl, then using a stick of colored chalk, rub the chalk into the salt until the desired color is obtained. If you want to keep the picture, first cover the area to be done in one color with glue, spread on salt, shake off excess, then continue with next color.

***Sand painting with Cornmeal: In place of white sand, use cornmeal, it's readily available and fairly inexpensive. It comes in white and yellow. Color using liquid food color and a small amount of water to rinse out the bottle of color. Cornmeal is absorbent, so be prepared to use a lot of food color. Dry thoroughly before using.

***Sand painting with Sand: Use white sand. To color, fill a jar half full of sand, add liquid food color and small amount of water to rinse out the bottle of color. Shake hard after you have added the lid until the sand is an even color. (It will appear darker until it is dry). Pour into a shallow pan and dry either in the sun or in a warm oven. Stir occasionally so it will dry evenly. Use the same procedure as above and spray finished painting with clear acrylic spray. OR mix 4 cups white sand with 1 1/2 DRY tempera paint. Mix well. Use a little more or less tempera for darker or lighter shades.

***Sawdust: use water based paints. It gives better colors.

***Costume make-up: in a jar, mix some liquid skin cleanser or cold cream with powdered sugar for thickness. Add food coloring for color. Use peanut butter for light brown, add cocoa for dark brown. This makeup will wipe right off. It works even better if the face is cleansed with liquid cleanser and wiped clean before applying makeup.

***Colored flames for ceremonies: The following chemicals (some may be purchased at drug stores or hobby shops and some from a chemical company) will produce colored flames when tossed on a fire: USE

CAUTION:

Table salt-yellow; Copper ammonium sulfate-light blue; Copper sulfate-blue; Calcium Chloride-red; Potassium nitrate-purple; Strontium nitrate-crimson; Barium Nitrate-green

WOLF CEREMONY

Would Cub Scout _____, please come forward and please bring your parents.

Tonight, _____ is taking another step along the Scouting trail. He has been with the pack _____ months and is getting his Wolf Badge. While I was preparing for your ceremony I came across this little poem that I would like to read to you. It has meaning for your parents:

Cub Scout Parents Prayer

Look down upon my son, Dear Lord,
This smiling Cub of mine.
Please take his hand along the way,
So he may never stray.
Bless my son tonight, Dear Lord,
And help him walk with Thee.
Give him comfort, warmth, and love,
He's all the world to me.
Bless his daily effort, and make him strong and true;
For life's a heavy burden, and we're all in need of you.

I think that poem says a lot. We all need that comfort the someone cares about us. We are pleased to present to your mother your next rank, the Wolf. You have grown up a little more and learned new skills that will last you all through your life. (Have mother pin on Wolf and turn back facing the audience.) _____ would you pin on the Wolf pin on your mothers' ribbon. It goes one step above your Bobcat. Here is your advancement card. It is important that you get in the habit of keeping these cards in a safe place. It starts the habit of holding on to them because in Boy Scouts you may need to varify that you have this rank or merit badge. If you start now when you go into a troop it will be old hat and it will be one less thing to remember.

Congratulations on a job well done. (Shake hands).

BEAR CEREMONY

Tonight, we honor a boy that has gone one step further up the Scouting trail. _____ would you please come forward and bring your parents.

_____ has earned his Bear Badge. It has taken a lot of hard work and patience to accomplish this. I found a poem for you that is really neat:

OUR LIVES

Can you say today in parting
With a day that's slipping fast.
That you helped a single person
Of the many you have passed?
Did you waste the day or lose it
Was it well or poorly spent?
Did you sow a seed of kindness?
Or did you leave a scar of discontent?

BEAR (CONT.)

As you close your eyes in slumber
Do you think that God would say
You have made this world much better
For the lives you've lived today?

I hope that you understand that we are proud of you and the way you live your life. You set the example for the younger Cubs to follow.

I would like to present to your mother your Bear Rank to be pinned to the left of your Bobcat. _____ we now present you with your mothers' pin to go above your Wolf pin. Congratulations and keep up the good work.

WEBELOS RANK

Tonight we honor a boy that has been with us since he was old enough to join Cub Scouts. _____ would you please come forward and bring you parents up with you.

You have moved up the Scouting trail one more step. You are now receiving your Webelos Badge. You've have had to achieve 3 activity badges including Fitness activity pin, be an active member of the Webelos den for 3 months, show that you understand the requirements to be a Boy Scout and now your uniform and when and when not to wear it.

We congratulate you on your achievement in the Webelos den. You are a fine example of a good Scout. You are a shining example to the other boys in this pack.

Present mother with Webelos Badge and have her pin it tip to tip with the Bobcat and in between the Wolf and Bear Badges. Give boy his mothers' pin this one goes above the Bear. It is the fourth step on up the Scouting trail.

Congratulations and keep on going. (shake hands all around.)

WEBELOS ARROW OF LIGHT AND GRADUATION

Would Webelos Scout _____ and his parents please come forward.

You have worked hard to attain the Arrow of Light. We would like to explain the rays of you badge.

The first ray - is Sunday, a day of worship and development of the boys spiritual life.

The second ray - is Monday, a day for improving understanding within the family.

The third ray - is Tuesday, a day of developing habits and attitudes of good citizenship.

The fourth ray - is Wednesday, a day for strengthening the ability to get along with other boys and to respect other people.

The fifth ray - is Thursday, the day for personal achievement by developing new interests and skills.

The sixth ray - is Friday, the day to work on good sportsmanship and pride in growing strong in mind and body.

The seventh ray - is Saturday, the day for fun and finding new things to do.

This gives us the seven rays of the sun to brighten our week.

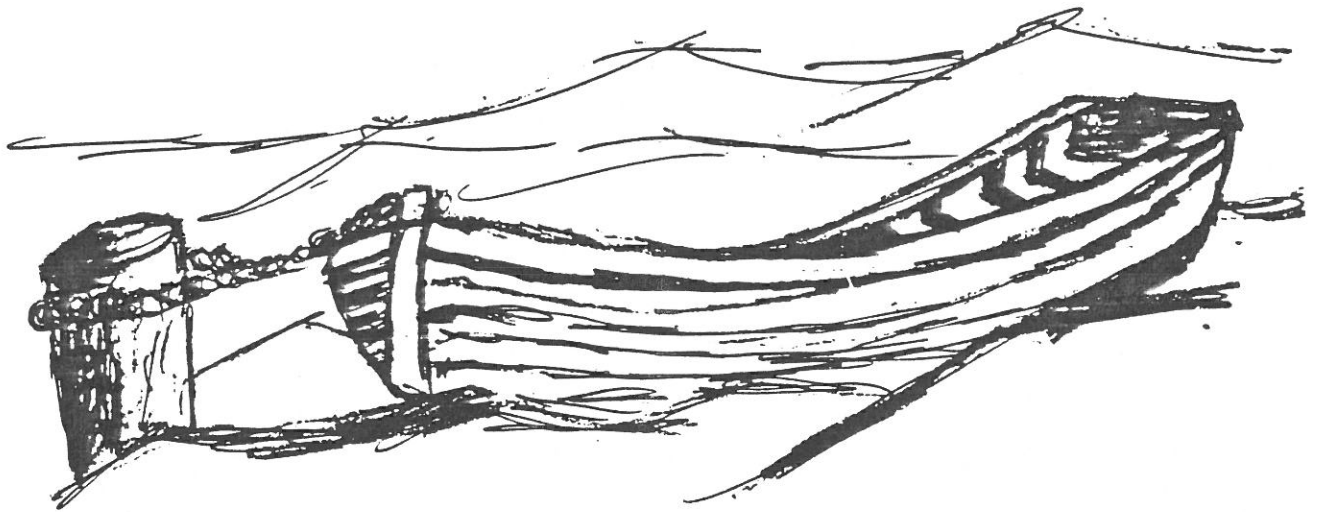
The arrow is to remind us to continue to go straight up the pathway in Scouting and in life.

Putting all these things together we have the Arrow of Light, the highest award in Cub Scouting. And the only one that may be worn on on your Boy Scout uniform. So you see the Arrow of Light shows you the right way to go.

Now I'll present the Arrow of Light pin to your mother so she can pin it on your uniform. Now will you pin the Arrow of Light pin on your mothers' ribbon? You have done well in your Cub Scouting career and now it is time to say Good-bye and wish you well in your Boy Scout career.

Step up on the bridge as we review you Cub Scouting days. (name) joined the pack on (date). He earned his Bobcat on date (light candle) He earned his Wolf Badge on date, total of arrow points (light candle). He earned his Bear rank on , and total of arrow points. (light candle). name earned his Webelos Badge on and tonight he received his Arrow of Light (light candle). Now if you'll light the Boy Scout candle and step off and would your parents cross over the bridge behind you, as in Cub Scouting you will need their support in the troop, too.

Troop accepts boy and parents on the other end of the bridge.



D24

LEADERS RECOGNITION

Submaster: There is something which parents sometimes overlook when they consider the possibility of serving as den and pack leaders. There are two very different types of homes. In one type, everything will always be just so. The furniture will not be marred; there will be little or no noise except by the boy who lives there. His parents will seldom be bothered by the noise, because other boys will hardly go there. And unless something unusual happens, that is the type of home it will always be.

As the children grow up it is unlikely that the rug will be rolled back for special occasions. They will take their noise and laughter where it is better understood and more welcome.

But there is another type of home. This type attracts the friends of the children who live there. They would rather bring someone home than go elsewhere. It is a home where children are welcome, where they learn to take care of the furniture rather than preserve it through lack of use. It's a home that attracts young adults.

It's true...the first type of house will be peaceful, because it will be empty. Too empty...too peaceful...too quiet.

But there are more wonderful things than peace and quiet. And besides, a noisy, busy home does not mean that all personal comforts and pleasure must be sacrificed. Knowledge of the childhood will be happy ones.

Most den leaders want the second type of home and they have started to build now, because in a year or two it will be too late. That's why Cub Scouting is not all giving. They'll receive a finer home life and a stronger family because of it.

Would all the leaders of Pack (#) please come forward and line up across the front of the room.

These people are making a contribution to this community by serving as Den Leaders. They must deal with the boys and parents, too. They are strengthening the community by enriching the lives of those who live in it. They are teaching the boys to respect their homes and parents, and they are helping the parents understand their sons by doing things with them. Few community services are more important than this.

Please accept these certificates as a token of gratitude for your help in the pack, and the thanks from all of the Cubs for the time you devote to them. Thank-you.

Announce each Leaders name and what den.

COMMITTEE RECOGNITION

Would the members of the Pack Committee please come forward.

We can never say Thank-you to these people enough. They work behind the scenes and seldom are in the limelight.

The Committee Chairman conducts the monthly Committee meetings.

The Secretary and/or Secretary-Treasurer keeps all the records of the meetings and how much money we have. They will let us know when the funds are getting low.

The Scouting Coordinator is appointed by the Charter Partner. They coordinate all Scouting programs in the organization, keeps the Charter Partner informed of activities, and signs the adult leader application.

Membership Chairman sets up recruitment and encourages boys to go into Scouts, keeps the records (in cooperation with the pack secretary),

COMMITTEE RECOGNITION (CONT.)

assists Den Leaders with advancement problems, receives monthly advancement reports from den leaders and compiles them and gets the awards from Council.

CUBMASTER INDUCTION

Equipment: seven rolls of white paper tied together with blue and gold yarn to represent diplomas.

Personnel: New Cubmaster, former Cubmaster, Pack Committee Chairman, 6 Cubs or mixture of Den Leaders and Committee people.

COMMITTEE CHAIRMAN: Will our new Cubmaster please come forward.

#1: Akela, I present you with "responsibility", for great will be your responsibility as our new leader. Your first responsibility will be to be trained in your position as Cubmaster.

#2: Akela, I present you with "Knowledge", for knowledge of Cub Scouting procedures will help you guide us to work for the good of the pack.

#3: Akela, I present you with "hardwork", for that one of the qualities of success.

#4: Akela, I present you with "enthusiasm", for without it we can't succeed.

#5: Akela, I present you with "gratification", for that will be the reward of your time and effort.

#6: Akela, I present you with "admiration", for never has there been a worthy Chief who has not admired by all of the members of his tribe.

COMMITTEE CHAIRMAN: Akela, I present you with "opportunity", to touch the life of a boy and guide his growth. And the opportunity to work with some of the fine families of this community.

FORMER CUBMASTER: Akela, it is a pleasure to present you with the flag of Pack (#) , the symbol of office of Cubmaster. As I entrust this flag to your care, I also entrust the care of all the leaders and Cub Scouts of Pack (#) . Take good care of them during your time in office so that you, too, can pass them on in good health. Your fellow leaders here and in the audience, and those of us departing pledge you our wholehearted support.

Now I would like to present you your badge of office. Shake hands.

(Call up all Cubs and make a living bridge with Cubs and greet you new Cubmaster.)

DENNER INDUCTION

Equipment: Table, candle in holder and denners cord.

Arrangements: Den Leader or Den Chief should do this ceremony. Assistant Denner could be installed at the same time.

DEN LEADER: Call up boy(s) that are to be installed. (light candle). Before you burns the Spirit of Scouting. It takes teamwork to keep the spirit alive; to keep the candle burning. You have been elected to that team.

As denner, your duties are to assist me and the Den Chief. During the weekly den meeting and all week you should set a good example for the other members of our den, by being honest, fair, and showing the true Cub Scout Spirit.

Do you accept these responsibilities that will keep the Spirit alive?

DENNER: I do!

Den Leader: I'm happy to present you with your denner cords. It is to be worn on your left sleeve during you term of office. Wear it proudly and with honor. Congratulations.

(NOTE: AFTER DENNERS TERM OF OFFICE IS COMPLETED, HE SHOULD REMOVE THE CORD, BUT WILL REPLACE IT WITH THE SHOULDER TAB.)

DENNER CEREMONY

Elect denner in the usual way.

DEN CHIEF: Cub Scout (name) has been elected to represent Den (#). It will be his duty to arrive early and help set up den meeting area. Help clean up after meeting. Are you ready to take on these duties? And do what is asked of you?

CUB SCOUT: I do!

We present you with your denner cords. Congratulations.

A CUB SCOUT PLEDGE TO HIMSELF

Arrangements: Pack flag is placed in center of stage. Ten Cubs in uniform, in turn, come on stage, one at a time, stand near flag and recite one of the statements below. Upon finishing, salutes the flag and retires to rear of stage, where a horseshoe is formed.

1st Cub: May I grow in character and ability as I grow in size.

2nd Cub: May I be honest with others and myself in what I say and do.

3rd Cub: May I learn and practice my religion.

4th Cub: May I always honor my parents, my elders and my leaders.

5th Cub: May I develop high moral principles and the courage to live by them.

6th Cub: May I strive for health in body, mind, and spirit.

7th Cub: May I always respect the rights of others.

8th Cub: May I set a good example so that others may enjoy and profit from my company.

9th Cub: May I give honest effort to my work.

10. May I regard my education as preparation for the future.

(As the last Cub Scout finishes his lines and completes the horseshoe behind the pack flag, all 10 boys join hands for the living circle and give the Cub Scout sign and repeat the Cub Scout Promise. A boy can say more than one line if there are not 10 boys.)

DEN LEADER INDUCTION

Equipment: 5 candles (3 blue and 2 gold); candle board with 2 holes in top and 3 on bottom.

Cubmaster: Before you is a ceremony board that has 5 candles on it. The top two, like the alert ears of the Wolf, represent the two upright fingers of the Cub Scout sign. They mean TO OBEY AND TO HELP OTHER PEOPLE.

The three candles at the bottom represent the folded 3 fingers of our Cub Scout sign. These 3 fingers stand for the secret letters in our Law, F-H-G. These letters represent Follows, Helps, Gives. They also mean Fair, Happy, and Game. They can remind us of something each Cub Scout respects, Freedom, Home and God.

All of our leaders want to do their best to teach Cub Scouts to learn to follow, to help, to be fair and happy whatever the game might be and to respect their freedom, home and God.

Will the new Den Leaders please come forward? (Introduce persons and position they will hold.) Please repeat after me:

"I (your name) promise to do my best to help the Cub Scouts in my den and in my pack to do their best, to help other people, and to do their duty to God and their country, and to obey the Law of the Pack."

As Cubmaster of the pack, I take pleasure in welcoming you into the family of Scouting, and present you your Den Leaders patch. Shake.

DEN LEADER INDUCTION

From time to time we find that we run head first into a problem. Such as the case in Pack _____. We have leaders that are trying as best as they can to bring the scouting program to the boys in the pack. To the last leader and without exception they are doing a job to be proud of. This being the case, you ask, well, what is the problem? Putting it in as simple terms as possible, we do not have enough leaders. We are in need of _____ (list) _____. We all want our boys in scouting. If we did not, we wouldn't have registered them to start with. The sad part is that the majority of parents feel that either they don't have the time it takes, that they don't have the knowledge, or I've heard that some feel that they aren't outgoing enough to be leaders. I have heard most of the reasons over the years and 99.9% of them I cannot accept. It is not difficult to be a leader and to be a good one. I have found that the man that reels he can't do it is usually the best leader once he or she sets their mind to doing it. Call this a plea for leadership. Call it what you desire. The facts are simple. We need leaders and we have no place to go for them but except to go to the parents of the boys in the pack. There is always room for men and women in our pack. Since I would hate to see any boy in scouting denied scouting because of the lack of leaders it is hoped that somewhere out in will heed our plea as the following people:

Arrangements: Cubmaster and Committee Chairman stand behind table in front of the room, on the table is a lighted candle and Den Leaderbooks.

COMMITTEE CHAIRMAN: The den leader occupies a unique and essential place in Cub Scouting. She fills a particular need for boys of Cub Scouting age and performs a fundamental service which no one else can give. She therefore, becomes an indispensable person in our scheme of operation. Mrs. (name) and Mrs. (name) have been selected by the pack committee to serve as den leaders for den (#) _____. Will you ladies please come forward?

- Will you promise to:
1. Give motherly interest to the boys in your den?
 2. Take advantage of all training opportunities?
 3. Be responsible for the organization and operation of your den?
 4. Lead the den chief, helping him use the denner in activities of your den?
 5. Attend monthly pack leaders meeting, monthly pack meetings, and monthly district roundtables?
 6. Work with the parents of your Cub Scouts, so they will have the opportunity to share in the fun of Cubbing?
 7. Observe the policies of our chartered institution, of the Denver Area Council and the National Council?
 8. Keep your den in operation 12 months of the year?
- If so, please answer "I will".

CUBMASTER: Wearing the den leaders uniform not only identifies you as a very important member of the Boy Scouts of America, the largest boys' organization of its kind in the world.....but it also sets a good example for Cub Scouts in your den.

We would like to welcome you both as new leaders in our pack and present you with the Den Leaders Book. Congratulation and good Cub Scouting.

ON BEING DETACHED FROM THE HALYARD
THE FLAG MUST BE FOLDED IMMEDIATELY!



1. To fold the flag correctly - bring the striped half up over the blue field....



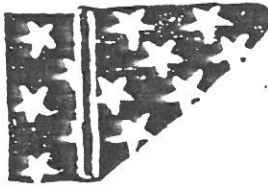
2. Then fold it in half again.



3. Bring the lower striped corner to the upper edge forming a triangle...



4. Then fold the upper point in to form another triangle. Continue until the entire length of the flag is folded.

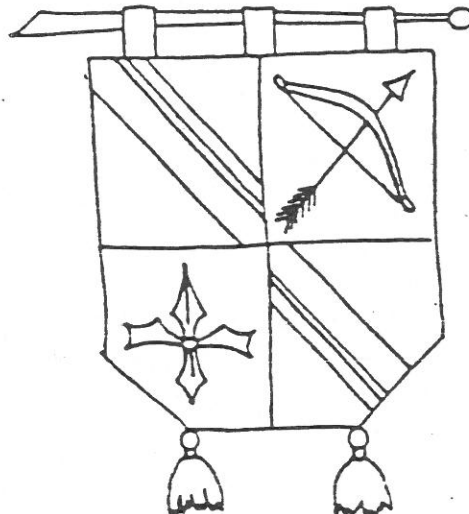


5. When you get almost to the end, nothing but the blue field showing, tuck the last bit into the other folds to secure it.



6. The final folded flag resembles a cocked hat with only the white stars on a blue field showing.

A person lowering the flag alone need not try to fold it. Gathering it into his arms so that it does not touch the ground is sufficient.



To What Do We Pledge, When We Pledge Our Allegiance?

As we say each phrase, what exactly does it mean?

"I PLEDGE ALLEGIANCE":

We reaffirm our faith in this great democracy.

We pledge to a government of the people, by the people, and for the people.

We pledge ourselves to a nation that protects freedom, independence, and equality.

To a land that assures the inalienable rights of life, liberty, justice and religion.

"I PLEDGE ALLEGIANCE TO THE FLAG OF THE UNITED STATES OF AMERICA":

To the symbol of our great American heritage.

To "Old Glory" with its field of blue that represents the color of heaven, reverence to God, loyalty, sincerity, justice and truth: its stripes of white that stand for hope, purity, and liberty; and its brilliant reds that symbolize valor, zeal, ferocity and courage.

"I pledge allegiance to the flag of the United States of America, AND TO THE REPUBLIC FOR WHICH IT STANDS..."

a self-governing country of 180 million persons.

A government composed of representatives elected by and responsible to the electorate which selected them.

"ONE NATION UNDER GOD":

Under the Divine Benediction of God we have untold blessings for which we are truly grateful. Almighty God, we pray that in our coming years YOU will favor us and the world with security and peace.

"One nation under God, INDIVISIBLE":

Indivisible from San Diego to Nome.....

Indivisible from Massachusetts to Florida.....

From the Articles of Confederation to President Carter.....

Indivisible to eternity.

"One nation under God, indivisible, WITH LIBERTY AND JUSTICE FOR ALL."

Liberty and justice for the Smiths and the Joneses.....

For the Levinsons and the Garibaldies.....

For the McMasters, the Gonzales, and the Ling Foys.....

Freedom of speech,

Freedom of assembly,

Freedom of worship,

Freedom.....Our most cherished possession.

"THE SIX SHIPS OF SCOUTING"
(Opening ceremony)

- Arrangement: 6 Cub Scouts hold large cardboard cutouts of ships, on which have been printed the following words; SCHOLAR-SHIP; FELLOW-SHIP; FRIEND-SHIP; SPORTSMAN-SHIP; WORKMAN-SHIP; STATESMAN-SHIP.
- CUBMASTER: Tonight, Den _____ would like to tell you about the Six Ships of Scouting. These are ships which were launched in America strong and mighty ... ships that will last forever.
- 1ST CUB: SCHOLAR-SHIP. This ship is very important on the Sea of Education. On her deck stands such officers as Ambition, Determination, Intelligence and Application. Her flag bears symbols of the letter "A" and the plus sign.
- 2ND CUB: FELLOW-SHIP. This ship stand for good spirit, fine cooperation and never-failing unity. Its flag floats high - the flag of Scouting.
- 3RD CUB: FRIEND-SHIP. This is the most handsome ship of all. It is true blue and its flag is golden - since friendship, itself .. is golden.
- 4TH CUB: SPORTSMAN-SHIP. This is the ship that's fair and square It never veers from its course. Its flag is never at half mast.
- 5TH CUB: WORKMAN-SHIP. This ship's every line, every part, every mast, represents the best that a person can give. Its flag gears a laurel wreath.
- 6TH CUB: STATESMAN-SHIP. This ship represents wise guidance, constant counsel, unselfish interest and sincere endeavor. Its flag is white for purity.
- CUBMASTER: And there you have six strong and sturdy ships to brave the sea. Three cheers for the Scouting ships!

***Frosted glass: add epsom salts to a pan half full of boiling water until no more will dissolve. Pour in a few drops of liquid glue. Next, apply the hot liquid to the glass you wish to frost, using a small brush. The liquid will begin to evaporate and form crystals which will give the glass a frosted look.

***Felt marker on milkcartons will stay easier if you sandpaper the plastic milk bottle first. Spray with hairspray and let dry thoroughly before fingering for a permanent dye job.

***Printing Ink: to make your own ink for block prints, spatter paints, etc., mix 1 pint linseed oil, 1 pint varnish and 2 pints powdered tempera to consistency of thick paste.

***To clean egg shells: put empty egg shells in jar and cover with bleach. Leave for 48 hours. This dissolves all the membrane.

***Mock Wood: can be made using brown paper sacks. Draw "wood grain" with brown colored pencil. After making item, paint with varnish.

GLUE AND SUCH



***White glue (Elmer's) buy in large quantities to get a cheaper price. Elmer's glue will wash out of Cub uniforms. Milk jug lids are good for distributing glue for sharing. Cover water color paint (tempera, etc.) with a coat of white glue to waterproof it. To make heavy duty glue, mix white glue with cornstarch until mixture is as thick as desired.

***Rubber Cement: Scotch Contact Cement has anti-sniff ingredient, but is still toxic. Will bond plastic if clamped together for 15 minutes. Remember to coat each surface to be glued. Let dry to sticky stage (almost instantly) and mash both sticky sides together for a good bond.

***School paste: cheap, doesn't always hold tight when dry. Mix with water for paper mache. Used for paper only.

***Tacky white glue: costs more but worth it for styrofoam and foam. A little goes a long way. Use it to glue decorations on plastic bottles.

***Punching holes in plastic: Use a hot ice pick or nail. If using a nail hold it with a pair of pliers. For heavy plastic bottles use a coping saw. This is not for boys.

***Cutting plastic: to cut plastic milk cartons, coping saws or jig saws will cut the thick portion easier than scissors or knives, which can be used on the thinner part.

***Bonding plastic: to bond clear plastic to cardboard, first sandpaper lightly. Then press plastic on a moderately warm iron, using circular motions. DO NOT let plastic touch iron surface.

***Cutting styrofoam: Some types of styrofoam can be cut with a knife - the kind with a serrated edge which can be used as a saw works best. Heavier types of styrofoam can be cut best with a coping or jigsaw.

PLASTER

For specific directions of working with plaster of paris, check the Cub Scout Leader HOW TO BOOK.

***BEFORE mixing plaster, prepare the mold to prevent sticking. Spray shortning is good for many molds. Use a soap solution for latex molds.

***To mix plaster, if possible fill the mold with water to measure the amount. Use this amount of water (equal to the size of the mold) in a disposable container, add plaster to the water. Do not mix more plaster than you can use quickly, as it will harden in 3 to 5 minutes. You cannot reuse plaster once it has hardened.

***Candy molds work well for plaster and most require no preparation. These are especially good for tie slides, using a twist tie for the slide. The smaller candy molds make good kitchen magnets.

***Latex can be purchased from hobby shops. This is thickly painted on an object of which you wish to make molds. Check directions on the liquid latex to see if your object to be molded needs prepped. When the latex has set, peel it from the mold. These molds need to be prepared with a soap solution of 1 cup water and 1 tablespoon liquid detergent. They frequently need support to hold the weight of the plaster. An example of a fun latex mold is a banana for your "Top Banana".

***Clay (not playdough) makes wonderful plaster molds. It needs no preparation, can give you fine detail and allows the Cubs to create their own molds. Artificial fossils can be made by filling a paper cup with an inch or two of clay, allowing the boys to make impressions of natural things such as shells or acorns, then pouring in an inch of plaster. When the plaster has set, peel away the paper cup. When molding animal or Cub footprints look for soil that is mostly clay.

***Sand gives a nice texture to plaster molds, though not a lot of detail.

***Bubble packs of toys are often retain the shape of the toy. These work like candy molds.

***Jelly containers from restaurants (the one serving type) make good molds for tie slides or kitchen magnets. The shape is ready made for attaching stickers, painting flags or using to scrimshaw.

***Scrimshaw is done by scratching a design in the hardened plaster. Brush on one coat of a darkened tempera paint. When paint is dry, shellac.

***If you wish to make a pendant of the mold, use a nail or toothpick to make a hole before the plaster is hardened completely.

***Painting plaster: first seal with a coat of clear plastic spray. Plaster is absorbent and tempera will soak in unless it is sealed first.

***Disposing of leftover plaster can cause problems if care is not taken. Allow dried plaster to soak loose from mixing pan and pour into a disposable container. When plaster is dry, throw into trash. DON'T THROW EXCESS PLASTER DOWN DRAINS--they will clog. Don't dump it near shrubbery as it kills some types.

PAPER MACHE

For specific details on working with paper mache, check the Cub Leader HOW TO BOOK.

Paper mache is a molding material made by mixing absorbent paper with paste. Some type of framework or base is necessary.

Paper mache is great for masks, pinatas, puppet bases, hats, skit props, banquet centerpieces, gifts and sculpting.

***Balloons are a well known base for paper mache. They work well for crafts that need to be hollow such as pinatas, piggy banks and puppet heads. Balloons are also good for sculptures that may get too large for drying, such as animal bodies. Mask bases that are molded on balloons have a nice curve.

***Chinet paper plates make good bases for paper mache. Soak the paper plate 5 minutes in warm water and it can be molded. This is another good base for masks, although the boys dislike having the wet paper plate touch their face.

***Pop bottles are good bases for molding puppet heads. The neck of the bottle leaves a hole the right size for a broom stick.

***Plastic hats or helmets can be used as bases for paper mache hats.

***Use non-toxic paste for paper mache.

***Paper towels or tissues can be used mixed with white glue and water for a small paper mache project. Paper towels make a smooth final layer on a larger project.

***Finishing paper mache: Allow project to fully dry. Sand rough edges. If painting with tempera paint, give the project an undercoat of gesso or thinned white latex paint first. Tempera-painted objects should be sprayed with a clear plastic finish or clear varnish for a protective overcoat. Acrylic paint does not require a base coat. Household enamel can also be used.



RECYCLED PAPER

You will need: A large mixing bowl, an old newspaper, used computer paper, a blender, a sponge, a six-inch piece of WIRE window screen, instant starch, water, an iron, wax paper, a cup and a big spoon.

***Each child tears about a page of computer paper into very small pieces. Put them in a blender. Blend for a minute until the paper becomes pulp. Bits of yarn or food color can be added.

***Dissolve two heaping tablespoons of starch in a cup of water. Add this to the water-and-paper mixture. Stir well with the big spoon to keep it from separating. What you have now is called PULP.

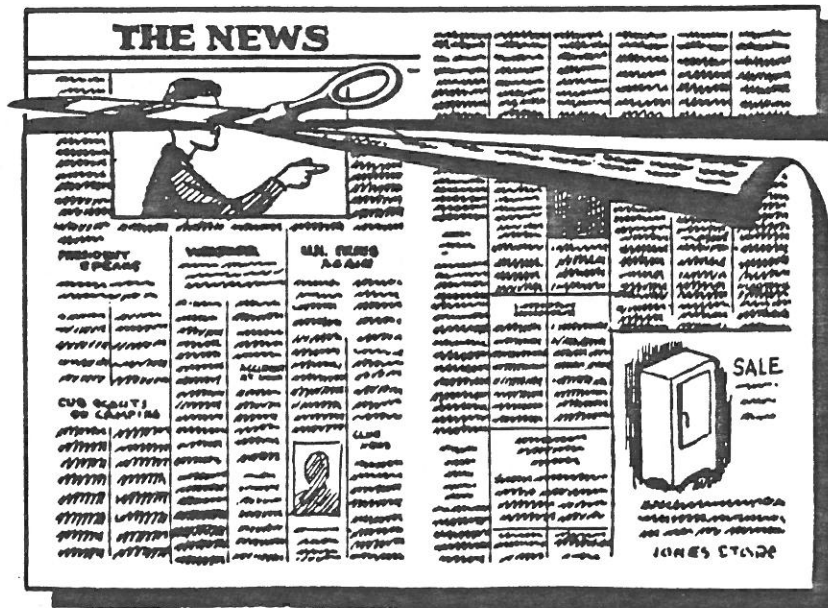
***Dip the screen carefully into the bowl. Holding the screen horizontally, lift it out of the bowl so that it is WELL COVERED with pulp.

***Put the newspaper on the table. Then place the screen covered with the paper pulp, on one half of the newspaper.

***Fold the newspaper over on top of the screen and paper pulp. Press down very hard with your hands.

***Carefully fold back the newspaper so you can see the pulp on the screen. Let it dry overnight. Then peel the recycled paper you made from the screen.

***ALTERNATIVE QUICK DRYING METHOD: After lifting the pulp covered screen from the bowl, place wax paper over the pulp on the screen. Turn upside down. Use the sponge to soak up excess water. Gently remove screen. Place second sheet of wax paper on top. Place between folded section of the newspaper. Iron with a hot iron to remove remaining water. Do not overdry or the paper will stick to the wax paper. When dry, carefully peel away wax paper.



Craft Materials

| CRAFT MATERIAL | USE | WHERE TO OBTAIN |
|--|--|---|
| School paste | Pasting paper only.
Mixed w/water for
paper mache. | Any dime store,discount
house,stationery store |
| SPECIAL HINTS: Cheap. Doesn't always hold tight when dry. | | |
| White glue
(Glutite,Elmer's
Wilhold, etc) | Paper,wood,cardboard,
ceramic, just about
everything. Diluted
makes a good undercoat. | Any dime store,discount
house, hobby shop |
| SPECIAL HINTS: Buy in large quantities to get a cheaper price.
Elmer's glue will wash out of Cub uniforms. Cover water color
paint (tempera, etc.) with a coat of white glue to waterproof it. | | |
| Tacky white glue | Same as above, but
especially for foam
and styrofoam. | Hobby shops |
| SPECIAL HINTS: Costs more,but worth it for styrofoam & foam.
A little goes a long way. Use it to glue decorations on plastic
bottles. | | |
| Rubber Cement | Paper, Rubber or
Plastic to Wood | Hardware stores,
stationery stores,dime
stores. |
| SPECIAL HINTS: Scotch Contact Cement has anti-sniff ingredient,
but is still toxic. Will bond plastic if clamped together for
15 minutes. Remember to coat each surface to be glued. Let dry
to sticky stage (almost instantly) and mash both sticky sides
together for a good bond. | | |
| Clear Silicone
(G.E.,used to seal
aquariums) | For use with plastic
bottles. Also used for
raised dimensional
pictures. | Hardware stores. |
| Wheat paste
(Wall Paper Paste) | Papier Mache | Hobby shops,paint store. |
| SPECIAL HINTS: Mix to consistency of pea soup. Be sure the
brand you buy does not have poison in it. Check the craft
books on how to papier mache. | | |
| Liquid starch | Papier Mache
Extender for tempera
paint---starch painting. | Grocery store |
| Plaster of Paris
(casting plaster) | Neckerchief slides,
plaques, etc. | Hobby shops,paint store
hardware store |
| SPECIAL HINTS: Dental plaster is a good grade of plaster, tho
expensive unless you have a free source. Buy in large quantity
for the pack and split into bags for each den. Cost savinas. | | |

| CRAFT MATERIAL | USE | WHERE TO OBTAIN |
|---|--|---|
| Shellac | To make waterproof
Will darken color | Paint Stores |
| SPECIAL HINTS: Clean brush with shellac cleaner or alcohol | | |
| Varnish | To waterproof with
or without color | Paint stores |
| SPECIAL HINTS: Clean brushes with turpentine | | |
| Enamel | To waterproof and
color | Paint stores |
| SPECIAL HINTS: If oil-based paint - wash brushes in turpentine.
If water-based, wash out immediately with soapy water. | | |
| Dope | To color in small areas
and objects | Hobby shops |
| SPECIAL HINTS: Clean brushes with dope thinner. | | |
| Lacquer | To waterproof and color | Paint stores |
| SPECIAL HINTS: Clean brushes with lacquer thinner. | | |
| Poster Paint | To color | Dime stores, hobby
shops, paint or
art stores |
| SPECIAL HINTS: Add 1/2 to 1 teaspoon of liquid detergent to
paint to cut down staining.
Use an empty Windex bottle to spray paint
Add dry poster paint to Plaster of Paris before adding to water
Add dry poster paint to liquid starch instead of water to
make it go farther for covering large areas. | | |
| Felt Pens | Marking, lettering,
Coloring | Discount houses,
art & stationery store |
| SPECIAL HINTS: Sandpaper plastic milk bottles before
coloring with felt pens.
To color plastic meat trays, coat with diluted white glue first
let dry and the surface will take color
Water color pens will not soak through paper will run if wet, tho. | | |
| Spray paint | Covering large areas
quickly | Paint stores, dime
store, discount store |
| SPECIAL HINTS: Build a paint stall using a large box. Shake
can well. If weather is cold, paint may not dry very fast. | | |
| Clothes Hangers | Craft Wire, To brace
the backs of posters, etc. | Save, ask boys to save |
| TV Foil Trays | Craft Projects | Save, ask boys to save |
| Sewing Thread Spools | Toys, games, puppets | Save, ask boys to save |
| SPECIAL HINTS: Check craft books in Library for uses. | | |

| CRAFT MATERIAL | USE | WHERE TO OBTAIN |
|------------------------------|---|--|
| Newspaper | Papier Mache
SPECIAL HINT: See Craft Books in Library for best methods for using Newspaper in Papier Mache craft. | Save, Have boys save. |
| Newsprint roll ends | Scenery, charts ceremonies | Local newspaper office |
| Construction paper | Paper craft
SPECIAL HINT: Spread your paper crafts thin and keep above kindergarten level. | Dime stores, Art stores |
| Shelf paper or butcher paper | Charts, starch painting (be sure to use glazed kind), roller movies or TV programs, table runner for Blue & Gold Dinner. | Dime stores, drug store grocery stores |
| Crepe paper | Flowers, decorations, Costumes
SPECIAL HINT: Keep it away from water as it will run & stain. | Party stores, dime stores, hobby shops |
| Cardboard tubes | Games, Crafts, Toys | Ask boys to save, Scrounge |
| 5 Gallon Ice Cream Cartons | Wastebaskets, Totems Helmets for Costumes, Furniture | Visit large Ice Cream stores and ask. Baskin-Robbins, etc. |
| Cardboard (Corrugated) | Scenery, themecraft, Game chests, posters games
SPECIAL HINT: To waterproof cardboard, press with warm iron and rub with old candles or parafin. For good boxes for storage, game chests, etc. call Kentucky Colonel and ask them to save you the box the raw chicken comes in (lid, too). You'll have to wash out the chicken ick, but you will have a sturdy box with handles. Use Cinnamon oil (drug store) to remove smell | Grocery stores, Furniture and Appliance stores, Discount Drug stores, etc. |
| Cardboard-Posterboard | Posters, decoration, scenery
SPECIAL HINTS: There are 2 weights of poster board. The lighter weight is easier to cut but may need stiffening. | Hobby stores, art store dime or drug store |
| Cigar Boxes | Tool and Supply Kits Decorated for Gifts
SPECIAL HINT: These boxes can be used for several years to store the supplies for your den. Let the boys decorate and mark them for your use. | Grocery or drug store (not near opening of school in Fall) Scrounge |

| CRAFT MATERIAL | USE | WHERE TO OBTAIN |
|--|---|---|
| Paper bags | Masks, pinatas, costumes
puppets, torn in strips
for strong papier mache,
litter bags. | Save them, ask boys to
bring from home. |
| SPECIAL HINT: Coat bag material (in small pieces) with
white glue, dry by holding on wire over candle flame,
when black is rubbed off, a burnished metal look is result. | | |
| Wallpaper | Covering cartons, boxes
books, etc. | Discarded sample books
from sales rooms,
special sales |
| IBM Cards | Christmas decorations,
Made into tubes and
then into log cabins,
forts, walls, etc. | Banks, people who work
with computers. |
| Plastic bottle
necks | backs for neckerchief
slides | Scrounge, save from
other plastic bottle
crafts. |
| Plastic bottles | Helmets, games, baskets,
bird feeders, etc. | Save them, ask boys to
bring from home. |
| SPECIAL HINTS: Glue with clear silicone (found in hardware
stores to seal aquariums). Paint with high gloss enamel.
Tacky white glue will hold on ornaments. | | |
| Magazines
(Reader's Digest, etc) | Folded page projects
(to make centerpieces
and decorations) | Ask everyone to save.
Check Salvation Army,
Goodwill |
| SPECIAL HINT: Check library for books. Also Pack O Fun | | |
| Old sheets | Costumes, scenery | Scrounge. Ask everyone
to save. Garage sales |
| Felt scraps | Costumes, puppets,
decorations | Ask parents & scrounge
from fabric stores &
hat factories |
| SPECIAL HINT: Boys can glue felt, no need to
sew. | | |
| Socks (old or new) | Puppets, (Poputs-see
Den Chief's Den Book)
Soft Toys, Games | Save, ask parents to save
Check Washaterias for
socks left in machines. |
| String, cord, lace,
yarn, rope | Weaving, macrame
knot-tying, plaiting | Hobby shops, hardware
fabric stores, scrounge |
| SPECIAL HINT: If possible, use large diagrams to teach boys
plus large cord so they can see. You'll have to learn to do
it backwards so they can see it work just as it will look to them. | | |

SPATTER PRINTING

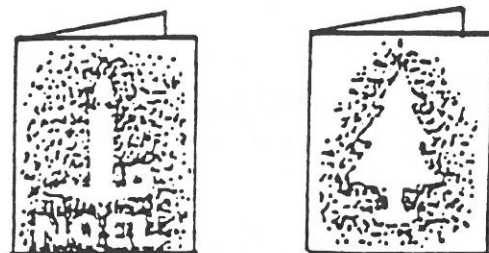
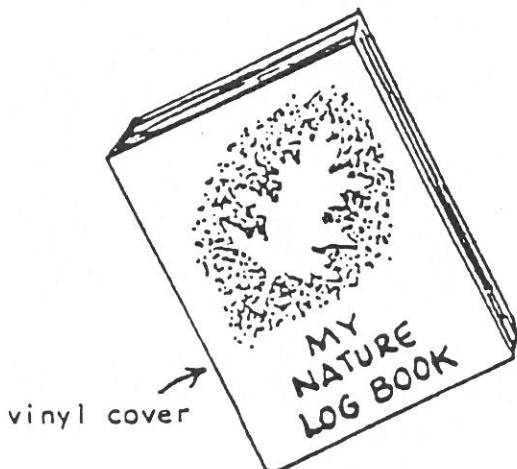
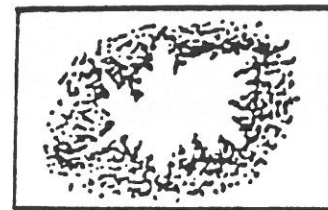
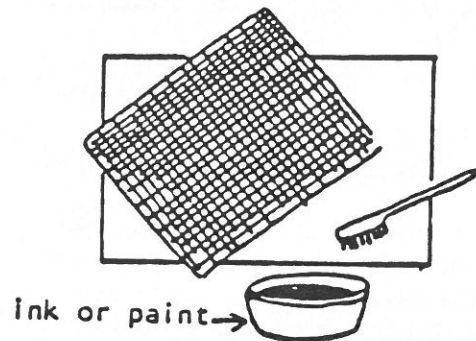
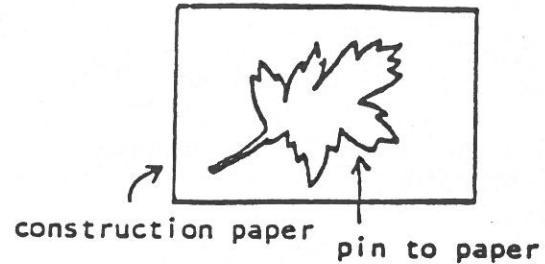
Spatter printing is a crafts technique Cub Scouts enjoy. Make prints from leaves or ferns collected on a nature hike. Designs can be spattered on Christmas cards.

Materials:

- Object or cutout design to be spattered
- Paper for printing—heavy paper, such as construction paper, is best.
- Screen wire approx. 8 x 10"
- Old toothbrush
- Colored ink, shoe polish, or paint

- 1 Spread working area with newspapers for protection.
- 2 Place object to be spattered on paper and secure with straight pins.
- 3 Holding screen about 6" above the paper to be printed, brush across screen with toothbrush which has been dipped in ink or paint. Brush away from yourself.
- 4 Spatter heaviest color around design.
- 5 Let paint or ink dry, then remove object or cutout design from paper. The result should be an attractive print.

Suggestion: Try using white shoe polish to spatter leaves on colored construction paper.

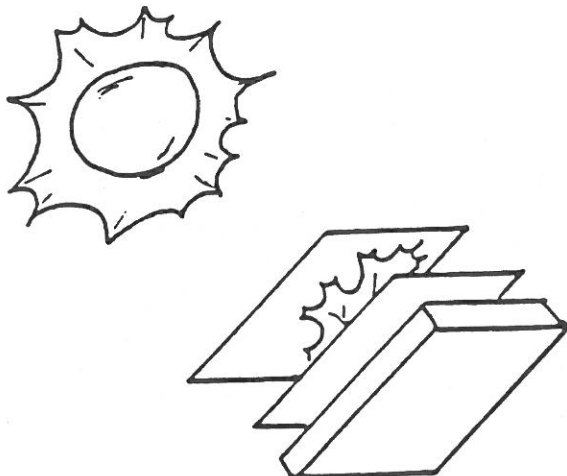


OZALID OR DRY PRINT

Ozalid printing gives a shape of the object itself. What shows is the reverse of the outline produced by spatter printing.

Materials:

- Ozalid paper, often called dry print paper. Purchase from blue print firm or architects' supply store and if possible have it cut into sheets of the desired size when ordering. Ozalid paper comes in two colors, bright blue and red brown.
- Sheets of glass, about an inch larger all around than the sheets of ozalid paper. (Plate glass is much less breakable than ordinary glass.)
- Two thicknesses of cotton flannel cloth, cut the size of the glass, to form a pad.
- Board or book, preferably the same size as the glass.
- Two-quart mason jar.
- Jar lid small enough to fit inside opening.
- Cotton or piece of cheesecloth to fit inside lid as absorbent pad.
- Concentrated ammonia (24-26%) usually obtainable from blue print company or drug store.

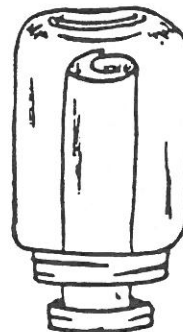


Arrange specimen on the glass in subdued light. Place ozalid paper (tinted side down) over specimen and cover with board or book. Pick up the whole thing (holding glass firmly in place with fingers) and carry into sunlight, being careful not to cast a shadow across the glass or let fingers extend over paper. Expose to direct sunlight until ozalid paper fades to pure white—about a minute. If you use young translucent leaves and allow an exposure of 10-15 minutes, the veins will show. Carry into shade, remove paper, roll into cylinder, and thrust up into printing jar. (Set up printing jar by inverting mason jar over lid containing cotton or cheesecloth pad to which a small quantity of ammonia has been added.)

Print will appear as if by magic. Print until dark blue or red. If print is mottled, the exposure to sunlight was not long enough. Prints can be made with household ammonia, but a longer time is required.

CAUTION: Ammonia fumes are strong. Avoid breathing them. Adult supervision is necessary for this project.

When buying ozalid paper, mention that it will be used in sunlight. These papers come in different speeds. A medium speed paper is usually desirable.

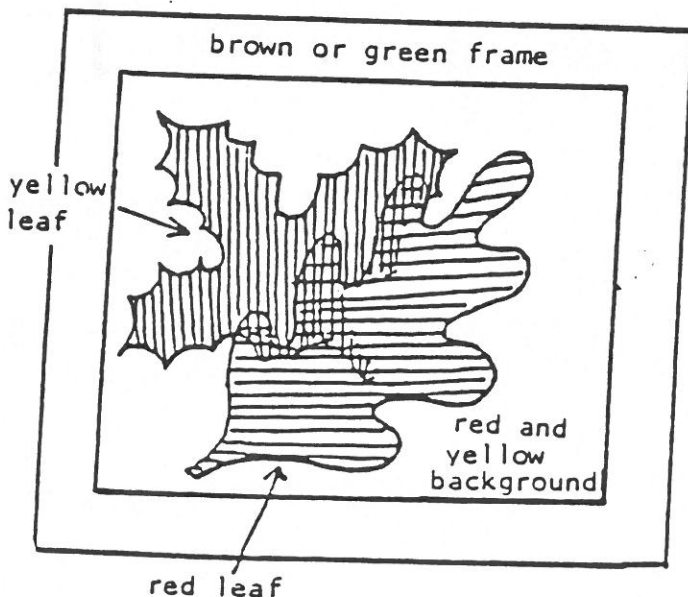


Overlap Spatter Painting

Materials:

- Paints (poster or tempera) in red and yellow
- Two old toothbrushes
- Old newspapers
- Old piece of screen or splatter screen made for this project
- Two different kinds of leaves, such as maple and oak
- White paper

- 1 Cover work area with newspapers. Wear an old shirt or smock.
- 2 Lay leaf on top of paper.
- 3 Dip toothbrush into jar of red paint. Hold screen over paper and rub toothbrush across until white paper is lightly covered with a splatter design.
- 4 Lift leaf carefully.
- 5 Wash screen so no red paint is left.
- 6 When first print is dry, place second leaf on paper, overlapping first leaf design.
- 7 Using a clean toothbrush, splatter the paper with yellow paint. Lift leaf and allow to dry.
- 8 Make a cardboard frame or place on a slightly larger brown or light green sheet of construction paper.



SILK SCREEN PRINTING

This is a good way to print many copies of Christmas cards, banquet programs, menu covers, etc.

Materials:

- Contact paper or brown paper
- Naphtha (or kerosene)
- Silk or organdy material
- Wooden frame
- Masking tape
- Squeegee
- Clean rags
- X-acto or craft knife
- Water based silk screen ink

Making the frame—This must be a rigid frame which lies flat. The inside length of the screen frames should be at least 6" longer than the design, and at least 1" higher. Use an old picture frame or see instructions for making a frame. Attach silk or organdy to the frame with carpet tacks or small brads, stretching it tightly. Use masking tape to seal the sides of the frame so ink will not seep through during process.

Cutting stencil—Contact paper stencil: cut the design out of contact paper.

The design must be cut in reverse, each letter backwards and each word backwards, etc. These pieces of contact paper are removed from their backing and applied directly to the silk from the bottom of the outside of the frame. These pieces can be put on one at a time to form an entire picture. It sounds hard, but it isn't. If you ruin a small portion cutting it out or sticking it to the silk, simply cut a small piece to replace or patch it with. This kind of screen can be used with water based inks to print with. It will print a couple of hundred articles. This kind of printing will last a shorter time if shirts are printed because the continual bending of the screen during printing over cloth stretches the contact paper more quickly. It is good for printing on firm paper surfaces.

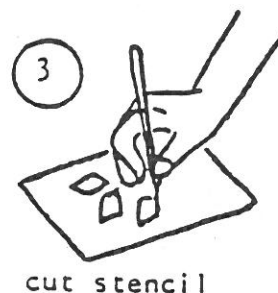
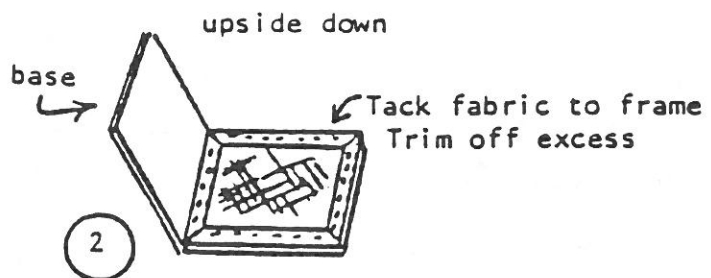
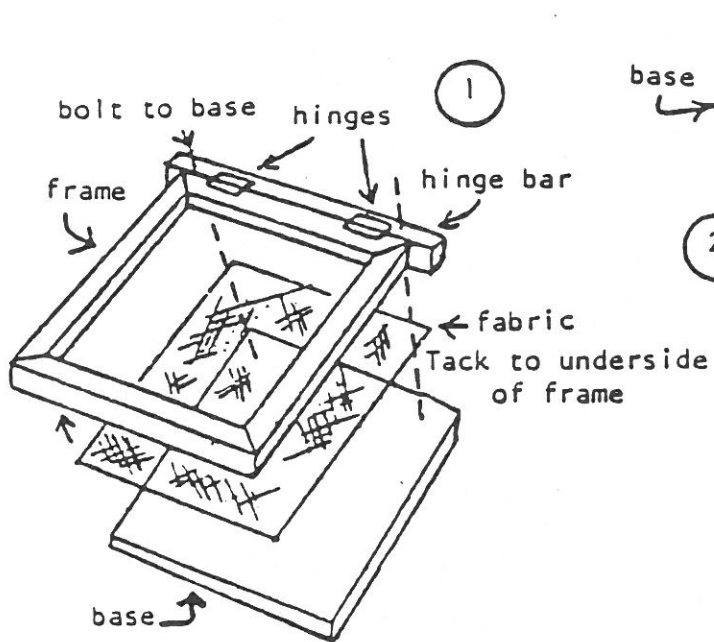
Paper Stencil—Paper stencils are often used when a design has very simple stencil edges. Any kind of smooth, nonabsorbent paper, such as brown wrapping paper (not too thick) is suitable for making this stencil. First, cut the openings with a craft knife and remove the cutout pieces. Then tape the paper stencil temporarily to the underside of the screen so that the entire screen is covered. Follow instructions for printing. The first time the squeegee is pushed across the design, the paper stencil will stick to the screen and will stay there indefinitely until the screen is cleaned. You can make the cut paper stencil quickly and inexpensively, and remove it from the screen easily.

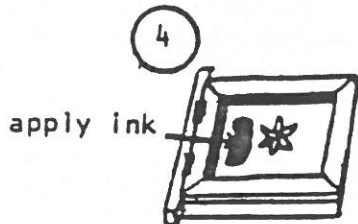
Adhering stencil to screen—Place screen face down on shiny side of film (contact paper). Wet an absorbent cotton cloth with adhering liquid (thinner). Wipe this over the screen and immediately wipe with dry cloth. This makes the film stick to the fabric screen. Too much adhering liquid can dissolve the design, so work quickly and be sure to wipe off immediately. Turn the screen over and peel off the back layer of the film.

Printing—Line up paper or fabric to be printed under screen. Mark base of frame with masking tape to show where to place the next sheet of paper...because once the screen is inked, you can't see through it. Pour ink in one end of screen well. Pull squeegee firmly across design. (Squeegee should be about 1" smaller than inside of frame.) Lift screen and remove printed paper. Lay it aside to dry. Continue printing.

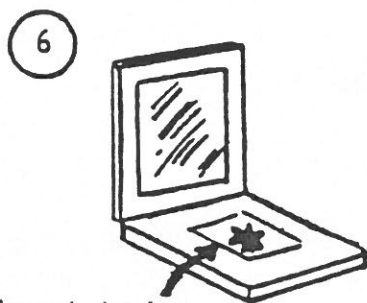
To clean screen—It is important to do this as soon as all printing is finished because the ink will harden quickly and the screen will be harder to clean. Use kerosene or naphtha. Lay several thicknesses of newspaper under screen. Place towel soaked with kerosene or naphtha in well of frame. Let stand 10-15 minutes. Raise screen and wash both sides with kerosene. Rub dry with soft rag. This should clean off all the ink as well as the film, so the screen is ready to use again for another design.

Adults should make screen. Cubs can do the printing once it is set up. Adult should clean the screen.





pull ink across design
with squeegee



printed design

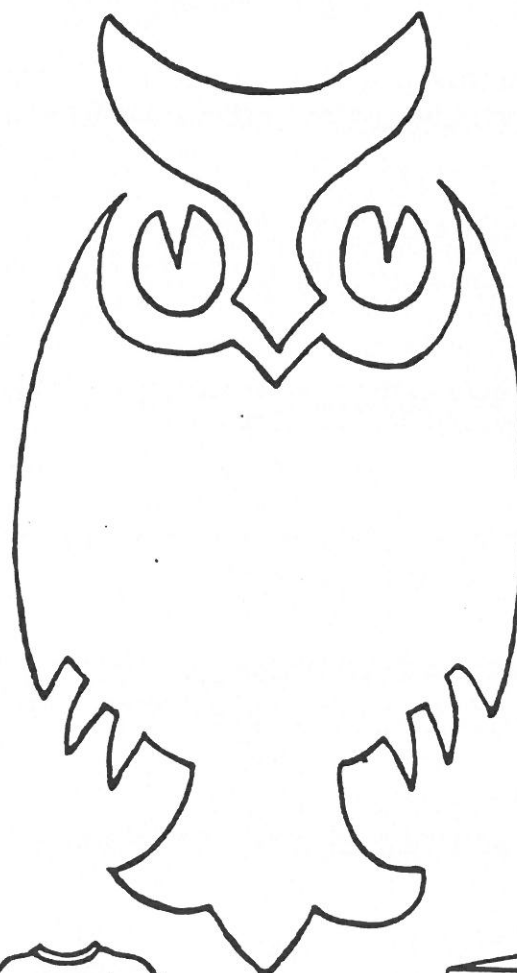
DIRECT STENCILING

Stenciling can be done on fabric, wood, paper, or metal. Stenciled Christmas cards are a good project for Cub Scouts. Or designs can be stenciled on T-shirts or scarves.

Paint—Thick paint, such as acrylic, latex, or heavy tempera. If items are to be washed, use a fabric paint.

Stencil—Cut from cardboard with a sharp hobby knife, give 3 coats of shellac before using. Or, cut from commercial stencil paper. Or, make stencil paper using bond paper which has been dipped in melted paraffin several times. Because a sharp knife blade is needed for cutting, den leaders should prepare the stencils in advance.

- 1 Surface to be stenciled should lay flat. Stencil should also lay flat so the paint will not spread under edges. Tape stencil to fabric or paper so it will not move. When stenciling T-shirts, be sure to pad behind front of shirt so paint will not run through to back of shirt.
- 2 Use a stiff brush, either a flat paint brush with stiff bristles or a round stippling brush.
- 3 Brush paint from stencil onto fabric or paper. Paint away from stencil. Painting toward stencil may cause paint to run underneath.
- 4 Experiment with the stencil on scrap paper before attempting the actual project.



Places to Go for Free or Inexpensive Items

All of us are caught in the crunch of inflation. This list will give some suggestions that will help stock a troops supply box. For a much more complete list of materials write the Education Development Center, 55 Chapel St., Newton, Ma. 02160.

I. Free and Inexpensive Items Available Through Businesses.

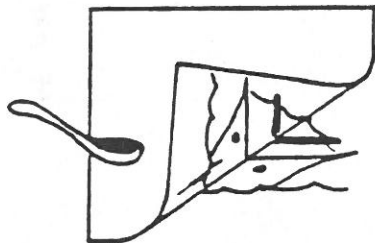
The following list contains some suggestions for materials available free from local merchants to use in troops. They represent only a sample of the many resources you will find in your area. Many of these materials are normally discarded. If you contact local businesses, shops, or factories and make your intentions known they are quite often willing to save them for you.

- 1) Contractors and Building Supply Companies: lumber, pipes, wire, wallpaper, linoleum, tiles, molding wood, sawdust, wood curls. You can make arrangements to go to a construction site when they are finishing a job; they will let you collect the scrap building materials.
- 2) Plastics Company: trimmings, cuttings, tubing, scrap plastic and plexiglass.
- 3) Electronics Manufacturers: styrofoam packing, printed circuit boards, discarded components.
- 4) Lumber Supply Companies and Furniture Factories: scrap wood, damaged bricks, concrete blocks, doweling, sawdust, wood curls, wood scraps for carving.
- 5) Hardware Stores: sample hardware books, sample tile charts, linoleum samples.
- 6) Rug Companies: sample swatches, end pieces from rugs
- 7) Supermarkets and Outdoor Markets: cartons, packing materials, fruit crates, large cardboards and materials from displays, discarded cardboard display racks, styrofoam fruit trays.
- 8) Department Stores: fabric swatches (drapery and upholstery samples), rug swatches, corrugated packing cardboard, sample food cans and boxes, packing boxes from appliances, such as washing machines, refrigerators, etc.
- 9) Phone Company: (call their Public Relations Department): excess colored wires: telephones (on loan).
- 10) Electric Power Company (call their Public Relations Department): telephone poles, wooden cross arms, steel ground rods, wire, large spools that can be used for tables, assorted packing materials.
- 11) Garment Factories and Button Manufacturers: a great source for accumulating wide variety of materials -- yarn, buttons, scraps, decorative tape.
- 12) Camera Manufacturers: cameras (on loan)
- 13) Leather Manufacturers and Leather Craft Companies or Pocketbook, Belt, and Shoe Manufacturers: scrap pieces of leather & lacings
- 14) Billboard Companies: pieces of billboard to use as posters, wall coverings
- 15) Ice Cream Stores: 3-gallon ice-cream containers
- 16) Airlines: plastic cups
- 17) Container Companies: large cardboard sheets
- 18) Architectural Firms, Upholsterers, Textile Companies, Floor Covering Firms, Kitchen Counter and Cabinet Makers, Wallpaper and Paint Stores: color samples wood linoleum, and tile samples, formica squares, wallpaper books, and scraps of all sizes.

TRANSFER PRINTING

Be sure to have an adult in charge. Mix 1/2 cup hot water, 2 Tbsp. turpentine, 1 tsp. liquid detergent, a few drops of ammonia, and a few drops of kerosene.

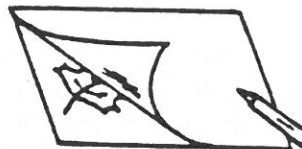
Cut out a newspaper picture (glossy pictures will not work) and coat it with the solution. Let it stand a few minutes. Then place picture face down on paper or cloth and rub over it lightly with the back of a spoon. The picture will transfer.



Tempera Printing—Mix small amount of instant powdered starch with a small amount of water. Add tempera. Brush mixture onto paper over an area as large as the leaf. Proceed according to instructions for ink pad printing above. Try using several colors of paint for a multi-colored leaf print.



Crayon Rubbing—Place leaves vein side up on paper or textured surface, such as burlap, wood, or leatherette. Cover with sheet of plain paper and rub crayon held sideways. Outlines and veining of leaves will stand out.



LEAF PRINTING

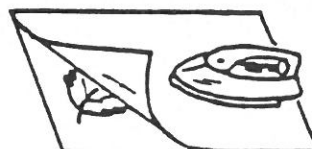
Trees, shrubs, flowering plants, and weeds offer an infinite source of leaf designs for printing on stationery, book covers, greeting cards, gift wrapping paper, and wall decorations.

Ink Pad Printing—Use inked stamp pad (buy in office supply store or variety store). Place leaf, vein side down, on pad. Lay a piece of newspaper over leaf and rub fingers over it. Remove leaf and place it on surface to be printed. Place clean newspaper on top and rub.



Carbon Paper Printing—Place a piece of carbon paper, carbon side up, on a padding of newspaper. Place the leaf on the carbon paper, vein side down. Cover with another piece of newspaper and press for a minute or two with a warm iron. Carefully lift the leaf and place on a sheet of white paper, vein side down, again press with a warm iron.

LEADER SHOULD SUPERVISE USE OF IRON.



Method 2:

Materials:

Tin can Rope Glue
Tape Paper
Tempera or poster paint
Pie tin or deep plate

Use a tin can to make a roller that prints. It will make fine designs on paper for gift wrapping.

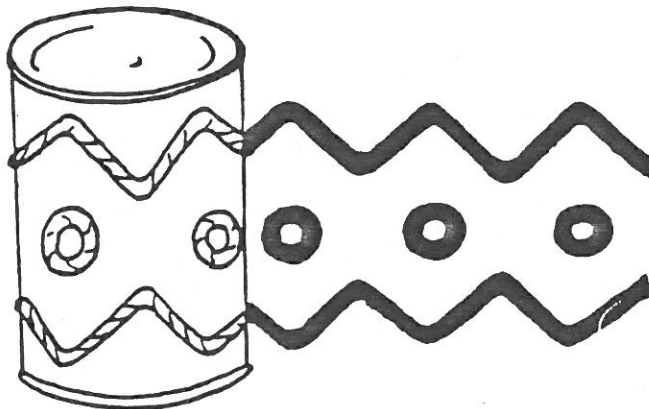
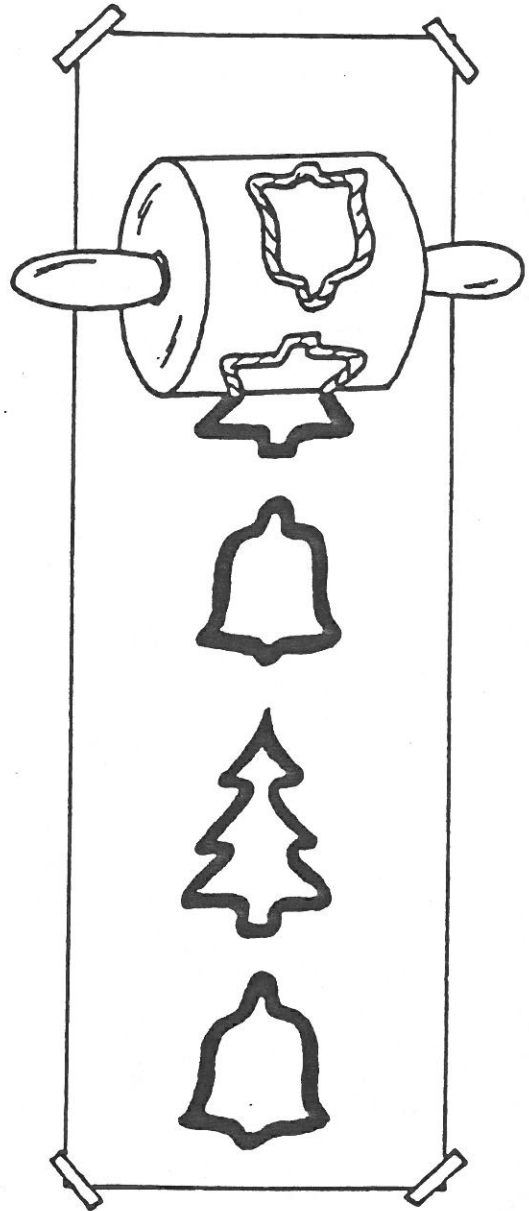
Cover the jagged edge at the open end of the can with tape to protect fingers from cuts.

Twist rope around the can and glue it in place or cut the rope into a number of pieces and glue each one to the can. Twist each piece to whatever shape desired before gluing it in place.

Put some tempera or poster paint in the pie tin. Roll the can in the paint. The paint will stick to the rope, but not to the can.

Now roll the can over a sheet of paper, and the rope will print the shapes. Roll the can in the paint each time before rolling it over the paper. Print the design as many times as desired.

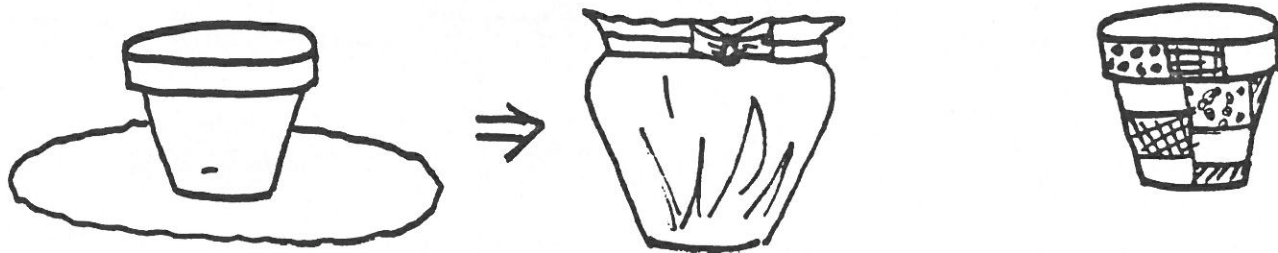
Try making other designs with felt or wool cutouts.



FAVORITE IDEAS OF DEN LEADERS

**Candle holder made from clay pigeons. Put together with plumbers glue. Use an antiquing kit to finish.

***Flower Pots can be decorated with patchwork from material scraps or covered by gathering a large circle of material around the pot with a ribbon. Add a real flower, a silk flower or a dowel and wooden cut out.



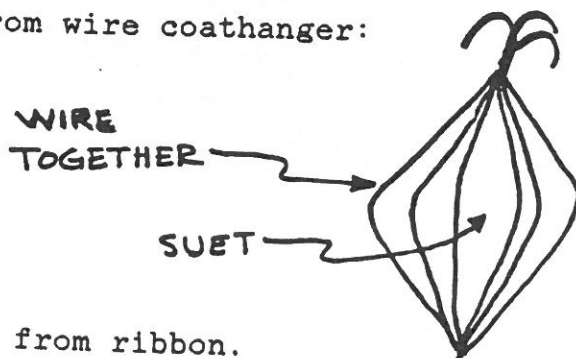
***Dryer Lint is good for stuffing puppets. Fire starters for fireplaces can be made by putting dryer lint in a cardboard egg carton and covering with parafin. Very flammable.

***Indian Necklaces made with saved melon and pumpkin seeds. String them together with colored beads you make from a modeling dough.

***A red clay floor tile can be painted or stenciled for a trivet.

*Cookie Cutters: Can be decorated with ribbon for tree trimmers. They are great used with modeling doughs, cookie dough or sandwiches. Simple outline shapes can be traced from cookie cutters for styrofoam meat tray magnets or other projects.

***Suet feeder for birds from wire coathanger:



***Miniature windsocks made from ribbon.

***Bean bags and Sock Puppets

***For a puppet show - write the script on the back of the box.

***Use twist ties for constructions. This is a good "wait until everyone is here" activity. They can be color-coded for pick up sticks.

***Pipecleaner sculpture

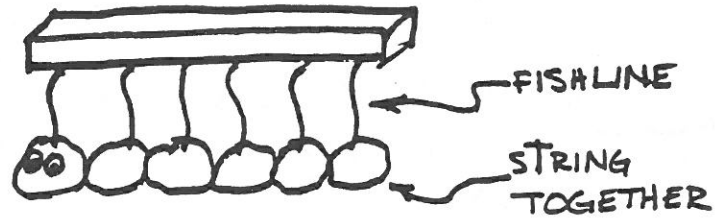
***Bubble-blowing solution: Equal parts liquid dish detergent and water (depends on thickness of detergent). Add 2 teaspoons of sugar to each cup of bubble solution.

***Melting lifesavers in aluminum foil molds for stained glass.

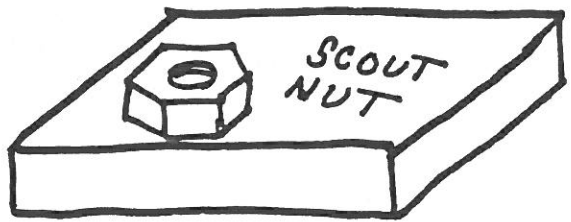
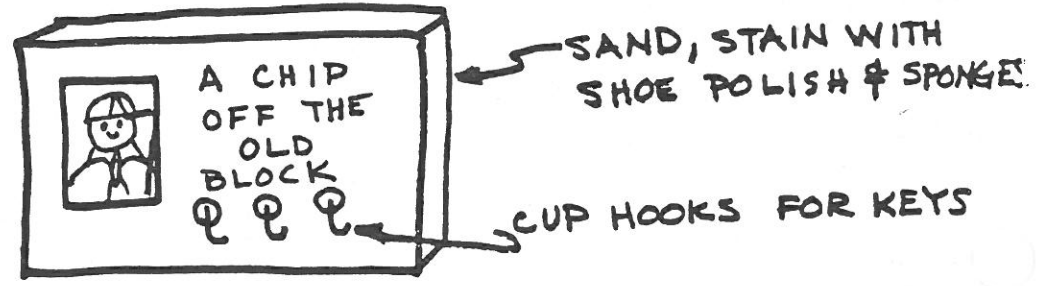
***Pumpkin Carving - no Jack-O-Lanterns allowed. Carve the pumpkin without piercing it.

***Many tie slides make good kitchen magnets and vice versa.

***Pom poms make "warm fuzzies", bright eyes with bushy tails, glue together for fun animals (use Tacky glue or a hot glue gun), and make a worm puppet:

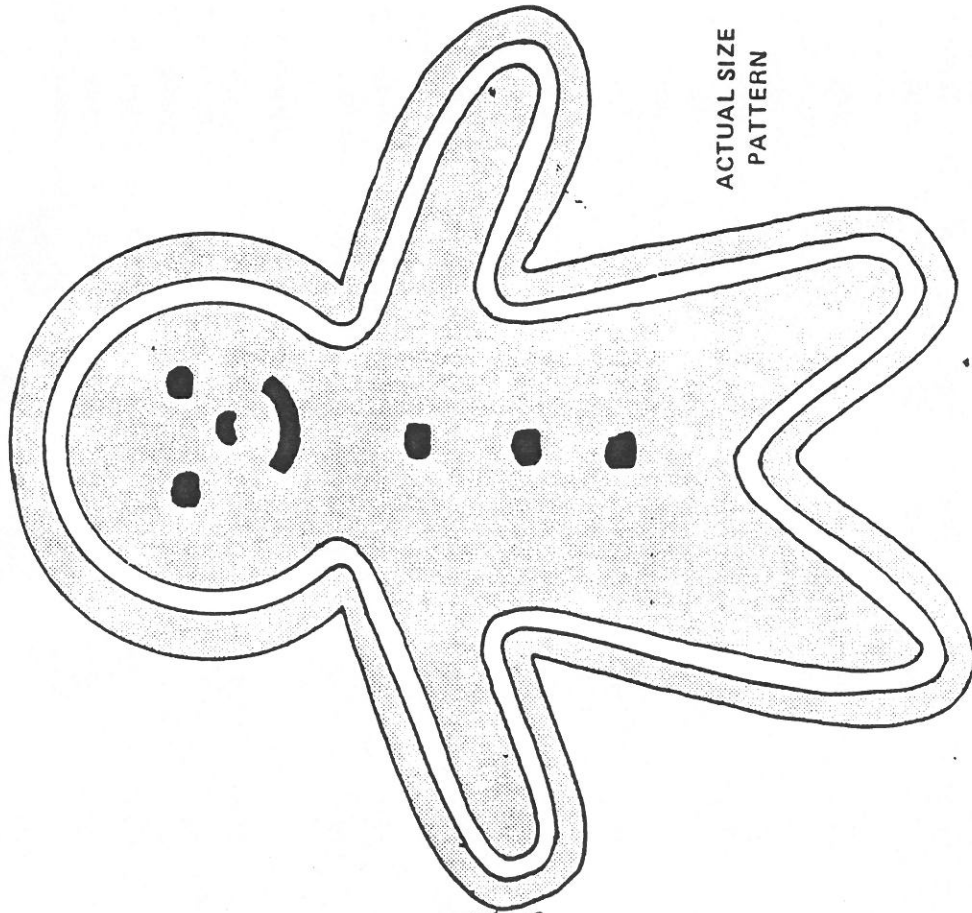


***Using alphabet macaroni to finish a project such as:



Ornaments . . . Ornaments . . . Ornaments

Colorful tree trims
to make in a jiffy



ACTUAL SIZE
PATTERN

Brown Bag Gingerbread Boy

Trace the pattern two times on brown grocery bag. Glue a thin layer of cotton in between the bag boys. Glue boys together.

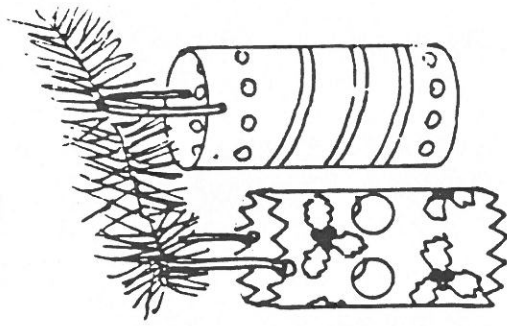
Joy Vrolyk
Nederland, TX

all around the edge, as shown, for decoration. Glue on small pieces of yarn for eyes, nose, mouth and buttons. Glue a yarn

Cardboard Roll Cutouts

Edna Wolff
Central Point, OR

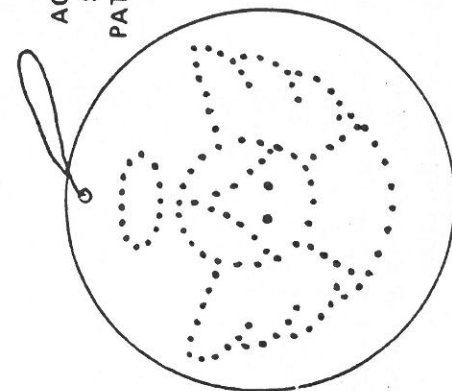
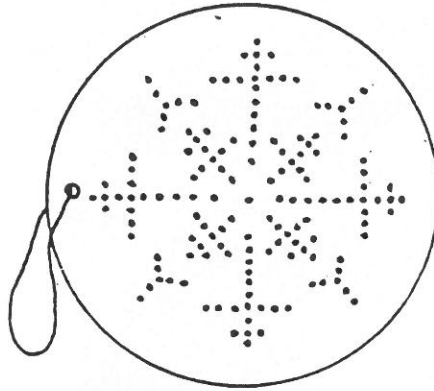
Use toilet tissue cardboard rolls. To decorate the ends, use pinking shears to make the tiny points. Or, use a paper punch to punch small holes around each end. Use a craft knife to carefully cut out circles going around the ornament. Paint a bright color. For added trim, glue on paper holly leaves and berries or yarn stripes. For a hanger, tie yarn through holes in the top.



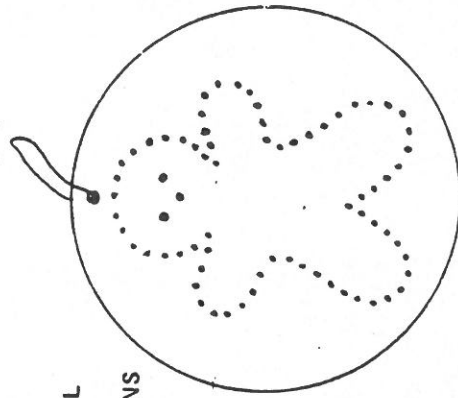
Tin Punch Ornaments

Debbie Dougal
Boise, ID

Save frozen juice can lids. Use the patterns below. (Or, make up your own!) Cut out patterns, and tape on top of lid. Using a hammer and small nail, punch through the paper onto the lid. Do one dot at a time. Remove paper pattern. Punch a hole through the center top, and tie on yarn for hanging.



ACTUAL
SIZE
PATTERNS



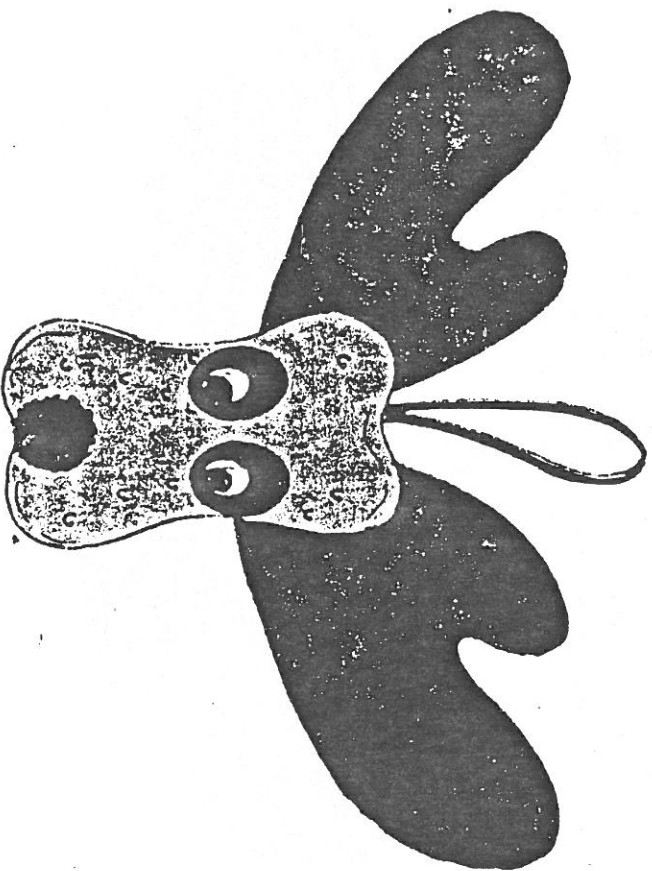
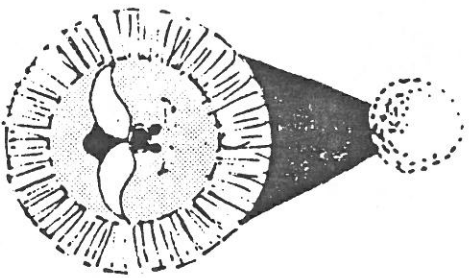
Curtain Ring Santa Corsage

Barbara Brown
Raymond, ME

You'll need white yarn, a 1" cafe curtain ring, pink and red paper, safety pin, scissors and glue.

Trace around the curtain ring on pink paper. Cut out paper circle. Set aside.

Wind white yarn around ring to cover it completely. Glue the paper circle under the ring. Draw on a face. Cut a small hat from paper; glue to back of ring. Glue a white pom-pom to top of hat. Attach a safety pin to the back of ring.



Dog Biscuit Rudolph

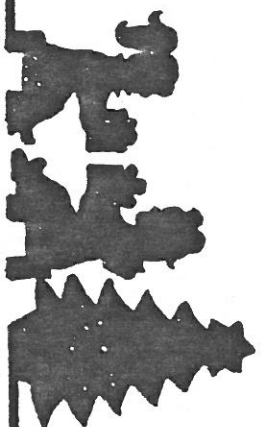
You'll need one dog biscuit, clear nail polish, brown paper, red pom-pom, wiggly eyes, red yarn, aluminum foil, scissors and glue.

Place biscuit on foil to prevent sticking. Paint several coats of clear nail polish on both sides of the biscuit. Let dry between coats.

Cut antlers from brown paper; glue to back of biscuit head. Glue wiggly eyes to brown felt circles; glue to face. Glue on pom-pom nose. Make a loop of varn and glue to back of head for a hanger.

Christmas with the Right Family

Make this year's grab bag even more fun



Kim Mason
Granbury, TX

Everyone sits in a circle, holding the gift he brought for the Grab Bag. Someone reads the story below, reading slowly enough for gifts to be passed. Every time the word RIGHT is read, everybody passes his gift to the right. Every time the word LEFT is read, everybody passes the gift he's holding to the left. The gift each person is holding when the story ends is the gift he keeps.

Christmas was almost here, and Mother RIGHT was finishing the Christmas baking. Father RIGHT, Sue RIGHT, and Billy RIGHT returned from their last-minute Christmas errands.

"There's not much LEFT to be done," said Father RIGHT as he came into the kitchen.

"Did you leave the basket of food at church?" asked Mother RIGHT.

"I LEFT it RIGHT where you told me to," said Father RIGHT.

"I'm glad my shopping is done," said Billy RIGHT. "I don't have any money LEFT."

The hall telephone rang, and Susan RIGHT LEFT to answer it. She rushed back and told the family, "Aunt Tillie RIGHT LEFT a package for us RIGHT on Grandma RIGHT's porch. I'll go over there RIGHT now and get it," she said as she LEFT in a rush.

Father RIGHT LEFT the kitchen and brought in the Christmas tree.

By the time Susan RIGHT returned, Mother RIGHT, Father RIGHT, and Billy RIGHT had begun trimming the tree. The entire RIGHT family sang carols as they finished the decorating. Then they LEFT all the presents arranged under the tree and went to bed, hoping they had selected the RIGHT gifts for their family.

Now I hope you have the RIGHT present for yourself, because that's all that's LEFT of our story ... except to wish you a Merry Christmas ... Isn't that RIGHT?

Blowin' in the Wind



For a more permanent pinwheel, use an aluminum pie plate. Follow the four steps. Poke a hole through the center with a nail. Partially open a paper clip. Put the opened end through the hole, and wrap that end around a dowel.

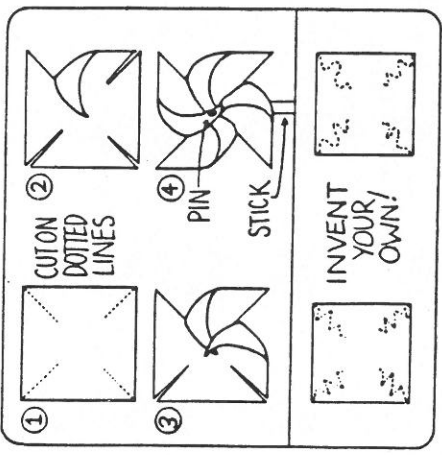
Cut the top off a plastic bleach bottle or tub, and invert the bottle. With a kitchen shears, cut slits in the sides of the bottle. Hammer a nail through the bottle, as shown, and into the end of a wooden dowel. The tub should spin easily on the dowel.

Attach pieces of cardboard or flat pieces cut from an aluminum pie pan, and insert them into the slits. Put the dowel in the ground and watch the wind at work!

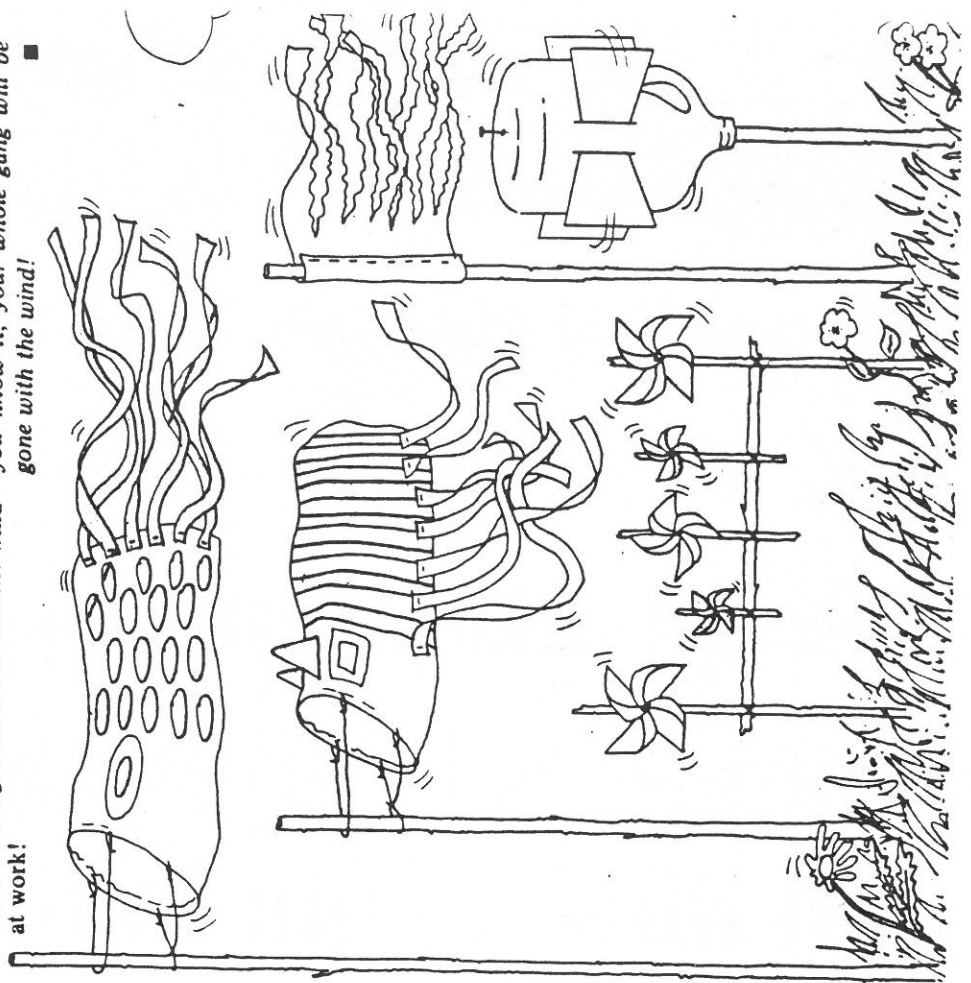
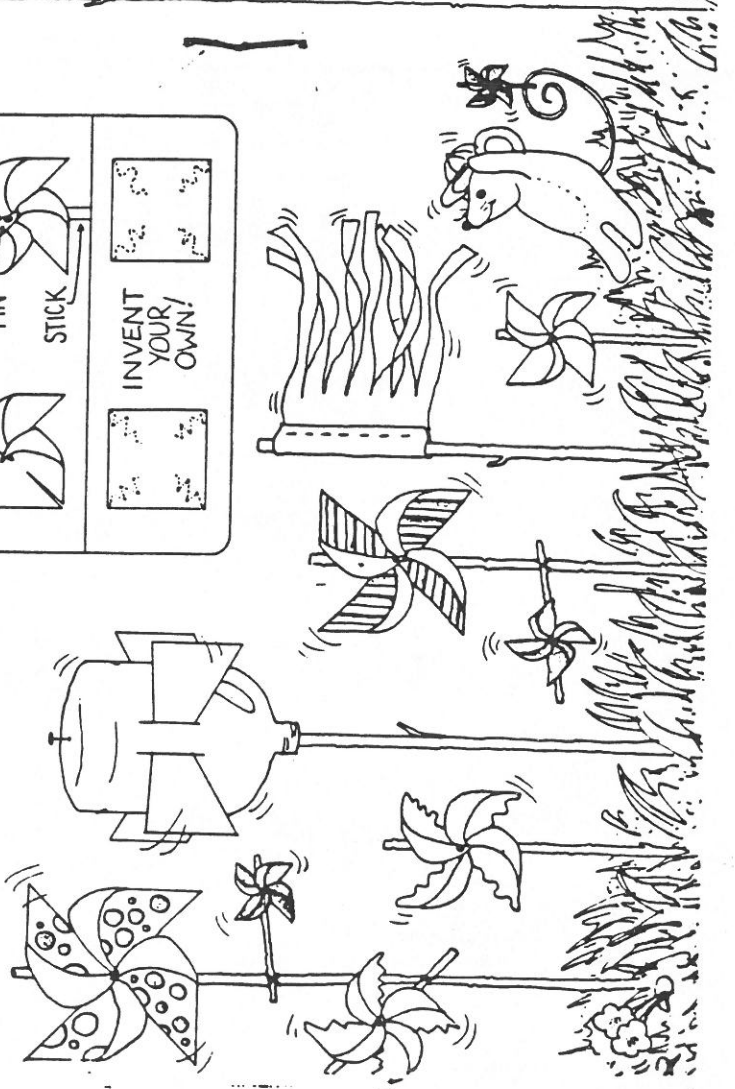
Make a circle of wire. Tape or glue it to the open end of a plastic bread bag. Attach two strings to the wire circle. Tie one of the strings to a dowel which has been inserted in the ground. The other string is looped over the dowel to allow it to spin in the wind.

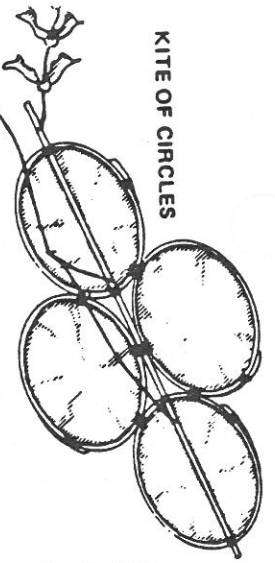
Glue or tape one end of a plastic garbage bag or bread bag around a dowel. Cut strips along the other end of the bag, and put the dowel in the ground.

Once your friends get wind of these great wind toys, they may decide to join you in your gusty adventure. Before you know it, your whole gang will be gone with the wind!



Make a pinwheel by following these four steps.
Cut straight lines toward the center.
For variation, cut curved or angular lines instead of straight ones.

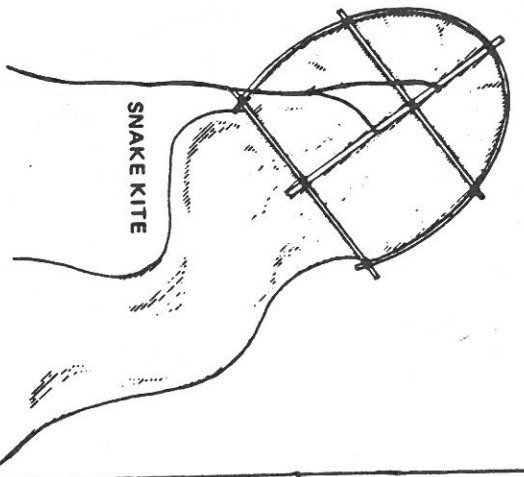
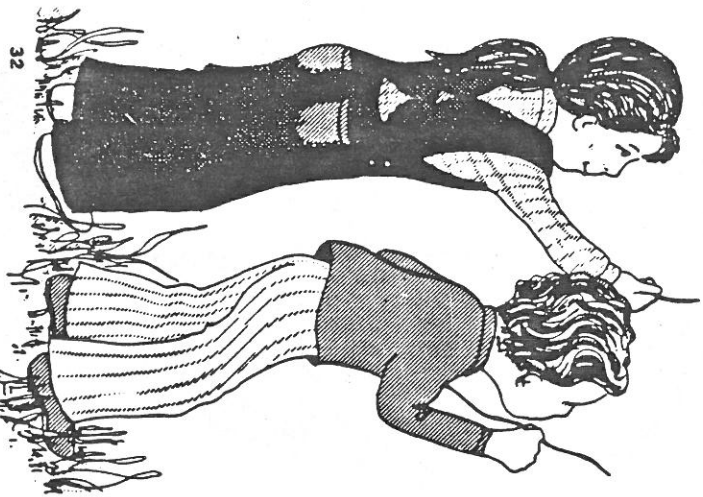




Let's Make Kites

What's Halloween without a good fright, Thanksgiving Day with no appetite, Or New Year's Eve minus midnight? And Spring's not Spring without a kite!

Every child knows that spring begins with the first good kite-flying day!

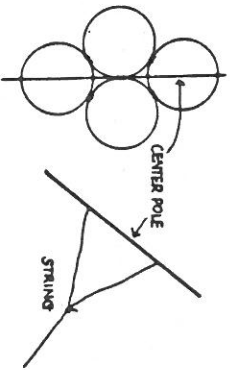


SNAKE KITE

Kite of Circles

You can make a kite of circles from five pieces of very flexible, thin balsa, each about 3 feet long; heavy string or thin wire; a plastic dry cleaner's bag or tissue paper; strips of old cloth; strong but lightweight string (for a flying string); glue.

Bend four balsa strips into circles, and connect the ends together with string or wire. Attach another balsa strip to the back of the circles, as shown.



With dry cleaner's bags or tissue paper cut slightly larger than each circle, cover the front of each circle. Turn under the edges of the covering, and glue in place.

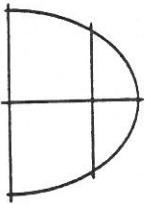
Cut a flying string about 10-15 feet long. Tie one end to the center of a short piece of string, as shown. Tie the ends of the short string to the center

pole on the kite, one end just above the middle of the pole and the other just below the middle. For a kite tail, knot several strips of cloth onto another piece of string, and tie to the bottom of the center pole.

Snake Kite

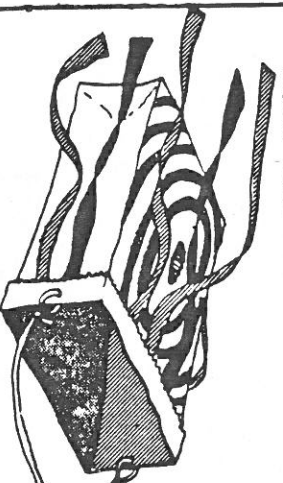
You'll need thin balsa or very thin, flexible dowels or reeds; thin, flexible wire (about 22 gauge) or string; three large plastic dry cleaner's bags; glue.

For the frame for the snake's head, bend a piece of balsa, about 3 feet long,



into the shape shown. Cross two pieces of balsa at the center of the form, and add another piece of balsa to the bottom. To hold the wood in place, wrap thin wire around the wood where two pieces join.

Cut a dry cleaner's bag into a piece slightly larger than the frame. Stretch



PAPER BAG HAND KITE

the plastic across the front of the frame, and poke the tips of the wood through the plastic to hold it in place. Fold the extra plastic around the frame, and glue to the wrong side of the plastic.

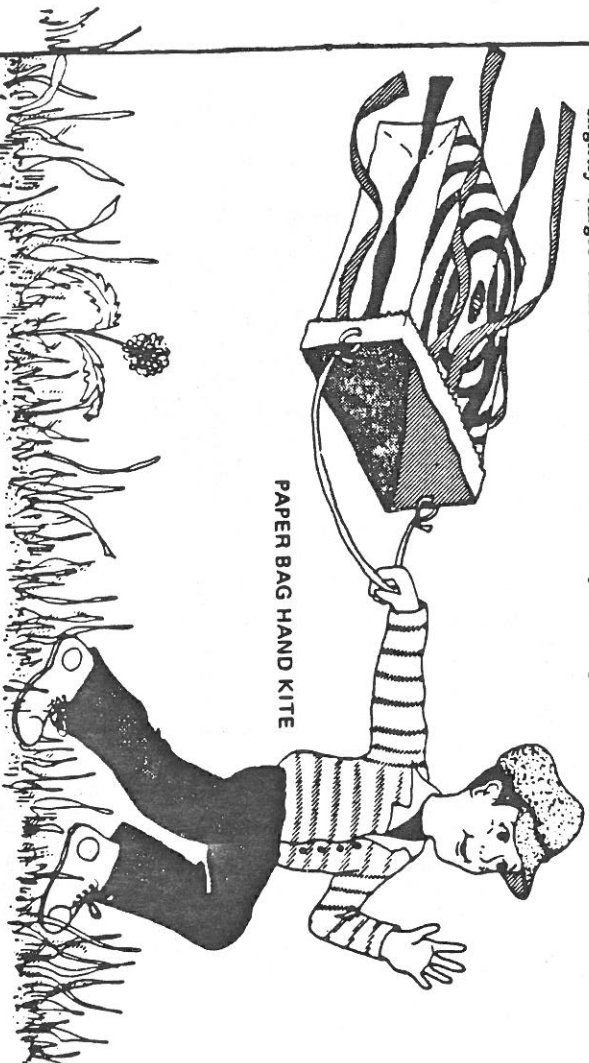
For the snake's body, glue two dry cleaner's bags (flat) end to end, and then glue to the bottom of the snake's head. You might like to taper the end of the snake's tail. For a flying string, follow the same instructions as for the kite of circles. Attach the string to the center pole which runs down the middle of the snake's head.

Paper Bag Hand Kite

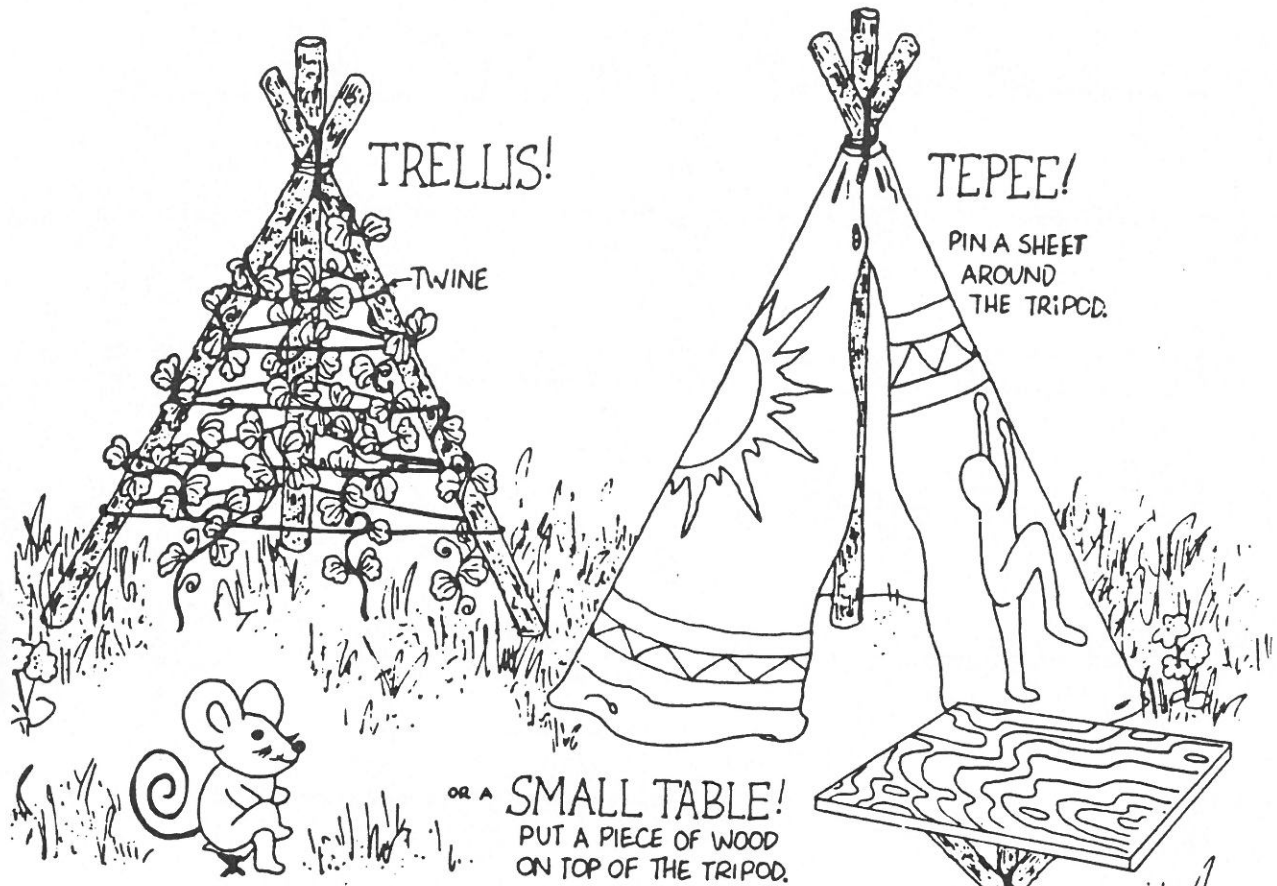
Fold down about 1" of a large grocery bag. Poke one hole on each short side of the bag near the top as pictured. (The holes should go through both the bag and the fold.)

With a piece of string 3 to 5 feet long, form a handle by tying one end of the string through each hole in the bag. Decorate the bag with paints and streamers.

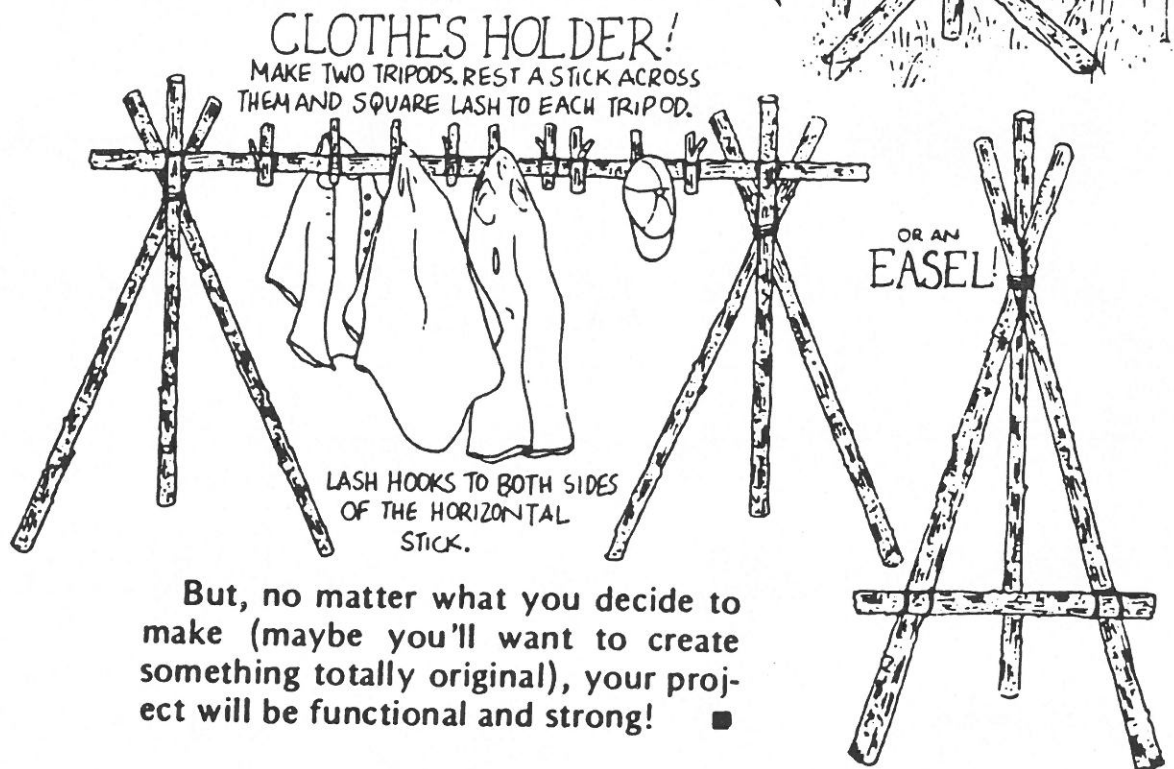
Now go outside with your new spring kite. When the wind comes up, you'll experience "kite might!"



With the tripod lashing technique, you can make a —



Or combine these techniques to make a —

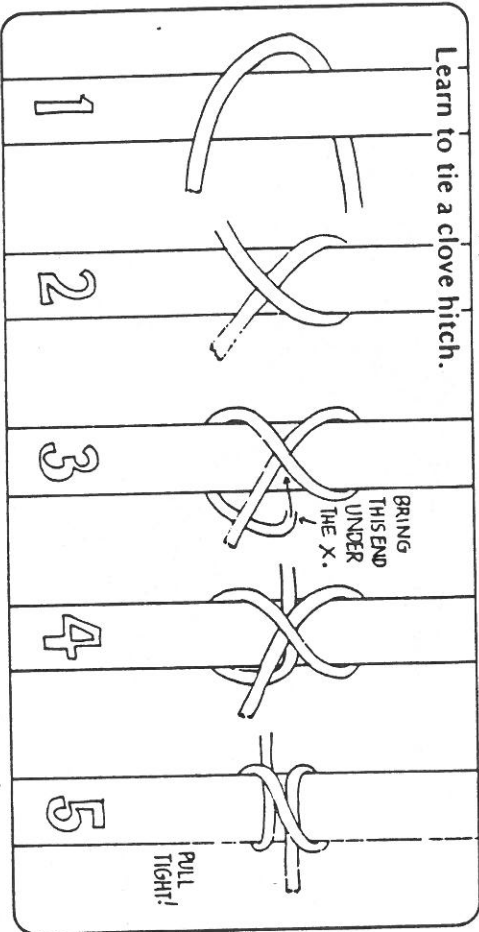


But, no matter what you decide to make (maybe you'll want to create something totally original), your project will be functional and strong! ■

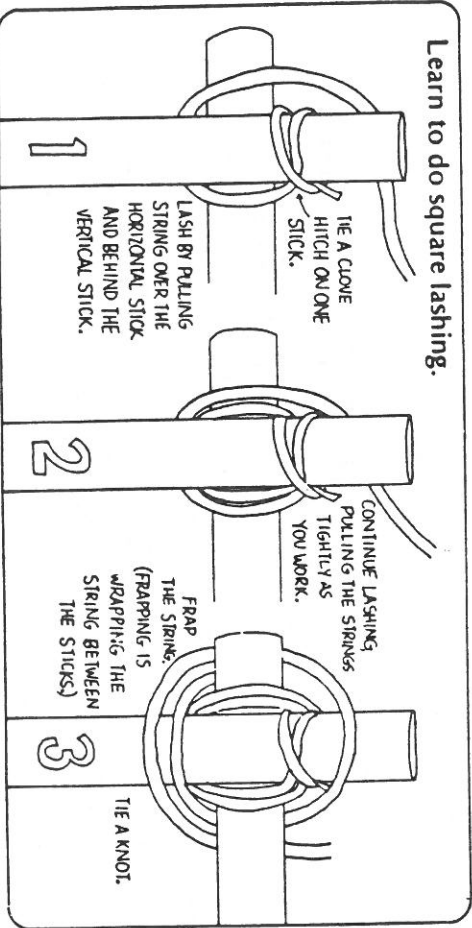
WASHING

Lashing — a way to fasten items together without the use of nails or glue — is easy to do and loads of fun! All you need is string or twine and sticks, branches or twigs.

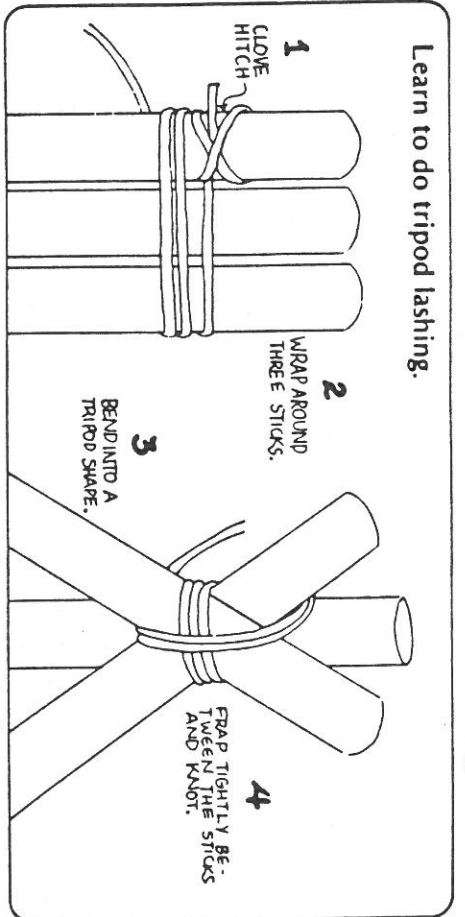
First, you need to learn a few basic techniques:



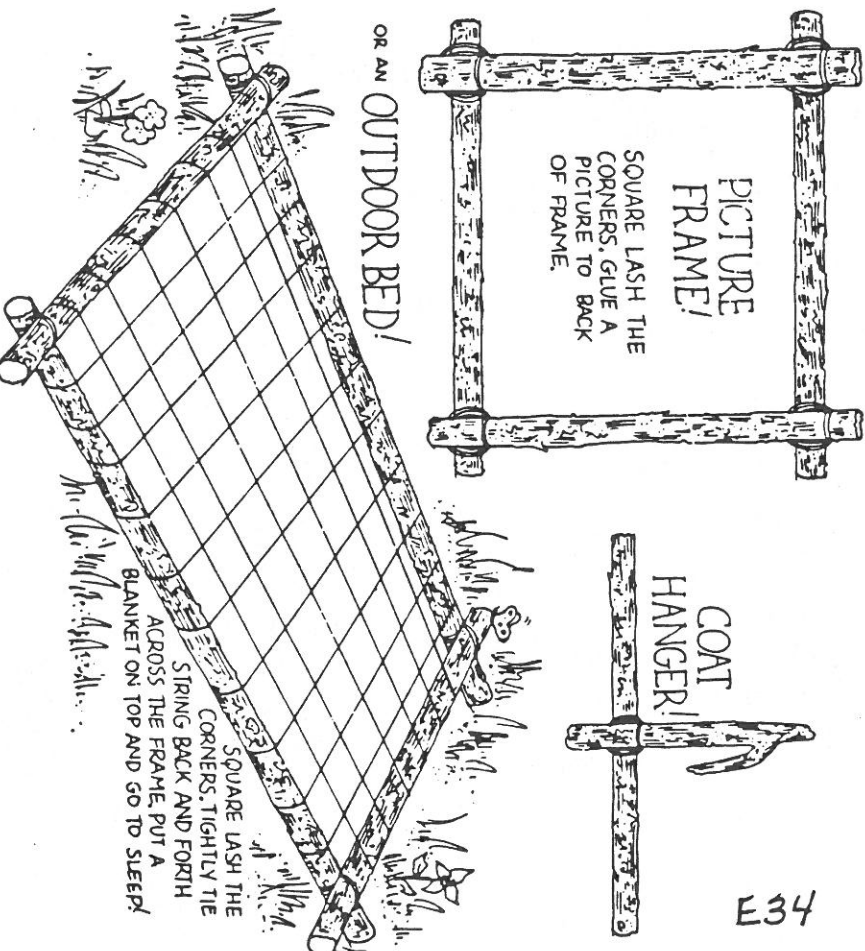
This secures the string to the stick or branch before you begin to lash.



Learn to do tripod lashing.



Now that you have perfected these techniques, it is time to go on to bigger and better things! With the square lashing technique, you can make a rustic-looking —

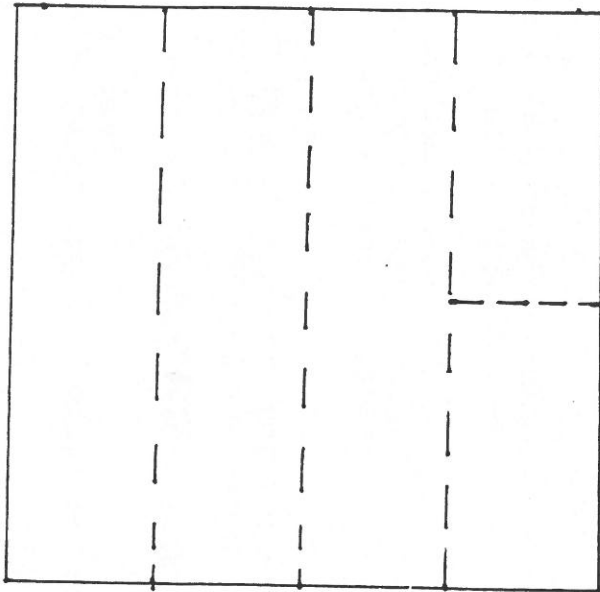


DEN PINEWOOD DERBY

MATERIALS

- 4'X4' CD or BC $\frac{1}{2}$ " Plywood
- 8 - Yardsticks or 1 1/8 X 1/8 Lattice
- 1 - 2X4 1 Foot long
- 20 - 3/8" X 1 1/4" Stove Bolts
- 20 - Washers $\frac{1}{2}$ " Lath nails

Fig.1



- Fig. 1
1. Cut the plywood into 4 equal pieces.
 2. Cut one -1'X4' in half.
(making 2 - 1'X2')
 3. Lay the three 1'X4's end to end
 4. Lay the 1'X2' across joints
 5. Drill $\frac{1}{4}$ " holes in 2" from edge and in the center as shown in figure 2.
 6. Mark two lines 4" in from edge.
 7. Center yardstick, glue, and nail.
 8. Paint-Bolt together support on chair as in Fig. 4.

Fig.2

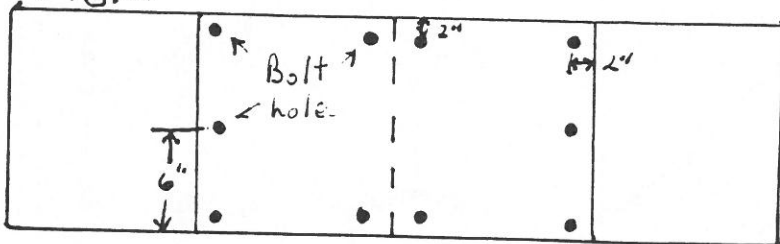


Fig.3

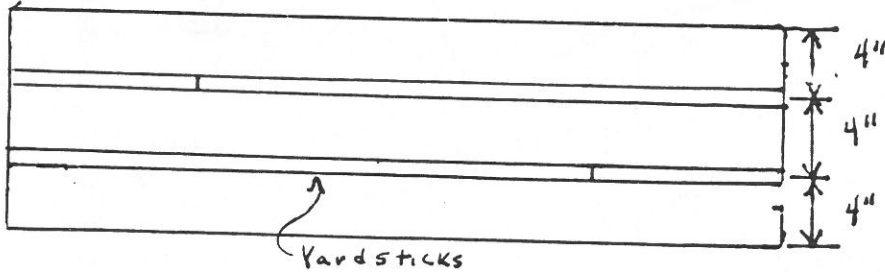
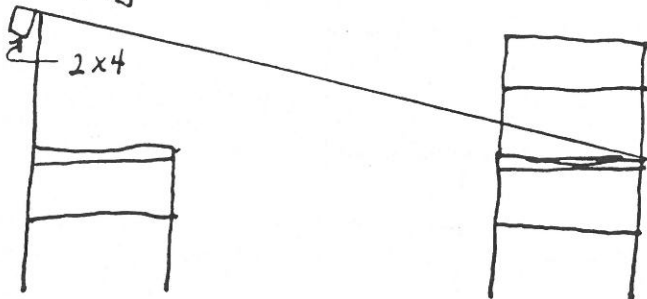


Fig 4

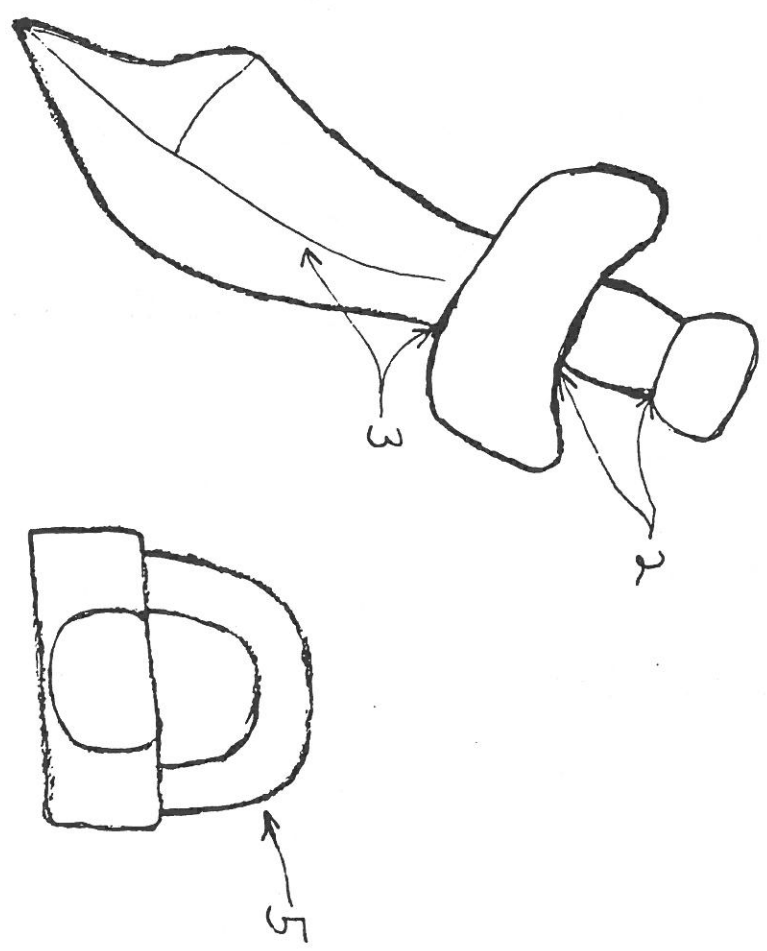


The saber is associated with all pirates. Ours is made of Basswood that can be found at most craft stores.

Supplies: Basswood, Coping Saw, X-Acto knife or pocket, Sandpaper, Paint, and Glue

- 1.) Start by making a pattern of the saber and drawing it on your wood. Cut out with a coping saw.
- 2.) Cut grooves behind hand protector and knob of handle. Carve handle down 1/8" and round out.
- 3.) Cut groove on blade side of saber. Remove layer of wood along edges to form the saber shape.
- 4.) Sand wood, seal, and paint. Handle-Brown, Hand Protector-Black and Blade-Silver.
- 5.) Cut out back, using pattern and glue on.

(If you don't want to use a knife, basswood is soft enough to use a file or sandpaper.)



SOAP SCULPTURES

MATERIALS: Paper, pencil, new bar of soap (the kind that floats is the easiest to carve), butterknife or nail file, newspaper, poster paints, and a medium-size paint brush. (If you want to add some color to your sculpture.)

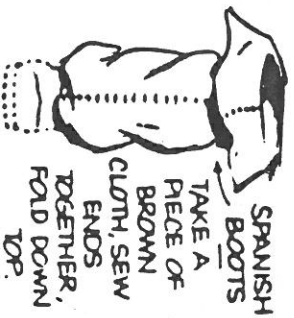
DIRECTIONS:

1. Draw the outline of the bar of soap on tracing paper or typing paper so you'll know how large you can make your drawing. Draw the object you want to carve in the outline, using as much of the soap edge as you can; make up your own or copy pictures from books or magazines. Turn the paper over and, using a pencil, cover the back with shading.
2. Now place the paper, shaded side down, on the soap and trace the drawing onto the soap, pressing sort of hard with the pencil.
3. Spread the newspaper where you're going to be working because carving soap is messy.
4. To start carving, with the tip of the butterknife follow the outline on soap, because as you handle soap the pencil outline may disappear.
5. Don't hold the butterknife the way you hold a pencil. Pretend you're peeling an apple; that way your thumb will naturally brace itself against the side of the soap and you'll have more control over what you're doing.
6. Cut away any large areas of soap that aren't part of your design.
7. Then start giving your sculpture shape by very slowly carving away the soap from the shape. If you think of it that way instead of carving the shape from the soap, you'll find you make fewer mistakes because you have to work more slowly to see what you're doing. (That's the way real sculptors work.)
8. To finish, gently go over the surface with the knife to smooth it. Your sculpture will look like alabaster (a white mineral used to make figurines,) but you can paint it if you wish.

PIRATE COSTUMES and a TREASURE CHEST

PIRATE COSTUMES ARE EASY TO MAKE FROM MATERIAL YOU CAN FIND AROUND THE HOUSE. YOUR NECKERCHIEF OR A COLORED BANDANA FOR THE HEAD SCARF AND WAIST BAND, STRIPED T-SHIRT... OLD PANTS YOU CAN CUT BOTTOMS OFF... AN OLD VEST... USE YOUR INGENUITY (DON'T FORGET FALSE BEARDS AND MUSTACHES.)

MAKE YOUR TREASURE CHEST FROM A CORRUGATED BOX... WOOD STRIPS... ROPE HANDLES, TWO HINGES AND SOME PAINT.



SHOE BUCKLE
RUBBER BAND HOLDS
PIRATE CUTLASS
FLINT LOCK PISTOL

CUT FROM A PIECE OF CARDBOARD... COLOR GOLD

CUT BLADE AND GRIP FROM ONE PIECE OF CARDBOARD. HILT AND GUARD ALSO FROM CARDBOARD... COLOR AS SHOWN, AND RAWROD.

CARRY FROM WOOD... ADD CARDBOARD FLINT LOCK, TRIGGER

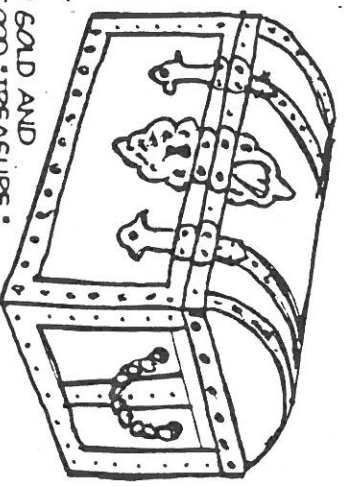
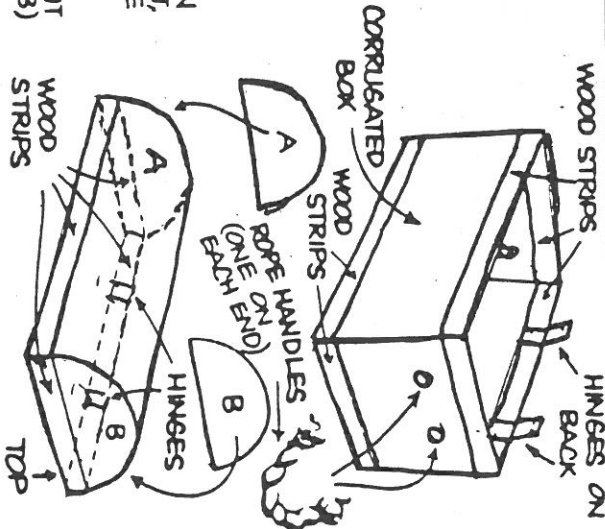
SPANISH BOOTS
TAKE A PIECE OF BROWN CLOTH, SEW ENDS TOGETHER, FOLD DOWN TOP.

THREAD

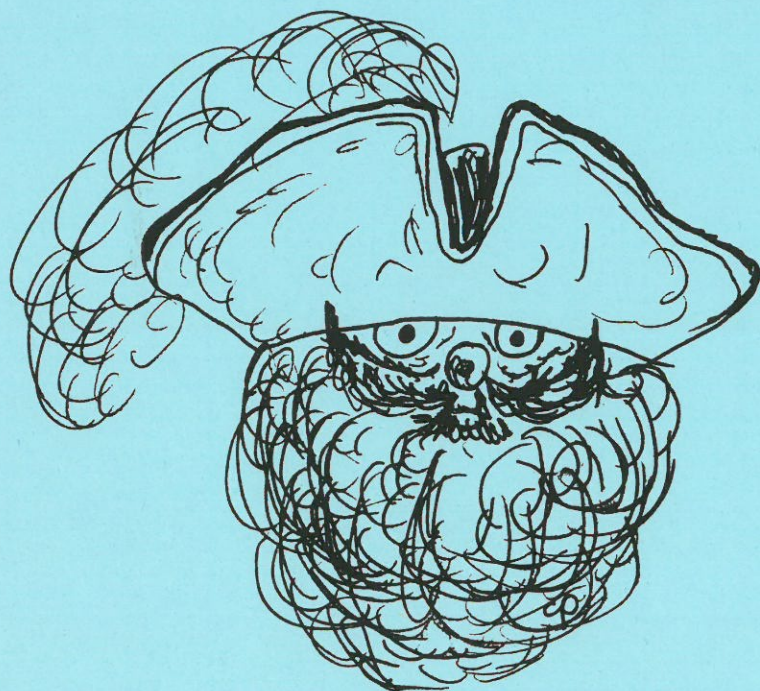
SOAK A PIECE OF CARDBOARD IN WATER. WHEN THOROUGHLY WET, IT CAN EASILY BE CURVED AND FASTENED TO WOOD STRIPS. CUT END PIECES (A-B) FROM HEAVY CARDBOARD OR WOOD. PAINT TO SIMULATE WOODEN CHEST WITH BRASS METAL STRIPS AND LOCK.

PAINT IMITATION TATTOOING ON YOUR ARMS AND PISTOL. BROW PENCIL AND LIPSTICK.

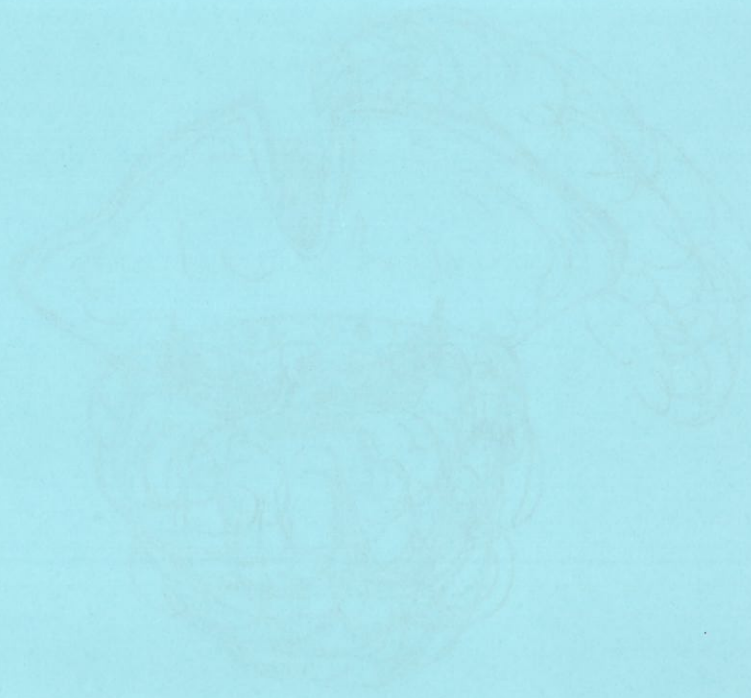
SOME CANDY WRAPPED IN GOLD AND SILVER FOIL WILL MAKE A GOOD "TREASURE."



SONGS,
TRICKS,
AND
PUZZLES



SONGS,
TRIGS,
AND
PRESSES



Hints

- When leading several songs, toss in some everyone knows.
- Be ready with a couple of songs at a moment's notice. It could save a meeting or gathering.
- Stop when they still want more -- don't overkill.
- If the song is long and new, print it on paper or a chalkboard in big letters for all to see. (Mimeographed sheets hinder action songs.)

~~~~~  
REMEMBER: HOW QUIET WOULD THE FOREST BE  
IF ONLY THE BEST SINGER SANG!  
~~~~~

CUB SCOUT SONGS

1. Cub Scouting Spirit

(Tune: I've Got That Joy, Joy,
Joy, Joy)

- a. I've got that Cub Scouting Spirit
Up in my head, up in my head,
Up in my head, up in my head,
I've got that Cub Scouting Spirit,
Up in my head, up in my head to stay.
- b. ...Deep in my heart (3x)
- c. ...Down in my knees (3x)
- d. ...Up in my head, deep in my heart,
down in my knees.
- e. ...All over me (3x)

Actions:

Up in my head -- touch forehead

Deep in my chest -- touch chest

Down in my knees-- touch knees

All over me -- touch all 3 places

2. Cubbing Is Fun

(Tune: Ta Ra Ra Boom De Yay)

If you're feeling all alone,
Not a single friend is home,
Every day the same old thing,
Listen to us as we sing:
Come along, don't be afraid,
Come and join the Cub parade,
Onward, upward we will go,
Wolf, and Bear and Webelos!

Chorus:

To be a Cub is fun,
Something for everyone,
Puppets, and songs, and skits
And games that keep us fit,
A lot of things to do,
We have it all for you;
If fun is what you lack,
Come on and join our Pack!

3. Taps for Cubs

Sun is set; Shadows come.
Time has gone, Cubs must go.
To their homes.

Always true,
To the Promise,
That they made.

4. Cub Scout Camp Song

Once a Cub Scout went to camp
And went to bed without his lamp
And found a Beetle lying in his
bed,
And this is what the poor boy
said:

Beetle, Beetle, go away
I'm afraid you cannot stay.
Remember what the Camp Director
said:
"No two people in one bed."

6. 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.

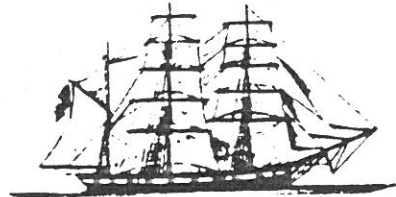
Saved our pennies every meeting,
Bought a lovely Christmas tree,
Trimmed it up to take to our
Den-adopted family.

Bright and early Christmas morning
When they see our shiny toys,
We'll be happy that we share our
Christmas joy with other boys.

5. Christmas Time (Tune: Jingle Bells)

School is out, we won't
pout
Cub Scouts shout "Hip-
Hooray!"
Something special's
coming soon,
And it's Christmas Day!

Wrap the gifts, trim the
tree,
Mind your Mom and Dad.
You'll get presents if
you do,
Boy, won't we be glad!
-- Indian Nations
Council



ACTION SONGS

1. The Grand Old Duke of York

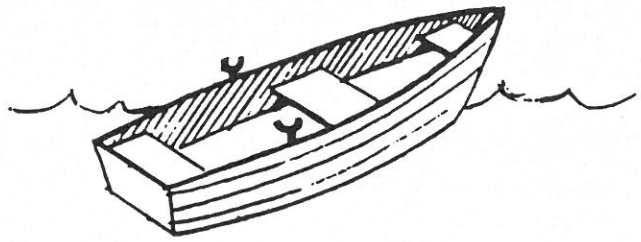
The grand old Duke of York
He had ten thousand men.
He marched them up the hill
And he marched them down again.

And when you're up you're
up,
And when you're down'
you're down.
And when you're only half-
way up,
You're neither up nor
down.

(Actions: stand or sit [crouch] on "up" and "down.")

9. Rolling Over the Billows

Rolling over the billows,
Rolling over the sea,
Rolling over the billows,
And the deep blue sea, Oh--
(Repeat above words.)



It's cheese, it's cheese
It's cheese that makes the mice go round
It's cheese, it's cheese
It's cheese that makes the mice go round
It's cheese that makes the mice go round.

It's mice that makes the cats go round.
It's cats that makes the dogs go round.
It's dogs that makes the boys go round.
It's boys that makes the girls go round.
It's girls that makes the love go round.
It's love that makes the world go round.

ROUNDS

1. Little Tommy Tinker

Little Tommy Tinker
Sat on a klinker
And he began to cry:
"Oh Ma! Oh Ma!"
Poor little innocent guy.

2. Make New Friends

Make new friends,
But keep the old
One is silver,
And the other gold.

3. Old Mother Leary

One dark night when we were
all in bed
Old Mother Leary lit a
lantern in the shed
And when Cow kicked it over
she winked her eye and said
There'll be a hot time in the
old town tonight.
FIRE! FIRE! FIRE!

4. Row, Row, Row Your Boat

Row, row, row your boat
Gently down the stream.
Merrily, merrily,
merrily, merrily,
Life is but a dream.
(Can be sung as a round or
leave the last word off
each time it is sung.)



5. America

America, America
Let me tell you how I feel
You have given me many
treasures.
I love you so.

2. My Hat It Has 3 Corners

My hat it has three corners,
Three corners has my hat,
And had it not three corners,
It would not be my hat.

(Repeat with actions,
leaving off the words "my,"
"hat," "three," and "corners"
on successive verses.)

4. If You're Happy and You Know It

If you're happy and you know it,
clap your hands (clap, clap).
If you're happy and you know it,
clap your hands (clap, clap).
If you're happy and you know it
and you really want to show it
If you're happy and you know it
clap your hands (clap, clap).

5. The More We Get Together

The more we get together,
together, together,
The more we get together,
the happier we'll be.
For your friends are my friends,
And my friends are your friends,
The more we get together,
The happier we'll be.

7. One Finger, One Thumb

- a. One finger, one thumb
keep moving
(Sing 3 times)
And we'll all be happy
again.
- b. 1 finger, 1 thumb, 1 hand
keep moving, etc.
- c. Add: 2 hands

8. Hokey Pokey

You put your right hand in,
You put your right hand out.
You put your right hand in
And then you shake it all about.
You do the Hokey Pokey
And you turn yourself around.
That's what it's all about.

3. Do Your Ears Hang Low?

Do your ears hang low?
Do they wobble to and fro?
Can you tie them in a knot?
Can you tie them in a bow?
Can you sling 'em over your
shoulder
Like a Continental soldier?
Do your ears hang low?

- b. ...Stamp your feet
- c. ...Shout hooray
- d. ...Wear a grin
- e. ...Do all four

6. Head, Shoulders, Knees and Toes

Head, Shoulders, Knees and
Toes, Knees and Toes.
Head, Shoulders, Knees and
Toes, Knees and Toes.
And Eyes and Ears and
Mouth and Nose.
Head, Shoulders, Knees and
Toes, Knees and Toes.
(Actions: Touch parts.)

- d. Add: One arm
- e. Add: Two arms
- f. Add: One leg
- g. Add: Two legs
- h. Add: Stand up, sit down

Repeat using:
Left arm
Hips
Legs
Whole self
Etc.

QUIET SONGS

1. Kum Ba Yah

Kum ba yah, my Lord, kum ba yah.
Kum ba yah, my Lord, kum ba yah.
Kum ba yah, my Lord, kum ba yah.
Oh, Lord, kum ba yah.

b-Someone's crying, Lord, kum ba yah.
c-Someone's praying, Lord,....
d-Someone's singing, Lord,....
e-Come by here, my Lord,....

2. Taps

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

3. Hawaiian Unity Song

We are drops (repeat)
Of one ocean (repeat)
We are pearls (repeat)
Of one sea (repeat)
Come and join us (repeat)
(Everyone:)
In our quest for unity
It's the way of truth for
you and me.

(Verse 2)
We are flowers (repeat)
Of one garden (repeat)
We are leaves (repeat)
Of one tree (repeat)
Come and join us (repeat)
(Finish as verse 1:)
In our quest, . etc.

(Verse 3)
All the Earth (repeat)
Is one country. (repeat)
Man is One (repeat)
Can't you see? (repeat)
Come and join us (repeat)
In our quest, etc.

4. This Land

Chorus:

This land is your land,
This land is my land,
From California
To the New York Island,
From the redwood forest
To the gulf stream waters,
This land was made for
you and me.

b. I roamed and rambled,
And I followed my footsteps
To the sparkling sands of
Her diamond deserts.
And all around me
A voice was sounding
This land was made for
you and me.

a. As I was walking
that ribbon of highway
I saw above me
That endless skyway
I saw below me
That golden valley
This land was made
for you and me.
(Sing chorus after verses.)

c. When the sun came shining
And I was strolling,
And the wheat fields waving,
And the dust clouds rolling,
A voice was chanting
As the fog was lifting,
This land was made
for you and me.

5. Each Campfire Lights Anew

Each campfire lights anew
The flames of friendship
true
The joy we've had in knowing
you
Will last our whole life
through.



And as the embers die away
We wish that we might ever
stay.
But since we cannot have
our way
We'll come again some other
day.

6. Day is Done

(Chorus)
And if you take my hand
my son,
All will be well when
the day is done.
And if you take my hand
my son,
All will be well when
the day is done.

Do you ask why I'm sighing
my son?
You shall inherit what man-
kind has done.
In a world filled with
sorrow and woe.
If you ask me why this is
so
Do you think I don't know?
(Chorus)

a. Tell me why you are crying
my son
I know you're frightened
like everyone,
Is it the thunder in the
distance you fear?
Will it help if I stay
Very near? I'm here.
(Chorus)

c. Tell me why you're smiling
my son,
Is there a secret you can
tell everyone?
Do you know more than men
that are wise,
Can you see what all men must
disguise
Through your loving eyes?
(Chorus)

FUN SONGS

1. Pink Pajamas

(Tune: Battle Hymn of
the Republic)
I wear my pink pajamas in the
summer when it's hot.
I wear my flannel nightie
in the winter when it's not.
And sometimes in the springtime
And sometimes in the fall
I jump right in between the
sheets
With nothing on at all.

Oh! Glory, glory
Hallelujah!
Glory, glory, what's
it to ya?
Balmy breezes blowin'
through ya
With nothing on at all!

2. Granny's In the Cellar

Granny's in the cellar,
Lordy can't you smell her
Making biscuits on a hot
and dirty stove?

Her eyes are full of matter
That keeps dripping in the
batter,
And she whistles as a (sniff)
runs down her nose.

Down her nose, down her nose, and
She whistles as a (sniff) runs down her nose!

7. Smile Song

(Tune: Battle Hymn of the Republic)

a--It isn't any trouble just to S M I L E.

It isn't any trouble just to S M I L E.

Just smile when you're in trouble, it will vanish
like a bubble,

If you only take the trouble just to S M I L E.

b--...G R I N grin....

c--...G I G G L E....



MULTI-VERSE SONGS

1. The Cat Came Back

Old Mr. Johnson
Had troubles of his own
He had a yellow cat
That wouldn't leave his home.
He tried and he tried
To send that cat away,
He gave it to a man
Going far, far away.

Chorus:
But the cat came back the
very next day,
Oh yes the cat came back,
They thought he was a
goner,
But the cat came back,
It just wouldn't stay
away, away, away, away!

The man around the corner swore he'd kill the cat on sight,
He loaded up his shot gun with nails and dynamite.
He waited and he waited for the cat to come around,
Ninety-seven pieces of that man was all they found.
(Chorus)

He gave it to a little boy with a dollar note,
Told him for to take it up the river in a boat;
They tied a rope around his neck, it must have weighed a
pound

Now they drag the river for the little boy that's
drowned.

(Chorus)

He gave it to a man going up in a balloon,
He told him for to take it to the man in the moon,
The balloon came down about ninety miles away,
Where he is now they dare not say.

(Chorus)

He gave it to a man going way out West,
Told him for to take it to the one he loved the best,
First the train hit the curve, then it jumped the rail,
Not a soul was left behind to tell the gruesome tale.
(Chorus)

Away across the ocean they did send that cat at last,
Vessel only out one day, and taking water fast.
People all began to pray, the boat began to toss,
A great big gust of wind came by ... and every soul was lost.
(Chorus)

3. The Little Skunk

Oh I stuck my head in a
little skunk's hole
And the little skunk said
"Well bless my soul.
Take it out! Take it out!
Take it out! Remove it!"

Oh I wouldn't take it out,
so the little skunk said,
"If you don't take it out,
You'll wish you had;
Take it out! Take it out!
Take it out! Whishshshsh!"

I removed it -- TOO LATE!

4. Bill Grogan's Goat

Bill Grogan's goat
was feeling fine,
Ate three red shirts
from off the line.
Bill took a stick,
gave him a whack,
And tied him to
the railroad track.

The whistle blew,
The train drew nigh.
Bill Grogan's goat
was doomed to die.
He gave three moans
of mortal pain,
Coughed up the shirts
and flagged the train.

5. The Tongue Twister Song

(Tune: Battle Hymn of the Republic)
As one warm worm wiggled up the walk
The other warm worm wiggled down. (4)
Glory, glory how peculiar!
Glory, glory how peculiar!
Glory, glory how peculiar!
As one warm worm wiggled up the walk
The other warm worm wiggled down.

b--As one sly snake slid up the slide
The other sly snake slid down.
c--As one pink porpoise popped up the
pole
The other pink porpoise popped down.
d--As one foam flinger flung floods
of foam
The other foam flinger flung figs.

e--As one flea fly
flew up the
flue
The other flea
fly flew down.
f--As one blue
beetle was
bleeding blue
The other blue
beetle bled
black.

6. The Bear Song

(Repeat each if the 4 sections of verse, then entire verse.)
1-The other day I met a bear
Out in the woods, away out there.
2-He looked at me, I looked at him.
He sized up me, I sized up him.
3-He said to me, why don't you run?
I see you ain't got any gun.
4-And so I ran away from there,
But right behind me was that bear.
5-Ahead of me I saw a tree,
A great big tree, o glory be!
6-The lowest branch was 10 feet up.
I'd have to jump and trust to luck.
7-And so I jumped into the air,
But I missed that branch away up there.

8-Now don't you
fret, and don't
you frown,
I caught that
branch on the
way back down.
9-That's all there
is, there ain't
no more
Unless I meet
that bear once
more!

2. Dem Bones

The Lord he thought he'd
make a man.
(All) Dem bones gonna
rise again.
So he took a little water
and he took a little sand.
(All) Dem bones gonna
rise again.

Chorus:
I knowed it, knowed it
Indeed I knowed it Brother.
I knowed it Whee!
DEM BONES GONNA RISE AGAIN!

b--Thought he'd make a woman too
Didn't quite know what to do
c--So he took a rib from Adam's side
And made Miss Eve to be his bride.
d--He put them in a garden fair
He thought they'd be contented there.
e--Well peaches, pears, and plums and such
But of that tree you mustn't touch.
f--Well 'round that tree old Satan slunk
And at Miss Eve his eye he wunk
g--Eve, dem apples look mighty fine
Just take one, the Lord won't mind.
h--So she took a little pick and she took a little pull
And then she filled her fig leaf full.
i--And then she gave Adam a little slice.
He smacked his lips and said, "'Twas nice."
j--Well the next day when the Lord came down
He spied dem apple cores layin' on the ground.
k--"Adam! Adam! Where art thou?"
"Here I is Lord; I's a comin'now."
l--"Adam, who dem apple cores done leave?"
"I don't know, Lord, must've been Eve."
m--"Adam, you must leave this place
And earn your bread by the sweat of your face."
n--So He gave 'em a pick and He gave 'em a plow;
That's why we're all workin' now.
o--Well of this tale there ain't no more.
Eve got the apple and Adam got the core!



3. She'll Be Comin' 'Round the Mountain

She'll be comin' round the mountain when she comes(toot,toot)
She'll be comin' round the mountain when she comes(toot,toot)
She'll be comin' round the mountain,
She'll be comin' round the mountain,
She'll be comin' round the mountain when she comes.

a--She'll be driving 6 white horses ...(whoa back)
b--Oh we'll all go out to meet her ...(Hi babe)
c--Oh, we'll kill the old red rooster when ... (hack, hack)
d--Oh, we'll have chicken and dumplings...(yum, yum)
e--She'll be wearing long red flannel...(scratch, scratch)
f--Oh, she'll have to sleep with Grandma...(snore,snore)

4. Boom! Boom! Ain't It Great to Be Crazy?

Chorus: Boom, boom, ain't it great to be crazy?
Boom, boom, ain't it great to be crazy?
Silly as a fool the whole day through,
Boom, boom, ain't it great to be crazy?



Way down South where bananas grow
A fly stepped on an elephant's toe,
The elephant said with tears in his eyes,
Why don't you pick on someone your own size? (Chorus)

Grandpa Moses shot a skunk,
Grandma Moses fried a hunk,
Baby Moses ate a chunk,
And holy Moses how they stunk! (Chorus)

Ely, Ely, he sells socks,
A dollar a pair, a nickel a box;
The longer you wear 'em the shorter they get,
You put 'em in the water and they don't get wet! (Chorus)

I know a guy by the name of Bill
He lives in a cave on the side of a hill;
He never washes and he never will,
So come on guys, let's spit on Bill! (Chorus)

Two guys by the name of Bill and Mike
Tried to get to heaven on the tail of a kite;
The kite string broke and down they fell,
One went to Harvard and the other went to Yale! (Chorus)

5. Sippin' Cider

1-The prettiest girl (repeat)
I ever saw (repeat)
Was sippin' Ci- (repeat)
Der through a straw(repeat)
(Repeat all 4 lines)

5-And all at once
That straw did slip
And I sipped Ci-
der through her lips.

2-I said to her
What you doin' that fer
A-sippin' Ci-
Der through a straw?

6-That's how I got
My mother in law
From sippin' Ci-
Der through a straw.

3-She said to me
It's fun to be
A-sippin' Ci-
Der through a straw.

7-Now forty-nine kids
All call me "Pa"
From sippin' Ci-
Der through a straw.

4-So cheek to cheek
And jaw to jaw
We both sipped Ci-
Der through a straw.

8-The moral of
This story is
Do not sip Cider,
SIP A COKE!

FOLLOW AKELA

Written by Jim Fulton of Quivira Council

(tune; Waltzing Matilida)

Oh, a young boy was all alone, though he was but eight years old,
Follow Akela, my young man, with me---
So he turned to Akela and joined his friends in Blue and Gold
Follow Akela, my young man with me.

Chorus;

Follow Akela, follow Akela, Follow Akela, my Cub Scout, with me.
And we'll sing, and we'll work, and we will have a lot of fun,
Follow Akela, my Cub Scout, with me.

Oh, there once was a Cub Scout, doing what the Bobcats do--
Follow Akela, my Cub Scout, with me--
When he promised to help the pack, he learned that they would help
him too.
Follow Akela, my Cub Scout with me.

Chorus;

Oh, there once was a Cub Scout, following the Wolf Cub trail--
Follow Akela, my Cub Scout, with me.
With the help of Akela, he knew that he could never fail.
Follow Akela, my Cub Scout, with me.

Chorus.

Oh, there once was a Cub Scout, hiking on the Bear Cub track--
Follow Akela, my Cub Scout, with me--
He learned pride in his country, in his God, and in his Pack.
Follow Akela, my Cub Scout, with me.

Chorus:

Oh, there once was a Cub Scout, a Webelos with colors bright--
Follow Akela, my Cub Scout, with me--
In his eyes and in his heart shone the fire of the Arrow of Light.
Follow Akela, my Cub Scout, with me.

Chorus;

Oh, the Cub Scout is gone now, gone the scarf of blue and gold--
Follow Akela, my Cub Scout, with me,
For he's grown to be a Boy Scout, a Den Chief for boys not so old.
Follow Akela, my Cub Scout, with me.

Chorus: Repeat slowly.

The Eskimo Song

This is an action song, The leader tells the story, and the audience goes through the motions and repeats the words.

Leader: This is a story of a great Eskimo hunter as he hunts the Walrus, out on the ice flow. As he looks for the walrus he shades his eyes in a very special way, with back of his hand. Repeat the words threetimes as he scans the horizon,

Ah ta cola Mis-a-wau-kee
Ah ta cola Mis-a-wau-kee
Ah to cola Mis-a-wau-kee

Chorus;

Akie Takie Umba
Akie Takie Umba
A-little I-little O-little Hey

Motions for the Chorus, Fold arms in front of you, and move arms in a rocking motion, as if paddling your kayak.

Leader: Hunter sees the Walrus and points at him, while still shading eyes as before, and repeat the same words as you go through the motions three times.
Repeat chorus, and motion that go with it.

Next verse: Hunter shoots the walrus , motions, Point as if with a gun, repeat same words, as before , then repeat Chorus.

Next verse: Load the walrus on kayak, with lifting motion while repeating words,
Chorus,

Next verse: The hunter returns to village, where the villagers are glad to see him and wave to him, Wave with arm fully extended above your head, moving only your fingers while repeating the verse.
Chorus.

Next verse: His wife runs out to greet him and kiss him. Motions; Hold arms out to hug a rather large women and rub noses as you repeat the verse.

Chorus.

Deep Sea Diver Applause

"Blubb, blubb, blubb!"

Riddle

How do you write to a fish?
Just drop him a line.

The Seamen Sailed Out to Sea
(Tune: "The Bear Went Over the Mountain")

The Seamen sailed out to sea,
"
"

To see what they could see.
"
"

The seamen sailed out to sea,
To see what they could see.

Sea is all they saw, (3 times)
See, all they saw was sea.

The sea surged over the seamen,
(3 times)

So all they saw was sea. (3 times)
Since the sea surged over the
seamen,
All they saw was sea.

I saw seamen (3 times)
See sawing on the sea.

See sawing on the sea (3 times)
Sea sick seamen (3 times)
We saw the sea sick seamen,
See sawing on the sea.

Sea sick seamen (3 times)
So now it's sea sick me!

Riddle

What is the best way to catch a
fish?
Have someone throw it to you!

Water Cheer

"How, how, how! Water, water,
water! Glug, glug, glug!"

Buccaneer Applause

, ho, ho, and a bottle of Coke!"

There's a Hole in the Bottom of the Sea

There's a hole in the bottom of the sea
(2 times)
There's a hole, there's a hole,
There's a hole in the bottom of the sea.

There's a log in the hole in the
bottom of the sea, (2 times)
There's a log, there's a log,
There's a log in the hole in the
bottom of the sea.

(keep adding items...)

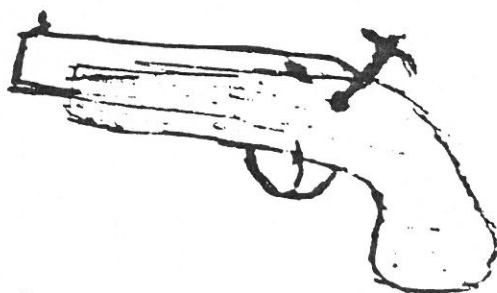
- 3....knot on the log...
- 4....frog on the knot...
- 5....head on the frog...
- 6....eye in the head...
- 7....stye in the eye...
- 8....hair in the stye...
- 9....kink in the hair...
- 10....germ on the kink...

Sailing

Y' heave ho! my lads, the wind blows
free,
A pleasant gale is on our lee;
And soon across the ocean clear
Our gallant bark shall bravely steer;
But ere we part from England's shores
tonight
A song we'll sing for home and beauty
bright..
Then here's to the sailor, and here's
to the heart so true
Who will think of him upon the waters
blue!

Chorus

Sailing, sailing, over the bounding
main,
For many a stormy wind shall blow
Ere Jack comes home again.
Sailing, sailing, over the bounding
main,
For many a stormy wind shall blow
Ere Jack comes home again.



AFTERIMAGES

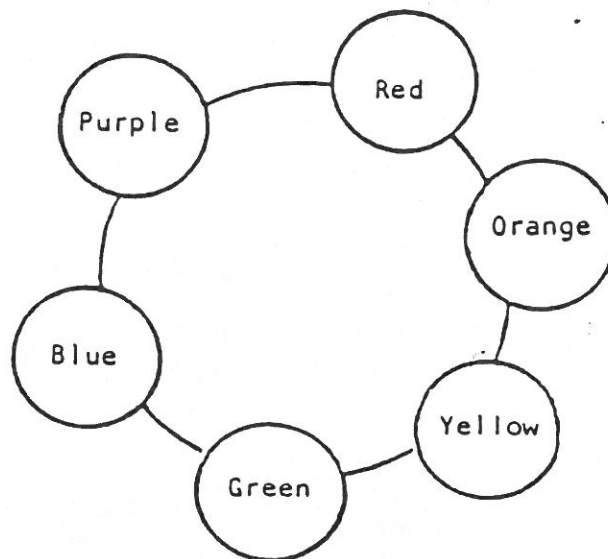
Eyes are funny things and can sometimes fool you. Get some pieces of BRIGHTLY colored paper. Use red, green, blue, yellow, orange and violet. Cut 3" circles from the colored sheets. Have a sheet of black and gray paper, too.

Go outdoors in the bright sunlight or sit under a bright lamp indoors. Put the red circle on the black paper and look at it steadily for at least thirty seconds. Do not move the eyes from the paper. Sometimes the experiment works better by shutting one eye. Now take the red circle away and continue looking steadily at the black background. There will still be a circle on it ... but the color will be green, not red!

Try the experiment again with a gray instead of a black background. The gray will also appear to be green. Turning off the light or moving into shadow sometimes increases the effect.

Try again with a green circle; the afterimage will be red. Use blue, and the afterimage will be orange. (Orange - blue, yellow - violet, violet - yellow)

Many of the beautiful effects in paintings come from the action of afterimages. Afterimages come from "retinal fatigue". The eye can get tired from looking at just red. So, when the red is taken away, the retina of the eye tries to see just the opposite, or complementary color. Look at the circle below and determine the afterimage or complementary color to red-orange. What about blue-green?



THE AMATEUR

(Tune: I Whistle a Happy Tune)

Whenever I sing or dance,
I hold my head up high,
And never become unglued
When people say that I am a ham!

While juggling balls and rings;
You ought to see me pose,
The audience watches me,
And everybody knows I'm a ham!

Though I'll not make the big time.
I never will be done,
I'll keep going on the stage,
I'm having so much fun!

My family keeps their cool,
They take it all in stride,
You'll never hear them complain,
Cause they know, deep inside I'm a
ham!

ARTIST

(Tune: Row, Row, Row Your Boat)

Paint, paint, paint your best
All that you can see
Happily, happily, happily, happily
You are what you can be.



RIDDLES

RIDDLES

1. What do you do with donut holes?
(use them to stuff macaroni)
2. How many peas are there in a pint?
(one P in pint)
3. Why do carpenters believe there is no such thing as glass?
(because they never saw it)
4. How do you keep a bull from charging?
(take away his credit cards)
5. Where does an elephant sleep?
(anywhere he wants to)
6. What is it that anteaters have that no other animal has?
(baby anteaters)
7. Why are rabbits the luckiest animals in the world?
(they have 4 rabbit feet)
8. When are people like bears?
(when they go barefoot)
9. How can you divide 7 apples among 3 adults and 6 children?
(make applesauce)
10. How do you keep cool at a ball game?
(sit by a fan)

ICEBREAKER

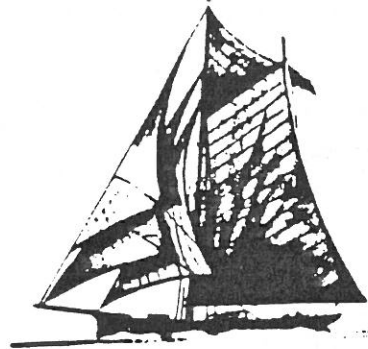
1. If you ever saw a cow jump over the moon, write V in spaces 2, 3, 18, & 19. If not, write L in these spaces.
2. If X comes before H in the alphabet, write Z in space 16. If it comes after H write W in the space.
3. If 31,467 is more than 12 dozen, write G in spaces 8 & 12.
4. If you like candy better than mosquitoes, indicate with an O in spaces 13 & 14. If, not better consult a psychiatrist at once.
5. Closing one eye and without counting on your fingers, write the fifth letter of the alphabet in space 11.
6. If Shakespeare wrote "Twinkle, Twinkle, Little Star" put O in spaces 9 & 17. If not, put an I in those spaces.
7. If black and white are opposites, write V in space 10. If they are the same color write nothing.
8. If 16 quarts make one pint, draw an elephant in space 7. Otherwise, write S in that space.
9. If summer is warmer than winter, put a U in space 5, and add an A in space 1.
10. If you think this is foolish, write the third, second, and fourth letters of the alphabet in spaces 4, 6, & 15 respectively. Now read the message—it should make sense!!!!

1. __ 2. __ 3. __ 4. __ 5. __ 6. __ 7. __
8. __ 9. __ 10. __ 11. __
12. __ 13. __ 14. __ 15. __ 16. __ 17. __
18. __ 19. __



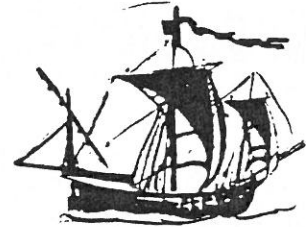
Provide each person with a copy of the following list, with instructions to find someone in the room who answers each of the descriptions. That person signs the proper space.

- Someone who wears size 10½ shoe
- Someone with your same color of eyes
- Someone who was born in December
- Someone wearing brown socks
- Someone who has been to Camp Minneyata
- Someone with a pre-school age child
- Someone who has a Cub Scout as a boy
- Someone who has been to Philmont
- Someone who has a Girl Scout
- Someone who lived in another country



Pirate Scramble

1. Seljwe
2. iphs
3. nalpk
4. otol
5. rivlse
6. nancno
7. kmeuts
8. tarpor
9. cska
10. haronc



Definitions:

1. Hasn't got one to stand on
2. Drop dead
3. Imitator
4. Hiding place
5. Plan or chart
6. Baseball team
7. Prize
8. Football team
9. Part of head - cost \$1.00
10. Baby Shoes
11. Mickey Mouse's Enemy

WORD SEARCH

1. Treasure
2. Map
3. Pirate
4. Dagger
5. Gold
6. Swag
7. Booty
8. Spy Glass
9. Crows Nest
10. Eye Patch
11. Pistol
12. Ball
13. Crossbow

G E Y E P A T C H
I T D A G G E R Y
L O T S I P E O O
R A B O O T Y W B
G O L L A B D S S
A M C R D L Q N S
W A I M O K K E O
S P Y G L A S S R
E R U S A E R T C

FAMOUS PIRATES

| | |
|---------------------------|-------------------|
| Mary Read | Sir Francis Drake |
| Henry Morgan | Sir John Hawkins |
| Captain William Kidd | Edward Mansfield |
| (Privateer) | Jaques Nav |
| Edward Teach (Blackbeard) | |
| Stede Bonnet | Jean Lafitte |

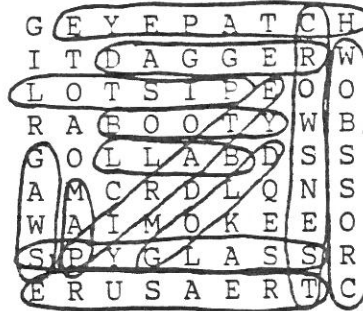
FICTIONAL PIRATES - Peg-Leg Pete and Captain Hook

ANSWERS

PIRATE SCRAMBLE

1. Jewels
2. Ship
3. Plank
4. Loot
5. Silver
6. Cannon
7. Musket
8. Parrot
9. Sack
10. Anchor

WORD SEARCH



DEFINITIONS

1. Peg Leg
2. Walk the Plank
3. Parrot
4. Cove
5. Map
6. Pirates
7. Captured Ship
8. Vikings
9. Buccaneer
10. Booty
11. Peg-Leg Pete

PIRATE TRIVIA

1. Musket, pistol, bayonet, breechloader, muzzel loader, flintlock
2. Spyglass
3. Dagger, knife
4. Vessel, ship, brigantine
5. Cat o'nine
6. Sword, cutlass, broad sword, scabbard, rapier
7. Cannon, gun powder, powder keg, shot, ball
8. Crossbow
9. Blackjack
10. Mace
11. Prize, loot, booty, swag, spoils, jewels, gold, silver, coin, pistol, plunder
12. Corsair, pirate, privateer, freebooter, buccaneer, Viking
13. Action: Prey, pillage, volley, fire, foray, crossfire

GAME-HUNT

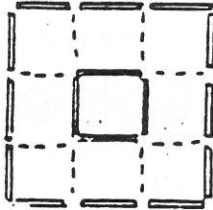
Clues are left around -either by word or math ending "where words are defined" -- there in the dictionary is a card with the word TREASURE under Treasure.

PUZZLES
(ANSWERS)

1. A triangle with four coins on each side.

3. $11=111-11$

4. If the eight matches shown by dotted lines are removed, only two squares are left.

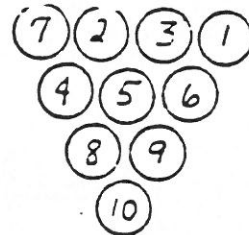


6. To trace this figure, start at one of the corners of the center square that is also an end of the diagonal. These points have an odd number of lines coming from them, and, since there are only two such, you can traverse the entire network

2.

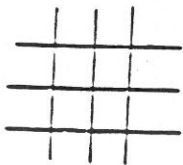
| | | |
|---|---|---|
| 8 | 1 | 6 |
| 3 | 5 | 7 |
| 4 | 9 | 2 |

5. Move the 7, 1 and 10 like this:



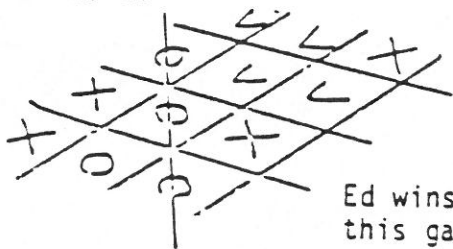
7. Move one of the outside coins.

Three-Man Tick-Tack-Toe



Draw three horizontal and three diagonal lines

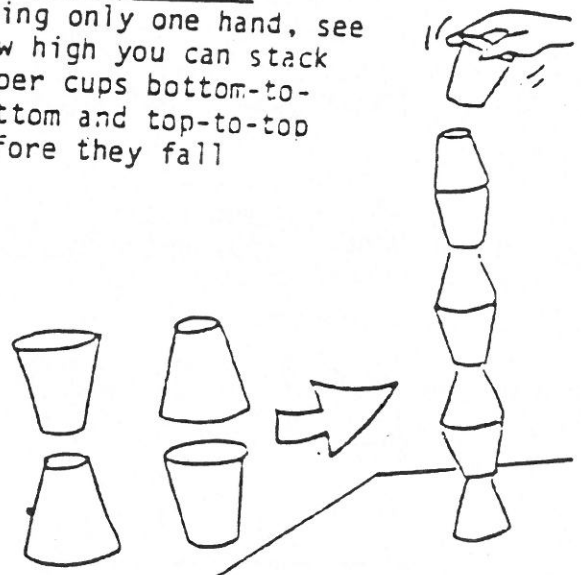
Ed makes circles
Jim makes checks
Bill makes Xs



Ed wins this game

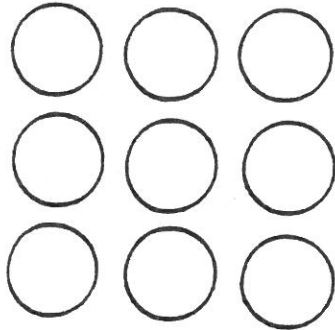
Tower of Cups

Using only one hand, see how high you can stack paper cups bottom-to-bottom and top-to-top before they fall

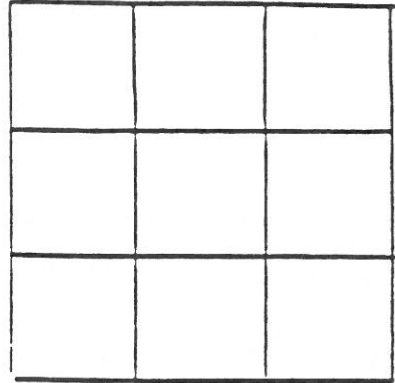


PUZZLES

1. Rearrange these nine coins to form rows of four coins to the row.



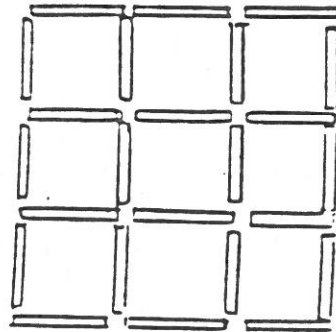
2. Place the numbers 1 through 9 in the squares below so that every row, column and diagonal gives the same sum.



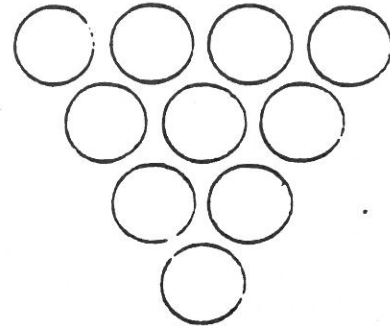
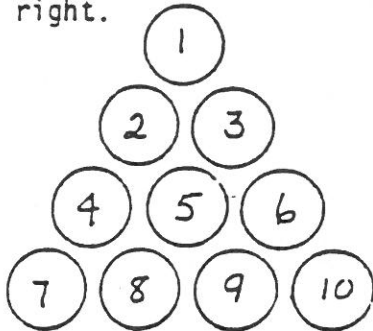
3. Move just one match and change this to an acceptable mathematical statement



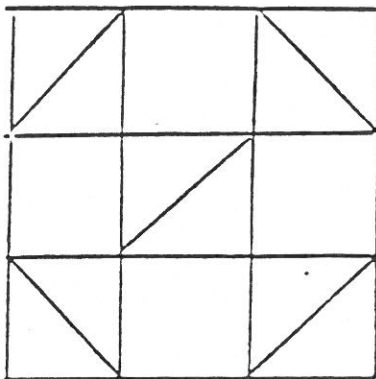
4. Take away eight matches so there are only two squares left.



5. Move only three coins of the arrangement on the left to produce that on the right.



6. Trace the following figure without lifting your pencil from the page and without retracing any part of the figure.



7. How can you get coin # 2 out of the center without touching it?



(Answers on following page)

TRICKS

TRICK DECK OF CARDS: Hold the top of a deck of cards with your thumb and rifle through the deck showing that it contains only black cards. Rifle through the deck the other way and the deck is completely normal. (The secret: This trick uses a "shaved" deck. To make a shaved deck, separate the black and red cards. Line up the red cards by taping them on all sides, then lock them in a vise. Shave about 1/16" off the bottom end with a wood plane or file. Now place a red card, then a black card, then a red, then a black, until the deck is complete. Tap the deck at the bottom so that the bottoms of the cards all line up. When you rifle the deck now it looks as though the deck has only black cards. In reverse, rifling the other way, the deck is normal.)

THE RISING CARD: Take a card from an ordinary deck and put it into a glass tumbler. Wave your magic wand or say a magic word and the card will slowly rise out of the glass. Push it down, wave your wand, and it will rise again. Yet when you ask a member of the audience to do the same, the card will not rise even though he/she is using the same card. (The secret: Use a glass with tapering sides. On the inside of the glass draw a very thin line of soap on two opposite sides. When the card is pressed down along these two lines, it will rise. Otherwise, it will stay down.)

DIVIDED CIRCLE: Can you divide a circle into eight parts making only three lines. The parts are not necessarily of equal size and the lines need not be straight (see solutions below).

SLY STUNTS: Pick up an ordinary pencil, tell your audience that with this ordinary lead pencil you will write any color they can think of, ask them to name the color: then write the color down and show them.

CARRYING WATER: Can you carry water in one of your handkerchiefs? Sure you can. But none of your friends can. Try this trick on a friend only once because it is a "sly" trick. Ask a friend, "Can you carry water in your handkerchief?" Say it with a straight face. Let your volunteer try. He probably will not be able to. "But it is so easy," you say, "I'll show you." Borrow the handkerchief he's been using. That's to show that your great magic powers will work on an ordinary handkerchief. Then pick up an ice cube that has been concealed out of sight, wrap it in the handkerchief, and carry it away.

DRAW THE ENVELOPE: Here is a drawing of an envelope, with the flap open. Can you make a drawing like this following these rules?
1. Put your pencil down on the paper at any spot and start to draw. Then do not lift your pencil off the paper until the drawing is completely finished. 2. Do not go over any lines twice.



PUZZLES

CUB SCOUT WORD SEARCH

N A T R D L O G D N A E U L B E E A A R
C M O T H L R O N E V P N C E R E M O A
U A P H Y S I C A L F I T N E S S E Y L
B E N A M S T F A R C I T P G A T R T O
S S A L A M E F P S H S E M A G H I E H
C P A C K I T A M P G X H A M N S C F C
O D I E G A H A L I N D I P W A A A A I
G M Y F L A C O C E V I T C E L E G S C
N A N T A H B Y R D I J T A Y E B O E H
I K O L I O O R A L O H C S G C E S L T
K N M S N M B N D N G U M U W O L S C E
I Q E W S S M E L I C T N T B N O N Y V
H I R T H A A D L W E O I S S S I C E E
O S E S E S F F L A G G D I T E C E I M
R O C K Y O W E V S G U E W R C O B E L
N E D H O W T E T T U B B A H S V R Y U
E V E R O Y U E E T Y I P L J A B E S T
B E A R S O G B H V E X N O U T S L M E
O P R O T G L O C O L L R C T I O N S R
B A K R R E J N A L R A R N T O S W I M
C A R R O W P O I N T S A O T N N E T O
K I D D S L E A T E H H B A S T O O S L
S A F E E F T Y E R U T A N R A E A L E

NATURE
DEN
HIKING
PACK
SAFETY
SCHOLAR
SPORTS
TOOLS
ACHIEVEMENT
AKELA
ARROW OF LIGHT
ARROW POINTS
AMERICA
WEBELOS
BEAR
BICYCLE SAFETY
BOBCAT
BSA
BLUE AND GOLD
WOLF
SCHOOL NIGHT
LEARN TO SWIM
CEREMONY
CODES
COLLECTIONS
CRAFTSMAN
CUB SCOUT
WHITTILING
PHYSICAL FITNESS
CONSERVATION
DAY CAMP
ELECTIVE
FLAT
GAMES



"WEABLES"

Characters: 1 Webelos Leader, 3 Webelos;
standing in a row.

Scene: Webelos Leader walks by each
webelos scout and gives him a
shove, but the cubs just rock
back and forth.

Webelos Leader: I bumped each of you hard
enough to make you fall. Why are all of you still standing?
3 Webelos: Webelos wobble, but they don't fall down!

"NO SKIT, SKIT"

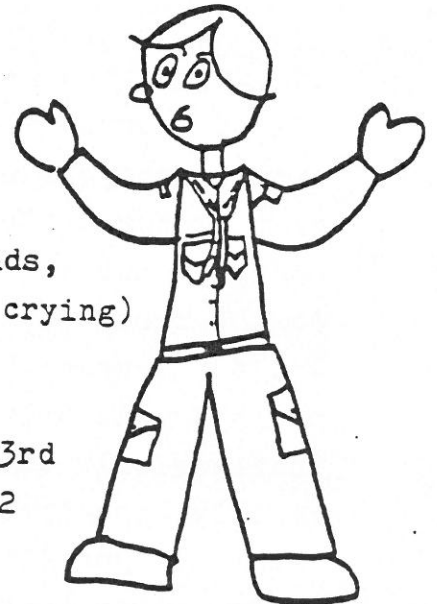
Characters: 1 Den Leader, 3 Cubs.

Scene: 2 cubs walk on stage, stop with
puzzled look on their faces.

1st Cub: (pretends to whisper to 2nd Cub,
both put their hands on their heads,
fall to their knees, mouning and crying)
"Oh, no"!

3rd Cub: (walks in) What's wrong?

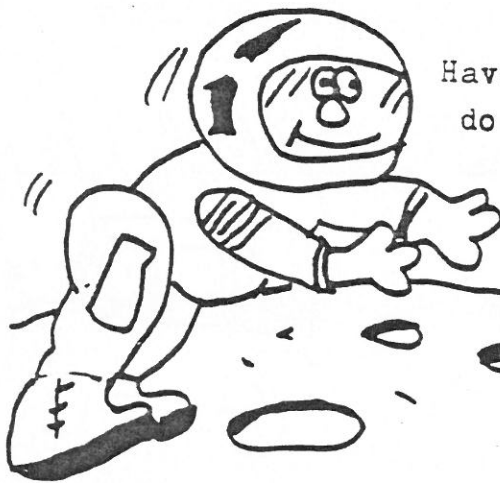
2nd Cub: (pretends to whisper to 3rd cub. 3rd
cub repeats actions of the other 2
cubs and cry's with them) "Oh, no
can't be!"



Den Leader: (walks in) What's wrong with you cubs?

All 3 Cubs: We have no skit!!!!

"ASTRONAUT TEST"



Have everyone stand. Ask them to
do the following tasks - close
eyes, stand on one leg, extend
both arms and point your first
finger. Pause for a moment,
and then say, "Dark
in here, ain't it!"

"SECOND LANGUAGE"

One Den member wears a sign reading, "Mother Mouse." Another has a sign, "Cat." All others wear signs reading "Mouse." Mother Mouse is taking her children for a walk when suddenly the big Cat appears in their path.

Mother Mouse: (in a loud voice) "Bow wow wow! Bow wow wow!"

(The cat shrinks in fear and runs away)

Mice: "Oh, mother, we were so scared!"

Mother Mouse: "Let that be a lesson to you, children. It pays to learn a second language."

"Telephone Trouble"

Two Cub Scouts stand about 20 feet apart, each holding one end of a rope representing a telephone line. One makes dialing motions and the other says, "R-r-r-ing" and picks up the phone. The first boy says, "Hi, Bruce, what are you doing?" but the second boy indicates he can't hear clearly. So the first boy says, "We seem to have trouble on the line. Would a leader please come up and and hold it?" The boys again try to talk, but there's still trouble on the line. Continue this until there are three adults holding the line. Finally, the trouble is cleared up and the first boy says, "What are you doing, Bruce?"

Bruce: I've been fishing.

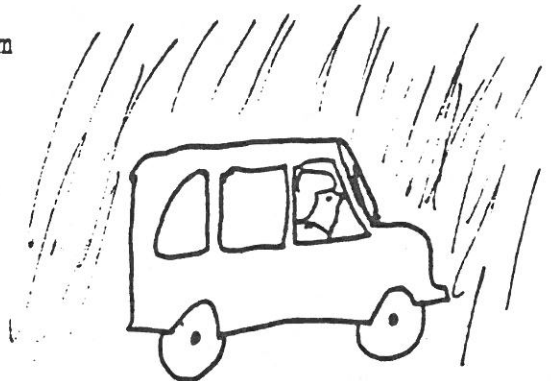
First Boy: Catching anything?

Bruce: Yep three suckers so far!

"VINDOW VIPER"

Characters: 1-6 Cubs.

First cub runs across the stage or room yelling, "The Viper is coming." Each cub does the same and yells the same thing. After the next to the last cub has run across yelling, the last cub strolls in with a rag and pail, and says, "Allo, I am the Vindow Viper!"





Running-gags are similar to skits, but they are usually much shorter and require only one or two people. Running-gags are good for a change of pace in pack meeting, they help make everyone laugh and relax. They come in handy between pack skits and announcements, and make good fill-ins during dead time in the program.

COURT CASE. A person enters the room with a brief case opening and shutting it very fast. The leader says, "What do you think your doing?" The person replies, "I'm going to court." The leader then says, "Ok, but what are you doing with that case?" The person replies, "It's an open and shut case!" Later on in the pack meeting the same person comes back in with the brief case and stands up on a chair. The leader says, "Now what are you doing?" The person replies, "I'm taking my case to a higher court!"

IT'S ALL AROUND ME. First person runs into the room yelling, "It's all around me! It's all around me!" Someone asks, "What's all around you?" First person replies, "My belt!"

IT'S ALL OVER YOUR BACK. First person runs into the room yelling, "It's all over your back! It's all over your back!" He then points to the leader and gasps. The leader hysterically says, "What's all over my back?!!" First person replies, "Your shirt!"

LIGHT'S BETTER HERE. First person walks into room and gets down on his hands and knees as if looking for something. Leader asks, "Did you loose something?" First person replies,

RUNNING-GAGS CONT.

"Yes, I've lost a dollor." Leader then asks, "Where did you loose it at?" First person replies, "Outside." Leader again, asks, "Why are you looking for it in here then?" First person, "Because the lights better in here!"

LOOSE ROPE. A person enters room pulling a rope. The leader says: "Why are you pulling that rope?" The person replies, "Did you ever try pushing one?" The stunt can end there or later in the meeting the same person can come back, pushing a rope to the delight of the audience. Just push a wire through the rope so it will be stiff and straight and can be pushed.

YOU DON'T SAY! First person pretends to pick up a ringing telephone. He says, "You don't say...you don't say...you don't say(with more emphasis each time). Other person says, "Who was that?" First person replies, "I don't know. He didn't say!"

Knock-Knock jokes also make good running-gags. The following is a good continuous knock-knock joke.-----
Knock-knock. whos there? Ether. Ether who? The Ether bunny.
Knock-knock. Whos there? Nudder. Nudder who? A Nudder Ether bunny. Knock-knock. Who's there? Stella. Stella who? Stella a Nudder Ether bunny. Knock-knock. Who's there? Consumption. Consumption Who? Can somethin' be done about these Ether bunnies?
Knock-knock. Who's there? Cargo. Cargo who? Car go beep-beep and run over Ether bunnies. Knock-knock. Who's there? Boo. Boo who? Don't cry, Ether bunny be back next year. Knock-knock. Who's there? Orange. Orange who? Orange you glad this is about over? Knock-knock. Who's there? Dishes. Dishes who? Dis is the end.

THE END

SKITS AND PUPPETS



SKITS
STORIES



The Cub Scout program offers a wide range of activities to help a boy grow and become a better citizen. Although the basic program is centered on individual achievement, ranks, and advancement, it's the informal, FUN activities which will hold a boy's interest. Skits, stories and songs can provide the "icing on the cake" which will make a Scouting program especially memorable.

-Mike Valiga, Pow Wow 1987

SKITS

Boys like to use their imagination, so let them. This is their chance to be somebody else, to pretend, to dress up and to give others pleasure at the same time. If they want to ad-lib a little or clown around, fit it in -- it makes the skit "theirs."

Skits let a boy express his choice of characters and develops his power of observation by helping him recognize the desirable characteristics in the people he sees. You can expect an increase in the boy's power of observation and a gradual diminishing of self-consciousness through the use of skits.

Try writing your own skits:

Keep Ideas Simple. Simple skits, simple costumes and simple props, used and well done, are always more impressive than elaborate ones done poorly. A simple sign turns a box into a wagon, car, boat, plane, etc. It can even turn a boy into a tree.

Keep Skits Fun. Whether the theme is serious or humorous, the skit must be fun for the Cubs.

Keep It Short. Avoid long memorized dialogue. Pantomimes are great. Keep the skit to 3 to 5 minutes at the most. Let every Cub take some part. Use stage directions liberally -- tell who goes where and does what.

Make Your Audience Hear. Boys should speak slowly and clearly and loudly. If the audience laughs or applauds, the actors should pause before continuing their lines.

A simple skit can be written around a joke, just a punch line from a joke, or a funny incident. It can be almost anything: a presentation of one of Aesop's fables, an idea from a cartoon in the paper, something from tv, a story with a moral, something funny or serious. The Cub Scout Program Helps and the How To Book often have suggestions that fit into the theme of the month.

SCENERY

Simple scenery is fun to make. It is a good den project, it adds to the mood of the skit, and it makes your skit more believable. Keep these things in mind.

It can be made from large pieces of cardboard from stores or warehouses. Cardboard is hard to cut so special supervision should be given this task. Wooden lathe can be nailed to the back of scenery to make it more sturdy and help it stand.

Let the boys do the painting. Use guidelines. Latex or tempera paints are best on cardboard. Wear old clothes for painting. (Both paints wash off easily.)

COSTUMES

Costumes can help set the theme or the mood of the whole skit. They have the magical ability to transform a boy into a pirate, clown, Indian or anything else his imagination suggests. They can be as elaborate or simple as you and the boy want them to be.

Crepe paper can be used most effectively in making costumes. It is inexpensive and readily cut, glued, stapled, sewn, draped or folded. Again cardboard can be used for hats, shoe or belt buckles, etc.

Don't forget that a simple sign to identify your character can be just as effective as a costume. An eye patch, moustache, bandanna, cardboard sword, etc., can do a great deal to costume your characters and set the mood for your skit. Remember to keep the costumes and props at the Cub Scout level.

THE ACTORS

Be sure that all the boys have a chance to take part. Just because one Cub Scout is good at reading, don't always assign him to read; develop each Cub by rotating reading or assignment to "hero" roles.

Remember that you're not trying to give a theatrical performance, but, rather, to give the boys a chance to perform in front of a group. Be sure, however, to rehearse your skit a couple of times before presenting it at a Pack meeting or other event.

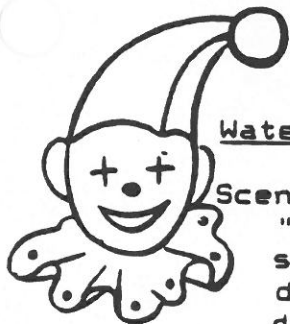


I see a river -- a great big river. We can't go around it. We can't go under it. We can't go over it. I guess we'll have to swim it. (Pretend to swim by rotating your arms and then resume marching.)

I see a tree -- a great big tree. We can't go around it. We can't go under it. We can't go over it. I guess we'll have to climb it. (Pretend to climb using just your arms. When you reach the top, look around, shading your eyes. Climb down and resume marching.)

I see a wheat field -- a great big wheat field. We can't go around it, We can't go under it. We can't go over it. I guess we'll have to go through it. (Make the sound of walking through the field by rubbing your hands together. Resume marching.)

I see a cave -- a great big cave. We can't go around it. We can't go under it. We can't go over it. I guess we'll have to go in it. (Feel in front of you as though in the dark.) It sure is dark in here. I feel something. (Go through the motions.) It's big. It's fuzzy. I think it's a bear. It is a bear! Let's get out of here fast!
(At this point retrace all the motions hurriedly. End with a "Whew!" and a clap.)



Short Skit for Clowns

Water, Water!

Scene: Groans of a clown come from a distance. He calls, "water-r-r". Gradually he crawls on stage, dragging himself. When he reaches the water hole he takes a dipper, drinks the water, spits some out, screams "Poison!" and drops.

The bucket has a little rice or confetti in the bottom and some water in the dipper, which is carefully replaced.

Other clowns come in and drink in the same manner as the first and with the same results. When the last one is just about to drink, the first one, supposedly dead, springs up and screams, "Don't drink that water! It's poison!" and grabs the bucket, hurling its contents over the audience, which knows there is water in the bucket and therefore expects a bucket full on them!

The Walking Casket

Pick a storyteller to read the following tale. Ask each boy to take a certain sound effect. When that word is read, he jumps up and makes his noise. When the word "everyone" is read, they all make their sounds together.

| | |
|--|----------------------------------|
| Casket "Eeek! Eeek! Eeek!" | Monster "Thump! Thump! Thump!" |
| Victim "Help! Help! Help!" | Candle "Flicker! Flicker!" |
| Mummies "Oh-Ah! Oh-Ah! Oh-Ah!" | Midnight "Bong, bong (12 times)" |
| Leprechaun "Ho! Ha! He! Ho! Ha! He! Ho! Ha! He! Ho! Ha! He!" | |

Been Fishing

Scene: Street Corner, USA. Boy 1 is just standing around as others approach him one at a time.

Boy 1: "Where have you been?"

Boy 2: "Been fishin' at the pond."

Boy 1: "Can't catch nothin' there -- it's polluted."

(This sequence is repeated with each boy.)

Boy 2: "Caught this sole." (Holds up old shoe on line, exits.)

Boy 3: "Caught this snapper." (Rubber band, sling shot or girdle)

Boy 4: "Caught these shell fish." (Shell oil cans in net)

Boy 5: "Caught this skate." (roller or ice skate)

Boy 6: (Enters running, hands pole to Boy 1)

Boy 1: "Wait a minute! What did you catch?"

Boy 6: "An old crab." (runs off) (Enter Den Leader or Cub-master with a large foil hook attached to seat of pants.)

For more boys you can use:

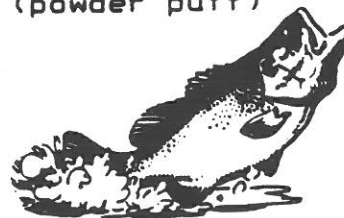
Swordfish (sword or rusty knife) Jellyfish (jar of jelly)

Dolphin (doll and swim fins) Sea Horse (stuffed horse)

Bass (drawing of bass fiddle) Puffer Fish (powder puff)

Sand Dollar (bowl of sand and dollar bill)

Whale (start to cry or wail loudly)



The Spring Skit

Scene: The Woods in Spring.

Narrator: "It's a beautiful day in the Spring Woods! The Sun is shining." (Select one of the boys to stand in front and imitate the sun -- "Shine, shine, shine.")

(Add one "The Wind is blowing." (A second boy blows.)
at a time "The Brook is babbling." ("Babble, babble, etc.")
and repeat "The Trees are swaying." (Select several.)
all pre- "The Birds are singing." (Select several.)
vious.) "The Bees are buzzing." (Select several.)

Select one final person to run through the scenery.

Go through the entire story one more time.

Punch line: "And the sap keeps running!"

The Bear Hunt

Take a seated position in front of the audience so they can all see you. Narrate the following:

Would you like to go on a bear hunt? OK, let's go! Watch me and do all the things I do and repeat all the things I say. Here we go! We're going on a bear hunt, everybody march! (Make a marching sound by slapping your knees with your hands, alternating.)

The Candy Store

Scene: A candy store

The owner is attempting to stock the store item by item, but isn't quite satisfied and keeps adding more items. (Individuals from the audience are called up to be the doors to the store, the counter, and various candy items.) Two final individuals are then added and the owner is pleased at last. Punch line: "All it took is these two 'suckers'."

The Lion Tamer

Scene: Two or three boys watching another who's holding a chair and cracking a whip at a frozen chicken on the floor.

Boy 1: "What's he doing?"

Boy 2: "Practicing."

Boy 1: "Practicing what?"

Boy 2: "He wants to be a lion-tamer."

Boy 1: (looks at object on floor) "But that's not a lion! That's a chicken!"

Boy 2: "So's he!"

Blue and Gold Skit

(The narrator, the "spirit of Lord Baden-Powell," is a Den Chief in full uniform wearing a campaign hat. He reads the entire script from a lectern.)

Narrator: "I represent the spirit of Lord Baden-Powell, the founder of Boy Scouting. I am also the spirit of Scouting past and present. Here is our future -- Cub Scouts of America.

(First Cub enters, carrying a toy church or Bible.)

"We take turns praying in our dens. I like to wear my uniform to church on Scout Sunday (or Sabbath).

(Second Cub approaches in full uniform.)

"The two colors of the Cub Scout uniform have a meaning. Blue stands for truth and loyalty; gold for good cheer and happiness."

(Third Cub enters carrying Wolf Book and Kipling's Jungle Book.)

"Early Cub Scout ceremonies were based on Kipling's Jungle Tales. When Cub Scouting was organized in America in 1929, Indian themes were used.

(Fourth Cub enters with a craft project of wood.)

"Cub Scouting means fun. We make real boy projects-- things we can play with or that follow our theme.

(Fifth Cub carries a nature collection.)

"I like to go on hikes and collect things for my nature collection."

(Sixth Cub enters with American Flag.)

"I am proud to be an American so I can salute our flag. I also like to see our pack flag (points to it) because then I know that I am a part of these years of Scouting. I belong!"

"Yes, I represent the past and the present. These boys, Cub Scouts now, are the men of tomorrow. They will be the preservers of our American heritage. Please stand and join us in singing 'God Bless America'."

Once upon a time there was a walking Casket. It was at least a trillion years old. The Casket walked by day. And the Casket walked by night. Whenever it came upon an unsuspecting Victim, the door sprang open and out popped a Frankenstein-like Monster. The Monster was horrible, so horrible the Monster spread goose bumps up and down and all over his Victims.

This Monster was a towering creature... at least 100 feet tall. And he always carried a flickering Candle, a Candle that burned on and on and on. Upon spotting a likely Victim, this Monster would wail and shriek something awful, paralyzing his Victim with fright.

Everyone was horrified. The Monster actually turned his Victims into Mummies, little sister and brother Mummies, big papa and mama Mummies. This terror went on for years and years. Would it ever stop? It seemed doubtful. Then one night a strange thing happened.

The Casket was making its regular rounds through the cemetery (The Casket always paid a special visit to the cemetery at the stroke of Midnight) when the Casket came upon still another Victim. Well, thought the Monster, peering from his Casket, here's a Leprechaun. I can take care of it in short order. Out popped the Monster from his Casket. He carried on something fierce. Was the tricky little Leprechaun scared? You bet your boots he was! But the determined little Leprechaun wasn't about to be frightened off by this ghostly Monster. Not on your life! The Leprechaun was going to out-smart the Monster. The Leprechaun raised himself up to his full two-foot, seven-inch height -- the Leprechaun was a real shorty-- and with one mighty blow -- what did he do? Did the Leprechaun strike the Monster square in the stomach? No. Did the Leprechaun kick the Monster in the shins? No. Did the Leprechaun clobber the Monster over the head? Nope!

The brave little Leprechaun -- with one bighty blow-- blew out the Monster's Candle. The Monster had had it. The Monster vanished in a puff of smoke. From that Midnight on, no one ever saw the walking Casket again.

Everyone was happy!

STORIES AND PUNCH LINES FOR SKITS

The Motorcycle

Scene: One boy trying to repair motorcycle. Another boy on hands and knees with handlebars.

The motorcycle won't start and the repairman makes several attempts to make it go. Finally two "assistants" are called from the audience to hold the handlebars. The cycle starts noisily. Punch Line: "Gee, it works fine now. All it took was two nuts."

The Lawnmower

Scene: Two or three individuals are trying to make a lawnmower work, but it won't start. (Lawnmower is a boy on hands and knees.) After repeated attempts, a member of the audience is called upon. He/she take the feet and instantly the mower starts. Punch line: "All it took is one big jerk."

Skit for Fire Prevention Week

(Seven Cub Scouts dressed as ghosts or use ghost puppets.)

1st Ghost:

I smoked and smoked
and smoked in bed.
And now you see
That I am dead.

2nd Ghost:

My pop said frayed wires
Were okay.
I became a spook
Without delay.

3rd Ghost:

I saved oily rags
To use again.
No telling what
I might have been.

4th Ghost:

We thought the campfire
Under control.
I just climbed out of my
Six-foot hole.

5th Ghost:

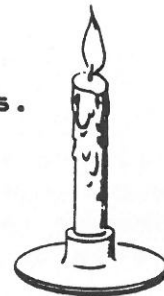
While in a hurry
The hot grease splattered.
I didn't know
It really mattered.

6th Ghost:

I played with matches.
It was such fun.
Til I caught fire
And began to run.

7th Ghost:

I filled with gas
The lawn mower hot.
So like the others
Now I'm not!



The Flag Speaks

(Three boys walk past a flag, talking about sports, etc.)

Suddenly the flag lights up and a voice (preferably microphone inside of flag) says, "Go ahead; pass me by!" (Lights out.)

The boys stop, look around, stare at each other and say Boy 1 --"I'm sure I heard something." Boy 2--"I heard it, too." Boy 3--"Did that flag say something?" Boy 1--"I thought so, too!" Boy 2--"I was afraid to say anything; I thought you'd think I was crazy." Boy 3--"But can flags talk?"

(Flag lights and voice speaks.) "Of course I can talk. I have always been able to speak. Since 1776 I have been speaking to those who would listen. I have had over 200 years of public speaking to my credit. I have spoken to the free, the not-so-free, and even to the enslaved. I have always preached the same sermon. I have said it to individuals, small groups, large crowds and to the whole world. Anybody that cares for my flag waving can hear me and be much the better person for it. My story is simple, direct and to the point. Would you boys care to hear my story?"

(All boys together): "Yeah! Yes!"

"Fine, then here it is. Through the years I have been insulted, used, ripped, torn, shot at, put on fire, pulled down, cut up, cried on, spit upon, disgraced, blood-soaked, spied upon, buried, embarrassed, and in general tried to be out down as something unbelieved."

there are more people that believe in me than disbelieve. When people are in trouble, cast out, homeless and deprived they look for my stars and stripes to lift them up from the depths of despair and raise themselves to any heights they so choose. I do not ask for much in return: a little respect, a bit of honor, a few morsels of love and the right to throw my arms around the oppressed and down-trodden. Help people to become free thinkers and encompass love and passion for their fellow man. You three boys could help by starting all the people in this room with the pledge to your flag and country.

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### A Frontier Thanksgiving

Divide the audience into 8 groups. Assign a character role to each group. Have them rehearse their parts once. As each character is mentioned, the group stands up, makes the proper response, and sits back down. Note that the GUN is 2 parts and on THANKSGIVING everyone gets into the act. Read the story.

Settler--"Davy Crockett"(Stand and salute)  
Gun--"Bang Bang!"(two parts, in quick succession)  
Dog--"Man's best friend."(Wag arm)  
Turkey--"Yum, yum!"(Flap arms)  
Cabin--"Shut the door!"(Slam the door)  
Frontier--"Way out west."(Spread arms)  
Indian--"Geronimo!"(Pull bow)  
Thanksgiving--(Everyone pats tummy)



Early one THANKSGIVING morning, many years ago on the old FRONTIER, a SETTLER stood before his lonely CABIN with his trusty GUN and faithful DOG ready to hunt the TURKEY he needed for dinner, hoping no INDIANS would spoil his feast. Whistling to his DOG, the SETTLER shouldered his GUN and started down the forest trail. Meantime, the INDIAN, also with a DOG, came down the forest trail from the other direction. Just at that moment a fat TURKEY flew between them. Out flew an arrow, off went the GUN, down fell the TURKEY, in bounded the DOGS, and up rushed the INDIAN and the SETTLER.

"It's mine," claimed the SETTLER. "Ugh--him mine," said the INDIAN. "Grrr," snarled the DOGS. The noise of the argument shook the CABIN and awoke the whole FRONTIER. But the TURKEY, which was only stunned, took off unsteadily and flew in the open door of the CABIN, where it was promptly captured by the INDIAN and the SETTLER and the DOGS. And thus, THANKSGIVING came to a lonely CABIN on the old FRONTIER.

### Cub Scouting Is Many Things

This is for a Pack meeting opening or skit. Each of 12 Cubs holds a candle which is lit as he gives his message. (Lights are turned off.)

1. CUB SCOUTING IS A BOY. He is somewhere between 8 and 11 years old. He is just an average boy -- energetic, inquisitive, nosiy and eager to explore the world around him.
2. CUB SCOUTING IS PARENTS WHO LOVE THIS BOY -- and care about him. They want him to grow up to be a well-rounded individual who can live and work in an atmosphere of harmony and cooperation.
3. CUB SCOUTING IS A DEN LEADER -- who opens the home and heart to this boy and 5, 6, or 7 more just like him so they may learn to do things in a group rather than individually, and learn to share the limelight with others.
4. CUB SCOUTING IS A DEN CHIEF -- a Boy Scout or Explorer who works into his busy schedule a time for the younger boys so he may encourage them to stay on the Scouting trail for many years.
5. CUB SCOUTING IS A CUBMASTER who gives of his spare time, and sometimes much more, to provide a program that will bring Cub Scouting to these boys.
6. CUB SCOUTING IS A COMMITTEE made up of interested parents who back up the Cubmaster and who serve willingly to carry out pack goals.
7. CUB SCOUTING IS A NATIONWIDE ORGANIZATION, a little brother program to Boy Scouting, provided by the Boy Scouts of America for the first, second, third and fourth graders.
8. CUB SCOUTING IS FUN for the boy, his parents and his leaders.
9. CUB SCOUTING IS FELLOWSHIP with the boy in your class at school, your neighbor, and other people you might never meet except through Cub Scouting.
10. CUB SCOUTING IS CITIZENSHIP -- teaching the young boy respect for God and country. He learns his moral obligation to himself and his fellow men.
11. CUB SCOUTING IS A CHALLENGE to all who become involved -- a challenge to live up to high ideals, bring forth creative ideas, express yourself. It is also a challenge to learn to accept the ideas of others who may not agree with you and learn to compromise and work out differences.
12. CUB SCOUTING IS ACHIEVING by boys and parents as they work together on advancement in the boys' book. Leaders achieve as they carry out the den and pack programs successfully.

## STORIES

### The Story of the Webelos Legend

Hear now the Webelos legend; the tale of the Webelos tribe and Akela, its chieftain.

"Whooo" called the owl in the darkness. The small Indian boy lay in his tepee and listened to the rustle of the trees in the night. "Boom" went the deep, muffled beat of the great ceremonial drum. The braves of the tribe were convening. The boy wished that he, too, could answer that call.

Quick like the flight of an arrow; quiet in the hush of the night; before a great fire they gathered, awaiting Akela, their chief. Here in the great council fire ring on top of the cliff they met. Here they often came to make decisions. Here, too, they sought the Great Spirit and asked His help on hunts and war and peace. Here they met Chief Akela and awaited his final decree.

Now with the "boom" of the big drum, all was quiet. The night was very still. The great ceremonial fire, when lighted, illuminated the hillside. The tom-toms began slowly and set the rhythm. Akela stepped into the ring as the tom-toms beat, first low and slow and then like thunder. Akela danced near the fire. He danced with grace, and his gestures told of his life. He told of the strength of his father, the powerful Arrow of Light. He told how his mother, Kind Eyes, taught him those things that only a mother can know. He told how his father helped him make his bow, and how he once saved his mother's life with his arrow.

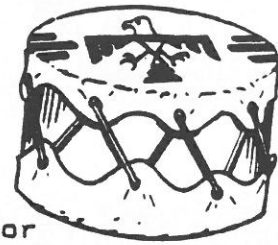
The tom-toms beat on while Akela's dance told of trips to the forest, where Wolf taught him the ways of the wild life, of the ground, of the tracks, and ways to food. Through dance and gesture he told how he next faced Bear and learned the meaning of courage. And then he became a young Scout of the trail.

Akela, the Wise, closed his dance. By sign and gesture he told how the tribe can be strong only when the boys of the tribe are strong. He said this: "The future is hidden, but if we are strong and brave, if we teach our boys to be fair, our great tribe will continue to be strong."

And so Akela ended his dance. The beat of the tom-tom was stilled. In silence the warriors stood and then gave a low guttural "how." The fire burned low. All was still. No sound broke the hush on the hill, save the crackle of the dying embers and all the mysterious half-noises of night. The braves raised their right hands toward heaven. Living Circle was formed with their left. The Webelos tribe pledge was given... "To live and help live" was their pledge.

This, then, is the Webelos legend. This, then, is the reason they are strong. They honor the pledge which they make. "To live and help live" is their goal.

The Story of the Cub Scout Colors  
(Combination Pack Opening and Advancement)



Personnel: Akela, 2 Indian braves, and Narrator  
Equipment, arrangement: Tripod with pot suspended over fire; small container such as coffee can (to fit inside large pot and hold CS neckerchief and any awards); dry ice to pack around the small container; two clear bottles, one containing gold-tinted water and the other with blue-tinted water (left outside the room at first); Indian headdress for Akela, who stands behind the smoking ceremonial fire.

NARRATOR: "Many, many moons ago the great chief Akela called a council to see what could be done to make the Webelos tribe the best of all tribes. After many hours, Akela called his two most trusted braves to the fire. (Two braves come in and stand on either side of Akela.) He told the first brave to climb the mountain and tell the great eagle to fly high in the sky and bring back part of the beauty of the sun. (First brave leaves.) He told the second brave to go into the forest and tell the sparrow to fly high into the sky and bring back part of the beauty of the sky." (Second brave leaves; both braves come back immediately carrying the bottles of blue and yellow water. They kneel, one on each side of the fire, and hold up the bottles of water for everyone to see.)

AKELA: "Pour some of the beauty of the sun into our council mixing pot." (The brave with the yellow colored water pours some into the pot, being careful not to get it into the little can. This causes the dry ice to smoke more.) "Pour some of the beauty of the sky into the council mixing pot." (The second brave pours some blue water into dry ice. Akela continues.) "From this day forward, blue will stand for truth and loyalty. Yellow will stand for warm sunlight, happiness, and good cheer." (Akela stirs pot, reaches in, and pulls out Cub Scout neckerchief, opens it so all can see.) And this is why Cub Scouts use the colors blue and gold."

"Now let us meet the Cub Scouts and parents that helped us keep the blue and gold of Cub Scouting alive and growing this month." (Akela takes out the boys' awards from the can and calls the boys and parents forward to receive them.)

~~~~~  
Bird in the Bag

A great Indian chief had led his tribe for many years....A young brave decided to challenge his authority by questioning his wisdom....The brave put a small bird in a bag and decided to ask the chief whether or not the bird was alive....If the chief said the bird was dead, he'd simply let it fly away; if the chief said it was alive, he'd carefully crush it on the ground, dead....He thought the chief would lose face....When confronted the chief looked the brave in the eye and said, "It is up to you." Moral: We all control our lives. Scouting is up to us.

SKITS

Skits are FUN. They give everyone a chance to be the center of attention, something campers really enjoy and need. It helps them learn to relax in front of people.

Make sure every camper has a part in your group skits. Give equal attention to those who hold up things as those who have main parts. Without the campers holding up the scenery, it would be hard to do the skit!

Work to bring out the ham in every camper and don't be afraid to ham it up yourself. Everyone has more fun this way.

Use as many props as possible - especially costumes, but keep them simple. A funny hat is usually just as good as a full costume.

Above all else HAVE LOTS OF FUN!!!

SKIT IDEAS

BLANKET BASEBALL

Pitcher and catcher pantomime in back of a blanket. A flashlight behind them makes crazy motions. Good counselor skit for overnights. Props: Flashlight, baseball equipment, sheet.

OPERATION PANTOMIME

Three or four people pantomime an operation behind a sheet, holding up saws, dishpans, etc. Anything can be taken out of the person, the sillier the better. Another good skit for an overnight. Props: Flashlight, dishpans saw, hatchet, shovel, baseball, bat, etc., sheet.

SWEDES AND THE FORD

Old Swedes go for a ride in the car (a table covered with a blanket) and hear all the noises the car makes (campers under the blanket, rattling pans and making other sound effects). Props: Table, blanket, pans and spoon) Make own script.

TREES

Person with a package of seeds walks through the audience looking for Mrs. Smith. Then between other skits continues to look for Mrs. Smith, but each time with a bigger version of the seeds (twig, branch, tree).

MUSICAL BAND

Have group get noise making things from around Camp (trash can lids, pans and spoons, etc.) and organize them like a marching band. Unexpectedly march in at a pow wow, stop to play a tune, and march out again. This one is probably the funniest when the band plays this very seriously, but out of

VIPER

Four or five campers run in yelling "The viper is coming". Finally a cleaning person come in to say "I am the vindow viper, I come to vipe the vindows". Props: mop, old hat and clothes for the "viper".

DROP THE PENNY IN THE FUNNEL

Stooge challenge to drop penny from forehead into funnel in pants while blindfolded. Someone pours water in the funnel after it has been secured in belt of pants. Good counselor skit. Props: Penny, funnel, blindfold, cup of water.

TOOTHRUSHING

A long line of campers stand as the first one takes a drink of water and begins brushing his teeth. He then turns to the next one, whispers in his ear and hands him the toothbrush. While being whispered to the second persons mouth appears to fill with water. The process is repeated down the line until the last person spits out the water (choc. milk?) which he as been holding in his mouth. Props: glass of water, toothbrush, chocolate milk held in mouth.

THE ENLARGING MACHINE

The campers hold a tarp up (the machine). Two other campers are behind the tarp making machine noises. The first camper comes up and drops a pebble in the machine, a rock rolls out. The same thing happens with a stick (log), penny (dime), then you need a stooge to try a dollar. When nothing happens he kicks the machine, then spits on it and gets a bucket of water thrown at him. Props: tarp or blanket, pebble-rock, stick-log, penny-dime, dollar-bucket of water.

THE UGLIEST CAMPER

One camper lies under a tarp or blanket, growling and roaring, and moving slightly. In turn other campers come up and look under the tarp and faint dead away (ham it up). Then the counselor looks under the tarp and the camper stands up and faints dead away. Props: tarp or blanket.

THE RUSSIANS ARE COMING

In turn campers run across campfire area yelling "the Russians are coming." Last camper runs across carrying a roll of toilet paper yelling "I'm a rushin". Props: 1 roll of toilet paper.

THE TRAINED DOG

Two campers (or more) standing under a tarp or blanket with their legs showing - the dog. Other campers and one other counselor lie on the ground as obstacles for the dog to walk over. Trainer (counselor or camper) leads dog over obstacles. When the dog gets to the last obstacle, the stooge, it lifts its back leg and pour a cup of water. Props: tarp or blanket, cup of water.

SKITS

HIGH-LOW BRAVES

Cast: Chief High, Chief Low, and any number of braves. Narrator.
(Indians dressed in costume)

Setting: Chief High and Chief Low are on opposite sides of stage with their braves.

NARRATOR: Chief High and his tribe lived down in the valley, and Chief Low and his tribe lived up on the mountains. Every morning Chief High would go out, look up at Chief Low's camp and call out.

CHIEF HIGH: 'Lo Low. (waving)

CHIEF LOW: Hi, High. (answering)

NARRATOR: This went on for many moons and everyone was happy. Then one day Chief High's braves began to wonder how come High was low and Low was high and they became confused and unhappy. Soon Chief Low's braves heard about what Chief High's braves were saying and they became confused and unhappy, too.

(All braves pace around in circles, shaking their heads, frowning)

NARRATOR: When Chief High and Chief Low heard about their braves they laughed, and said....

CHIEFS: (Together, laughing) We can soon fix that!

NARRATOR: And so, the next morning ..

CHIEF HIGH: (Calling up the mountain)
Hi, Low:

CHIEF LOW: (Calling down the valley)
Lo, High!

NARRATOR: But the braves were still unhappy and more confused than ever. (Braves repeat actions above) So the chiefs got together and talked it over.

(Two chiefs move to center of stage and talk)

CHIEF HIGH: We gottum problem!

CHIEF LOW: You betcha! What we do?

CHIEF HIGH: We exchange camps.

(Chief High gathers his braves and moves to opposite side of stage. Chief Low does the same)

NARRATOR: Now, every morning Chief High calls down ...

CHIEF HIGH: Hi, Low!

CHIEF LOW: 'Lo High!

NARRATOR: The braves are happy and wonder why they were ever unhappy in the first place.

ALL BRAVES: (Smiling, sing together)
So whether you're high or whether you're low, you can be happy wherever you go. Whether you're up or whether you're down; it's as easy to smile as it is to frown.



O WHA TAGO SIAM

Get group of campers and counselors (new ones) on their knees around the campfire (unlit). Tell them the fire will start if they bow down and say "O Wha Tago Siam". Have them say it faster and faster until they get the message "Oh what a goose I am".

THE SAP IS STILL RUNNING

Have 4 campers as trees and 2 as flowers, set up like a forest. One counselor runs around among the trees and flowers. A camper who is the story teller tells about the seasons starting with winter and how the trees and plants grow (trees and flowers move to show growth). The counselor keeps running around. In fall after all the leaves have fallen, the sap is still running.

BUS RIDE TO CAMP

Set up bus - 4 campers as tires (knees against chest) and 2 campers as spare tires. One camper on all fours as the engine, 2 camper as navigator, 3 campers as campers waiting to be picked up. Counselor as bus driver. Bus driver becomes frustrated as tires go flat, engine won't start, etc. Remember to pantomime things as shifting gears, swerve around things, carrying and changing tires, stepping on and off bus. Improvise your own story line and other events. Props: chairs for bus driver and riders.

CHANGING HATS IN UNISON TO MUSIC

A line of campers, the first having a box full of hats. As music starts to play first camper puts a hat on his head, then to the beat of the music the hats continue to come out of the box and move down the line of campers from head to head.

ECHO

A camper says that a certain spot in the room gives off a good echo. After much trying he finds the spot and an echo (someone outside of the room) answers. Finally he comes back with a different thing than was yelled.

I SEE A BAR (BEAR)

A row of campers are told that they are going out hunting bears. The leader says "I see a bar" and points. The row says "whar?", the leader "over thar". They keep asking, and squat lower with each "over thar". Finally, they are squatting so low, that with the last "over thar" the counselor gives a shove and the whole row falls down like dominoes.

LION HUNT (A GOOD SKIT LED BY THE COUNSELOR)

The leader has the audience do the same as he is doing as he goes on a Lion Hunt. He straps on his knapsack and starts out by slapping his knees. He comes to a fork in the road and stops to decide which one to take. He decides on one and starts out again, finds that it is the wrong way and goes back to the fork where he again goes on his way. He goes over a

SOUND EFFECTS

WIND: Blow air through mouth.

WOOD AGAINST WOOD: Slam 2 pices of wood together.

DOOR OR GATE OPENING: Lifting lid on a hinged wooden box.

SPLASH: Fill shallow bowl with water and splash a small block or wood into it.

ANIMAL SOUNDS: Let the boys experiment with this using their own sounds.

STORM: Pound on a small drum or hollow cylinder for thunder.

RAIN: Put dry beans in a shallow bowl and gently shake.

CHASE: Bang small blocks of wood against a larger piece of wood.

KNOCK: Tap knuckles on table.

CRACKLE OF FIRE: Crinkle an aluminum pan.

STEEL AGAINST STONE: Tap a stone against a piece of metal pipe.

CLINK OF COINS: Shift coins from one hand to the other.

CLINK OF SPOON: Tap a spoon against a pencil.

CRASH OF FALLING WOOD: Turn foil pan over so bottoms up and hit with a piece of wood.

DRAGGING A HEAVY BODY: Wrap one end of a log with a cloth and drag it across the floor.

ROLL OF HEAVY BODY: Wrap cloth around the middle of a log and roll it across the floor.

BOOM OF A CANNON: Turn pail upside down and hit with a well padded stick.

FOG HORN AND CRYING BABY: Use your own voice.

SPLINTERING WOOD: Crinkle foil pan once.

RUNNING STEPS: Tap wooden pegs against another piece of wood.

SLAP: Slap hands together.

SQUEAKING DOOR: Wet an inflated balloon and ease your hand across it.

POURING LIQUID INTO A GLASS: Hold container a little bit higher above glass than you normally would and pour. Same thing goes if you're pouring a large amount of liquid.

STONE AGAINST STONE: Bang 2 stones together.

DIGGING FOR TREASURES

Personnel: Cubmaster

Costumes: Cubmaster dressed as a pirate

Props: Shovel (real or made of cardboard)

Cubmaster dressed as pirate comes out and pretends to dig with a shovel in several places, saying to himself "I know it's around here somewhere, I buried it here myself."

Shovel strikes something.

Cubmaster says, "What's this?"

Bends over and picks up an award card with arrow point attached.

Looks it over and says "This isn't my treasure, but it's something plenty valuable, especially to _____ who worked hard and earned this (gold or silver) arrow point" Cubmaster has Cub and parents come forward and presents arrow points.

Says to Cub "If you decide to bury this treasure, be sure to remember where you bury it."

Then he goes out digging and saying, "I know it's around her come place."



In Search of Buried Treasure

This is an action activity which includes voice and actions and is similar to The Bear Hunt (Sparklers - pg 13)...

Start with the THEME Statement:

Goin' on a treasure hunt
Goin'a find a great one
(Slap legs, making a marching sound in rhythm with the words)
I'm not afraid!!!!
(Point to self with thumb in a "bragging" manner)

I see a swamp, a great big swamp
(Hold hand over eyes as if viewing swamp)
Can't go around it
Can't go under it
Can't go over it
(Make around, under and over motions)
Have to go through it - I'm not afraid
(Make motions as if struggling through swamp)

Repeat THEME:

Goin' on a treasure hunt
Etc

I see a Spider's nest, a great big Spider's nest
(Hand over eyes --)
Can't go around it
Can't go - Etc.
(Around, under, over motions)
Have to go through it - I'm not afraid
(Cringe and make motions as if moving aside spider webs and pulling off spiders)

Repeat THEME for each new peril:

Goin' on a treasure hunt, Etc.

PERILS: "I see a ---"

Jungle, a big wide Jungle
(Struggle through Jungle)
A River, A Big Wild River
(Swim River)
Dead Man's Bones, A Pile of Dead Man's Bones
(Shudder and step lightly over the Bones)
Mosquitos, Thousands of Giant Mosquitos
(Swat Mosquitos and shout Owww)

DISCOVERY:

Repeat THEME

I see the treasure, the buried treasure
(Hands over eyes --)
I'm not afraid
(Open treasure slowly)
It's full of --- **SNAKES!!**
I hate Snakes!!!!
Let's get out of here!!!

Quickly retreat, retracing steps and actions (except THEME) in reverse

AUDIENCE PARTICIPATION

JOEY'S FIRST PARADE

MARCH - stomp, stomp, stomp your feet

CLOWN - laugh out loud

PARADE - horray!

DOG - Argh, Argh

LEGS - Sooo Tall!

Joey awoke and looked at the calendar. Yep, today was the Fourth of July and Joey was excited. Today, he would MARCH in his very first PARADE. There would be floats and bands to celebrate America's Independence Day. As Joey arrived downtown, he could see everyone lining up for the PARADE. He finally found his group and the cubmaster. The cubmaster said, "Hi, Joey. Are you excited and ready to MARCH in the PARADE?" "I sure am!" said Joey. Suddenly Joey heard a loud whistle and the PARADE was on its way. Joey stood as tall as he could, proud to be a Cub Scout. There were so many people along the streets as they MARCHED. Up ahead of him he could hear the laughter of people and he longed to know what was so funny. Joey moved toward the front of his group and stretched to see. Then without warning there was in front of him two LEGS! That's all he saw was two LEGS. The crowd was laughing and they became louder as Joey followed the LEGS UP INTO THE AIR. High up on the tallest LEGS he had ever seen was a CLOWN. Wow! The CLOWN leaned over and patted Joey on the head. What a terrific trick and what long LEGS! the CLOWN was holding on to a leash in his hand. Joey looked down to see what he had and he saw the smallest DOG he had ever seen barking up at him. That's what is so funny and Joey began to laugh. The tallest CLOWN in the world was taking the smallest DOG in the world for a walk in the PARADE! As he ran to join his group Joey watched the CLOWN and DOG to the end of the PARADE.

That night Joey's dad tucked him into bed. Dad asked how his day had been. Did he have a great time in the PARADE? "Oh, it was great, Dad!" Joey said "and I know exactly what I want to be when I grow up." "Really, what is that Joey?" Dad asked. "I want to be a CLOWN" Joey exclaimed. "Goodnight Dad." Dad chuckled as he turned off the lights. "Goodnight Joey."

Written by Faye Winkelkotter

Santa's Noisy Christmas
(Sound Effects Stunt)

Divide audience into 7 groups and provide each with materials for making sound effects. Give them a chance to practice. Then a narrator reads the story and holds up numbered cards at the appropriate time. Groups respond with their sound effects. This is lots of fun for the audience and materials for the sound effects are easily obtained.

SOUND EFFECTS:

- | | |
|------------------|------------------------------------|
| (1) Beat on drum | (4) Rub sandpaper blocks together |
| (2) Blow whistle | (5) Clap blocks of wood together |
| (3) Ring bells | (6) Sing through hummer or kazoo |
| | (7) Strike two heavy lids together |

NARRATOR- It was a snowy, blowy Christmas Eve (1)(2). Santa was just about finished with his rounds. His reindeer landed on the last roof with a great jingle of bells (3). Santa jumped from his sleigh and squeezed down the chimney (4), landing softly on the floor (5). Reaching into the bottom of his almost-empty pack, Santa hummed a tune (6), as he decorated the tree and filled the stockings. The clock on the mantle struck two (7)(7), as he put the last ornament in place. Then Santa began stacking presents under the tree (5)(5)(5).

As he finished and stood back to survey his work proudly, he noticed that an ornament was slipping from a branch (4). He lunged frantically for it, but he missed, and it crashed to the floor (7). In his hurry, Santa knocked over the beautifully wrapped presents that he had arranged so carefully (4)(5)(7). A toy airplane started zooming around the room (6) up and down, just as a bowling ball bumped over some small things that had fallen (1). A baby doll, still smiling sweetly, tumbled to the floor, loudly calling for her 'mama' (6).

Reaching quickly for her, Santa stumbled across a rocking horse, which started to rock frantically with its bells jingling (3). A large rubber ball, carefully balanced on the horse's saddle, slid off and began bouncing merrily around the room (1)(1)(1). It struck a pile of blocks, crashing them loudly to the floor (4)(5)(6)(7). A toy engine, beneath the blocks began to whistle shrilly (2) as a block hit its switch and it raced around and around the track.

As the wind outside got louder and louder (6), the shutters began to bang (1), the windows rattled (5) and the rafters creaked (2). What a bedlam! Santa groaned (6) as he could hear the reindeer up on the roof prancing lightly (5) and jingling their bells (3). "Oh dear", sighed Santa, scratching his head (4) "Why does everything seem to happen at once?" He scurried around the room picking up things and putting them back in their boxes. Just as the clock struck three (7)(7)(7), many pairs of feet began running down the stairs, so Santa hastily squeezed up the chimney (4), jumped into his sleigh and flew away. Through the noise of the jingling bells (3), crashing storm (1) and whistling wind (2), you could hear him exclaim as he drove out of sight, "Christmas is fun...but, oh, what a night!"

DECEMBER

SANTA'S BIG SECRET
(Skit)

CHARACTERS: Santa Claus (Scout uniform under Santa suit),
Reporter, Numerous elves (Scout uniforms under jackets)

SETTING: Elves are in background working making toys or putting
toys in sacks. Santa is directing them when reporter
comes out with microphone.

REPORTER: This is Scoop Smith the roving reporter for radio sta-
tion KCUB, on the scene here at Santa's workshop.
Santa, may we have a word with you please?

SANTA: Oh sure, we're real busy getting ready for our deliv-
eries. What can I do for you?

REPORTER: All of our listeners want to know how you got into the
gift-giving business. Did your father give gifts or
what?

SANTA: Well, it all began when I was eight years old....I just
started doing good deeds, you know, helping people and
such....and it just became a habit.

REPORTER: Good deeds, huh, that sounds familiar. Say, what is
that under your jacket?

SANTA: That's my best kept secret....(Opens jacket)

REPORTER: A CUB SCOUT UNIFORM!!!!!! You're a Cub Scout?

SANTA: Yes, well, no. I WAS a Cub Scout, then a Boy Scout,
and then an Explorer. I wear this uniform to remind me
of where it all started...way back years and years ago.
I just loved helping other people and doing good
things.

REPORTER: Well, that explains your involvement, but how do you
get all of these elves to help you?

SANTA: Show the man.....(Elves open jackets to show Cub Scout
uniforms.)

A Successful Operation

A Shadow Play

In a shadow play, all the action takes place behind a white sheet that is strung across the stage as a curtain. The shadow effect is achieved by placing a bright light (with a foil reflector) at the rear of the stage. It shines brightly on the sheet so that shadows are created when the actors perform between the light and the sheet. More than one light is needed usually to fill the entire curtain. Also, shadows will be clearer if the rest of the room is very dark.

CHARACTERS: DOCTORS SAWYER, DRILLER, HAMMER, AND WRENCH,
PATIENT, NURSES

PROPS: Saw, drill, hammer, wrench, garden cart, strong table for operating, articles to be removed from patient, sheet for covering patient.

(The DOCTORS speak in unison, holding aloft their own tool identified by their names.)

We're Doctors Sawyer, Driller, Hammer and Wrench,
Our operating table is a work bench.
There are mighty few ills that we can't cure,
And we'll take a chance when we're not sure!
Nurses, wheel in the patient and let us start.
He looks right comfy in that garden cart.

(NURSES wheel in sheet-covered patient in garden cart. All help lift him onto the operating table.)

Now cheer up, fellow, no need to worry,
Sawyer, Driller and Wrench work in a hurry.

(With much brandishing of tools, they begin to go through the motions of operating, while the patient groans, moans and yells.)

Make an incision from side to side —
Don't forget we want it wide!
My, oh my, what have we here?
The reason you're sick is mighty clear.

(DOCTORS begin pulling all sorts of objects, apparently from patient's body, and throwing them on floor with a clatter. Use metallic items, rocks, etc.)

Now we're getting to the root of your trouble —
We'll have you fixed up on the double.

(They begin pulling out a long, heavy chain.)

Well it's no wonder you had such pain,
It was all caused by this big old chain!
And now, Dr. Hammer, we need your aid
To close this great big hole we made.

(DOCTOR HAMMER begins pounding. PATIENT yells and howls and finally jumps off table and runs out. DOCTORS and NURSES throw up their hands in surprise.)

A peculiar patient, we must confess,
And the operation was such a success!

IT'S A GIFT

Characters: Jane, Phyllis, Barbara, Sue, Irene, Property Man
Scene: Girls room. Near center stage is a small table on which there is a mirror, a card, and a box containing a wild-colored scarf.

JANE: (enters, picks up card on box and reads). "Merry Christmas to Jane from Irene." (opens box) What do you know? A Christmas gift from Irene. Well, this is a surprise! (holds up scarf) ~~Mmmmm~~--wonder how I can use it. (she holds it to her neckline, ties it around her hair, holds it at her waistline. As she goes through the poses, she looks in the mirror and shows disgust) Really, I don't think these colors do much for me, but it might look alright on Phyllis. I know! I'll surprise her with a Valentine gift. (puts scarf back into box. Exits) (Property man walks across stage with sign: Valentine Day.)

PHYLLIS: (enters, picks up valentine and reads) "To Phyllis from Jane. Well, what a surprise! A valentine gift from Jane. (opens package) A scarf! (she goes through the same motions Jane did) I don't think these colors do much for me. It might look alright on Barbara. I know! I'll give it to her for a graduation gift. (she puts scarf back. Exits) (Property man crosses stage with sign: Graduation Day)

BARBARA: (enters and reads card) "Happy graduation to Barbara from Phyllis." Well, what a surprise! I never expected to receive a gift from Phyllis. (opens gift.) A scarf! (she tries it in various ways, making remarks) I'm afraid it doesn't do much for me, but it might look alright on Sue. I know! I'll give it to Sue for her birthday. (puts scarf back. Exits) (Property man crosses stage with sign: Sue's Birthday)

SUE: (enters and reads card) "Happy Birthday to Sue from Barbara. Well, what a surprise! (opens box) A scarf. ~~Mmmmm~~--not quite my type. (tries to wear it different ways) You know I think Irene might like this. I'll give it to her for Christmas. (puts scarf back. Exits) (Property man crosses stage with sign: Christmas)

IRENE: (enters and reads card) "To Irene from Sue. How sweet of Sue to remember me. (opens box) A scarf! Just the kind I've always wanted! (puts it on. Looks in mirror) I love it! Funny, though, it's a lot like the one I gave Jane last Christmas. But who cares? I love it. And it's a gift!

(BOYS PUTTING ON THE SKIT CAN USE A HIDEOUS TIE FOR A GIFT, OR THEY CAN MIMIC GIRLS. THE SKIT CAN START WITH ANY HOLIDAY.)

DEN LEADER'S DRAGNET

Setting: A typical street in your town. Narrator stands to one side.
Characters: Narrator, Boy and lady.

NARRATOR: The story you are about to hear is too often true. The names have been changed to protect the innocent. (Dragnet tune)

BOY: This is the city - beautiful, sunny, smog-free Austin, Texas - where thousands of boys between the ages of 8 and 10 comb the streets in search of Den Leaders. My name is Sunday. I'm one of these boys. I'm not a Cub Scout. The reason for this dilemma, no Den Leaders. It was Thursday, May 9, I was on day watch in own neighborhood, same old story, looking for Den Leaders. I met many new faces, but always the same old story - NO ONE HAD TIME.

A nice-looking, well-dressed woman was coming down the street toward me. I judged her age to be about _____. She was swinging a new hatbox in her hand. Obviously, she had been shopping. I approached her.

"Could I have your name, ma'am?"

LADY: Why yes, little boy, I'm Mrs. Marion Johnson.

BOY: And your age, lady? Could I have your age?

LADY: My age? My, but you're a tall little boy. You must be 4½ feet tall.

BOY: That's about the size of me, ma'am. Now could I have your age?

LADY: Well, I'm in the neighborhood of 32, but what's this all about?

BOY: I want the facts, ma'am, just the facts. Are you now or have you ever been a Den Leader?

LADY: Ms, a Den Leader! Heavens, no!

BOY: Do you have any boys, lady?

LADY: Why yes. In fact I have two boys, one 8 and one 10.

BOY: Where were you on Monday, April 29, between 4 and 5 p.m.?

LADY: Let's see now. Oh, yes, on Monday at that time I have my hair done.

BOY: And Tuesday, April 30, at the same hour, where were you then ma'am?

LADY: Oh, I play bridge on Tuesday afternoon. I was at bridge club.

BOY: And Wednesday, May 1, what do you do on Wednesdays between 4 and 5 p.m.?

LADY: Well, I'm taking a course in Ancient History. We are studying the prehistoric boy.

BOY: The prehistoric boy, ma'am? I'm sorry that you find that more vital and interesting than the live ones who need you so badly. How about Thursday, ma'am, can you account for your time on Thursday?

LADY: Oh, I must go to the fashion show and tea at the Country Club on Thursday. You see, I am chairman of the potato chip committee.

BOY: What do you do on Friday?

LADY: Surely you don't expect me to be a Den Leader on Friday? That's the only day I have to myself.

BOY: I'm sorry, lady, you'll have to come with me to Scout headquarters for further questioning (dragnet tune).

NARRATOR: The case of Marion Johnson was tried the next week. She was found guilty on all counts of evading Den Leadership, thus causing untold agony to many little boys. She was sentenced to 3 years of hard labor as a Den Leader or until such time as her boys both have reached 11 years of age. (dragnet tune).

HATS, HATS, AND MORE HATS

Sometimes a hat is all you need to create a special character. A long cape, teardrops, or imagination can do the rest. Here are a variety of effective hats made from a few basic patterns. The hats can stand on their own or serve as a part of a costume.

PAPER BAND HATS

CONSTRUCTION PAPER



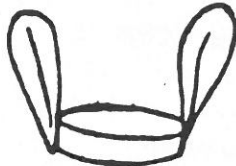
BAND TO FIT HEAD



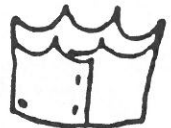
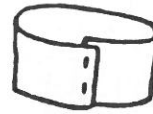
ADD FEATHERS FOR INDIAN



DEER



ADD EARS FOR RABBIT

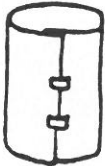
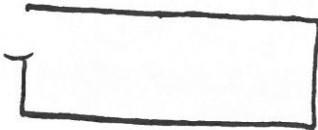


CUT WIDE BAND SHAPE



CROWN

TUBE HATS



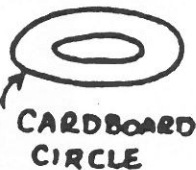
BASIC CONSTRUCTION PAPER TUBE TO FIT HEAD



BAND LEADER OR SOLDIER
ADD BILL, FRINGED PAPER FEATHER



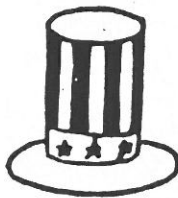
SENTRY - FRINGED PAPER STRIPS GLUED TO BASIC TUBE



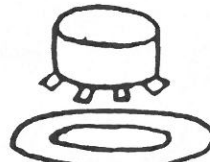
CARDBOARD CIRCLE



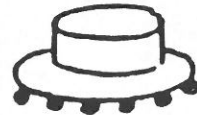
LINCOLN HAT



UNCLE SAM HAT



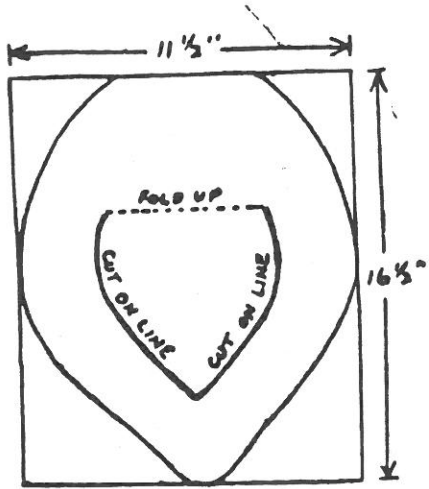
SOUTH AMERICAN HAT



SOLDIER'S CAP



HATS, HATS, AND MORE HATS



FIREMAN'S HAT
 CUT FROM RED
 CARDBOARD.
 DECORATE WITH
 DEN NUMBER

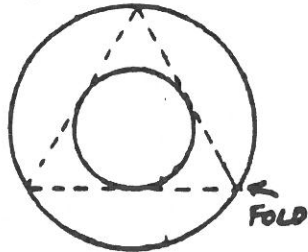


KNIGHT'S HELMET
 FROM SQUARE MILK
 CARTON



JESTER'S HAT FROM
 PAPER BAG.

COLONIAL TRICORN



CARDBOARD CIRCLE
 CUT OUT CENTER

CHEF'S HAT



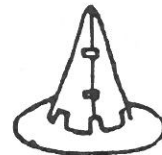
↑
PAPER
BAND



TISSUE PAPER
 FOLDED AND
 GATHERED.
 GLUE INSIDE BAND



PILGRIM



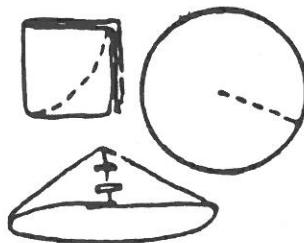
CONE HATS



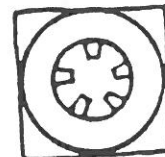
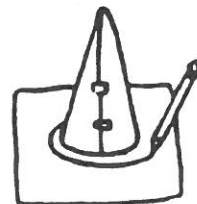
BASIC
CONE



CLOWN



ORIENTAL
 G28



WITCH
 OR
 WIZARD!



SKITS

THE BIG WHEEL

(Audience Participation)

Divide audience into four groups to respond to the following words in the story:

BIG WHEEL: Spin, spin
CANOE: Paddle, paddle

CARS: Rattle, rattle, bang
AIRPLANE: Zoocom

Man has invented many different things that go and have provided him with transportation down through the years. The Indian made his CANOE that took him from place to place and served his purpose well. Man like Henry Ford invented CARS which today is the most popular type of transportation. There were men like the Wright Brothers who pioneered the invention of the AIRPLANE. And then there is a group of people called the BIG WHEELS who really don't go anyplace or do anything, but they like to feel important.

This story is about one of those BIG WHEELS who just sat and spun his wheels and felt so important while he was doing nothing at all. Everyone around him was working on new and better types of CANOES, designing new and more efficient CARS and designing and testing new and faster AIRPLANES. But our BIG WHEEL just sat around feeling important, not doing anything to help anybody, while everyone else was doing the work.

Somehow he always seemed to get by and fool people into thinking that he was important because everyone around him was making progress. The BIG WHEEL depended on their brains and energy to make him look good. Finally, one day something happened that changed things overnight for the BIG WHEEL.

Everyone who had been working on the CANOES, the CARS, and the AIRPLANES decided it was time to teach the BIG WHEEL a lesson. They were tired of him doing nothing except acting important. So they all became very busy and didn't pay any attention to him. When something came up, the BIG WHEEL found he couldn't rely on the others to answer questions and make him look important. Finally the BIG WHEEL realized that he could not accomplish anything without help from others. He realized he was making no contribution to the world at all. He was just sitting there spinning his wheels, while the others accomplished a lot on CANOES, CARS, and AIRPLANES. BIG WHEEL felt very bad.

It was a terrible feeling when BIG WHEEL finally realized something he should have known all along. If you're going to get anyplace in this world, you can't expect other people to do all the work. You must learn to do your part and paddle your own CANOE.

WELCOME BACK

No scenery or costume are required for this program. Have the performers line up on stage with each performer stepping forward as he speaks. In the seventh verse, have the performers point to the audience on the last line. Close the program with everyone rising and singing "The Star Spangled Banner."

Another year is starting,
And we'd like to welcome you.
And tell you what our purpose is,
And what we hope to do.

Cub Scouts is a group of boys;
It helps us grow up strong,
And teaches us to do what's right
And fight against what's wrong.

It show us how much we can do,
If we work as a team;
Then we'll have fun and jobs won't be
As hard as they first seem.

We'll go on hikes and field trips,
To learn of nature's wonders,
So we'll respect her when we're grown
And not make any blunders.

And we'll be shown in many ways
That each man is our brother;
And we will see the joy there is
In helping one another.

We'll learn to be good citizens
And, hopefully, we'll see -
That laws are made for all the men
So each man can be free.

To do all this, the Cub Scouts need
Good leaders - this is true-
That means we need the help of all
Of you - and you - and YOU....

And now, to start the year off right,
In a good and proper manner,
We'd like you all to rise and sing
Our own "Star Spangled Banner."



WELCOME TO THE WONDERFUL WORLD OF PUPPETS

Caution! Puppets are contagious!! They appeal to all ages, children and adults alike, probably more to boys of Cub Scout age than any other. Puppetry is used effectively in education, entertainment, speech development, drama, therapy, music and advertising. It helps develop self-confidence, a positive self-image, social relationships, physical skills and, most of all, imagination. A shy boy is willing to participate in puppetry because the focus of attention is on the puppet rather than himself.

Puppets can open the door to an exciting, enchanting world of make-believe. They are a means of self-expression. The puppeteer can improvise and act out his feelings of the moment, often sharing thoughts, ideas and feelings he may be otherwise too shy or hesitant to express. Puppetry provides wonderful opportunities to develop and make use of skills.

What is this thing called a puppet? Simply explained, a puppet is a figure of a person, animal, or object that is made to move by the efforts of a human being -- child or adult. It gets its "life" and "personality" from that person's efforts and imagination.

Puppets belong in a child's world because they are

- fun
- educational
- entertaining

Puppets have the potential to

- stimulate a child's imagination
- provide ways in which a child can express his creativity
- assist a child in expressing his thoughts and feelings
- help a child develop his listening and verbal skills
- give a child opportunities to use and develop his small muscles
- provide opportunities for socialization in which children are constructively planning, working, and playing together





TIPS - PERSONALITY, PERFORMANCE, PRODUCTION

Keep in mind.....

Puppets will be more appealing if given a definite personality, his own special character which is unlike any other puppet on stage.

Make him an outstanding individual with his own mannerisms, with his special way of dressing, and with his own way of walking and talking.

Facial features of the puppet will help make him outstanding in appearance. Give him a face that will attract attention.

Facial features should be exaggerated...an extra big nose or a crooked mouth, so the audience can recognize him easily.

Let the puppet speak and act according to the kind of person that he represents.

When putting on a puppet show, keep actions clear and simple.

Be sure the audience can tell which puppet is doing the talking.

Jiggle the talking puppet a little as he talks, nod his head or move slightly forward. Other puppets on stage should remain still until their turn to speak.

Be sure to speak clearly. It is harder to understand a person's voice when you can't watch his face and lips while he talks.

Do not hide one puppet behind the other.

Puppets feelings and actions should be exaggerated. An excited puppet would be wildly excited, while a tired puppet should groan and sag so wearily that the audience knows instantly how tired he is.

Often it is a good idea to have the puppet speak aloud to himself as he goes about his act. For example, he might say while looking, "I'll look under this tree for a rock."

Think of actions a puppet can do best and include them.

Be sure there is plenty of room behind the scenes for all puppeteers. Crowding will inhibit spontaneity.

Practice...practice...practice. Get comfortable with the puppet.

Look for ways to heighten suspense in the play.

Utilize opportunities for the puppets to exchange repartee with the audience.

Plan frequent entrances and exits - it holds the audience interest and avoids too many on stage.

Teach puppeteers to wait for laughs.

Have good prompters.

Enjoy what you are doing — HAVE FUN!



LET'S GET STARTED

There are plays to be written, stages to be designed and built, costumes to be created and made, and lines to be spoken. Puppets can make your amazing ideas come true. With puppets, anything can happen. Houses can fly, elephants can disappear, and even cats and dogs can sing. Each performance calls on all creative efforts, not the least of these being the making of the puppets themselves.

The magic ingredients you need for making puppets are all around you. Get a big box or an old trunk and start to assemble an odds and ends collection. The boys in your den should be encouraged to bring items from home to add to the collection. Look in drawers, cupboards, and even wastebaskets for items like:



buttons, beads, balls (ping pong, rubber, tennis), baskets (wooden, plastic), bottle brushes, boxes, broom handles, curlers, coat hangers, containers, chop sticks, corks, caps, costume jewelry, cloth, cotton, dowels, fly swatters, fishing floats, felt, feathers, fur bits, fringe. Also, glitter, gloves, hats, kapok (other stuffing materials), lace, lids, leather, material, mittens, nails, net, newspaper, novelties, odds & ends, polyfoam, popsicle sticks, pom pom balls, pipecleaners, socks, stockings, styrofoam balls, sheets, sponges, spools. And maybe

some sequins, string, trimmings, tinsel, toothpicks, trays, thread, tacks, umbrella parts, wood, wire, weights, and varn, to name only a few.

BUT...before you drop this all in the box willy-nilly, separate similar items into plastic bags or boxes. You will not regret the time you took to do this.

You will also need things like:

- pencils
- glue
- tape
- scissors
- a stapler
- felt pens
- crayons

- rubber bands
- paint
- brushes
- patience
- pins (straight & safety)
- paper clips
- other craft-type supplies



You can make many different kinds of puppets from all sorts of material. You can put a lot of effort into making splendid puppets and a very fine theater - you can also make exciting puppets and a theater quickly with inexpensive materials.

LET'S TALK PUPPETS

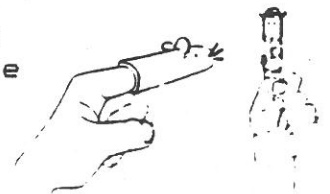
Puppets are categorized on the basis of how they move. Generally speaking, puppets are moved by a person's fingers or hands, or by strings or rods. Miscellaneous puppets that do not fit into the general categories are referred to as "novelty puppets" and are a great deal of fun too.

There are three criteria in making puppets:

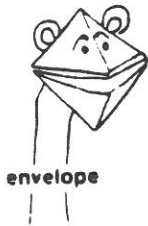
1. Durability: basically the strength of the material used in construction.
2. Mobility: action of which it is capable.
3. Flexibility: the ease with which it may become more than one character.

HAND PUPPETS

The hand puppet is the most immediate of the puppets. There is no string or rod between the puppet and the puppeteer. It is also easily carried about and takes up little room. It is so simple, yet so capable of registering many emotions. There are many kinds of hand puppets made with different materials and techniques.



Finger puppets



envelope



sock



a paper bag



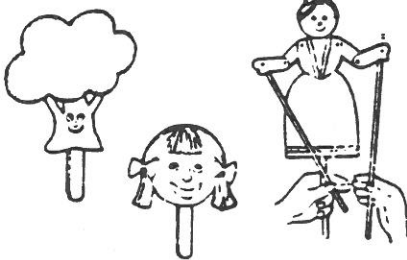
pieces of felt



A glove

ROD PUPPETS

Any object you can attach a stick or rod to can become a rod puppet. It can be flat or 3-dimensional. It can be an ordinary object without adornment, or it can be an object personalized with features, costume, etc. It can be simple with no moving parts or can be very complicated.



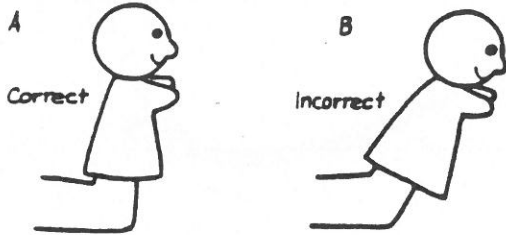
SHADOW PUPPETS

Anyone who has ever cast a shadow on a wall and made their hands and fingers form a dog or rabbit will understand the fascination of the shadow puppet show. It differs from other puppet forms in that the audience does not see the puppet -- only its shadow cast on the screen.



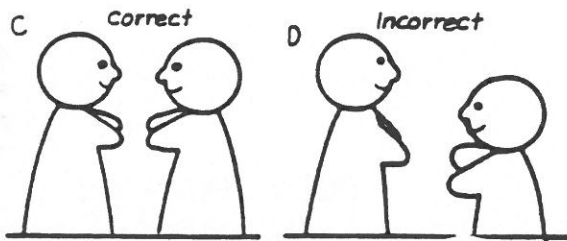
BRINGING THE PUPPET TO LIFE

It is the puppeteer who gives the puppet "life". These are some suggestions to help.



Keep the following information in mind when manipulating hand puppets:

1. Puppet should be kept straight. Do not lean puppet. See sketches A and B.

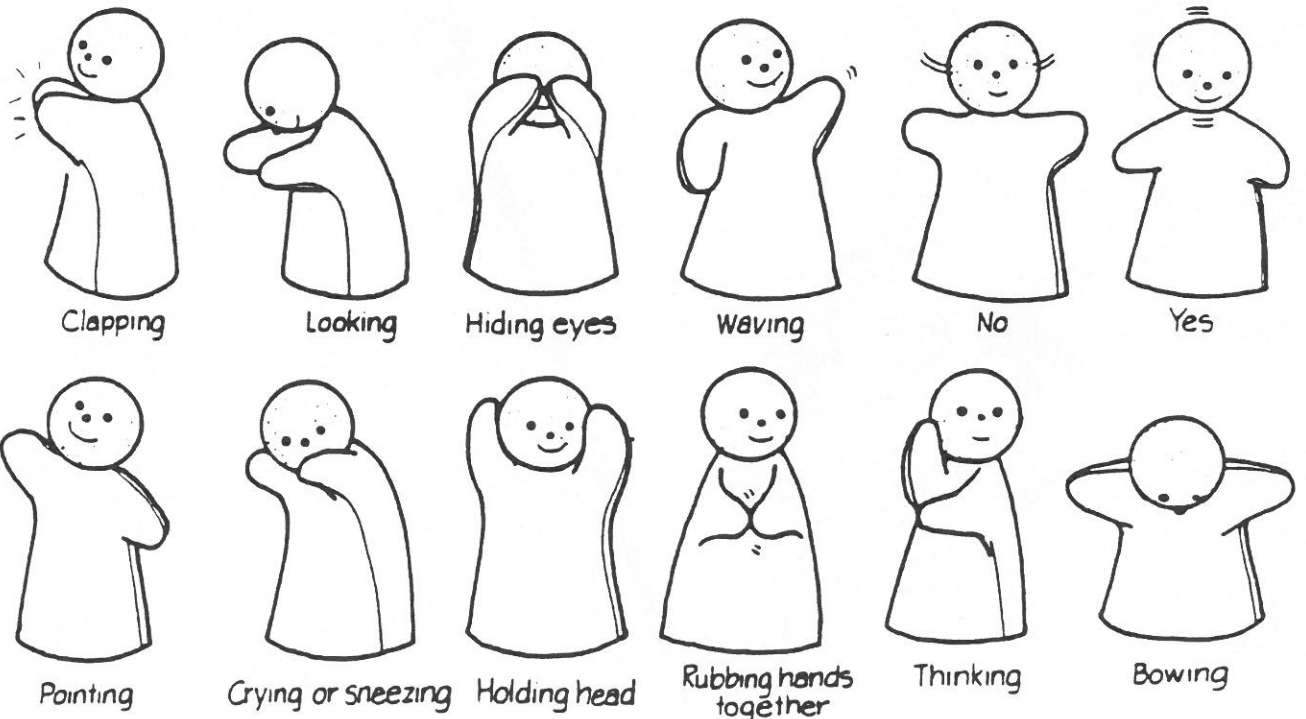


2. Each movement must have a meaning. Avoid bobbing puppet up and down for no reason.

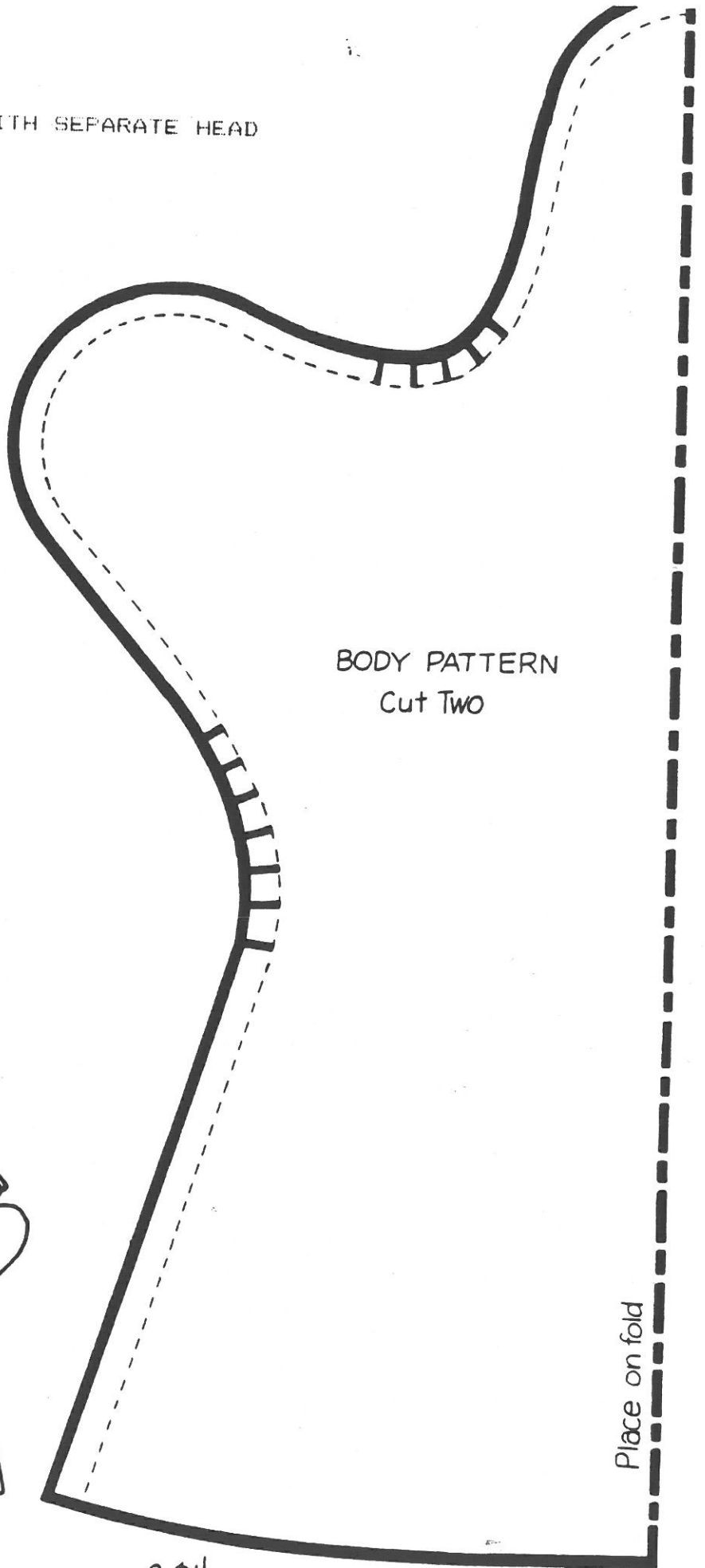
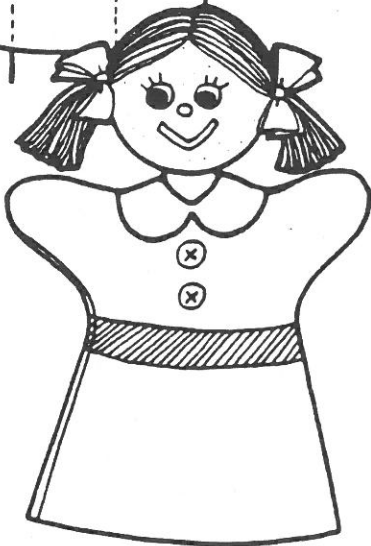
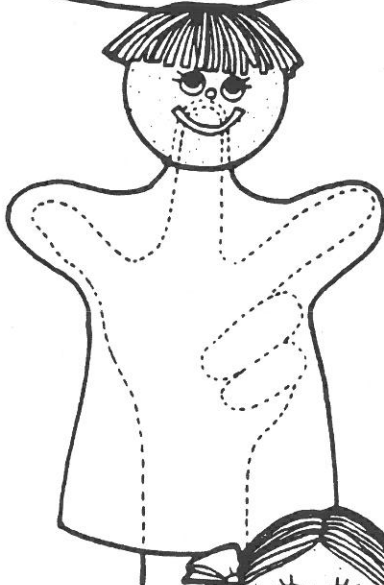
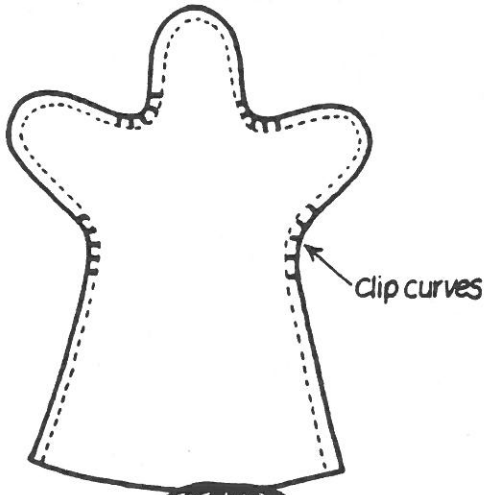
3. Puppets should enter the stage from one side. Unless done for a special effect, the puppet should not pop up in the middle of stage.

4. When two puppets are on stage at the same time, they should be held at each other's eye level. See sketches C and D.

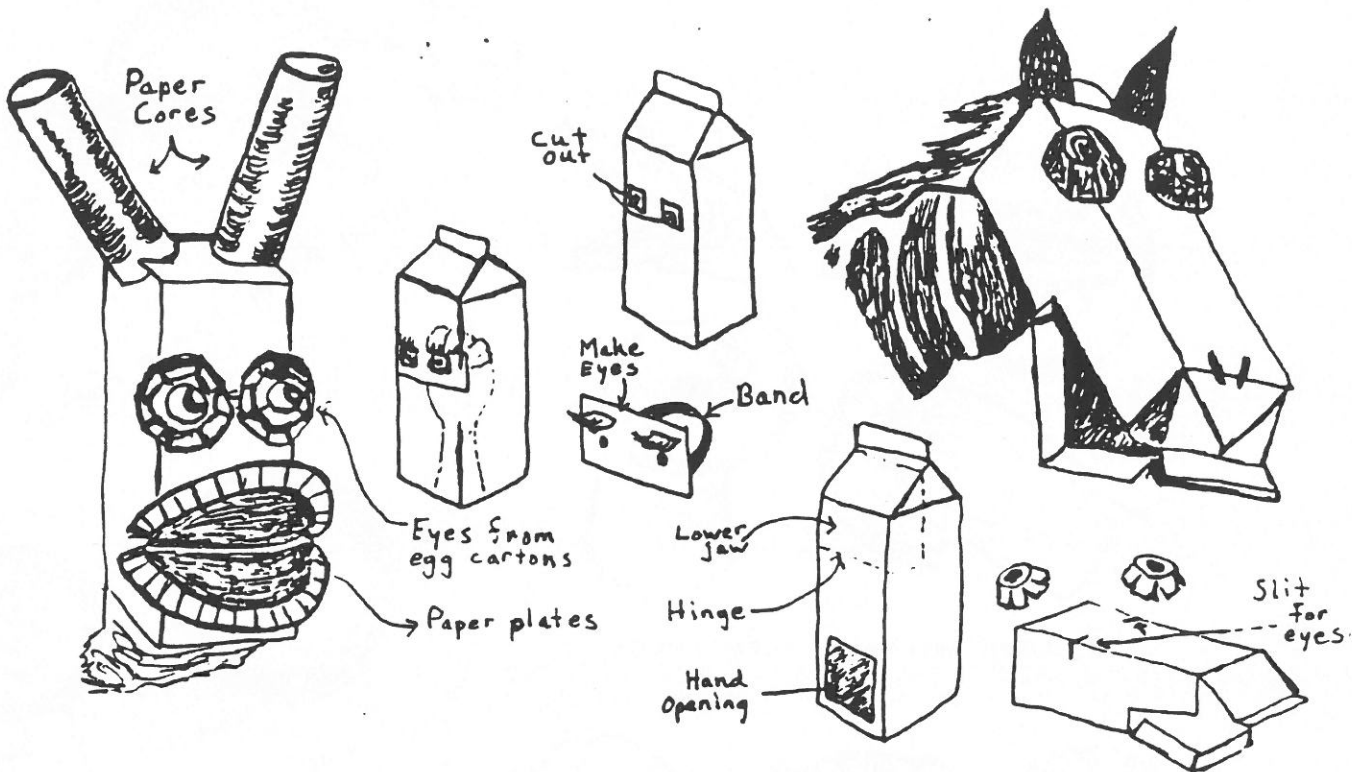
Basic Movement Chart



HAND PUPPET WITH SEPARATE HEAD



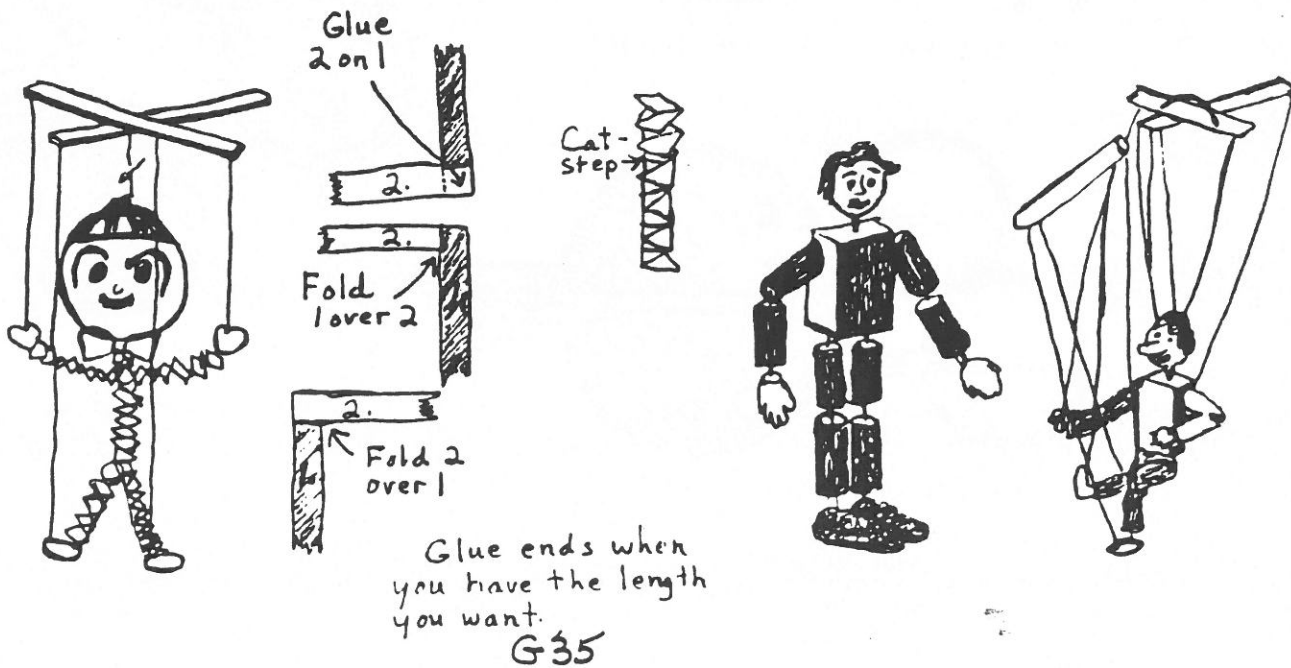
MILK CARTON PUPPETS



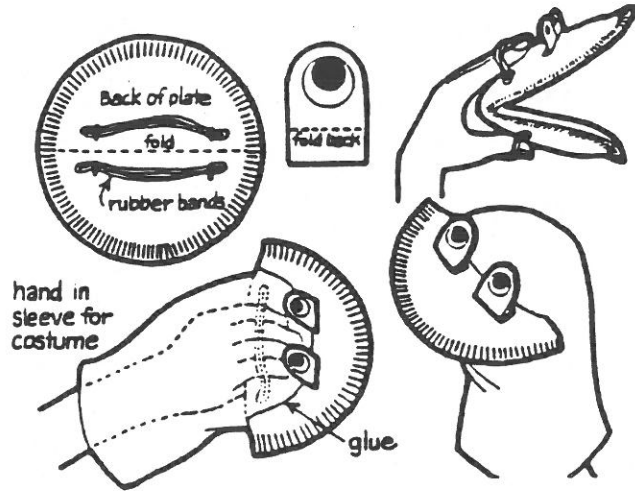
STRING PUPPETS OR MARIONETTES

Fold strips to make catsteps. Glue to the round paper palate. Attach strings to cross bars. The make him dance.

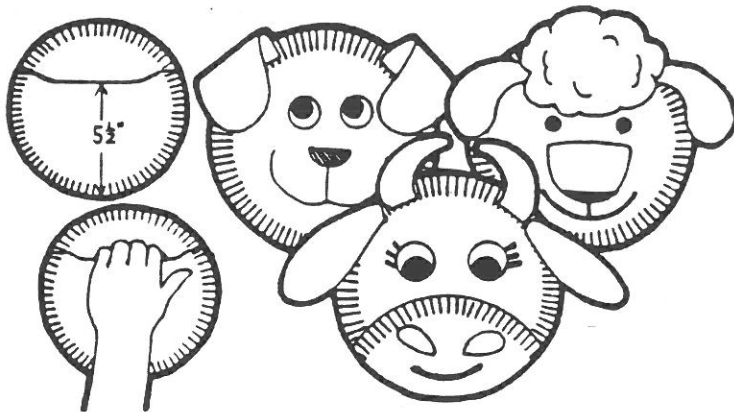
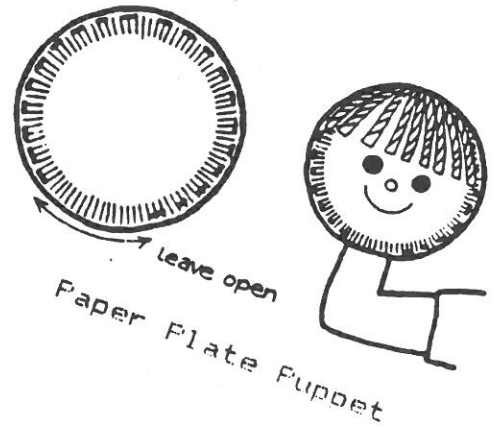
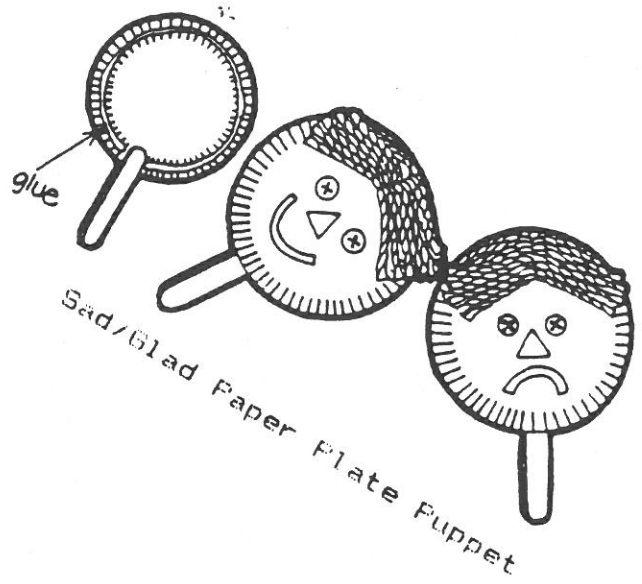
Made from either boxes or wood. See the Cubs Skits and Puppets book for more ideas.



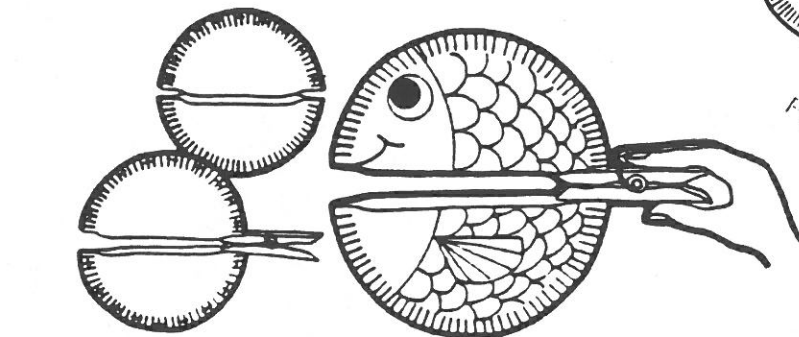
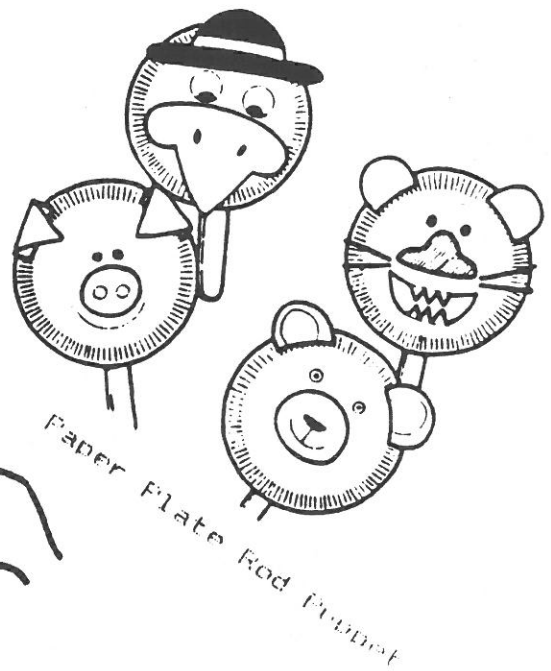
PAPER PLATE PUPPETS



Folder Animal Plate Puppet



Animal Paper Plate Puppet

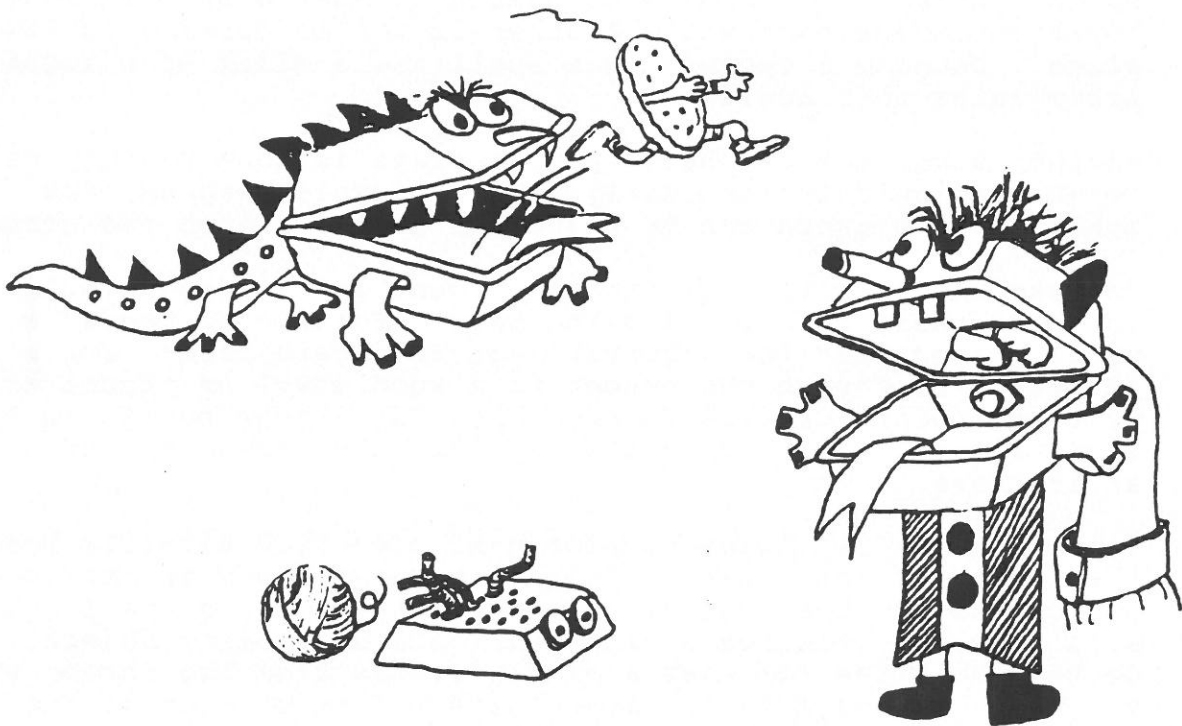


Fish Paper Plate Puppet

HAMBURGER PUPPETS

Materials: rinsed out fast-food hamburger cases
construction paper
yarn
felt
fabric
buttons

- Procedure:
1. With scissors, poke three holes in the back of a clean hamburger case, two on the top and one on the bottom. Place the holes in such a way as to enable students to insert fingers to manipulate the puppet.
 2. Paste on facial features, attaching a paper or felt tongue inside the case.
 3. Make a silly outfit and body from construction paper. Decorate with scraps of material, buttons, etc.
 4. Tape or glue the body to the puppet head.
 5. Add yarn for hair. Insert through holes poked into the top of the case or attach yarn with glue.



SHADOW PUPPETS

Because they are easy and fun to make and use, shadow puppets are one of the simplest forms of puppetry, and one that lends itself to the telling of tall stories. It is important to think through the events of the story, so that plenty of action is included.

One or two people can put on an entertaining shadow puppet show and a den of boys can produce one that is quite exciting. The big advantage for the boys is that a whole theatre can be created with cutouts and shadows so that many different plays can be performed without a large group of live actors or stage help. A shadow puppet theatre is a good investment for a pack.

Shadow puppets grow large or small as they move toward and away from the screen. On a large screen, boys can become the shadows. Puppets can climb a tree or mountain in an instant. The miraculous disappearance of a puppet is an easy trick. Suddenly pulling the puppet straight back and down out of the light will cause it to vanish. The reverse move will cause an instantaneous appearance. Characters can be transferred from animals to humans or dwarfs by pulling one puppet straight back while another is pulled forward in its place. Usually a spoken magic spell and a blink of a light accompanies this action.

Another advantage of shadow puppet plays is that scenery can be changed quickly and easily. Car, bicycle, wagons, and other rolling props can be pushed or pulled across the screen.

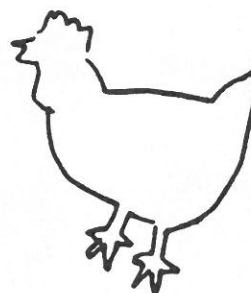
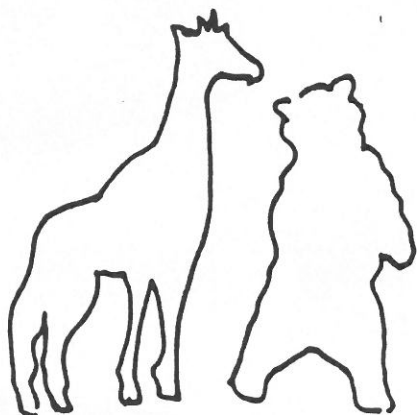
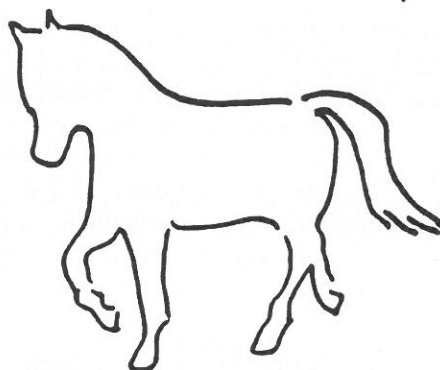
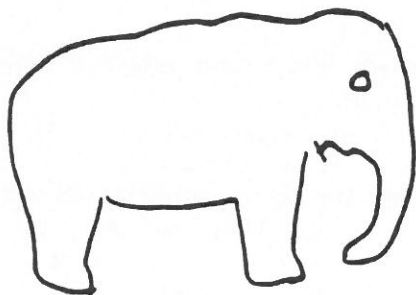
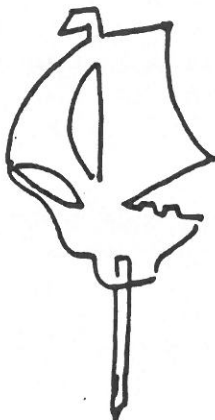
To make the puppets, use patterns found in children's coloring books or those on the following page. Enlarge to needed size usually about 12" for figures. Cut from cardboard. Use a thumbtack to fasten the cutout to a wood dowel or pencil eraser, or tape a piece of wire to the base. The shadow puppet is a rigid figure, held straight up against the screen by the handle at its base.

Illumination for shadow puppets must come from directly behind the center of the screen. There are many shadow tricks and devices to produce special effects. Manipulating the light will give the illusion of movement to a stationary object. To do this hold the silhouette back a little from the screen while you have someone move the light slowly from one side of the screen to the other, and parallel to it.

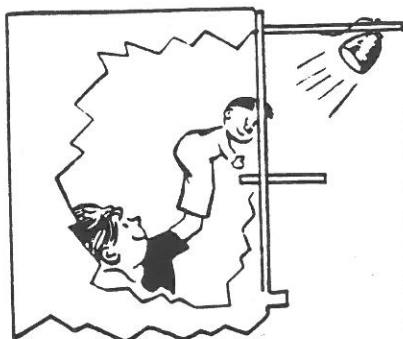


SHADOW PUPPET PATTERNS

Enlarge to needed size-- usually about 12" tall for figures. Cut from cardboard.



PRODUCTION POINTERS



When planning the production of a puppet show, it is important to always remember that no one element of the show can be planned without considering all the other elements. Each part is dependent on the others. If you keep this in mind, you will be well on your way to good planning.

The puppets and the puppet stage are the first two elements of a puppet production. The others are scenery, props, lighting, sound, music, and script. Give each equal consideration.

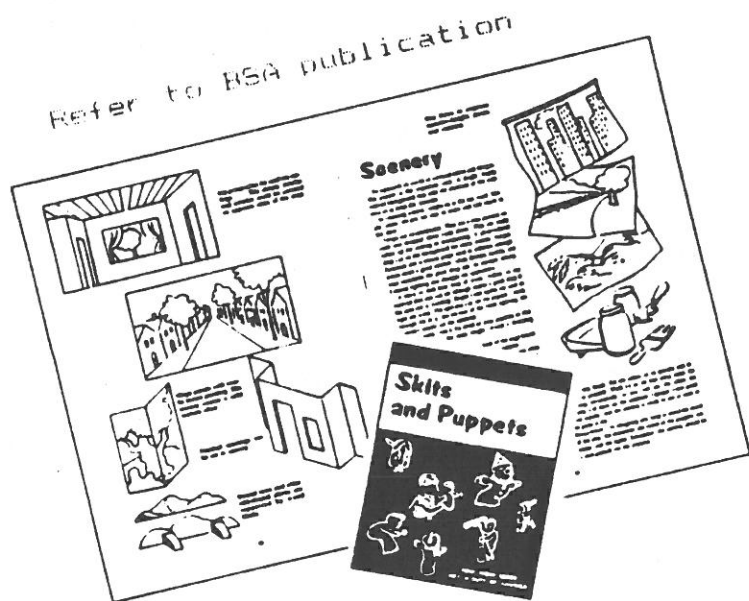


Production: SCENERY

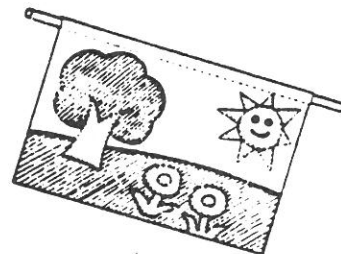
Scenery enhances the puppet production. Take care that the scenery is not distracting. It should assist and support the production. As a general rule, the shorter the script, the less scenery is necessary. In longer productions the scenery will add visual interest and help hold the interest of the audience.

Here are some general guidelines.....

-Plan for all background scenes to hang approximately one inch below the stage opening.
-Keep the number of scenes to a minimum. (Changing scenery slows down the pace of the show.)
-When the scenery is completed hold puppets up to the scenery - do they stand out? If the answer is no, change scenery to provide contrast.

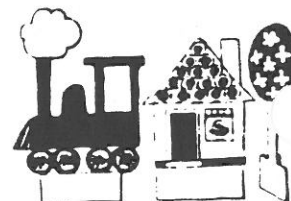


Paint
Glue
Applique



Hand on
backdrop

Flat scenery



Production: PROPS AND COSTUMES



The appearance of a puppet can be changed by the use of props and costumes. Hair, beards, moustaches, glasses, clothing, jewelry, and many other things may be added to the basic puppet for character. How about hair bows, musical instruments, other hand props, shirts, ties, purses, etc. One of the best sources of props is the local party supply store or the toy counter at the drug or variety store. The imagination and creativity of the puppeteer are the only limits to the use of props and costumes.

Props can be a very nice addition to a puppet production when properly handled. When selecting and building props, consider the following:

1. They should be lightweight.
2. Should be properly supported.
3. Simplicity is important.



Before starting your show be sure that all props are on hand and ready for use. Store props carefully so they will be ready (and unbroken) when you are ready for them.



Production: STAGES

"The majority of puppet stages are portable. Portable is a very broad word, and can mean anything not nailed down. For our purposes, when we use the term 'portable' we mean EASILY portable."

Portable stages are desirable because you can go where the audience is.

The main purpose of a puppet stage is to direct the attention of the audience to the puppets. It does this by masking off areas you don't want the audience to see. There are three categories of stages: makeshift, temporary, and permanent.

Consider the following in planning your stage:

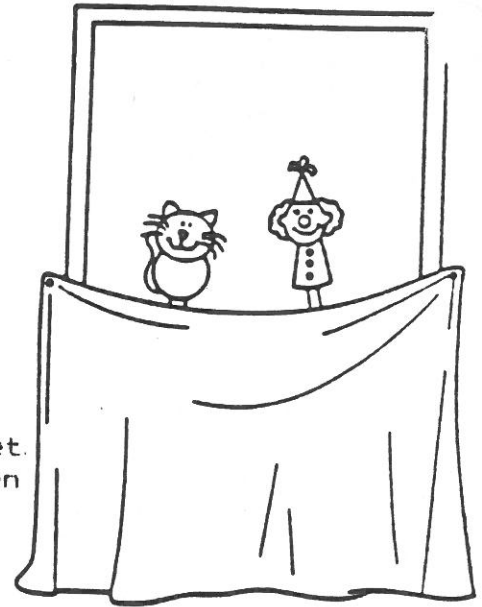
- what type of puppet will you be using?
- what is the size of the puppet?
- how many puppeteers will be backstage?
- will puppeteer be standing, sitting, or kneeling?



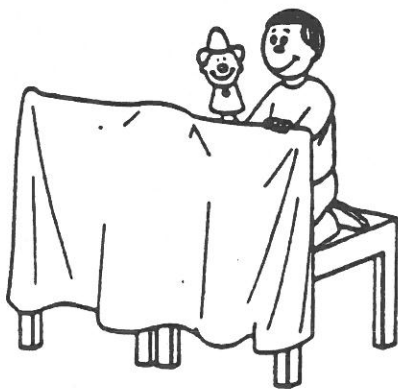
HOW TO MAKE INSTANT PUPPET STAGES



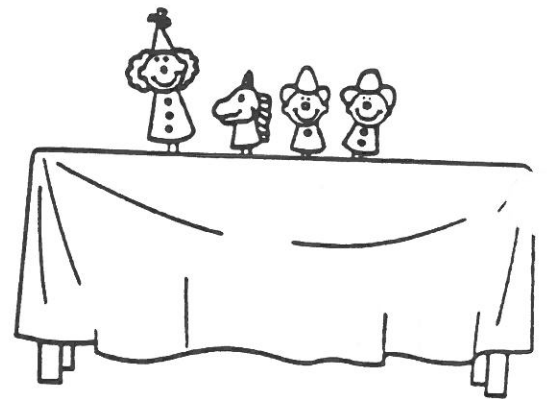
Place a child wearing a large open apron between two other children. The children on the ends can hold the edges of the apron and one puppet each. The child in the middle can hold two puppets.



Tack a sheet across a doorway. Place the sheet high enough for children to stand behind.



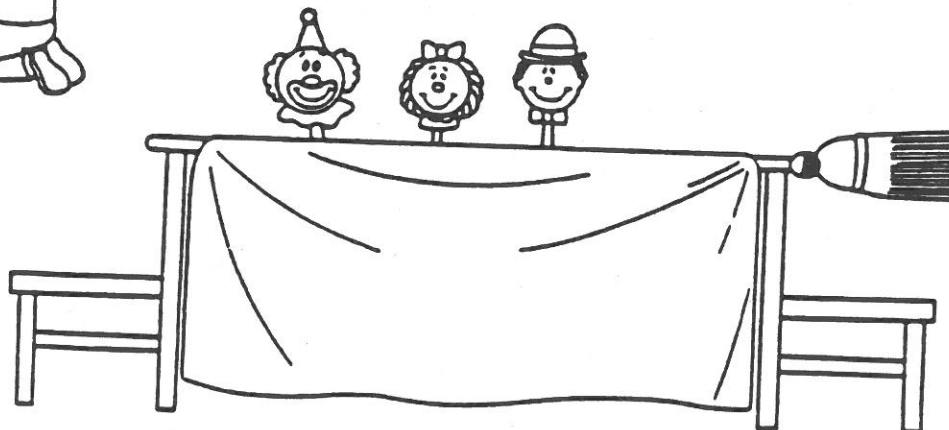
Hang a cloth over the back of one or more chairs. Children can kneel on the chair seats.



Place a cloth over a table. Children can kneel behind the cloth.



Tip a table on its side. Children can kneel behind the table.



Balance a broomstick on top of two chairs. Drape a cloth over the broomstick. Children can kneel behind the cloth.

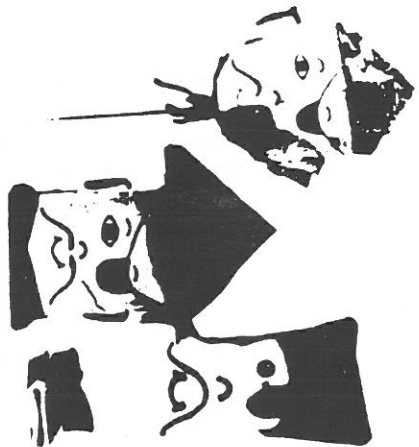
THE FLAG

Cast: American Flag Puppet
 Props: 1 Light, 1 color wheel with red and blue colors, picture of a ship, and a plane mounted on sticks.
 Scene: Empty stage with black backdrop

| CHARACTER | DIALOGUE | ACTION |
|-----------|---|---|
| | | <p>Room lights off.
 Stage lights on.
 Flag rises from below stage as music starts.
 Flag should be all the way up when music ends.</p> |
| Flag | <p>Hi Cub Scouts! I'm your American Flag. Let me tell you about myself. I'm <u>your</u> flag and my nickname is OLD GLORY. I represent our country, the United States of America, all over the world. I fly on American ships and I am painted on the sides of American planes.</p> | <p>Boat and plane pass in front of flag from left to right.</p> |
| Flag | <p>I also fly in many places around the world where Americans live and are proud of their country. I'm made up of three colors with stars and stripes. Who knows how many stripes I have?</p> | <p>Wait for answer.</p> |
| Flag | <p>Right, 13 stripes, and how many stars do I have?</p> | <p>Wait for answer.</p> |
| Flag | <p>50 stars, right again! Did you know that all of these stars and stripes and colors have a special meaning?</p> | <p>Stage lights off.
 Red color light on flag.</p> |
| Flag | <p>The red color stands for the bravery and love of country of many Americans who fought and died to protect our great nation.</p> | <p>Change to white light.</p> |
| Flag | <p>The white color stands for the purity of deed and thought and the honesty on which our country was started.</p> | <p>Change to blue light.</p> |
| Flag | <p>The blue color stands for justice and freedom for all.</p> | <p>Color light off.
 Stage lights on.</p> |
| Flag | <p>The 13 stripes represent the first 13 colonies that began our nation. The white stars on a blue field are the symbol of God over us all and shows us that we live in a country where the sky is the limit if we want to try. 50 stars stands for 50 states. Each state has its own star to show it is an independent state with its own laws and government but all the stars are on the same blue field to show that they are united and will stand together to protect our freedom. All these pieces of cloth have been sewn together with many, many stitches which hold them together strongly. You Cubs, and all Americans are like those stitches, holding our country together and making it strong. Now let's all stand and show our</p> | |

Scouting Down a Treasure

A rhyming skit
designed for puppets,
players or real
kve pirates!



Tube Sock Pirates

For the Puppets
If you want variety, make all three
puppets. If you want simplicity, make
your favorite one.

Stuff a large white tube sock (the
older and grubbier the better) with cot-
ton, old nylons or even paper. Leave
enough room at bottom to insert your
hand in the ribbing of sock.



Paper Bag Pirates

Use a small or large paper bag depend-
ing on the size you want your pirate to
be.
Simply fold flap end of bag to make
a pointed hat; color hat section black.

(Glue on or
sew one button
eye, paper or
fabric eye patch
and the rest of
his features with
yarn.
Sew on cur-
tain rings for ear-
rings, and add a
triangular felt
bandana and
neck scarf.

Then, draw on facial features and eye
patch with black marker. Stuff bag with
cotton.
To finish, place a wooden stick inside
bag, and the bag closed around it. Add
pipe cleaner earrings.

Box Pirates

For base, you will need two boutique
tissue boxes. Leave one box whole, and
cover with white paper or paint. Be sure
to leave opening of box at the bottom,
so you will have a place to put your
hand in.
Draw on facial features with marker,
and add paper patch.

For hat, cut the second box diagon-
ally in half. Cover one triangular section
with black felt; glue to top of head.
Add yarn hair, felt neck scarf and
pipe cleaner earrings.

For the Action

Speaking parts include nine verses for the captain, and six verses for the pirates.
Verse lines may be divided among children (if you have a lot of pirates), or said in
unison (if you do not). Words in all caps should be emphasized, as they are clues to
the end of the rhyme. Make our puppets, or have children dress as pirates.

CAPTAIN: Row on all ye mateys;
Row on 'til ye drop,
We're miles to go,
Before we can stop.

PIRATE: Aye, Captain, we've rowed
From daybreak to night,
And not any land
Is nearer our sight.

CAPTAIN: To those who dare question
The Captain in rank;
50 lashes you'll get
And then walk the plank.
CAPTAIN: I've mapped out our course,
To a place far away.
I've heard of a treasure,
But there's cause for dismay.

PIRATE: We're not afraid
Of a battle ahead;
We'll steal all the treasure;
We've nothing to dread.

CAPTAIN: Aye, mateys, you're brave,
But there's thousands around;
They'll come at us in TROOPS
And in PACKS to surround.

PIRATE: 'Tis it an army
Of King's men to face?
Why they're cowards of men;
They'll die in disgrace!
CAPTAIN: Be not so quick;
Be more concerned.

These men have earned BADGES
For skills they have learned.

PIRATE: What skills do they have
That a pirate has not,
To hoist up a sail,
And tie a square knot.

PIRATE: My gun has more notches,
Than you'll ever see.
I'm fast on the draw,
When it's him or it's me.

CAPTAIN: Quit braggin' ye mateys;
Ye don't know the score.
Why they TIE ALL THE KNOTS
And know even more.

CAPTAIN: They learn how to CAMP
And can COMPASS their way
And they're brave as a BEAR
Or a WOLF some folks say.

PIRATE: So why do we row
All day and all night?

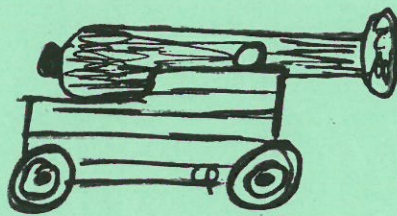
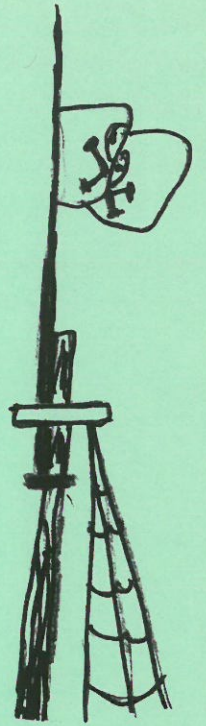


What do they have
That's worth such a fight?

CAPTAIN: Aye, mateys, we'll row,
And when we reach their land,
We'll travel by darkness
And capture the band.

CAPTAIN: For they wear a great treasure;
'Tis a sight to behold.
Cub Scouts hiding in BLUE
But trimmed ALL IN GOLD!
(All pirates yell, "gold, gold, gold". Exit
from stage.)

GAMES/
OUTDOOR
ACTIVITIES/
NATURE





GAMES FOR CUB SCOUTS

To a small boy a game is one of the serious things in life. It is a thing really worth doing, an occasion when every detail matters enormously. Here his energy and enthusiasm are concentrated in real intensity.

Everyone knows the tendencies that assert themselves when adults are brought into mutual contact over the competitive business of life. These same tendencies begin to assert themselves when small boys come into mutual contact over an exciting game.

The purpose of play, then is to give true character training, because a boy at play is fully alive and receptive and teachable. Skill and perseverance is required for directing character growth in the right directions and restricting it from going the wrong way.

One of the nine major purposes of Cub Scouting is:

"Encouraging good sportsmanship and pride in growing strong in mind and body."

In the selection of games, three things must be taken into consideration: the physical, mental and educational values of the games as they relate themselves to the Cub Scout program.

Considering first the physical aspect, a game must be satisfying to the strongest of the group but not overtax the weakest. It should stimulate growth and development of practically every muscle and mentally assist the bodily functions.

Cub Scout boys are at a period when growth is rapid. Running and chasing games are excellent. But long walks or runs as well as other exercises involving great endurance are entirely out of place for this age of boys.

The second value of games to be considered is the mental side. Just to join is not enough. There must be an element of excitement, competition or accomplishment. The boy must learn to play and to play fair! He must learn to follow certain rules. Games which develop quick thinking, alertness, and even strategy are excellent.

Last, the games must be educational. For instance, in some games, the boy must learn to spell names of birds or cities, etc. Games demand cooperation from all, and stimulate a sense of fair play.



NATURE GAMES



Here are several nature games that can be played on a nature ramble or around the home.

Nature Alphabet: Find objects in nature (in a park or yard) that have names beginning with each letter of the alphabet. Do not disturb; just list.

Spotting: Use this game to develop nature and conservation skills, alertness, and observation. Tell your Cub Scouts to watch for "round things" or "rough things" or "brown things." Write them down. The Cub Scout with the most items wins.

Animal Hunt: Place a toy animal somewhere in the play area and tell Cub Scouts to start looking for it. When a boy sees it he is to sit down quietly on the edge of the area without disclosing the location.

Leaf Hunt: Give each Cub Scout 5 minutes to collect one leaf from as many different kinds of trees and shrubs as possible. Arrange each Cub Scout's accumulation on the ground and count them. Take off one point for each duplication.

Noises That Break the Silence: In a quiet section of a park or woods, listen for 2 minutes. Then write down all the sounds heard.

Nature Scavenger Hunt: Give each Cub Scout a sealed envelope with this note: "Mrs. Jones is very ill. Within 15 minutes we need these things to make medicine for her: 4 acorns, 10 dandelion seeds, 13 pine needles, 4 live ants, and..." Adjust the list to plants and insects in your area. Ask for 10 to 20 different items.

OBSTACLE COURSE

Here's a natural for Cub Scouts. They like to climb, crawl, and jump, and a good obstacle course includes plenty of each.

Preparing the course: Get a group of dads to plan and lay out the course for the race. The course should be difficult enough to challenge the imagination of Cub Scouts, but not so hard that they cannot do it successfully.

A large area is not necessary. The event can be adapted to the facilities available. A park, playground, vacant lot, or a yard can be used.

The obstacles might be crawling through a barrel or a hoop, or crawling between the legs of a picnic table, under a fence or a rope tied between trees; running around a tree three times; jumping across a real or imaginary brook. Other possibilities are hopping with a glass of water, carrying a dry navy bean on a knife, walking on a low wall or a 2 x 4, etc.

Make It a Race: An obstacle race is an excellent activity to use in connection with a park picnic.

The obstacle course should be run on a den basis, starting one or two boys at a time. The total time should be kept for each den, thus determining the winning den. If you start more than one or two boys at a time, it will be very confusing. You will find that boys will be interested in watching until it is time for them to run the course.

It would be wise to station dads along the course in order to keep boys on the right track and prevent them from falling over one another. Some of the dads may be interested in running the course themselves. If so, let them. However, do not make them feel that they have to participate.

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### BIKE RODEO

Nearly all of your Cub Scouts can ride and most of them probably own a bike or have access to one through a brother or sister or a friend. To have a day of fun for them, and at the same time to teach bike safety, schedule a bike rodeo for a den summer event.

What events you include in your rodeo depend chiefly on the site. If you have a field that includes a quarter-mile track, you can schedule long races. If the area is small, your program naturally will have to be made to fit. A fine program can be planned in an area as small as 60 by 100 feet.

The area should be smooth and level, preferably with a hard surface. A school or shopping center parking lot, or a large playground area, even if it has grass, will do nicely.

Be sure you have plenty of help from dads. You will need aid in marking the various courses with chalk or string as well as in judging, timing races, and running the safety course.

If you want to choose a den winner for the rodeo, a simple scoring system can be devised with points for the performance in all races.

BICYCLE RACES: Try these to develop pedaling skills.

Triangular Relay Race: Two dens compete at a time. The course is 150 yards -- 50 yards per side of the triangle. On signal, the first rider from each den rides twice around the course. Then he passes a handkerchief to the next rider who is waiting on foot. As soon as that boy gets the handkerchief, he mounts and rides the course. This continues until all boys have ridden.

Slow Race: This is always a high point in a rodeo. The last rider to cross the finish line wins. The course may be 50 to 100 feet long with several lanes 3 feet wide. A rider is disqualified if he deviates from his lane, touches a foot to the ground, or turns around.

Coasting Race: The object is to see how far the rider can coast after pedaling as hard as he can for about 10 feet. Mark a line to begin from (pedaling) and a line where coasting is to begin. Then mark a short line where each player stops.

### OTHER GAMES FOR BICYCLES

Potato Race: Dens line up in relay fashion. A box is placed by each den's starting line. At intervals of 5 yards or more in front of each den, mark four circles in which a potato or bean bag is placed. On signal, the first rider goes to circle 1, gets the potato or bean bag, returns it to the starting line box, then rides to the second box, gets that potato and brings it back, etc. until he has brought all back to the box. Then he tags the next player, who carries the potatoes, one at a time, back to the circles where they were originally. Continue until all boys have played.

Hitting the Target: This game requires skill, coordination, timing, and marksmanship. 4 to 6 coffee cans are set up about 15 feet apart in a straight line along a 100-foot course. Each boy is given one small object (marble, bottle cap, stone, etc.) for each of the cans. Den members follow each other down the course at average speed, dropping one object into each can. The winning den is the one with the most hits after all have run the race.

Shoe Scramble: Two dens play at a time. They line up with their bikes at the opposite ends of the field. Their shoes are piled in the center. On signal, all boys ride to within 10 feet of the shoe pile, dismount, find their shoes, put them on, remount, and return to their starting line. The den with all riders back first wins.





## PHYSICAL FITNESS GAMES AND EXERCISES



The regular Cub Scout books, The Wolf Book, the Bear Book, and the Webelos Book, contain games and exercises which help the boys with physical fitness. Part of the emphasis of the Bicentennial Program has been in this area. Here are some more suggestions:

Thirty Yard Dash: Start from a standing position rather than a crouch; then race in this position about 30 feet.

Duck Race: Practice walking (waddling) with hands on hip in a full knee-bend position; then race in this position for 30 feet.

Centipede Race: Practice walking and then do a slow run with all boys in a line. Each player grasps his hands around the waist of the boy in front of him. Divide the den into two teams for competition.

Object-Passing Relay: Practice as a den team with all Cub Scouts in a line. Use various objects like beanbags, balls, clothespins, toothpicks. Pass in different ways: use right hands, then left hands, over head, between legs, etc. Form two teams for competition.

Two-Man Potato Race: This is a strenuous race. We suggest you use two-boy relay teams so runners can alternate as they retrieve six potatoes, one at a time and place them in a pail. Potatoes should be placed 5 feet apart in a line straight out from the boys before the race begins.

Sit-Stand: All Cub Scouts sit on the floor. On a given signal, they see who can stand the quickest without using his hands to touch or push himself off the floor.

## CUB SCOUT GOLF

Golf is a simple game (at least it seems so until you have tried it) and is easily adapted to a Cub Scout tourney. Some varieties are described here.

Tin Can Golf: Rubber balls are tossed toward the "holes" which are #10 cans or gallon ice cream containers fastened securely in the ground.

Instructions:

1. Toss a rubber ball or tennis ball underhanded toward the tin can hole.
2. Second and third shots are taken from where the ball stops.
3. Overhand tosses are permitted on the "green" near the "hole."

4. Score is kept as in golf.
5. Use natural hazards in setting up the course.

#### Ping-Pong Golf:

1. Each player has a Venetian blind slat and a ping-pong ball.
2. Score is kept on a tally card as in golf.

Variations: Dream up your own course. First find a clear area in your back yard. For the tee-off area use an old doormat, heavy woven placemat, or carpet sample. Design a variety of obstacles for the fairway such as ramps, tunnels, alleyways, and water traps. For the greens use large cardboard shapes or pizza trays with a 3-inch hole cut in the center for a plastic cup. For a club, use a stick or broom and a golf ball. PLAY GOLF! As you go through the course, count the number of times you hit the ball. The player with the lowest score wins.



#### OUTSIDE GAMES

The following games can be used individually or a group of them selected to create a field day for your Cub Scouts.

Crab Race: Cub Scouts line up sitting on the ground, backs to the starting line. Their hands rest on the starting line. On signal, they walk like a crab, backwards, on their hands and feet.

Three-Legged Race: Son's left leg is tied to parent's right. On signal, they make their way over a turning line and back to the starting point.

Barefoot Marble Race: Boys remove their shoes and socks. Place two marbles on the starting line in front of each. On signal, they grasp a marble with the toes of each foot and walk to the finish line. If a boy drops a marble, he must pick it up with his toes before continuing.

Shoe-Kicking Contest: Just what its name implies. Cubs, and perhaps their brothers and sisters, loosen their shoes, stand at a line, and see how far they can propel the shoes by kicking.

Hopping Race: Cub Scouts line up at a starting line. At the signal, they hop across a turning line on one foot and hop back on the other foot.

Sack Race: 50-pound onion or potato sacks are needed. On "Go" each Cub Scout steps into a sack and pulls it over his feet and legs. He holds it with both hands and hops to a turning line, then returns to the starting line.

Frisbee Football: Divide into two teams. Establish goal lines and sidelines. Play starts with a team throwing the frisbee for a pass, but boys must not run with it. Each team tries to make a completed pass to a person behind the other's goal line. No player may hold the frisbee longer than 5 seconds. If a player drops the frisbee in the end zone, no touchdown is scored and the other team takes possession.

Bucketball: Set two bushel baskets or large plastic or metal containers about 60 feet apart on the ground. Establish side lines 30 or 40 feet apart. Use a basketball or ball of similar size. Play regular basketball rules but with any number of players per side. A basket does not count if the ball bounces out or tips over the bucket.



Flying Saucers: Staple together two paper plates for saucers. For the target, cut a hole in a large cardboard carton or suspend an automobile tire from a tree branch. Divide the boys into teams. Give each team one of the saucers. The boys of each team try to sail their saucer through the target from a line about 15 feet away. (Both teams are firing at the same time.) If a player misses, he must retrieve his saucer, come back to the line, and fire again. The first team finished wins.

Bad Egg: Have the boys form a circle and give each the name of an animal or insect. Then throw a rubber ball high into the air and call one of the names. The boy with that name must catch the ball while everyone runs from the circle. When the Cub Scout who was called catches the ball or picks it up, he yells "Stop," and everyone must stop. He may now take three steps toward anyone and try to hit him with the ball. The target may dodge by moving his body, but may not move his feet. If he is hit, he is a "bad egg," and it becomes his turn to throw the ball up. But if he is missed, form the circle again and call another name.

Bottle-Filling Race: Each Cub Scout has a cup. An empty pop bottle is placed about 20 yards in front of him and a can of water is beside him. At the signal, he must fill his cup with water, run to the bottle, and pour the water into it. He runs back and forth until the bottle is full.

Tunnel Relay: Get 4 large boxes of the same size and reinforce them at the corners; fold in the tops and bottoms of the boxes and lay them on the ground end to end to form two tunnels. Two dens compete to see which can wiggle all boys through the tunnels first. The tunnels can also be used as part of an obstacle course. (It is suggested to use boxes about 20 inches square and 3 feet high if possible.)

Johnny Can't Cross the Ocean: This is played on a street or where there is a fairly large space. All the players are on one side of the "ocean" with "It" standing between the players and the goal line or "shore." He calls out, "Johnny can't cross the ocean unless he has on the color \_\_\_\_\_." Any boy wearing that color gets to cross free. The rest then try to reach the opposite shore without being tagged. The game goes on until all are caught, with the last to be caught being the winner and "It" for the next game. Variations: Use names beginning with different letters, birthdays in certain months, or types of clothing.

Stoop Tag, TV Style: A person is "it" and chases the others until he tags someone. That person stoops and quickly gives the name of a tv show (or movie star, athlete or some other chosen category). If he can't come up with a name by the count of three, he is "it."

Chain Tag: One person tries to tag the others. When he tags someone, that person joins hands with him and together they chase the rest. The chain can tag from both ends. Set boundaries to limit the size of the playing area, and continue until everyone is part of the chain or until time is up.

Hang Tag: This excellent game requires arm strength and agility. It is simply a game of tag except that to be safe, the player must hang with his feet off the ground from a tree, piece of playground equipment, etc. To keep the boy who is "it" from waiting until the other boy tires, he counts 1001, 1002, 1003, etc. to 1010, and then must go after someone else.

Quoits: The average backyard doesn't have a spot which can be dug up for horseshoes, but there are simple variations which can be used. Stakes can be on wooden stands or a wood stake pounded into the ground. Horseshoes which do no damage can be cut from the curved part of ordinary rubber tires.

Hand Baseball: You can have a den ball game even if the meeting place is a small backyard or a tiny area of a park. Hand baseball is played like regular baseball except:

- Bases are about 35 feet apart.
- Pitching distance is about 15 feet.
- A basketball, volleyball, or sport ball is used and the batter hits it with the flat of his hand.
- The pitcher pitches underhand.
- A base runner may be put out by hitting him with the ball.



## Games Using Tires:

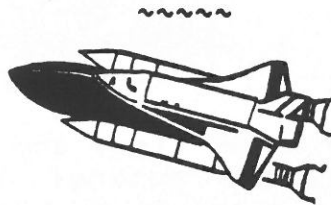
Tire Sprint: Racers line up at a starting line with tires ready to roll. On signal, they roll tires to the finish line by propelling them by hand.

Roll for Accuracy: This is the same as a distance roll except that the tire is rolled at a target of two sticks set 3 to 4 feet apart and about 20 feet away from the stopping line. (See next game.)

Roll for Distance: Each Cub Scout rolls his tire as hard and fast as he can to a stopping line where he must stop but the tire continues. The furthest roll wins.

Boa Constrictor: Hang 4 or 5 tires from a tree limb or bar about 3 feet off the ground and a foot apart. Time the boys as they iggle through the "boa constrictor."

Tire Rolling Relay: For two teams and give the first boy on each team a tire to roll. Place a chair or other item on a turning line a ways from the boys' starting point. The boys must roll the tire around the chair and then back to the next boy, who has his turn.



## INDOOR GAMES

Foolish Pickup: Divide the den into two teams. Give each team a pair of work gloves, an empty pop bottle, and five dried beans or peas. On signal, the first player of each team runs to the gloves, puts them on, picks up the beans one by one and drops them into the bottle. When he is finished, he removes the gloves and runs back and touches the second boy. That boy dumps the beans from the bottle, puts on the gloves, and proceeds with the beans again. The first team through wins.

Blast Off: One boy is Mission Control. The others are given the names of planets and are seated around the room. Mission Control walks around the room, calling off the names of planets who follow him. Then he calls, "Blast Off!" All the boys, even those still seated, scramble for a different chair. Whoever is left without a chair is it.

Kickball, Indian Style: A wide playing field and two balls are needed, each marked with a different color. Map out a winding course, using sticks or some other kind of marker on both sides of the trail the team should follow. Then the players of each team, working as a unit, run the course at the same time, kicking their own ball and moving as fast as they can between kicks. Encourage team play so one player won't "hog" the ball. If the ball goes out of the boundaries, put it back into play at the point where it went out. The winner is the player or team that finishes the course first. Two players could race against each other rather than the whole team at once, if desired.

Bubble Mania: Recipe to make bubble mix: One-half cup liquid detergent to 1 quart of water. Add one-third to one-half cup of glycerine and a pinch of sugar. This recipe makes giant bubbles which hold their shape a long time. Use coat hangers, embroidery hoops, or old foil pie pans with the center cut out for blowers. To make a double bubble, dip your wand into the mixture, then dip it in again and pick up a larger bubble.



Hold a Water Carnival!!!

Summertime is swimming time, and a Water Carnival is certain to be a popular den outing. If possible, the dens should prepare for the carnival by having two or three events on the water during the month. Some water games are as follows:

Penny Hunt: At least five pennies should be used. They are scattered in shallow water, and the Cub Scouts line up along the edge. On signal, the boys jump into the water, duck under and pick up one penny at a time. Each player or den has a home base where he takes his retrieved penny, then returns to seek more. The winner is the wealthiest young man or den.

Egg and Spoon Race: This is for swimmers only. Cub Scouts line up in chest deep water. Each has a spoon and an egg. The egg is placed on the spoon and the spoon handle held between the teeth. On signal, the Cub Scouts swim a short distance (15 feet) and return, keeping the egg on the spoon. If it falls off, the swimmer must stop and replace the egg before going on. This can be a den relay race.

"Strong Man" Stunt: Have three Cub Scouts grasp a broom with one hand just below the bristles (bristles up). Put a sheet of paper on the floor beneath the broom. Have another Cub Scout get on hands and knees and put his hand on the broomstick near the bottom. Now tell the other three to try to hit the paper with the end of the stick. Because of leverage the boy on the floor will be able to push the end of the handle aside so they can't.

Straight Shooter: Each player has a soda straw and five toothpicks. Place a small pan on a table about 5 feet away from the shooting line. Each boy takes a turn putting one toothpick at a time in his straw and trying to blow it into the pan.

Ring on a String: The players sit in a circle holding a string which goes all the way around the circle and is tied at the ends with a ring threaded onto it. One player stands in the center of the circle. He closes his eyes and counts slowly to 10. The ring is moved around the circle as he counts. At the count of 10, the boy in the center must guess which boy has the ring in his hand and taps his hand. If he is right, that boy trades places with him. After 3 wrong guesses, the game leader chooses another player for the middle.



All or Nothing Bean Bag Throw: This is a bean bag throw game where the winner takes all! There should be 4 players, 2 to a side, and 8 bean bags, 4 to a side. Players take turns throwing the bean bags into the target (basket, etc.) -- but there is a hitch! The side that scores last gets all of the points and is the first one to throw the next time. (For example, your opponents could score 4 hits, but if you have the last turn and hit the target, you get all 5 points for the round.)

Blind Man's Buff: All the players but one sit on chairs in a circle. The one, who is It, stands in the center and is blindfolded and then spun around. While he is spun, the others trade places. It, with his arms folded across his chest, must get to one of the seated players and sit on that boy's lap. Without using his hands, he must try to identify the player upon whose lap he is sitting. If he succeeds, that boy becomes It.

Controlled Landing: Form two teams. The first person is blindfolded and then turned around three times. He tries to walk to his team's goal line by following the instructions his control tower (teammates) tell him. When he reaches the goal, he removes the blindfold and goes back to the next boy who repeats the process.

Space Cone Race: Make two teams. For each, stretch a 15 foot string between two chairs and on each have a space cone, a cone-shaped paper cup with the end cut out. Each boy blows the cone to the end and then uses his hand to push it back for the next boy. This is played as a relay.

Ice Fishing: Cut small fishes from cardboard and attach a paper clip to each. Put them in a large plastic bucket. Cover the bucket with a piece of cardboard (the "ice") and cut a hole in the cardboard slightly bigger than the fish. Players use a fishing line with a magnet at the end and, standing on a box or ladder, try to catch a fish.

Blind Feeding the Blind: Divide into pairs of boys. Each boy is given a spoon and a bowl of popcorn. They are then blindfolded. They must feed each other the popcorn. Everyone wins because everyone gets a treat.

Chinese Balloon Relay: Players line up in teams behind a starting line and face a wall or goal line. The first player has a balloon and two sticks. The idea of the game is to carry the balloon to the wall or over the goal line with the two sticks and then bring it to the next boy, passing it to him without either boy touching the balloon with their hands.

Marshmallow Relay: This game is good for large groups. Divide into two or three teams for a relay. Place three bowls of marshmallows around the room. The first person from each team goes to the first bowl, sits, and eats a marshmallow, then goes to the next bowl and does the same. After he eats a marshmallow at the last station, he raises his hand for the next boy on his team to start.

Rainy-Day Wash Relay: The first player on each team is given a towel. Two players of each team hold up a jump rope at the other end of the area. On signal, the players with towels run to the line and hang the towel so the bottom corners are even and changes places with one of the line holders, who runs back, tags the next boy and goes to the end of the line. The tagged boy runs to the line, removes the towel, and carries it back to the next boy in line. If you wish, the same players may hold the line for the game, or the line may be tied between two objects (or outside between two trees).

Snow Shoe Relay: Divide into two teams. Give each team two shoe boxes, and set up a chair or turning point across the room. The first boy puts on the snow shoes and slides his way around the chair or turning point and back to the next boy.

Balloon Batting: Players make two facing teams and count off. The even numbered boys on each team trade places. Number 1 of Team A is given a blue balloon and Number 1 of Team B is given a red balloon. They must bat the balloons to their own teammates, back and forth to the last boy on their teams and then back to the beginning again. If a balloon falls to the floor, it must be returned to the first player and started again. The first team to send the balloon all the way down the line and back again is the winner.

The Feather Game: Divide into two teams and sit along both sides of a table. In the center place a small feather. The object of the game is to blow the feather off the table on the other team's side. The team which does this scores a point and the feather is replaced in the middle of the table again. During play, the boys' seats must stay on their chairs and their hands must stay in their laps. Decide ahead of playing time how many points makes a winning game.



### RAINY DAY OLYMPICS

Here's a den event that can be scheduled ahead of time or provide a quick and fun-filled substitute for a rained out outdoor program. You will need such items as feathers, uncooked navy beans, paper plates, lemons or boiled eggs, balloons, string, paper bags, ping-pong balls, marshmallows, etc.

### OLYMPIC EVENTS

Hammer Throw: An inflated balloon is tied to the end of a string. Each Cub Scout throws the "hammer" by holding the end of the string. The farthest throw wins.

Football Throw: One team sits on each side of a table. Each side tries to blow a ping-pong ball off the other team's side.

Discus Throw: A paper plate is thrown from behind a line. The plate must be held flat in the hand and sailed with the thumb and fingers. Scoring can be done in one of two ways: for distance, or for landing closest to a marked circle or square on the floor.

Footrace: Each Cub Scout stands with one of his heels touching his other toe. The longest total set of feet wins.

Shot-Put: Each Cub Scout is given 10 navy beans that he tries to throw into a container from behind a line.

Another Shot-Put: A large paper shopping bag or balloon is blown up and tied shut. Each player stands on a line and throws this object for distance. The longest wins.

Standing or Running Broad Grin: Cubs line up and judges use a ruler to measure the width of each Cub Scout's grin. The widest wins, of course.

Running High Whistle: The Cub Scout who holds a whistled note the longest with one breath wins.

Javelin Throw: A small circle is marked on the floor. A player stands in the circle and hurls a toothpick toward a line about 10 feet away. Each gets three throws, which are marked, and the player who throws the farthest is the winner.

Mile Walk: Players line up side by side. On signal, they race by putting the heel of one foot against the toes of the other until they reach the finish line or a specified number of times across the room and back.

Mile Run: Each player is given a pencil and a list of figures (which all happen to total 5280 feet -- the number of feet in a mile). The first to add his list correctly is the winner.

Fifty-Yard Medley: Each player has a spoon, a straw and a bowl filled with water. During ten seconds (which the judge counts out loud) the boys use their straws to drink the water. During the next 10 seconds, they use their spoons to drink. During the last 10 seconds, they drink straight from the bowl. The first to finish the water wins.



#### Other Possibilities

30-Inch Dash: A piece of string with a marshmallow is tacked on the wall or suspended from the ceiling. The Cub Scout who chews the string and reaches the marshmallow first wins.

Eating Race: The boys are each given two crackers. The first to eat both and then whistle is the winner.

50-Yard Swim: Each Cub hops on one foot while carrying a cup of water. The first one over the finish line with the most in his cup is the winner.

Bean Relay: Carry beans, one at a time, between matchsticks, or toothpicks, or on a knife. Cross a line and dump them in the team's container.

Long Glum: Line a team of Cub Scouts up and see which boy can remain sober the longest while the other team tries to make him laugh.

Running High Squeal: The Cub who yells in a high, loud voice for the longest time is the winner.

Feather-Blow Relay: The first on the team blows a feather 25 feet and back, then tags the next boy. Fastest team wins.

Fluff: Relay teams carry a feather on a plate to the turning place and back.

Treasure-Hunt Race: Put a coin in a saucer of flour. Hands may not be used. The first Cub to get his coin out is the winner.

20-Foot Dash: Use a stick to roll lemons or hardboiled eggs along a course and back. Hand the stick to the next boy, relay-style.

Bawl Game: The Cub Scout who "cries" the loudest with one breath for the longest time is the winner.

Balloon Blowing: Give each boy a balloon to be blown up. The first to break his balloon wins.

#### QUIETER INDOOR GAMES

Circle Treat: Have the Cubs sit in a circle and start a bowl of candy around the circle. Call "Stop" occasionally. Ask a question about Cub Scouting and if the boy holding the bowl gives the right answer, he gets a piece of candy.

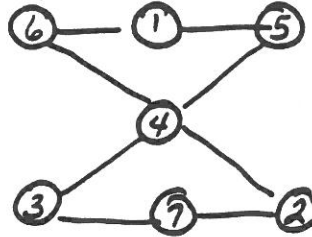
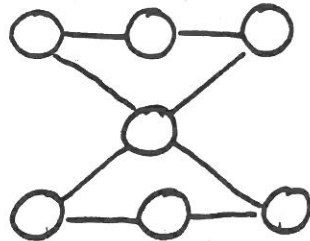
Art Game: Using old magazines or newspapers, cut out ears, noses, eyes, cheeks, chins, etc. Put each kind in a separate box. Give each boy a blank piece of paper and tape. He is to choose a supply of needed parts from each box and make the craziest face he can from what he chooses.

(This can also be done by giving whole body parts, such as arms, legs, trunks, head, etc.)

Draw Lake: Give each boy a paper and pencil. Have him put the paper on his own head and draw a lake, lift pencils, then draw a cabin, boat in lake, chimney on cabin, man in boat, fishing pole in man's hand, etc. Then compare pictures.

**Rows of Twelve:** Draw seven circles on paper as shown. Players must fill in the circles with numbers which add up to exactly 12. No number may be used more than once and all numbers from 1 through 7 must be used.

The solution: Across the top are 6, 1, and 5.  
 Across the bottom are 3, 7, and 2.  
 In the middle circle is 4.



**Matchstick Puzzle:** Place six matchsticks or toothpicks parallel to each other. Then, without moving any of them, add five more to make nine.

Six:



Solution:



**Matchstick Puzzle:** Form three squares with 12 matches or toothpicks as shown. Then take away any two and arrange the others to leave two.

12 matches for  
3 squares:



Two:



**The Trick Bridge:** Place two glasses on a table close enough together that a piece of paper spans them. Then show how to put another glass on the piece of paper so it won't fall.

Solution: fold the paper like accordion pleats and it will then hold up the top glass.



Stay There: The magician says he will hypnotize a boy so that he cannot rise. He has a volunteer sit in a chair with his arms folded across his chest and his feet extended. The magician then touches the forehead of the volunteer with his finger and says to stay. (The secret is that the magician's finger provides just enough pressure that the boy cannot move his head forward and up, which he must do to rise.)

The Hypnotized Knee: A magician announces that he will hypnotize a boy so that he cannot move his knee in any direction. (The secret is that he places the boy with his right side pressed firmly against a wall. He then challenges the volunteer to move his left leg without moving his right side from against the wall. He can't do it.)



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ANYWHERE GAMES (INDOORS OR OUT)

Claim Jumpers: Mark a circle about 15 feet across on the ground or floor. Anchor a balloon in the center; this is the "claim." One Cub Scout, the Prospector, stands guard over it. One at a time, the other players enter the circle and try to "jump his claim" by bursting the balloon and getting out of the circle before the Prospector can tag them. When a Claim Jumper is successful, name a new Prospector and give him a new balloon.

Suitcase Relay: A suitcase for each team containing four or five items of oversized clothing is placed at the goal line. The first player of each team runs to the suitcase, opens it, and quickly puts on all the clothes. He closes the suitcase, picks it up, and runs back to his team, where he takes off the clothes as fast as he can with the help of the next player waiting in line. He then repacks the suitcase and hands it to his helper who runs back to the goal line and repeats the action.

Poison Penny: The boys sit in a circle or stand. As music is played, a penny is passed around the circle. When the music stops, the boy who is holding the penny is eliminated. The game is continued until only one boy is left. If no music is available, a drum, bell, whistle, etc. may be used to stop the action. Large groups may be divided into smaller groups. This game is very lively as the concern of each player is to get rid of the penny as soon as possible.

Four-Way Tug-of-War: Use 2 pieces of rope, each 6 to 10 feet long. Lay them beside each other; then, treating them as one, tie an overhand knot in the middle. Lead the four ends out from the center. About four feet further out beyond the ends, place a rag or paper cup on the ground. Four boys compete at a time. On signal, each pulls his end and tries to pull the others until he can pick up the rag or cup behind him.

Back-to-Back Race: Set up starting and goal lines about 30 feet apart. Players choose partners, and the pairs line up along the starting line. Each player must stand back-to-back with his partner, their elbows interlocked, with one boy facing the goal. When the signal is given, the partners rush toward the goal, one player facing forward, the other backward. After reaching the goal, they must go back to the starting line, the other boy running forward this time. Any pair breaking the elbow lock is disqualified. The winner is the first set of boys to get back to the starting line.



Park Your Car: This is a variation of shuffleboard, using pinewood derby cars as "disks." Mark a court with tape or string. Drivers line up about 10 feet away and take turns coasting their cars. The score for each turn is the number the car stops on. Cars stopping on a line do not score.

Bowling Alley: Divide the group into two teams. Give each team a rubber ball and six empty milk cartons. The team sets up the cartons in a tight triangle about 6 feet from a line. Each player rolls the ball from behind the line, trying to knock over the cartons. Score one point for each carton knocked over, five points for a "strike" in which all are knocked over. Play as many "frames" as desired.

Snow Shovel Relay: Divide into two teams. Give each team a pie tin, spatula and a large bag of cotton balls. The teams empty the cotton balls at their feet and place the pie tin about 10 feet away. At the signal, the first boy scoops up as many balls as he can and rushes to the pie tin and drops them in. Players can't use hands. The first team with all snowballs in the pie tin is the winner.

Blind Horse Turnabout: For sons and parents. Son is the Blind Horse and puts a paper bag over his head. Parent is the Rider. Both stand at the starting line about 50 feet from the finish. When signalled, Blind Horse starts moving toward the finish line with his Rider giving verbal instructions (whoa, giddyap, bear right, etc.) Riders may not touch the Blind Horses.

Clothespin Race: String a rope between two trees if outdoors or two chairs if indoors. Divide the group into teams, giving each team 12 clothespins. At the signal, the first boy in each group runs from the starting line to the clothesline, pins 12 pins to the line and then takes them off and runs back to hand them to the next boy. Variation: Have the first boy pin them, the second boy, when tagged, run up and remove them, and so on down the line. Also you can use fewer pins, especially for smaller boys with littler hands.

Beanbag Relay: Divide two teams in half, putting one-half of the team on one side of a room and the other half on the other side. The first player on the first side throws a beanbag to his first teammate on the other side. That boy holds the bag until the boy who threw it tags him. Then he in turn throws the bag to the second man in the first group and runs and tags him. The thrower always retires to the end of the line after he tags his man. The first team to have all its players reverse positions wins the race.

Ring Toss: Clamp clothespins around the rim of a bucket or wastebasket. From 10 feet away have the Cub Scouts try to toss jar rings over the clothespins.

Fire in the Forest: Here is good gym or outdoor game to keep Cub Scouts alert. It needs no equipment. A circle about 50 feet in diameter is marked out. Cubs stand around the circle, all facing the same direction. They are animals who must race for their lives when a forest fire threatens. A whistle is blown or signal given and all run. If a Cub is passed by another, he is burned and drops out. Unexpected blasts of a whistle or shouts indicate falling trees and the animals must reverse their direction. Overeager Cubs may be caught unless they are really on their toes. Those who are burned sit in the middle of the circle.

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### Fun Walking Exercises

Start walking in a circle and keep walking between the following exercises:

1. Start hopping.
2. Make yourself as tall as possible and keep walking. Then reach your hands high over your head.
3. Make yourself as tall as possible and continue walking. Reach your hands as far to each side as you can.
4. Bend your knees slightly, grasp your ankles and continue walking.
5. Walk stiff-legged.
6. Squat and jump forward from that position.
7. Take giant steps.

8. Run, lifting your knees high.
9. Walk on your hands and feet.
10. Hold the left ankle with your left hand and hop around a circle on one foot.



### Crazy Relay

Mark off a course between two goal lines, not over 50 or 60 feet apart. A room's length is fine if you are indoors. Two sides are selected and all boys must run all the following races first to win:

1. Run a three-legged race. At the signal, tie two legs together and run the course and back to the next boys; untie the rope.
2. Run a wheelbarrow race; one boy holds the other's legs up and the front boy runs on his hands.
3. A player must run the course backwards.
4. Hop the course on one foot. If the up foot touches, back up three steps before continuing.
5. Crawl the course on all fours.

Add any other crazy races you can think of.

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We have not spent any time on the formal sports program, but strongly encourage packs to examine the sports materials available through your Council Service Center. The booklets are written for a wide variety of interests, they encourage parent participation with the boy, and can be for a single boy, a small group or a team.



WHEELS, WINGS AND RUDDERS

Flying Carpet:

You will need an old throw rug for this race. Attach strips near one end for the feet and near the other end for the hands. The first player on each team seats himself on the rug, inserting his hands and feet through the straps. While sitting he bounces over a course of perhaps 20 feet. When he reaches the end he picks up his rug and runs back to the start so the next boy can go.

Flying Saucers:

Staple together two paper plates for saucers. For the target, cut a hole in a large cardboard box. or suspend an old tire. Divide the den into two teams, give each team an saucer. In turn each team takes turn trying to sail their saucer through the target from a line about 15' away. (both teams fire at the same time) If a player misses themust retrieve his saucer, come back and try again from the line. First team finished wins.

Pony Express:

Divide den into two teams. The two smallest boys are the riders a and should be on opposite teams. The other players are the horses and are spaced over the course. On signal, the rider mounts the back of his first horse and rides to the second horse. There he must dismount from the first horse and mount the second horse without touching the ground. And so on until he is back at the finish. If a rider touches the ground while changing horses, he must go back to the first horse and start over.

Chariot Race:

You will need four boards about 12" square and one inch thick. with a cord attached to one side. Divide den into two teams. Give each team two boards. On signal the first player puts his feet on the boards, grasps the cords and races to the turning point and back. The next player repeats the action. Continue until all have raced. players feet may not touch the ground.

Bus Ride:

Players are seated in two rows of chairs, facing one another, There is a distance of 6 to 8 feet between the two rows. These rows represent seats of an old-fashion side-seated bus. One player is the conductor, calling the various stops. If he calls a name with a street attached. the players do not move. If he calls a name with a road attached, each player must get up and run around the row of chairs in which he was seated, and try to get a chair... any chair. If the conductor calls a plain stop, the players must exchange sides. During the movement the conductor also tries to get a chair. The person left standing becomes the conductor.

WHEELS, WINGS AND RUDDERS

Runaway Train:

This can be a den or pack game. It may be played by individual dens or the pack. Designate one Cub Scout as the locomotive. He will be 'It'. The rest of the boys will be runaway cars. The object of the game is for the locomotive to catch the runaway cars. When caught, they hook on behind the locomotive. The game continues until the train is completed.

Baggage car Relay:

Have the dens line up for a relay, each with a suitcase filled with the following clothing: dad's old hat, trousers, shirt, jacket or coat. On signal, the first boy in each den races with the suitcase to the center of the room, dons the clothing, then scrambles back with the suitcase to the starting point. He then takes off the clothing and repacks the suitcase. The next boy repeats the performance and so on, until all have finished. The first den through is the winner.

Air Route:

Players are seated in a circle. Each one is given the name of some city or airport. One player has no chair. He stands inside the circle and calls "all aboard for the plane from Wichita to Denver." The two players representing these cities must change seats. The caller tries to get a seat during the scramble. The player left without a seat becomes the caller. This is fun when the caller names a city which has not been assigned to anyone, thus causing confusion.

Auto License Bingo:

Each player writes down 15 numbers on a sheet of paper. They may be any number from 1 to 99, and the same number may be listed more than once. When everyone has written the numbers, a referee starts the game by calling out the last two digits on the license plate of each car or truck that passes by. If the number is on his sheet, the player draws a line through it. The one who crosses off five of his numbers first is the winner, and calls out "auto bingo", to claim victory.

Eagle Eye:

This may be played on any car, bus or train trip. Players look at the passing panorama and watch for specific objects which have been chosen before hand. They score points for identifying these objects first. For example: 1 point for red haired ladies, 5 points for women carrying a baby, 3 points for four legged animals, and so on. When a player reaches 100 points, the game is over.

PIRATE PERIL

Start all Cubs with Prisoner's Escape (Cub Magic - pg. 82), tied to a parent or other non-participant in the actual race....

After escape, run to "The Plank" and walk the plank (a 2X4 or 2X6)....

Then, "Jump Ship" by swinging on a rope....

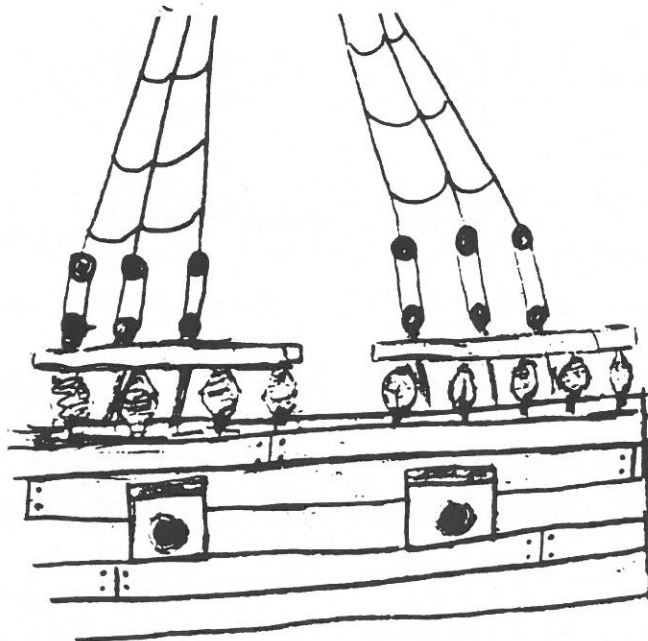
Hide in a "Pirate's Cave" by squeezing into a cardboard box....

"Raise the Skull and Crossbones" by blowing up a balloon, drawing a skull and crossbones on it and batting it into the air....

Eat (as neatly as possible) 4 crackers from the "Pirates Cracker Barrel"

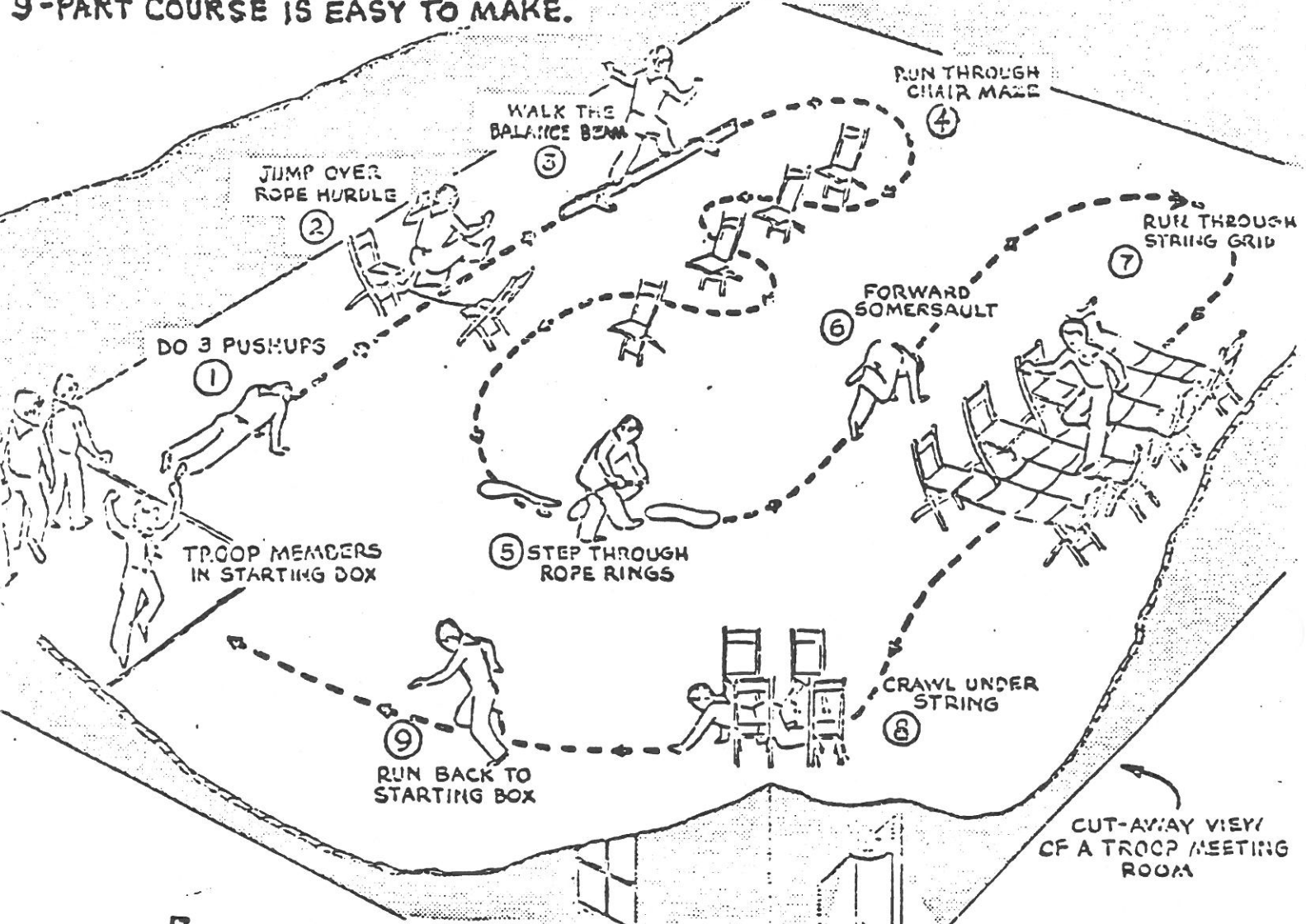
Then, run for the finish line.....

This activity can also be used for other themes. For example, a circus theme--- Magician's Escape, Walking the Tight Rope, Swinging on the Trapeze, Climbing in the Cannon, Raising the Colors, Eating the Circus Popcorn.....



MAKE AN OBSTACLE COURSE

FOR YOUR SCOUTS TO TEST THEIR SKILL AND SPEED. WHETHER YOU DO IT INDOORS OR OUTDOORS, THIS 9-PART COURSE IS EASY TO MAKE.

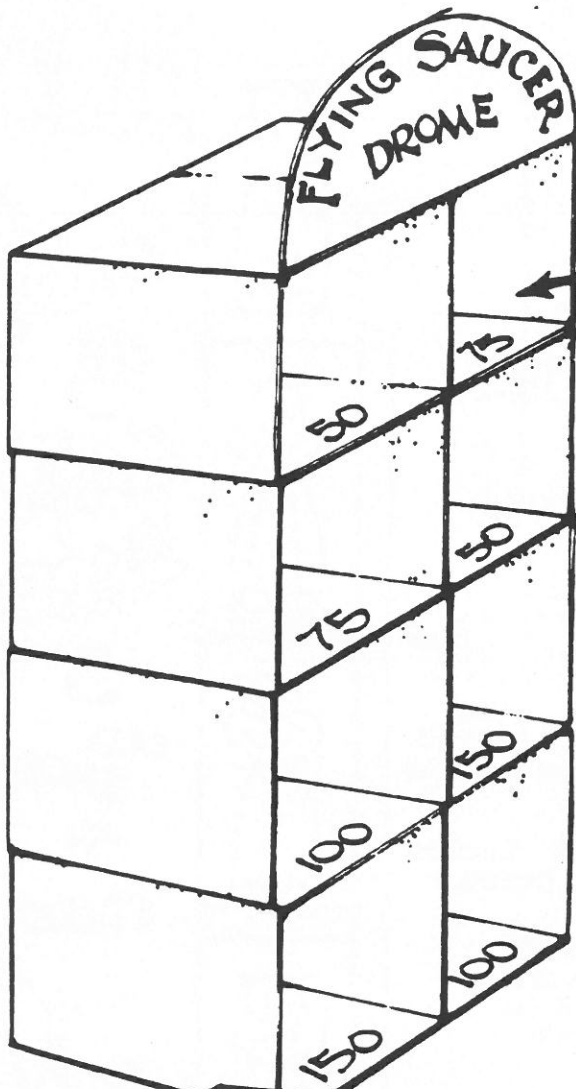


YOU'LL NEED:

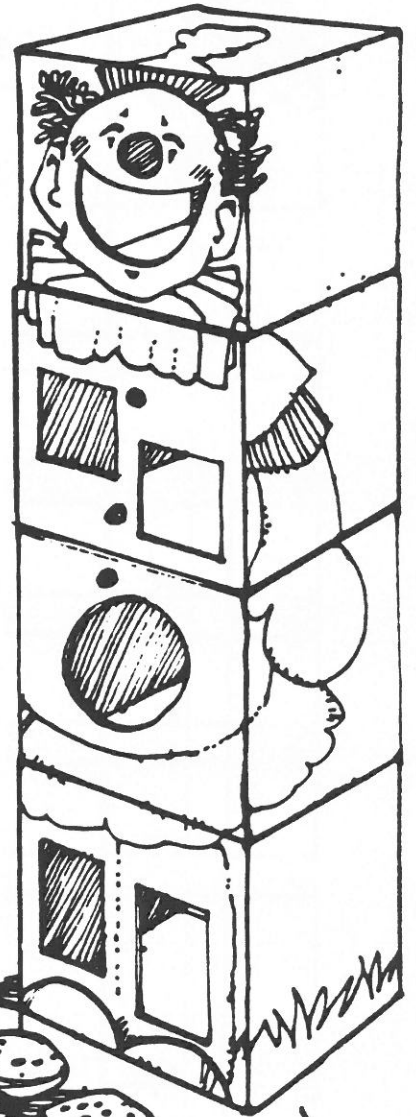
- 18 CHAIRS (STAKES DRIVEN IN THE GROUND IF DONE OUTDOORS) ②, ④, ⑦, ⑧.
- ABOUT 20 FEET OF CLOTHESLINE TO MAKE 3 RINGS (4 FOOT LENGTHS) ⑤, AND A ROPE HURDLE ②.
- A BALL OF STRING TO MAKE STRING GRID ⑦, AND TO TIE BETWEEN CHAIRS TO CRAWL UNDER ⑧.
- A 6 FOOT LENGTH OF 2X4 LUMBER TO MAKE BALANCE BEAM ③.
- CHALK (IF DONE INDOORS) TO MARK STARTING BOX ON FLOOR.

LAY OUT THE COURSE AS SHOWN IN THE DRAWING. SCOUTS GO THROUGH THE COURSE ONE AT A TIME. EACH SCOUT BEGINS WHEN THE PREVIOUS SCOUT HAS RUN THE COURSE AND RETURNS TO THE STARTING LINE. EACH SCOUT MAY BE TIMED, OR TIME HOW LONG IT TAKES FOR THE WHOLE TROOP TO COMPLETE THE COURSE. BE SURE YOU ALLOW PLENTY OF SPACE BETWEEN EACH PART FOR SAFETY.

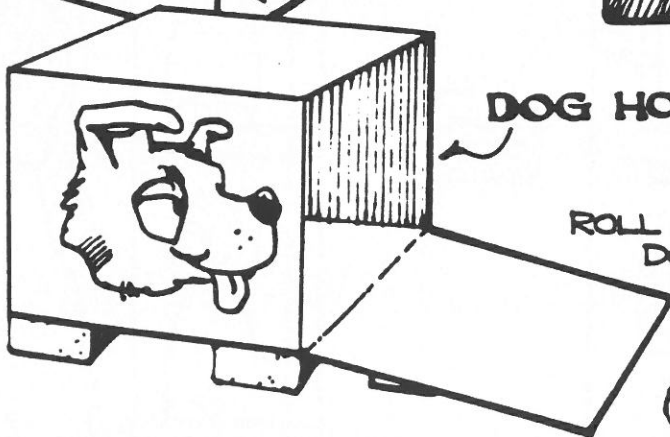
CARDBOARD CARTON GAMES



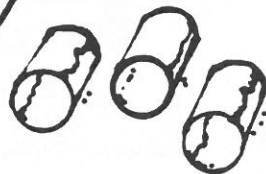
PAPER PLATES
THROW



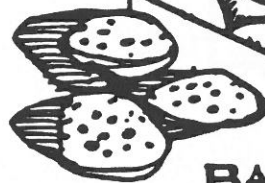
DOG HOUSE



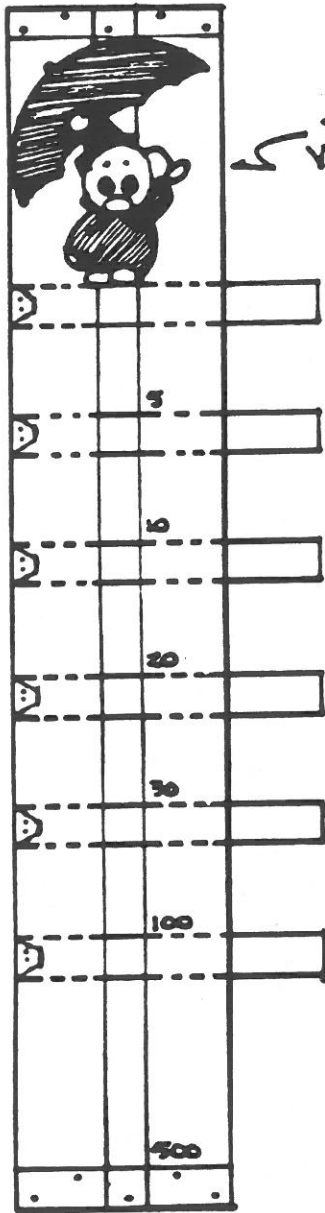
ROLL CANS OF
DOG FOOD
INTO BOX



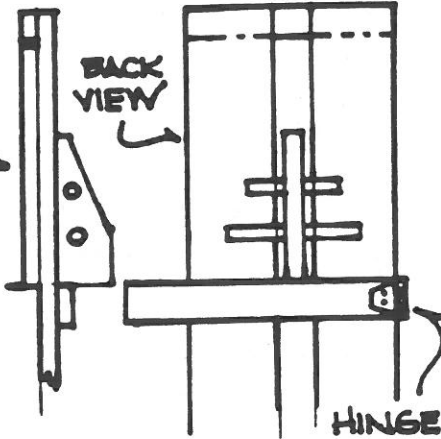
BAGGININI
BEAN BAG TOSS



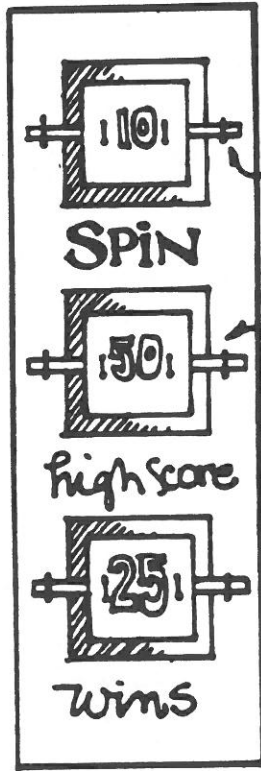
BALL THROW GAMES



SIDE VIEW



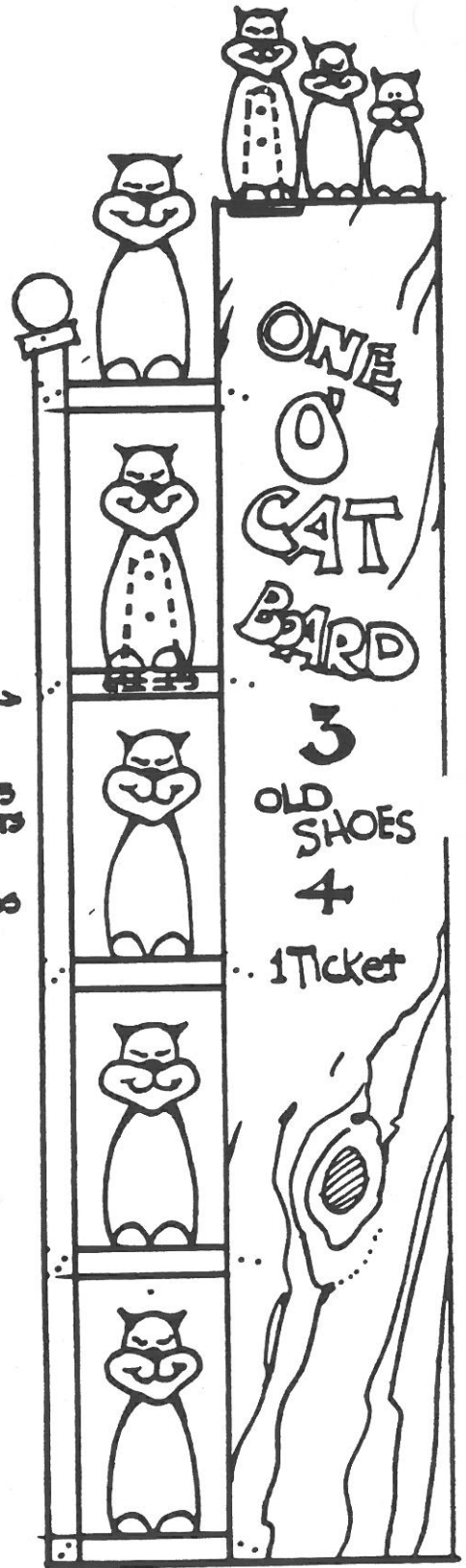
HIGH DIVER...
KNOCK PLATFORMS OUT
LET DIVER DROP.
6 BALLS = 1 TURN



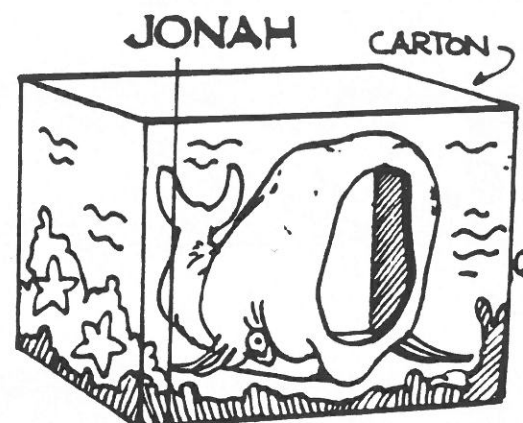
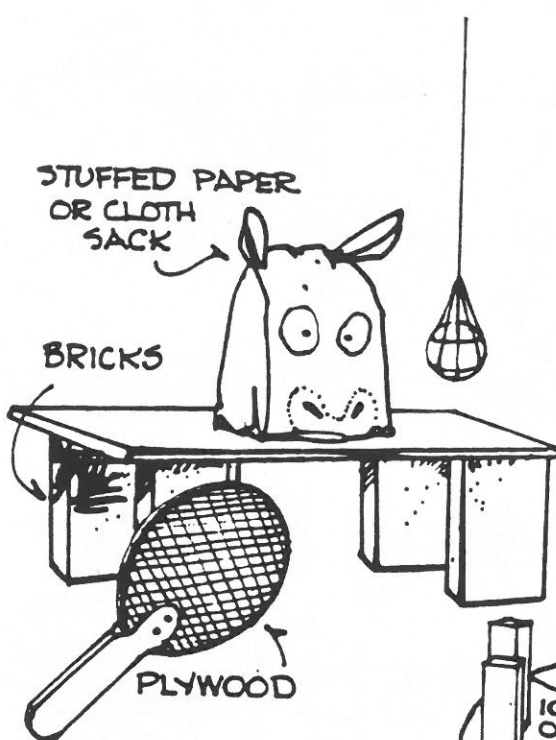
WIRE BOARDS TO DOWELS

INSERT DOWELS IN SCREW EYES.

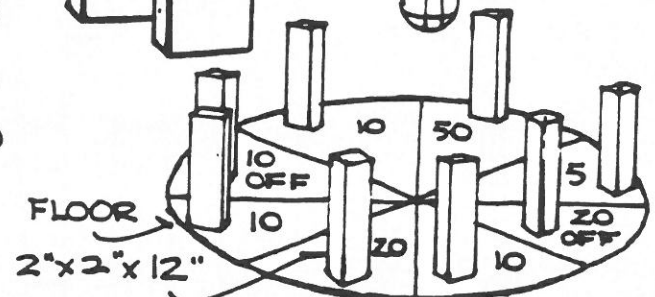
6 BALLS EQUAL ONE TURN.



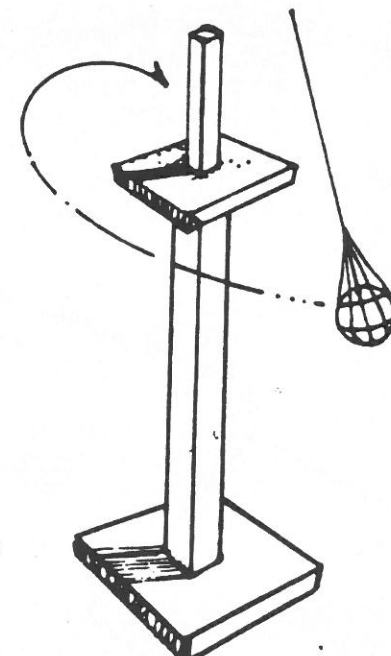
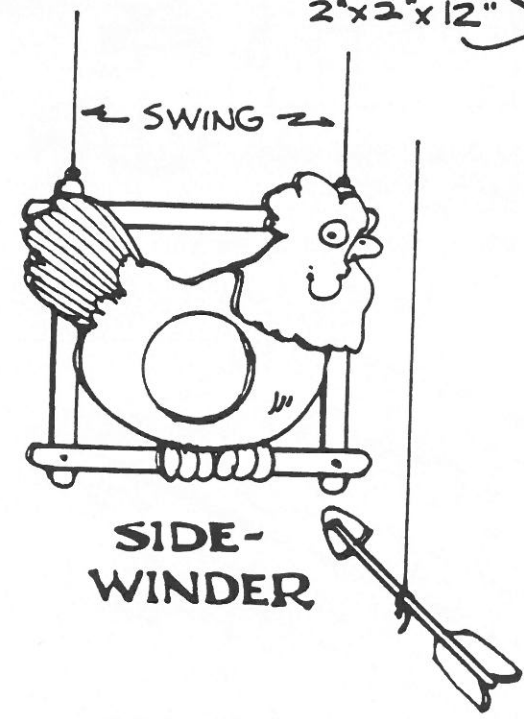
SWINGING GAMES



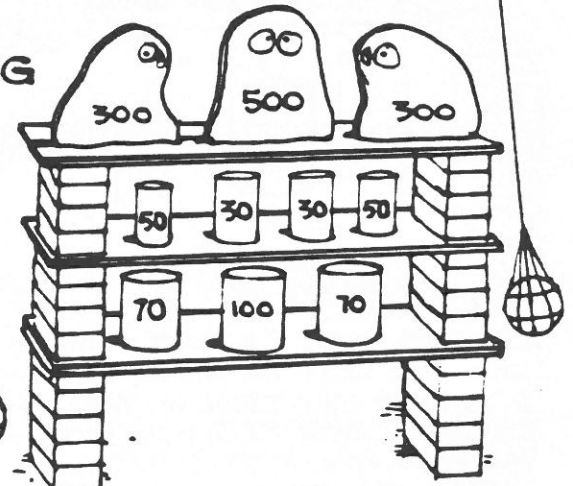
WOODEN FISH LONGER THAN WIDTH OF TARGET MOUTH.



CIRCLE BOWLING

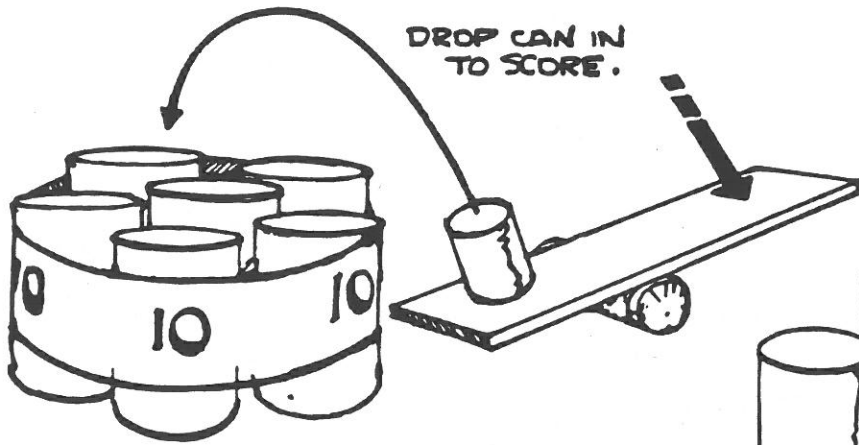


DUTCHMAN'S BOWLING

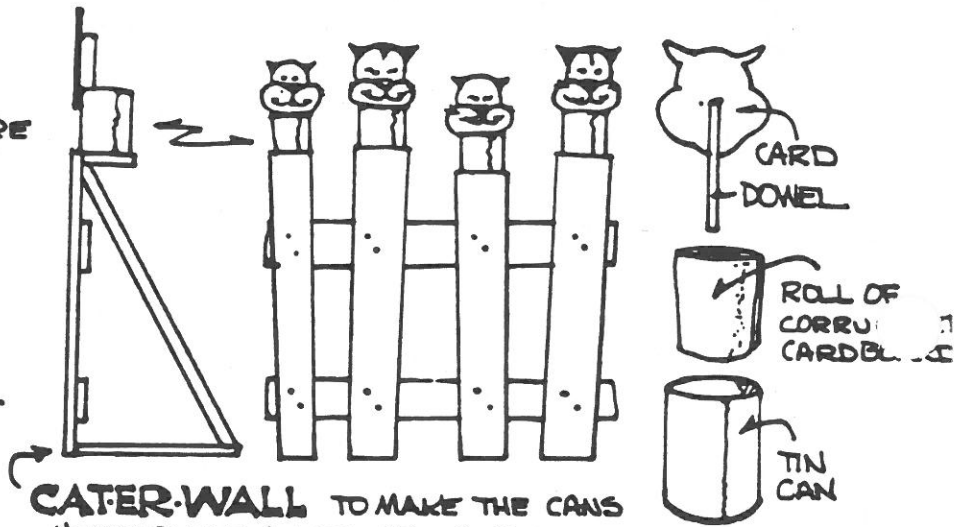
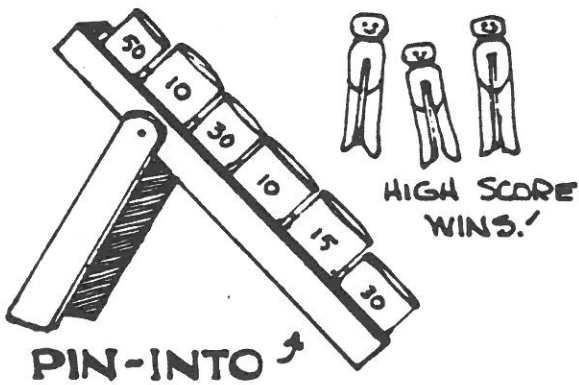
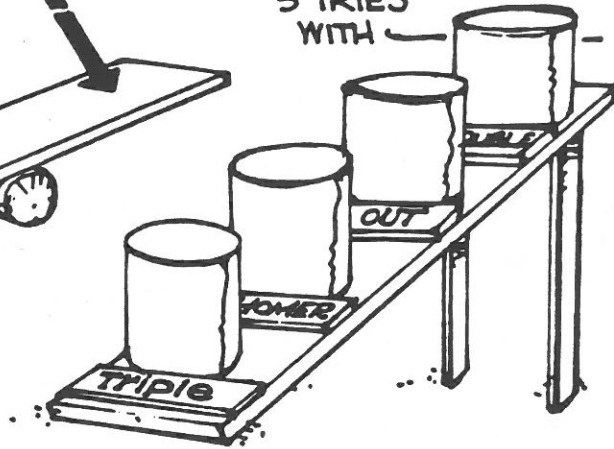


SHOOTING GALLERY

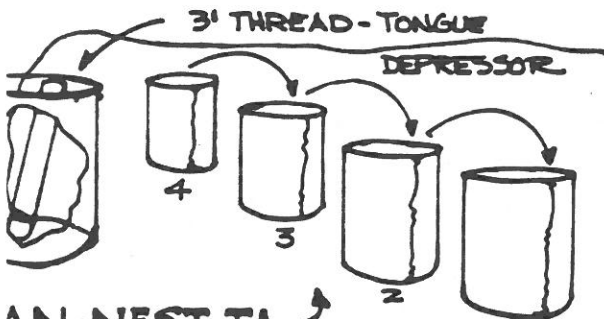
TIN CAN GAMES



CAN BALL ?
3 TRIES WITH — BEAN BAGS.



CATER-WALL TO MAKE THE CANS HEAVIER PUT A LITTLE PLASTER OF PARIS IN BOTTOM. USE BEANBAGS FILLED WITH DRIED BEANS OR DRIED PEAS.



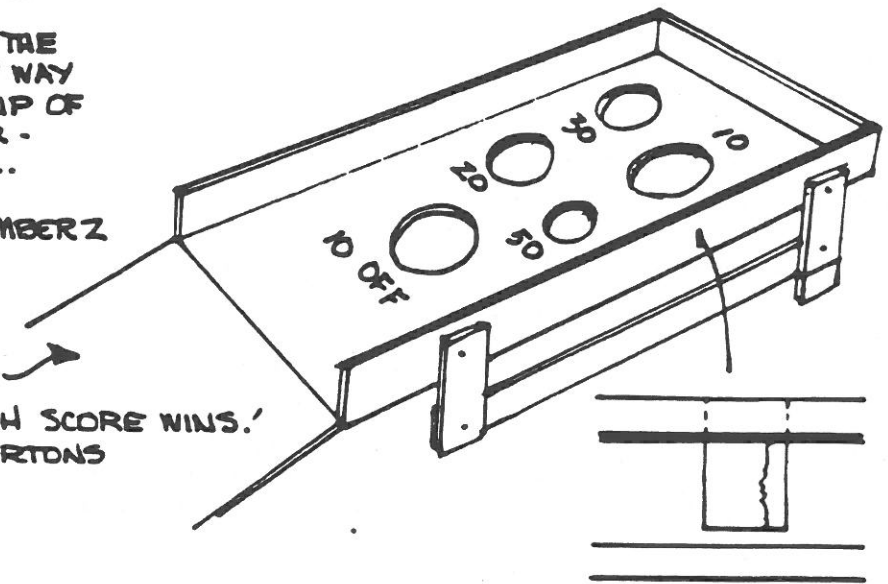
AN-NEST-TA

LIFT CANS ONE AT A TIME WITH THE STICK AND NEST THEM. THE EASY WAY IS TO REST THE STICK ON THE LIP OF THE CAN... MOVE IT TILL IT OVER - BALANCES AND DROPS INTO CAN... THREAD END DOWN.

LIFT SLOWLY AND NEST CAN NUMBER 2 INTO 1, 3 INTO 2, 4 INTO 3.

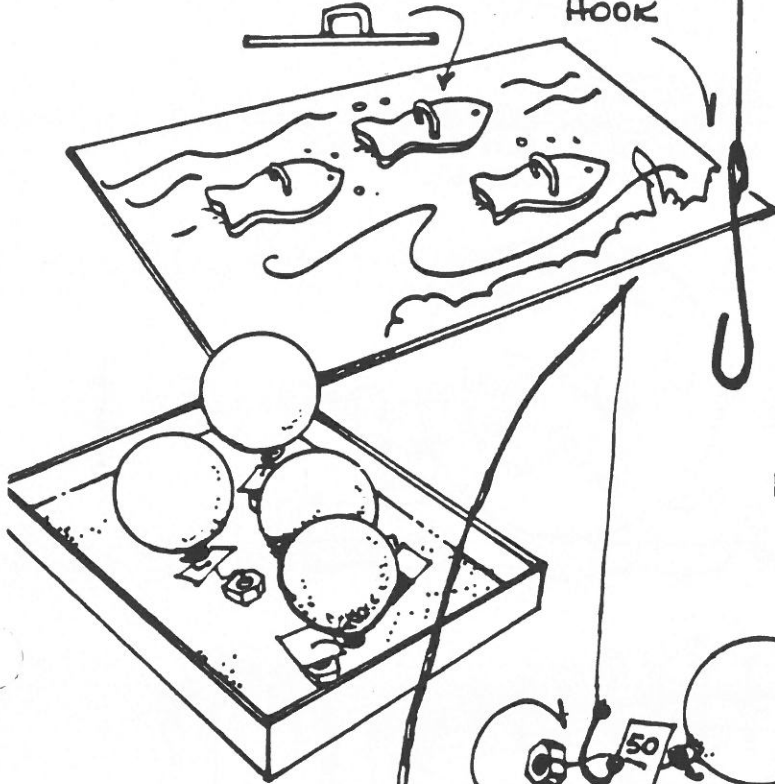
MARBLE TOP TABLE

ROLL MARBLES INTO CANS... HIGH SCORE WINS! MAKE 'TABLE' OF CARDBOARD CARTONS OR PLYWOOD.

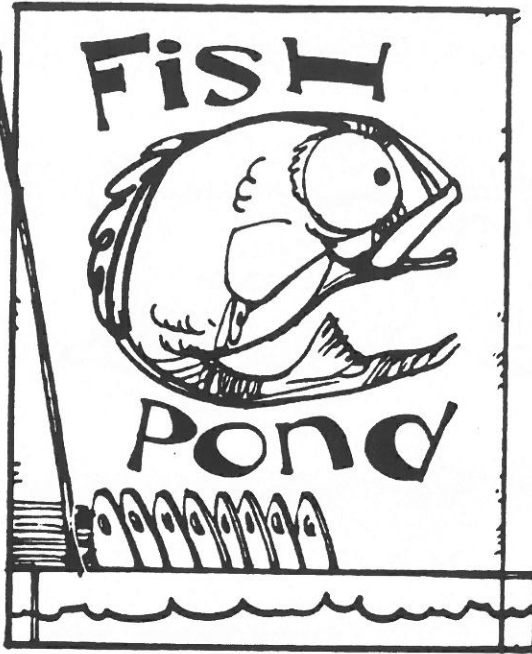


FISHPOND GAMES

USE LARGE "COATHANGER" HOOK



NAIL THROUGH FISH TO HOLD ABOVE SLOTTED CARD

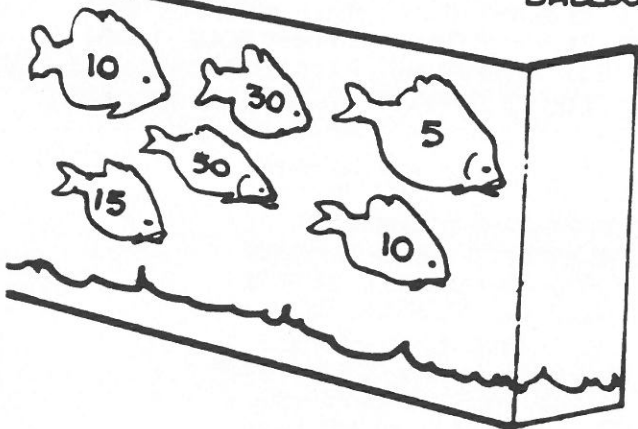


BOARD BARREL TOP.

NUMBERS ON TAILS. HIGH SCORE WINS.

DART BOARD

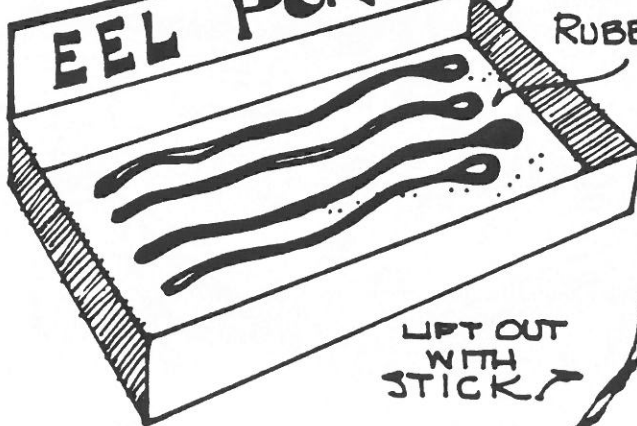
HOOK HAS LEAD SINKER KNOB TO PROTECT BALLOONS.



PAPER-CLIP HOOK.

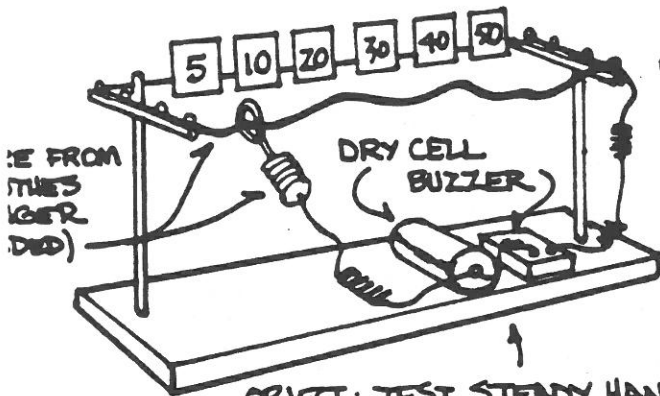
EEL POND

RUBBER EELS.

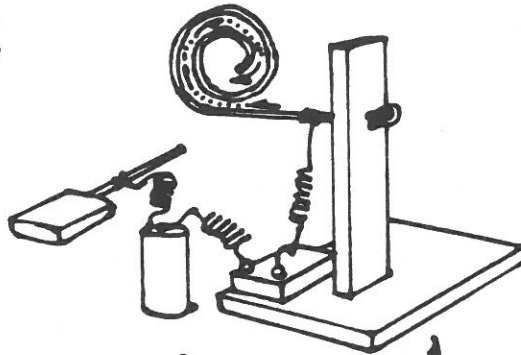


LIFT OUT WITH STICK

Buzzer Games

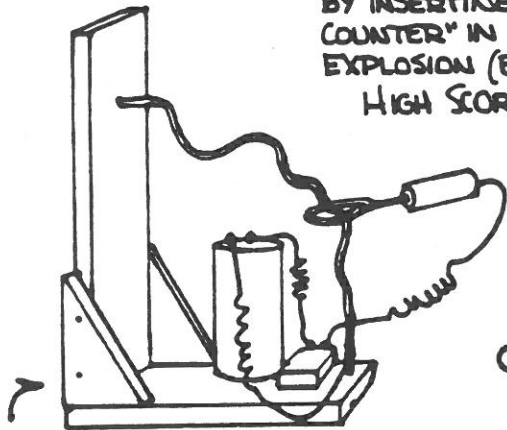
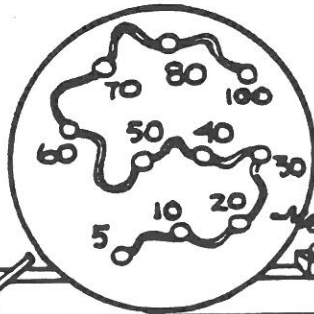


OBJECT: TEST STEADY HAND... TAKE LOOP ACROSS WIRE. STOP ON BUZZ. HIGH SCORE WINS.



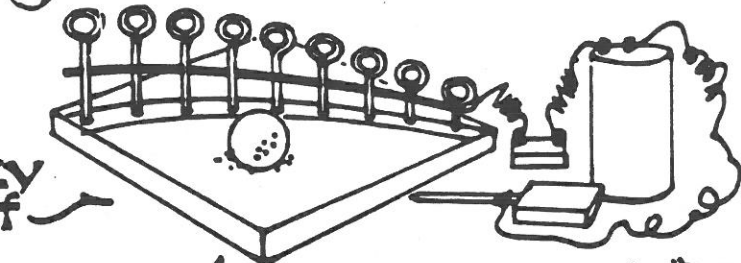
Snail Trap - TO SCORE: TAKE ROD INSIDE SNAIL AND OUT AGAIN WITHOUT BUZZING.

OBJECT: TRAVEL ON TRAIL BY INSERTING "URANIUM COUNTER" IN MINES WITHOUT EXPLOSION (BUZZ) HIGH SCORE WINS.

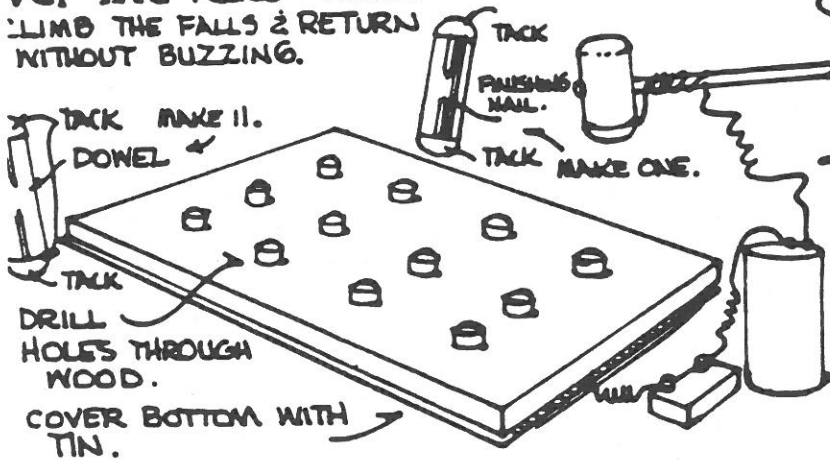


Vertical the falls - OBJECT: CLIMB THE FALLS & RETURN WITHOUT BUZZING.

crazy golf

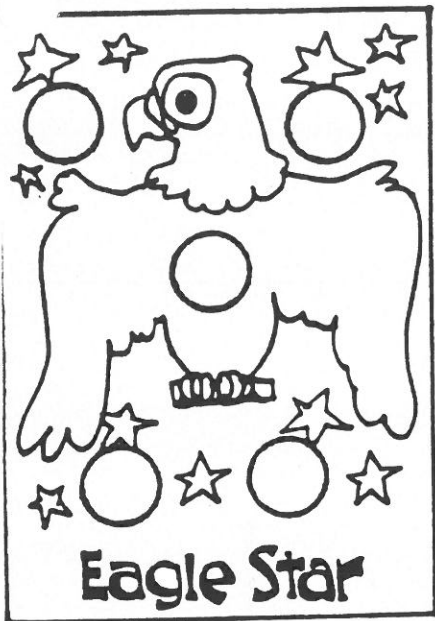


TO PLAY: TOUCH BALL WITH "PUTTER" PLACE PUTTER IN FIRST HOLE. TOUCH BALL AGAIN AND PUTT TO SECOND HOLE, ETC. COUNT STROKES NEEDED TO COMPLETE NINE HOLES.

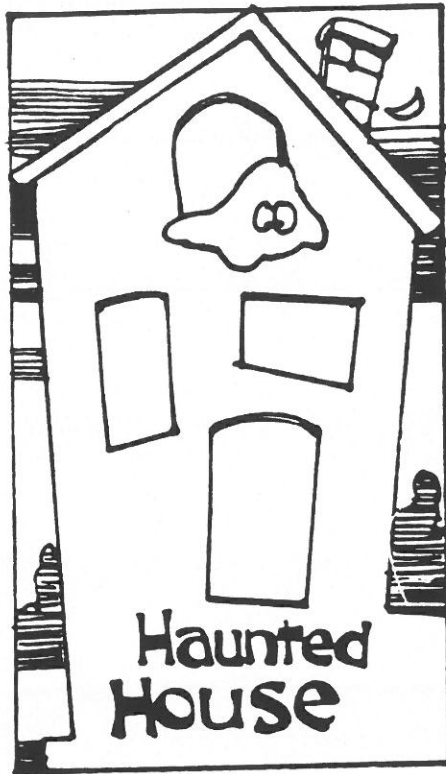


WITCH ONE ??

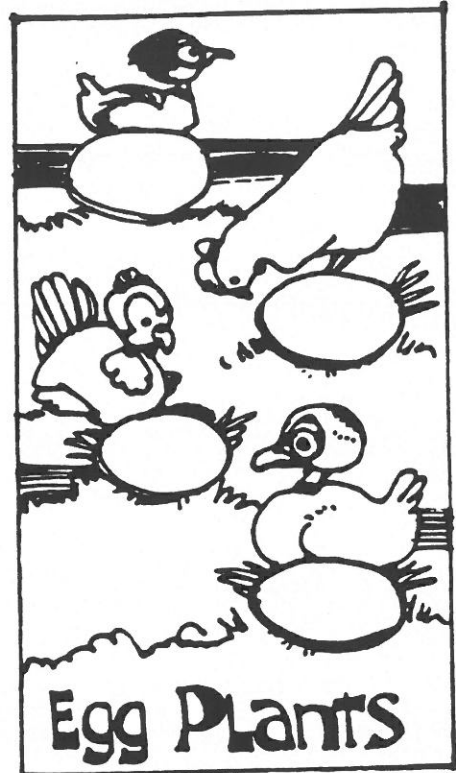
PLAYERS TAKE TURNS. OBJECT: TO GET AS MANY PEGS AS POSSIBLE BEFORE BUZZING. PLAYER REPLACES PEGS FOR NEXT PERSON CONCEALING LOCATION OF BUZZ PEG. PAINT ALL PEGS ALIKE - ONLY ONE PEG HAS NAIL WHICH COMPLETES THE CIRCUIT.



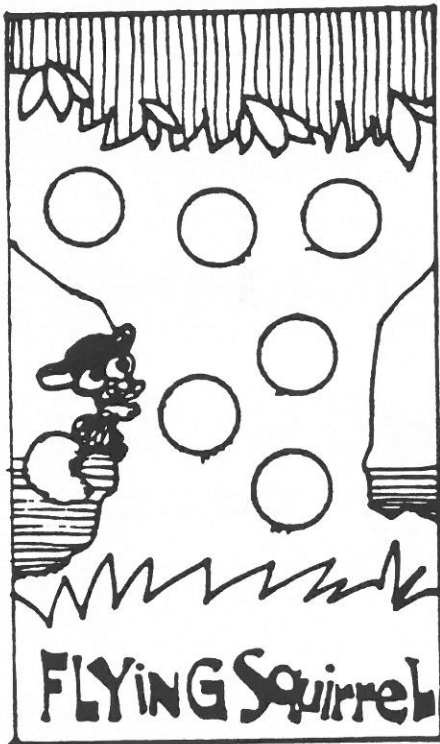
**Beanbag
Targets**



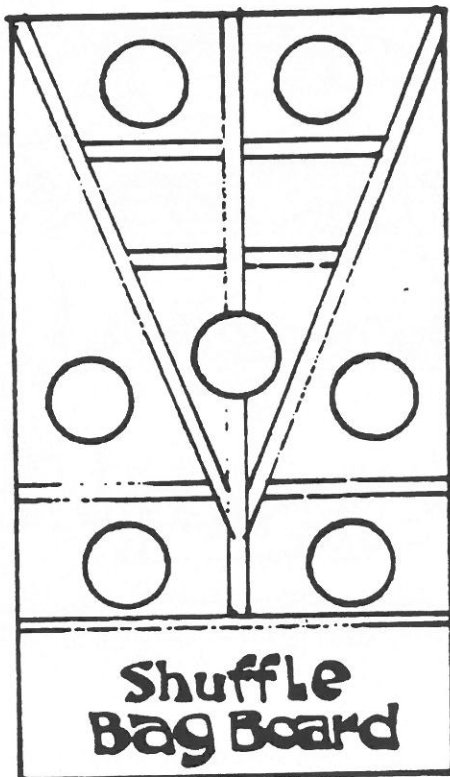
**Haunted
House**



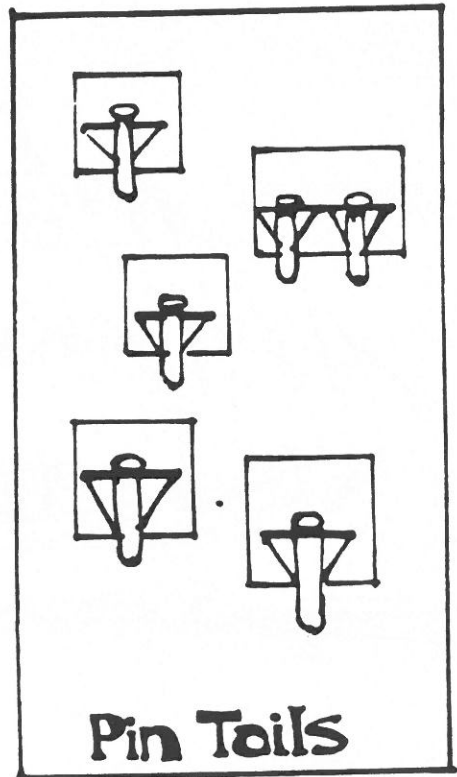
Egg Plants



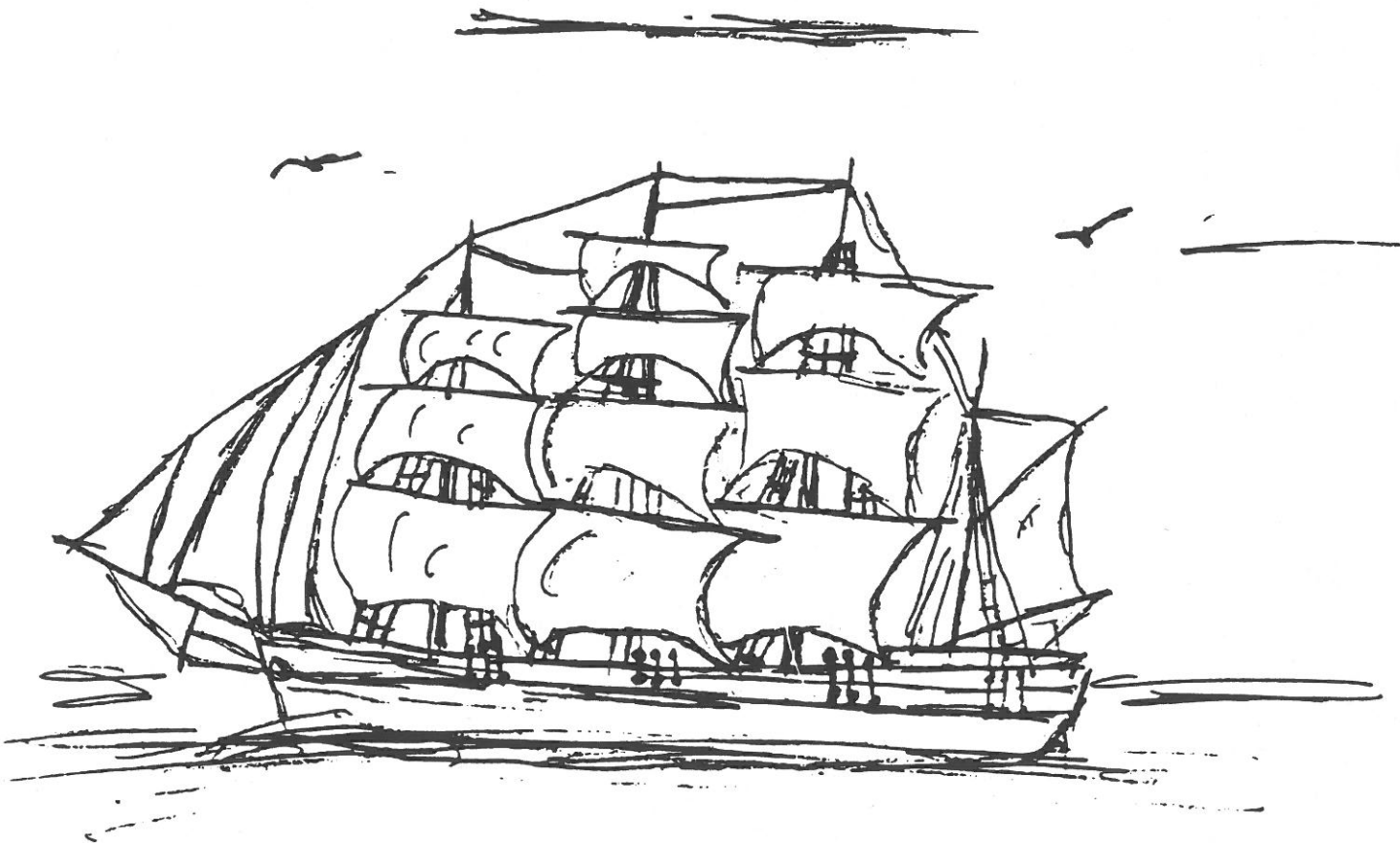
FLYING Squirrel



**Shuffle
Bag Board**



Pin Tails



H32

Hikes for Cub Scouts

See Cub Scout Activities, entire section on Nature Fun and last page of section on Ideas for Summer Fun (bus hike, mystery hike, color hike, and watermelon hike)

Breakfast Hike - Reach destination in time to see the sunrise; then cook breakfast.

Obstacle Course Hike - Pick a trail that will include boys' being able to climb a tree, walk a log, go through a fence, chin themselves on tree branches, etc. Be careful not to destroy any property or trespass.

Once Around the Block - Hikers go once around the block; then their observations are tested. Who has seen the most round things? What kinds of trees were seen? What did you see that was orange? Etc.

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 Hike - 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! Now stretch a string in a line. See how many different things touch it.

Come to Your Senses - While hiking, stop 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 things you never smelled before. Listen for sounds you might never have heard otherwise.

Get-Together Hike - Two or more dens hike to a location for games, cookout, or other fun.

Historical Hike - Hike to a historical landmark; know history of spot before going.

Pioneer Hike - Carry no equipment. Improvise any needed equipment along the way and at the destination.

Alphabet Hike - Look as you go for things starting with all the letters of the alphabet. If you want to make it harder, require finding them in alphabetical order.

Indian Hike - Hike quietly, single file. Boyw wear headbands; learn an Indian dance, or hear an Indian story. Always look and listen.

Hobo - Carry lunch packed in bandana on end of stick. Learn bandana tricks (see Cub Scout Magic, pp. 114-125).

Note Hike - Start with 1 note, such as "Go to oak tree by creek." Have note there saying, "Pick up rock across trail." Have note under rock saying, "If tree at fork is an oak, turn left; if a sycamore, turn right," etc. LAY OUT AHEAD OF TIME.

LEAVE NOTHING BEHIND BUT FOOTPRINTS. TAKE NOTHING AWAY BUT MEMORIES.

TAKE A HIKE!

by Marvin E. Hall
Cherokee Area Council

A hike is a journey on foot, usually with a purpose, a route, and a destination. Cub Scout dens will enjoy short hikes, and Webelos dens will have several opportunities for hikes related to activity badge requirements.

The following are helpful hints and information for the boys and the leaders about day hikes:

1. Buddy System

Use the buddy system when hiking, with a leader at the front and end of the line. It is also important that there be enough leaders or parents on the hike for those unexpected emergencies!

2. Clothing

Boys should be properly clothed, depending on the season. In winter, clothing should provide warmth; in summer, protection from the sun. The clothing should always be loose fitting and comfortable. "Layering" of clothes should be used in cool weather, rather than heavy thick clothing. The leader should remember that if he/she is cool (hot) the boy probably is also and to encourage the boy to dress accordingly.

3. Shoes

Sneakers--Sneakers can be used almost all year around by the boys. They are lighter than a boot and less expensive, which makes them ideal for children who move through shoe sizes. If they get wet, water will run out quickly and the shoes will dry out fast. One precaution is that the shoe should provide strong arch and ankle support. This will eliminate those tired feet soon after starting the hike. Also remember that sneakers are usually slick and that upward or downward movement should be at a slow pace so as to prevent slipping or falling. Use sneakers on day hikes or hikes less than 20 miles.

Boots--A boot is a good inexpensive investment for hiking if your pack does a lot of hiking. It can be made of suede or "roughout", however smooth leather is better. It should have a steel inner shank for permanent arch support. It should be made of few pieces of leather with padded areas for comfort--heel, tongue, lining, etc.. The soles should be Vibram with a deep lug pattern and sewn, if possible. Eyes are better for lacing than hooks. Lacing should be tight or firm at the bottom and loose toward the top for proper circulation. The boot should have plenty of room to allow your foot to spread under the weight of the pack and should have ample room in front for your toes to spread naturally and comfortably, but it should

hug the arch and heel snugly for support and to prevent friction. Break the boots in on small walks well before the hike!!!! Don't forget to remind the boys to maintain their boots properly with leather conditioners after each hike.

4. Socks

Wear one or two pairs of absorbent, tightly woven socks of wool (or a wool blend with a little nylon acrylic) when you are hiking. Never hike in wet socks; it is sometimes helpful to take an extra pair in a Ziploc bag so that you can change socks if your feet get wet on the trail. Be sure to straighten out sock wrinkles and creases before putting on the shoe; this will add comfort and prevent tired feet and blisters.

5. Rain Gear

Rain coats with hoods are usually recommended. However, some people prefer ponchos. Both can be purchased inexpensively and should always be carried on a hike. The poncho has a tendency to leak and let rain in in windy weather.

6. Canteen(Water)

It is always important to have a supply of water on a hike. The boy does not have to have a canteen!! It is recommended that he carry an inexpensive plastic quart bottle in his pack or a syrup bottle with a small rope attached over his shoulder. Canteens with straps are bulky and troublesome.

7. Packs

Any variety of pack can be used. It should be comfortable and light, since Cub Scouts usually are on day hikes. Knapsacks, regular hiking packs, school packs, or almost any thing that is comfortable to carry can be used as a pack. It should be carried on the back or across ones' shoulder for the best comfort. When "packing" a pack, always remember to pack the heavier objects at the top of the pack. This way the pack and the body will align during the hike for proper comfort.

8. What to carry in the pack

Lunch, first aide kit, compass/maps, camera, rain gear, signal whistle, flashlight, insect repellent, and a light coat or shirt.

9. Snacks

For a quick energy booster along the way add a small bag of chopped nuts, hard chocolate, and raisins to munch along the trail between meals. Gum will help shake thirst and build morale. Another snack is the following mix: dry, sugar-coated cereal, raisins, candy-coated chocolates, and peanuts or cashew nuts. Enjoy a handful when you are hungry! Apples are also a good snack food.

10. Other things to remember

Use songs to lift morale and keep a rhythm on the trail.

Keep a list of the boys, parents, and leaders who are on the hike handy.

Carry the Boy Scout Handbook as a ready source of information in case of emergencies or in order to identify things along the trail (birds, trees, flowers, weeds, etc.).

Advise boys not to pick up strange bugs. Stay away from snakes until they can be identified as harmless.

Don't eat wild berries or plants.

Be sure the boys can identify posion oak, ivy, and sumac before you leave on the hike. This will prevent trouble later.

No knives allowed--no matter what. If one is needed, the leader will have one!

A hiking stick is recommeded for everyone.

Always have the boys carry a large baggie or paper bag to pick up any trash along the trail. Remember, scouts always leave an area cleaner than when they arrived!

Be sure a trip permit is filled out BEFORE you leave!!

It is hoped that this information will be help to you as a leader and that you will share it with others.

* * *

NATURE OPENING

N stands for your Name; be proud of it. As you advance from Bobcat to Arrow of Light, you will add new honors to your name. Everything you do affects your good name and your family.

A is for Attitude. Attitude affects your spirit. Cub Scouts know that, just as sunshine is essential for life, being cheerful and playing fair help a den grow and make scouting fun.

T is for Task. Each Cub Scout works hard at each job.

U is for Usefulness. Your place in life depends on learning a lot and then using it.

R means you're Ready. Just as squirrels gather good for the future, so Cub Scouts work hard and advance getting ready to be Boy Scouts.

E stands for Energy. As the bee is always busy, Cub Scouts keep active giving goodwill.

NATURE - God's way of telling us He cares. Let us always be grateful for His gifts and His guidance.

TELLING TIME WITH THE SUN

Most animals and plants use the sun as their natural time teller. Cub Scouts can too by building their own sundial.

Cut a piece of wood about 11 inches square. Then take a compass and draw the largest circle that can fit inside the square. Mark the center of the circle with a dot. Drill a hole and glue a long, thin stick into the center. This will be the pointer that will cast a shadow on the sundial. Draw a line straight through the center of the circle, perpendicular to the top edge of the wooden block. This will be the 12 o'clock marking. Set the sundial so that the 12 o'clock mark points north. (Use a compass to get north.) Attach the sundial to the top of a flat object or post and put it in a place that gets full sunlight.

From 6 a.m. to 6 p.m. make a dot each hour where the shadow hits the outside of the circle. Decorate your sundial with some sunny pictures.

SAND PAINTING

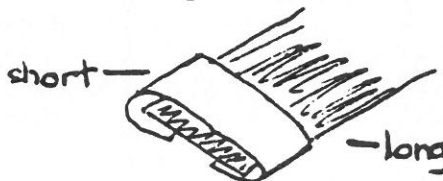
Dye sand in the colors you will need for your picture or design. Fill paper cups half-full with sand. Add water to each cup to cover the sand completely. Add different colors of powdered fabric dye or drops of food coloring to the water and sand. The more coloring you add, the deeper the color of the sand. Stir the water, sand, and dye mixture with a plastic spoon. Let stand for fifteen minutes. Pinch the edge of each cup so you can pour out most of the water without spilling the sand, and pour out water. Spoon the sand from each cup onto separate sheets of paper toweling, keeping colors separate. Spread out the sand, and let it dry (you can spread on foil and dry in a 150° oven also).

Glue the pattern on heavy paper or cardboard, or draw on your design. Pour liquid white glue into a paper cup, and use a brush or Q-tip to fill in one part of the design with glue. Now sprinkle the dyed sand over the area.

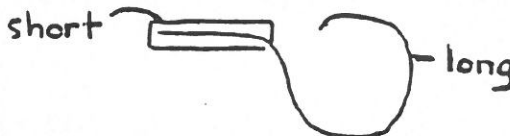
Now repeat gluing design shapes and sprinkling on different colored sand in different areas of your design. Let the painting dry. When the painting has dried, tip it over a paper towel to remove any excess sand that did not glue in place.

TIN CAN WHISTLE

1. Cut two pieces of metal from a drink can (aluminum). The short piece will be 1 1/2 inches long and 3/4 inches wide, while the long piece will be 3 inches by 3/4 inch.
2. Place the smaller piece across the longer one and bend edges of the short piece around and under.



3. Where the short piece crosses the long, bend the long piece down and around in a circle.



4. Place thumb and finger over sides formed by long piece and blow.

Note: Sides must be sealed by fingers. Adjustments may be necessary such as increasing space between short and long pieces.

WEATHERGRAMS

What to Use: grocery bag, scissors, twine, markers, paper punch

What to Do: 1. When you are in the woods, watching stars, or playing outside, think about the things you see and feel and hear and taste and smell.

2. Cut a strip of brown paper 2" by 10". Fold the top of the strip over 2".

3. Punch a hole in the top through both layers, and pull a piece of twine about eight inches long through the hole and tie it.

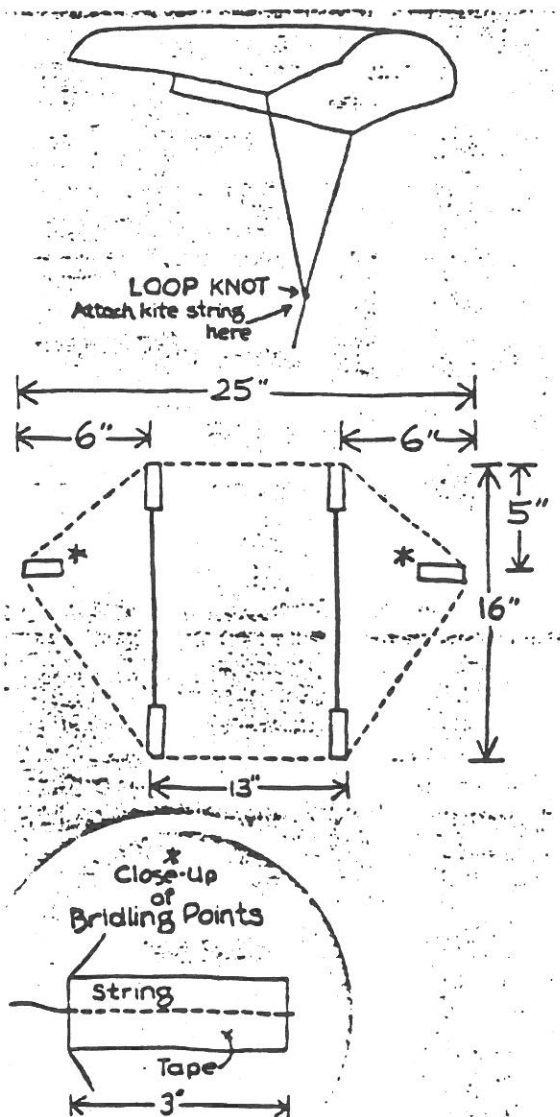
4. Use waterproof markers to write a very short phrase or poem that tells some outdoor feeling or experience. Write your name, initials, or a symbol for yourself.

5. Hang your weathergram on a tree or bush or along a trail where others will be able to see it and share the thought.

6. The sun, rain, wind, and snow will finish the weathergram for you. It will take about three months for it to become a true weathergram. Eventually all the parts of it will decompose and become part of the environment.

A WEATHERGRAM IS A PIECE OF WRITING STARTED BY YOU AND FINISHED BY THE WEATHER.

-Puddles and Wings and Grapevine Swings
by Imogene Forte and Marjorie Frank



POCKET KITE

1. Cut plastic garbage bag to size.
2. Take four pieces of $1\frac{1}{2}$ " masking tape and start under plastic where the sticks will be.
3. Lay sticks as shown and tape to plastic by bringing tape up over each stick end.
4. See closeup on adding a 6" kite bridle.
5. Find center of bridle, and tie overhand knot. Attach kite string at the knot.

This is a super-simple kite to make and will fly in the slightest breeze. Each tall kitchen plastic garbage bag will make two kites; these kites may be decorated with felt markers.

DID YOU KNOW?

An earthworm doesn't breathe through a mouth or nose like you; he breathes through his skin.

A deer gets a new set of antlers every year. During the winter his old set begins to get itchy, and he rubs them against trees until they come off. If you see him early in the spring, he won't have any antlers at all!

Birds have a calendar too. Birds have a special way of telling how long the days are. When the days get shorter in the fall, they know it is time to go south. And when the days get longer in the spring, it is time to come back. It took scientists a long time to learn this secret, and they still do not know everything about it.

Although some dinosaurs were quite large, the blue whale is bigger and heavier than all of them were.

A hummingbird's wings buzz because he beats them more than five thousand times each minute. If you could flap your arms that fast, you would buzz too!

A beaver sharpens his own teeth. The outside of each tooth is softer than the center of it, so the softer part wears off first, leaving the harder part always sharp.

A fish can't see as far as you can. But, he can point his eyes in two directions at once!

If a bird doesn't have any teeth, how can he chew? He swallows his food whole, and his gizzard grinds it.

A catfish has fingers. Well, not really, but he uses his whiskers to touch and feel the bottom of a murky lake just as we use our hands.

A bird stays on a perch when asleep because of an automatic lock mechanism in his feet.

The eggs of hummingbirds are about the size of peas. Those of the ostrich are about seven inches long.

A porcupine has about 30,000 quills in his arsenal, and, if he loses any, they will grow back in a few months.

A litter of baby armadillos is born usually four at a time and will be all brothers or all sisters, never both in the same litter.

The opossum is the only marsupial in North America. Marsupials have pouches in which to carry their young. New-born opossums are smaller than bees - a whole litter would fit into a teaspoon.

The albatross is a large seabird with a wingspan of six to twelve feet. It sleeps while it glides through the air.

The city of Chicago got its name from the Indian word segaku, which means "skunk."

The arctic tern is the champion long-distance traveler among birds. Late every August, the terns leave their nests on the northern islands of the Arctic Ocean. They fly south to Antarctica where waters are full of fish that the terns eat. In mid-June the terns return to nesting places in the far north. Their round trip covers about 22,000 miles.

The sea horse is famous for the way it helps its young. The male sea horse carries the female's eggs in a pouch on its underside. After the young hatch, the father lets them out one by one into seaweed where they can find food.

Sea turtles give their young no care at all. The mother sea turtle digs a hole on a beach and lays her eggs. Then she covers them with sand and returns to the sea, leaving the sun to hatch the eggs.

ANIMAL RHYME TIME

Give a rhyming pair (one or two syllables) for each of the following definitions.
Example: happy father - glad dad

1. a skinny young horse
2. a seafood platter
3. a forest animal's disease
4. an untied barnyard fowl
5. comic little rabbit
6. well behaved rodents
7. timid winged insect
8. musical bee's home
9. a jittery fowl
10. dam builder's kitchen knife

Some taken from Pack-0-Fun

ANIMAL LOBBYISTS

The riddles below help us understand how the animals and plants that we normally might consider pests actually contribute to the welfare of the whole. Below each riddle you will see a row of letters. To decode the answer, write down, for each letter in the line, the letter that follows it in the alphabet.

Example: BNV = COW

1. Since we can do only the work Mother Nature has given us, we wish humans would be a little more understanding when we mistakenly go to work in their towns. If we stopped our forest labors, humans would soon see the value of our work; for the very thing they are trying to protect would soon be denied them. We reduce fallen trees to humus by our eating habits, making soil nutrients once again available for plants and trees to grow on.

SDQLHSDR

2. I do my part to control the rodent population. This greatly benefits the plant world and helps the farmer, too. Nevertheless, most of you humans don't like me and fear me. What you don't realize is that I'm just as afraid of you as you are of me. It would reduce tensions a lot if you would watch where you put your feet. If I think you're about to step on me, I'll let you know where I am.

QZSSKDRMZJD

I am a very important part of nature. I am a valuable source of food for many kinds of birds. It is worthwhile for humans to be able to recognize me, especially in the spring. My leaves are grouped in threes and sometimes are very oily and reddish in color. You may recall our meeting - if afterwards some itchy, red spots appeared on you.

ONHRMM NZJ NQ HUX

- Sharing Nature with Children

Nature Games

See Games for Cub Scouts for a page of nature games. Also see ideas in Den Leader's Book and Den Chief Handbook.

Star Tracing - Duplicate a number of double stars, the outer one being about 6 inches from point to point and the inner one an inch smaller. Object is to draw a third star between the lines of the inner and outer stars while shielding the stars from direct vision and using a mirror. Place mirror about 1 inch from point of star.

Rattlesnake - Stand a milk carton on the floor. Den forms a circle around it, arms linked. Keeping together, boys begin to move back and forth around the carton, each trying to make "the other guy" knock it over. Whoever knocks it over has been "struck by the rattlesnake," and he must drop out. Game continues until only one boy is left.

Wary Wolf - One Cub Scout is the "Wary Wolf." The others line up a short distance from him. When the wolf turns his back, they stalk toward him. When he turns around quickly, everyone freezes. Any Cub Scout moving goes back to the starting line. First to touch the "Wolf" wins.

Whifflepoof Hunt - One Cub Scout is the "Whiffler," who takes off dragging a "Whifflepoof." The den follows five minutes later. They must trail down the whiffler before he reaches his goal (a pre-determined distance). The "Whifflepoof" is a log, 3 inches thick, 15 inches long, hammered full of nails, with a screw eye for attaching a rope.

Nature Scavenger Hunt - Divide the group into teams. Give each a list of nature objects to find within a given period of time. The winner is the team finding the greatest number within the allotted time.

Duplication - Before gathering the Cub Scouts in a group, secretly gather 10-15 common items from your location: leaves, rocks, seeds, cones, etc. Place objects on a tray and cover with a napkin or handkerchief. Now ask the Cub Scouts to take a good look at the assorted items when you lift the handkerchief (remove for 20 seconds). Then direct them to spread out and find one each of all of the items they remember. Allow about 5 minutes to search. Then reassemble the group and pull out each object, one at a time. Did any find all of the items?

Octopus Race - Divide group into teams of four. Team members line up with backs together, linking elbows. On signal they race down to and around a certain object and back to starting point.

Nature Alphabet - Divide the boys into teams. Have them list nature objects in the general area beginning with each letter of the alphabet. Which team has the most complete list? Each den could be one team at a pack outing.

More Nature Games

Identification Game - This game is a lot like Steal the Bacon, but it has been adapted to help children identify and remember the trees and shrubs in an area. As you explore the locale where you'll be playing the game, collect small samples of leaves, flowers, and seeds from the trees and bushes - about 7-10 in all.

Form two equal teams and line them up facing each other, 30 feet apart. Put the specimens in a row on the ground between the two teams. The teams count off separately so that each player has a number, and on each team there are players numbered one, two, three, etc.

When the teams are ready, call out the name of a tree or bush represented by one of the specimens lying between the teams, then call out a number. (For example, "The next plant is a beech tree, and the number is...three!")

As soon as the "threes" hear their number called, they race to the specimens, trying to be the first to find the beech twig. Every successful player earns two points for his team. Picking up the wrong item results in a loss of two points. - Sharing Nature with Children by Joseph B. Cornell

Blind Walk - It's very simple to organize and lead a blind walk. Form pairs. Each pair decides who'll be the leader first and who'll be blindfolded. The leader guides his partner along any route that looks attractive, being very careful to watch for logs, low branches, and so on. The leader also guides his blind partner's hands to interesting objects and brings him within range of interesting sounds and smells.

Meet a Tree - Pair off, blindfold your partner, and lead him through the forest to any tree that attracts you. (How far will depend on your partner's age and ability to orient himself. For all but very young children, a distance of 20-30 yards usually isn't too far.)

Help the "blind" child to explore his tree and to feel its uniqueness. I find that specific suggestions are best. For example, if you tell children to "Feel the tree," they won't respond with as much interest as if you say, "Rub your cheek on the bark." Instead of "Explore your tree," be specific: "Is this tree still alive?...Can you put your arms around it?...Is the tree older than you are?...Can you find plants growing on it?...Animal signs?...Lichen?...Insects?"

When your partner is through exploring, lead him back to where you began, but take an indirect route. (This part of the game has its fun side, with the guides leading their partners over imaginary logs and through thickets that might easily have been avoided.) Now, remove the blindfold and let the child try to find the tree with his eyes open. Suddenly, as the child searches for his tree, what was a forest becomes a collection of very individual trees.

(continued)

More Nature Games (continued)

Sounds and Colors - In a forest, meadow, marsh, or park, children lie down on their backs with both fists held up in the air. Every time someone hears a new bird song he lifts one finger. Who has the best hearing? This is a wonderful way to make children aware of the sounds (and the stillness) of nature. For fun, see if you can count to ten without hearing a bird song. Vary the game by listening for general animal sounds or sounds like wind in the grass, falling leaves, or rushing water. To get children to concentrate more deeply on any natural setting, ask them how many different colors and shades of colors they can see in front of them without moving from where they are standing or sitting.

Unnatural Trail - This game is played primarily to introduce the concepts of camouflage (protective coloration) and adaptation.

Choose a 40-50 foot section of trail and place along it ten to fifteen man-made objects. Some of them should stand out brightly like flashbulbs or balloons. Others should blend with their surroundings and, therefore, be more difficult to pick out. Keep the number of objects you've planted secret.

The children walk over the section of trail one at a time, with intervals between them, trying to spot (but not pick up) as many of the objects as they can. When they reach the end of the trail, they whisper in your ear how many they saw. If no one saw all of them, tell everyone how many were seen but that there are still others. Then let them start over.

End the game with a discussion of the ways camouflage coloration helps animals. Then go on a search for small camouflaged animals (insects, spiders, etc.)

Scavenger Hunt - Scavenger hunts are probably familiar to you from your own childhood. This one is adapted to find natural objects. You should assign lists that require the child to think creatively or to look very closely. The following list is adapted from one used at Glen Helen Outdoor Education Center in Yellow Springs, Ohio:

| | |
|--------------------------------|--|
| A feather | One seed dispersed by the wind |
| Exactly 100 of something | A thorn |
| A maple leaf | A bone |
| Three different kinds of seeds | One camouflaged animal or insect |
| Something round | Part of an egg |
| Something fuzzy | Something sharp |
| A piece of fur | Five pieces of man-made litter |
| Something perfectly straight | Something beautiful |
| A chewed leaf (not by you!) | Something that is of no use in nature |
| Something white | Something that makes a noise |
| Something soft | Something that reminds you of yourself |
| Something important in nature | A sun trap (water, rocks, plants, animals) |
| A big smile | |

What Animal Am I? - Pin a picture of an animal on the back of a child without showing him the picture. Have him turn around so the other children can see what animal he is. He then asks questions to discover his identity. The others in the group can answer only Yes, No, or Maybe.

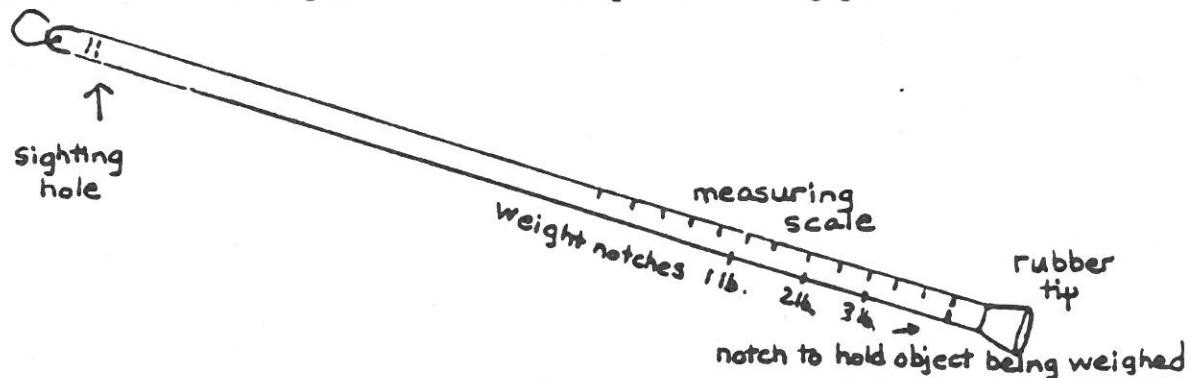
HIKING STICK

Materials:

Broom stick for each boy
Rubber tip for each stick
Wood burner or permanent markers
Drill, hand or electric
Weights and saw
Yardstick and pocket knife

The hiking stick is made using the broom handle. The stick length is to be between the boy's shoulder and the top of his head. This makes it easier for him to use the stick when climbing. (Remember these boys are growing rapidly, so it is advised that the length be close to the top of the head.) The stick is measured and marked every inch from the bottom at least a foot up. These marks are then burned into the wood or marked with the markers. Markings are to check the depth of creeks before crossing them. Two holes are drilled into the top of the stick at right angles. One may be used for sighting objects to stay on course, and a leather strip for a handle may be put through the other. In order to weigh something (a fish, for example), make a notch on the bottom end, and tie a one pound weight to it. Next, with the weight still attached, find the center of balance and notch the stick. Record the weight at that notch. Repeat the above procedure for the other weights. When you want to weigh something, tie it on the end of the stick; and, using your notches, check the weight.

Other ideas for the hiking stick: stretcher pole, fishing pole.



Suggested contents for a First Aid Kit (carry on hiking stick or wear on belt):

2 bandaids, wooden match, needle, soap (small chip wrapped in foil), cotton ball, antiseptic, aspirin, burn ointment

Pocket-size Fishing Tackle - Use bandaid box to hold the following fishing tackle:

winder - flat piece of wood or plastic notched at both ends to hold line,

line - 20-25 feet of extra strong Button and Carpet Thread wound on winder,

sinker - may use bolt about one inch long with 1-4 nuts that fit it,

bobber - old-fashioned cork is best,

hook - may be stuck into cork while being carried.

Animal Tracks



front

O'possum



hind



front

Raccoon



front

Gray
Squirrel



hind



hind



front

Beaver



hind



Red Fox
(front)



Muskrat
(hind)



Striped Skunk
(hind)

Use carbon paper to trace tracks on linoleum blocks. Cut out with scissors, and etch lines with x-acto knife or something similar. Glue to wooden blocks. Use with foam ink pad.



Woodchuck
(hind)



Mink

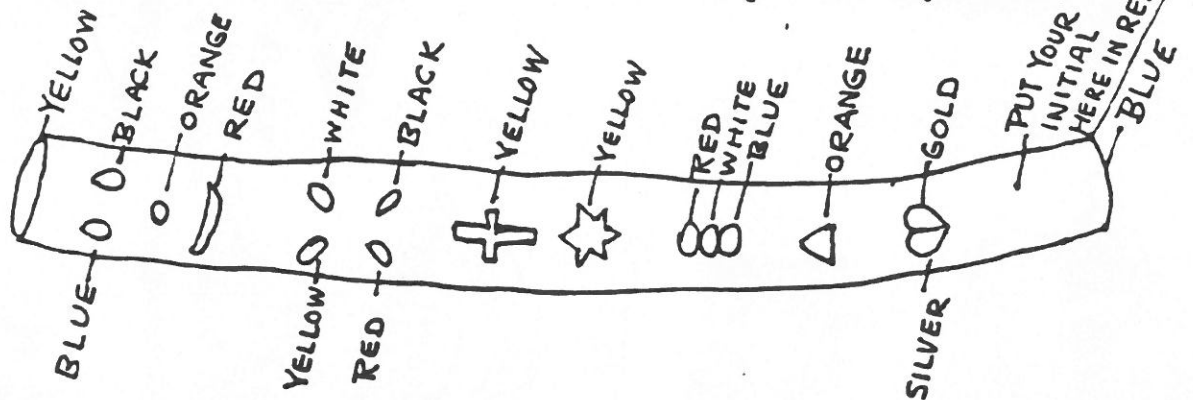


White-tailed Deer

Friendship Stick

This little stick means "Friendship"
of a very special kind.
A "Friend," you know, is really great
and very hard to find.
Green wood is a living symbol
according to the lore,
Of Scouting, hope, and friendship,
the boundaries to explore.
The cap is the color of sunlight
and all that it can mean,
The eyes for light and dark-skinned people
are very plainly seen.
The nose stands for strength and courage
that makes our freedom ring.
The mouth for truth and honesty,
qualities of which we sing.
The crossroads for all the races
joining a brotherhood,

Of yellow, red, black, and white
for all our mutual good.
Duty to God is uppermost
as every Scout should know.
Next is duty to our country
for freedom, we strike a blow.
The orange sign of helping others
means much to those that do,
While a heart of gold and silver
stands for friends, old and new.
The giver's sign or totem at
the bottom of the stick,
Provides a permanent record of
a friend you won't forget.
The color you find on the bottom
means our loyalty is true,
It's also the color of the skies,
a pure and royal blue.



Kite Neckerchief Slide

Cut kite shape from foam meat tray. Tie two toothpicks together crosswise and glue. Cut points off toothpicks to proper length for kite. Glue to back of kite.

For tail use a piece of yarn with knots tied in it. Glue tail to bottom of kite. Glue ring on back.

Kite may be decorated with markers or cut-outs from scout catalog or place cards.

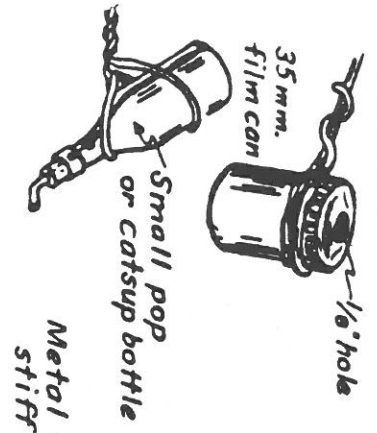


L'Eggs Turtle

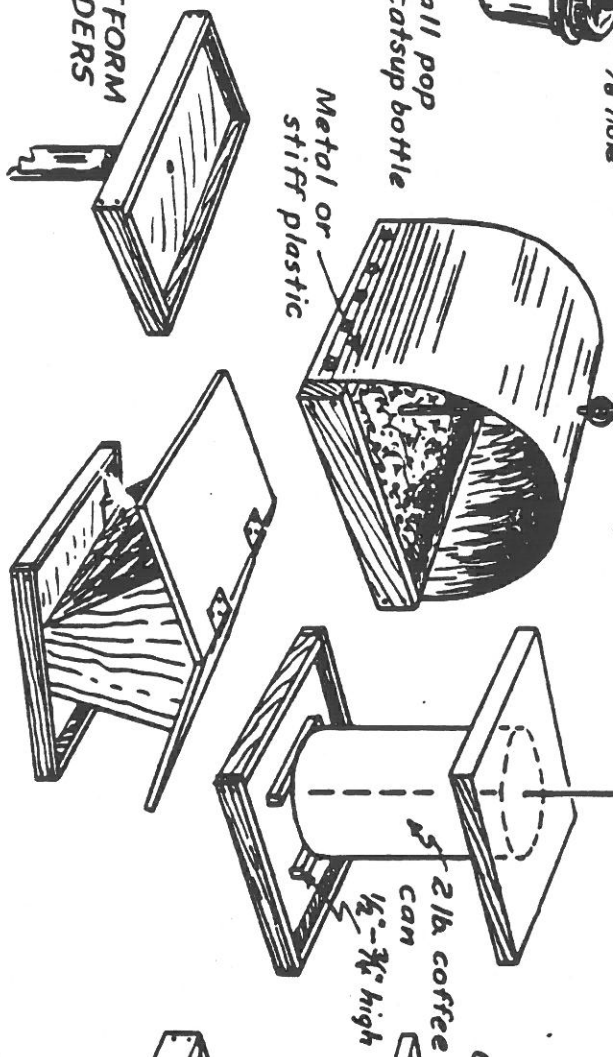
Decorate the shallower end of a L'Egg Egg as a turtle, using felt head, legs, and tail. Place over a golf ball, and it will move around almost as if it were alive. Den members may want to stage races by placing their turtles on slightly slanted boards.

BIRD FEEDERS

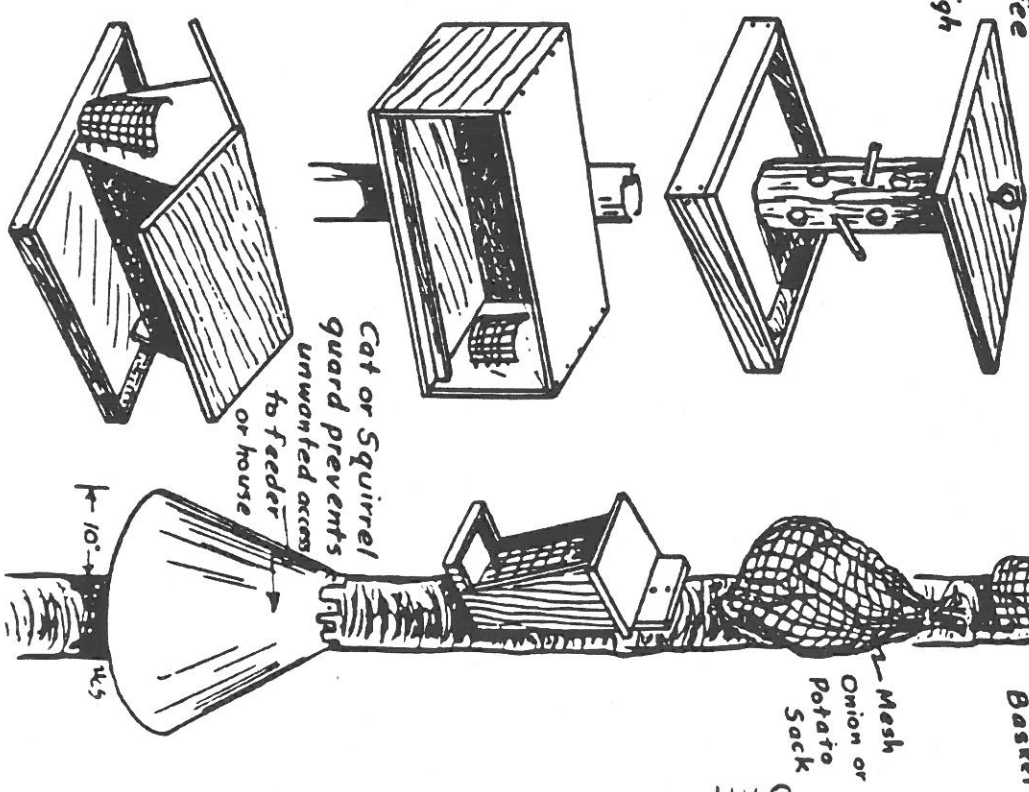
HUMMING BIRD FEEDERS



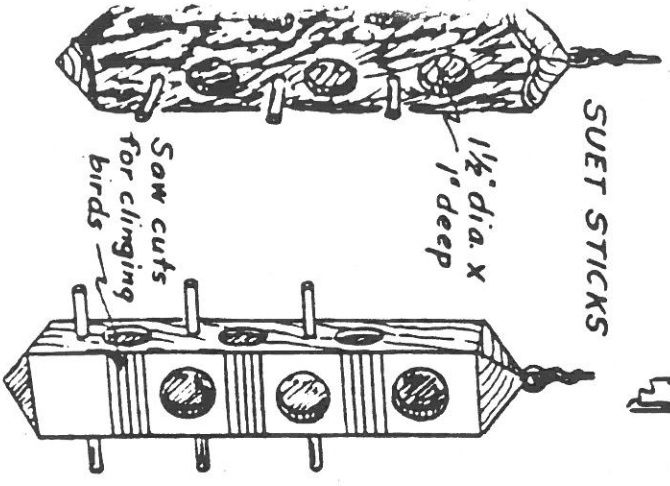
SEED HOPPERS



COMBINATION FEEDERS

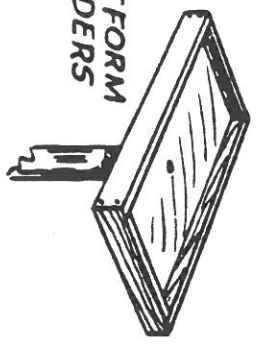


SUET FEEDERS



SUET STICKS

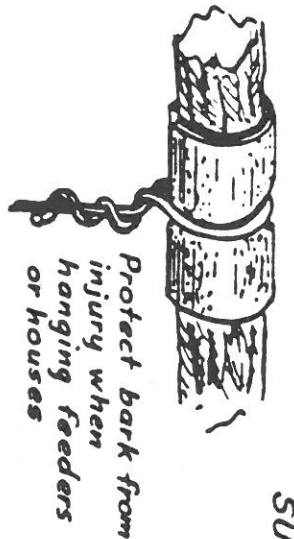
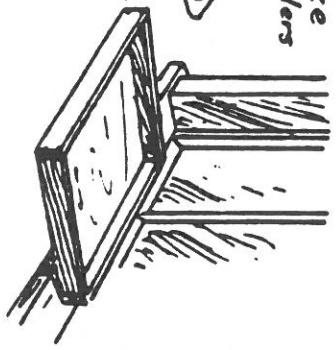
PLATFORM FEEDERS



TV dinner trays compartmentalize feeders

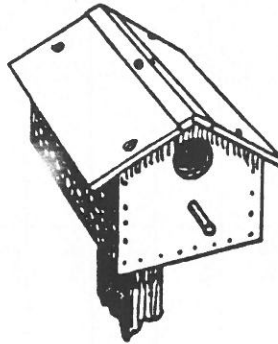
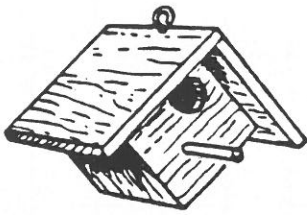


WINDOW-SHELF FEEDERS

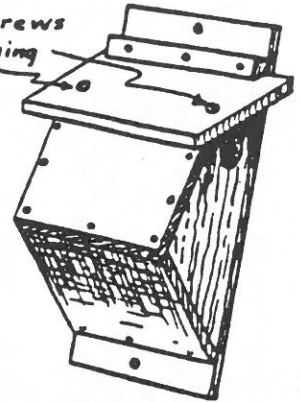




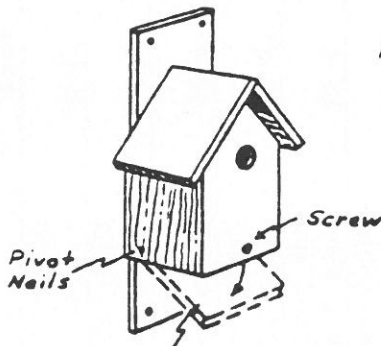
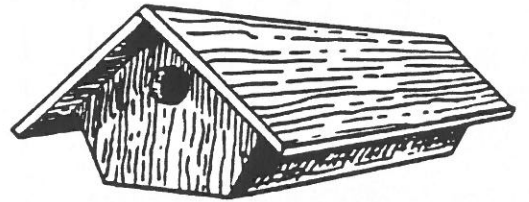
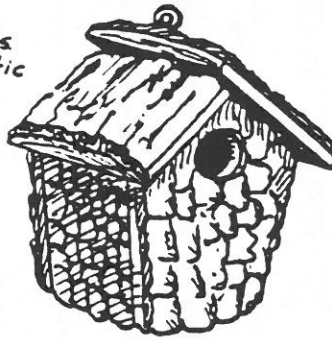
BIRD HOUSES



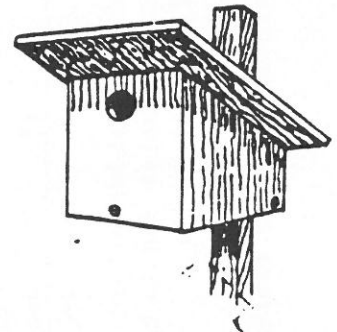
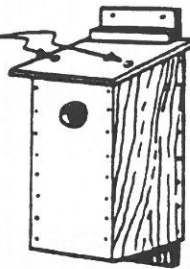
Remove Screws
for Cleaning



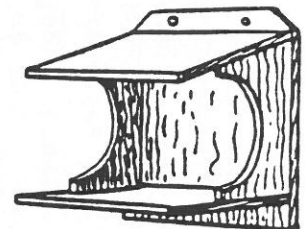
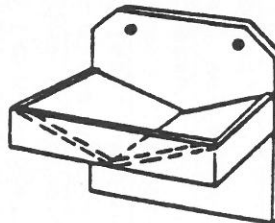
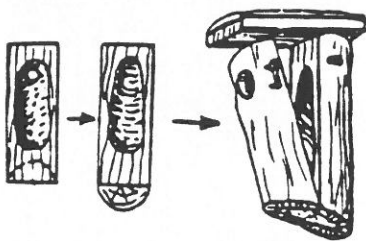
Many Birds
prefer Rustic
Houses



Remove Screws
for Cleaning



Bottom Swings down
for Cleaning



Nesting shelves for Robins & Barn Swallows

| SPECIES | Floor of Cavity | Depth of Cavity | Entrance Above Floor | Size of Entrance | Height Above Ground | SUGGESTIONS FOR PLACEMENT |
|----------------------|-----------------|-----------------|----------------------|------------------|---------------------|--|
| | Inches | Inches | Inches | Inches | Feet | |
| BLUEBIRD | 5x5 | 8 | 6 | 1 1/2 | 5-10 | Place in open sunlight areas on fence posts or trees. |
| ROBIN | 6x8 | 8 | * | * | 6-15 | Place in shaded partw of trees or under eaves of house or shed. |
| CHICKADEE | 4x4 | 8-10 | 6-8 | 1 1/4 | 6-15 | Prefer rustic houses. Place along wooded areas or in old orchards. |
| NUTHATCH | 4x4 | 8-10 | 6-8 | 1 1/4 | 12-20 | Prefer rustic houses. Place along wooded areas or in old orchards. |
| WRENS | 4x4 | 6-8 | 1-6 | 1 | 6-10 | Any partly sunlight spot. These houses may be hung from a tree limb. |
| TREE SWALLOW | 5x5 | 6 | 1-5 | 1 1/2 | 10-15 | Place several boxes together on a post or dead tree near water. |
| VIOLET-GREEN SWALLOW | 5x5 | 6 | 1-5 | 1 1/4 | 10-15 | Same as tree swallow. |
| BARN SWALLOW | 6x6 | 6 | * | * | 8-12 | Place a number of shelves together under the eaves of buildings near water. |
| PURPLE MARTIN | 6x6 | 6 | 1 | 2 1/2 | 15-20 | A colony of houses together will attract these birds. A pond or stream should be nearby. |
| FLICKER | 7x7 | 16-18 | 14-16 | 2 1/2 | 6-20 | Open wooded areas on dead trees above surrounding foliage. Add wood shavings. |
| DOWNY WOODPECKER | 4x4 | 8-10 | 6-8 | 1 1/4 | 6-20 | Same as flicker. Rustic houses will probably be more acceptable. |
| SCREECH OWL | 8x8 | 15-18 | 12-14 | 4 | 10-30 | Same as downy woodpecker. Wood shavings should be added. |
| BARN OWL | 10x18 | 20-24 | 4 | 5 | 12-18 | Locate near buildings, barns, or open fields. |
| SPARROW HAWK | 8x8 | 15-18 | 12-14 | 4 | 10-30 | Place in open areas near fields or water areas. |
| HOOD DUCK | 8x10 | 24 | 16 | 4 | 15 | Place facing toward water. Add 4 inches of wood shavings. Provide drain holes in bottom. |

*Two or more sides open.

BUILDING SUGGESTIONS: Rough cedar or exterior plywood are good, durable building materials. Rough wood should be used so young birds can climb out. Several one-quarter inch ventilation holes should be provided to prevent suffocation of young birds. Drill three or four one-quarter inch holes in the floor for drainage. Galvanized nails or brass screws will not rust like ordinary nails. Clean and repair boxes at least once a year.

GENERAL PLACEMENT SUGGESTIONS: Boxes that face away from storms are more inviting to birds. Young birds will not become trapped in boxes that tilt forward at the top.

A) PEACH DELIGHT
(serves 1)

1/2 of a whole peach
1 marshmallow
1 T. brown sugar
1 square of foil (6" x 6")

Put peach in middle of foil, add marshmallow and brown sugar. Wrap in foil and cook over coals for about 5 minutes. Marshmallow and brown sugar should be melted together.

B) SOMEMORES

It is easy to guess how these got their names. They are so good the folks are certain to want "Somemore."

Needed: 1/3 of 1 1/2 ounce bar of milk chocolate
2 graham crackers
1 marshmallow

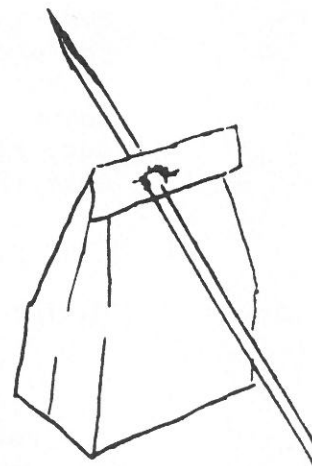
Make a sandwich of the chocolate and the two crackers. Toast the marshmallow to a golden brown. Put it into a sandwich between chocolate and crackers. Press gently together and eat.

C) Other Somemores

- Use some peanut butter or toasted peanuts instead of chocolate. These are sometimes called "Robinson Crusoe's"
- Use slices of apples instead of crackers. These are Apple Somemores.
- Use chocolate covered crackers and no chocolate bars.
- Use chocolate peppermints instead of chocolate bars.

D) BREAKFAST IN A BAG

Use a small paper bag on the end of a pointed stick to cook your bacon and egg for breakfast. Cut strips of bacon in half and cover the bottom of the paper bag with them. Roll the top of the sack halfway down in one-inch folds and push a stick through the roll at the top of the bag. Hold the bag over the coals, and grease will coat the bottom of the bag as it cooks. The egg will cook in about 10 minutes. Be careful. If the sack gets too near the coals, it will burn. When the eggs and bacon are done, roll down the sides of the sack and eat your breakfast.



E) POPCORN IN A BAG

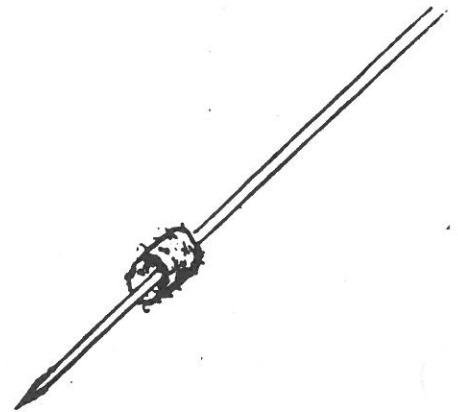
Put about a tablespoon of butter along with enough popcorn to cover the paper bag bottom. Fasten to a stick as before. Hold over the hot coals. After it is finished popping, open the bag, sprinkle some salt over the popcorn, and then enjoy your buttered popcorn.

F) "CAKE OR MUFFIN IN AN ORANGE"

Cut a lid off an orange (about 1/3 down from the top) and take out the center part, but do not remove the lid meat because it will add flavor. Fill the hollow shell 1/2 full with cake or muffin batter. Place lid back on orange. Wrap the orange in a 6" x 6" piece of aluminum foil and then place it on the hot coals. In about 10-15 minutes, you will have a delicious orange flavored cake.

G) "SHAGGY DOGS"

- 1) Heat one can of chocolate syrup (in its can).
- 2) Toast marshmallows until golden brown.
- 3) Dip the marshmallows in chocolate syrup and roll in shredded coconut.
- 4) Variations - roll the marshmallow in chipped nuts, small candy sprinkles or crushed graham crackers in addition to or instead of the coconut.



H) BAKED BANANAS

Take one banana and zip it open by loosening a thin strip of peel down the length of the inside curve; leave the "zipper" attached at the end. Excavate spots to be filled with semi-sweet chocolate morsels, miniature marshmallows, brown sugar, honey or chopped nuts or a little of each. Replace the strip of peel, wrap the banana in aluminum foil and set on a bed of hot coals. Moisture in the skin will keep it from burning, and in about 10-15 minutes the inside will be all melted together in a delightfully gooey dessert.

I) BAKED APPLES

Core an apple, trying to leave 1/2 inch or so of the bottom intact. Peel the apple about a third of the way down. Fill the hole with any combination of the following that sounds good to you -- cinnamon, honey, brown sugar, coconut, red hots, raisins, dates. Place the apple on a square of heavy duty aluminum foil; bring the foil up around the sides and twist it on top. Bake slowly in the heat of the coals for about 30-45 minutes.

J) MOCK ANGEL FOOD CAKE

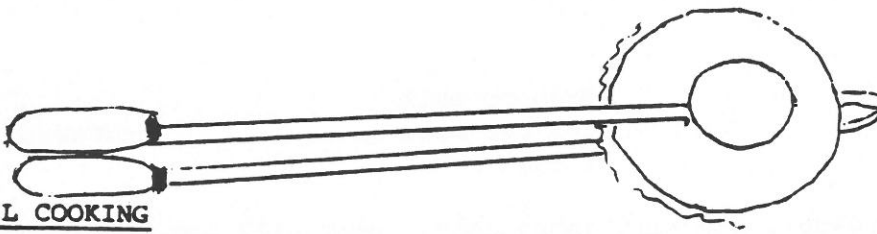
Materials needed: Loaf of french bread, eagle brand milk, & shredded coconut.

1. Cut the bread into small cubes (1" -2")
2. Dip the bread in the milk.
3. Roll the bread in coconut.
4. Toast over fire.

K) TURNOVERS

The toastite or pie iron may be purchased at any variety store, and is a very versatile appliance that is an invaluable aid in outdoor cooking. One simple and quick dessert that can be prepared utilizing this appliance are turnovers.

Butter one side of two slices of bread and place the buttered side against each disc. Place the pie filling on one slice of bread and close the tongs. Pinch off any bread around the outside of the metal discs and place the container on the hot coals to toast. (Takes 1-2 minutes on each side.)



L) FOIL COOKING

Use heavy duty aluminum foil, dullside facing out. This helps absorb the heat where the shiny side would reflect it. Form hamburger into patty and place on foil. Season with salt & pepper. Put any combination or all of the following ingredients on top of the hamburger patty --thinkly sliced carrots, potatoes, green peppers, onions, tomatoes.

Close the foil with the "drugstore" fold. (drugstore fold - fold the foil over the food by bringing the top side over the food to meet the bottom edge, fold these two or three times over together so that the seal is on the side of the package, rather than on the top. Then the other two sides are folded similarly, each fold being about a half inch wide. An advantage of this side-fold method is that foods cook more evenly on both top and bottom if the fold is on the side rather than on the top.

N) CHOCOLATE PUDDING CONE

1 can (1 2/3 cups) evaporated milk
3/4 cup "Nestle's Everready" cocoa
1/2 cup sugar
3/4 cup water
graham crackers

Put the first four ingredients in a skillet and bring them to a boil, stirring constantly. Add 10 or so coarsely broken graham crackers; cover, and cook over low heat for about half an hour, stirring occasionally. Then spoon the pudding into ice cream cones. (May want to top with whip cream or substitute).

O) HOT CAKE

Combine equal parts (by volume) of cocoa and sweetened condensed milk. Spread this over toast or bread and broil it until it bubbles.

P) SPOON CAKES IN CHOCOLATE SAUCE

| | |
|--|---------------------------------------|
| 1 cup brown sugar | 1 cup "Bisquick" or other prepared f. |
| 4 T cornstarch or 1/2 cup flour | 2 T. sugar |
| dash of salt | 1/8 t. cinnamon |
| 3 cups water | 6 T. milk |
| 1 cup (6-ounce package) semi-sweet chocolate morsels | |

Combine brown sugar, cornstarch, and salt in a skillet and stir in the water gradually. Cook over low heat until it thickens. Then stir in the chocolate until the mixture is smooth. Meanwhile, make a spoon cake mix by combining the flour, sugar, cinnamon, and milk, mixing them together lightly with a fork. When the chocolate sauce is bubbling gently over a slow fire, drop the spoon cake batter into the sauce, 1/2 t. at a time. Cook uncovered for 10 minutes, then cover tightly and cook 10 minutes more. Serve at once, with plenty of sauce.

Q) FRITTERS

| | |
|--------------------|---|
| 1 cup flour | dash of salt |
| 1 t. baking powder | 1/3 cup milk or equivalent processed milk |
| | 1 egg |

Mix flour, baking powder, and salt thoroughly. Beat milk and egg together, and blend these with the dry ingredients. Drop by spoonfuls into fairly deep fat that is hot enough so that the fritters will bubble vigorously when being fried. Drain on absorbent paper when the fritters are fried to a golden brown. Serve with syrup.

This recipe also is very adaptable in that fruit pieces can be rolled in flour and then dipped in the batter and fried. So can bite-size pieces of cooked vegetables, such as carrots, eggplant, and potato, or clams, scallops, pieces of fish, etc. Corn fritters can be made by draining half a can of whole-kernel corn and mixing it with the batter.

M) HONEY CONES

Needed - 2 T. of warmed honey and 1 tray of ice cubes. Crush the ice cubes to powdered snow. Pour the warmed honey over the snow and eat immediately.

R) SOURDOUGH COOKERY

Here are two ways to prepare your sourdough starter:

1. Mix flour and water into a creamy batter and let it stand in a warm place for three or four days to sour or ferment. Using water in which potatoes have been boiled hastens the process. (You know the starter has reached the right stage when it is filled with yeasty bubbles. Then, put it in a refrigerator to keep it dormant.)
2. Here's a sure, simple way to produce the starter overnight.

2 cups flour
2 cups lukewarm water
1 yeast cake or package of dry yeast.

Mix the flour, lukewarm water, and yeast thoroughly. Then set overnight away from drafts in a warm place. By the next morning, the mixture should be putting forth bubbles and a pleasant yeasty odor.

a) Sourdough Pancakes

The day before making the pancakes, take the starter from the refrigerator and pour all of it into a big mixing bowl. Add two or more cups of white flour, and stir in enough warm water to make a smooth batter. Let this stand, covered, in a warm spot overnight to allow the yeast in the starter to go to work on the flour. Next day you will have a large batch of dough yeasty bubbles. Put about a pint of this back into the jar, and return it to the refrigerator for future use. The rest makes pancakes when you add the other ingredients. (The amount of flour and water added the night before depends on how much batter will be needed to feed your group.)

In a porcelain or glass mixing bowl, place two cups of sourdough starter, one egg, two tablespoons of sugar, four tablespoons of cooking oil. Beat mixture thoroughly with a wooden spoon. Just before cooking the pancakes, lightly stir in one level teaspoon of baking soda dissolved in a jigger of water. Cook the cakes over moderate heat (390°) on a lightly greased griddle. Flip them over (only once) when they stop bubbling.

For variations, add such embellishments as cornmeal, cinnamon, blueberries, finely chopped apples or nuts, grated cheese, finely chopped raw potatoes and onion, a little chopped ham or other cooked meat.

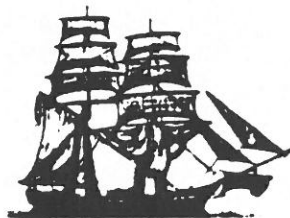
b) Sourdough doughnuts

2 cups of starter
2 T. shortening or lard
1 heaping T of milk powder (optional)
1 cup of flour

1 t. of baking soda
2 T of sugar
1 egg
dash of cinnamon or nutmeg or
little of both

The dough should be stiff enough to roll or to pat flat into cakes not over a third of an inch thick.

Cut the dough into small squares or into doughnut shapes with a cutter. Deep fat fry in a skillet or kettle. The trick is to keep the fat or cooking oil at 360 - 375°. If the fat is too hot the doughnuts won't be done in the middle even though they are properly browned outside. If the fat isn't hot enough the doughnuts will be greasy and soggy. Fry only a few at a time to prevent the fat from cooling.



Campcraft
A,B,C's

Lotsmores

Desert
(On-a-stick)

Per person

3 marshmallows split green stick
3 squares milk jackknife
chocolate--small bar coals

Split a marshmallow thru middle. Insert square of chocolate. Put in split stick and toast. When marshmallow is toasted, chocolate will be melted inside.

Marguerites

per person

Desert
(On-a-stick)

2 marshmallows green sticks, split on thick end,
2 saltines about three inches down
2 nut meats:
walnuts, pecans or coal or reflector oven
large peanuts

Place a marshmallow on top of a saltine, and a nut meat on top of the marshmallow. Place all in the split green stick, and toast. Toast cracker side first, then marshmallow side. (May be baked in a reflector oven)

Note: Good way to use stale saltines!

Variation of Some-Mores:

Use Peanut butter instead of chocolate - "Robinson Crusoes"
Use slices of apples instead of crackers - "apple some-mores."
Use chocolate covered crackers, and no chocolate bars.
Use a chocolate peppermint instead of milk chocolate.

Scrambled Potatoes

(Serves 8)

(One-Pot)

8 medium-sized cold boiled potatoes,
diced
2 small onions, peeled and diced
4 pieces bacon, cut in small
pieces or small amount of bacon fat
8 eggs
salt and pepper

jackknives
frying pan or kettle

Fry onions with bacon pieces, or in bacon fat until light brown. Add potatoes, and fry until brown and crisp. Break eggs into mixture, stirring while it cooks; cook until eggs are set. Season well. Serve hot. Add a little cheese or tomato catsup or both, if desired.

Sloppy Joes

1 lb. ground beef 1 Cup Open Fit BE Sauce
1/2 Cup minced onion 6 Buns, split & buttered
Cook meat and onions until meat is done. Drain. Stir in Open Fit and serve over warm buns.

Turnstyle Earbeque College

Serves 12

Mock Angel Food Cake

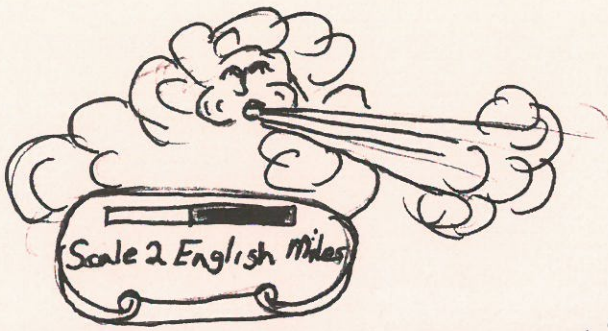
Desert Reflector oven

1 loaf day old white bread 1 can condensed milk (End of stick)
(unsliced) 1 package shredded coconut

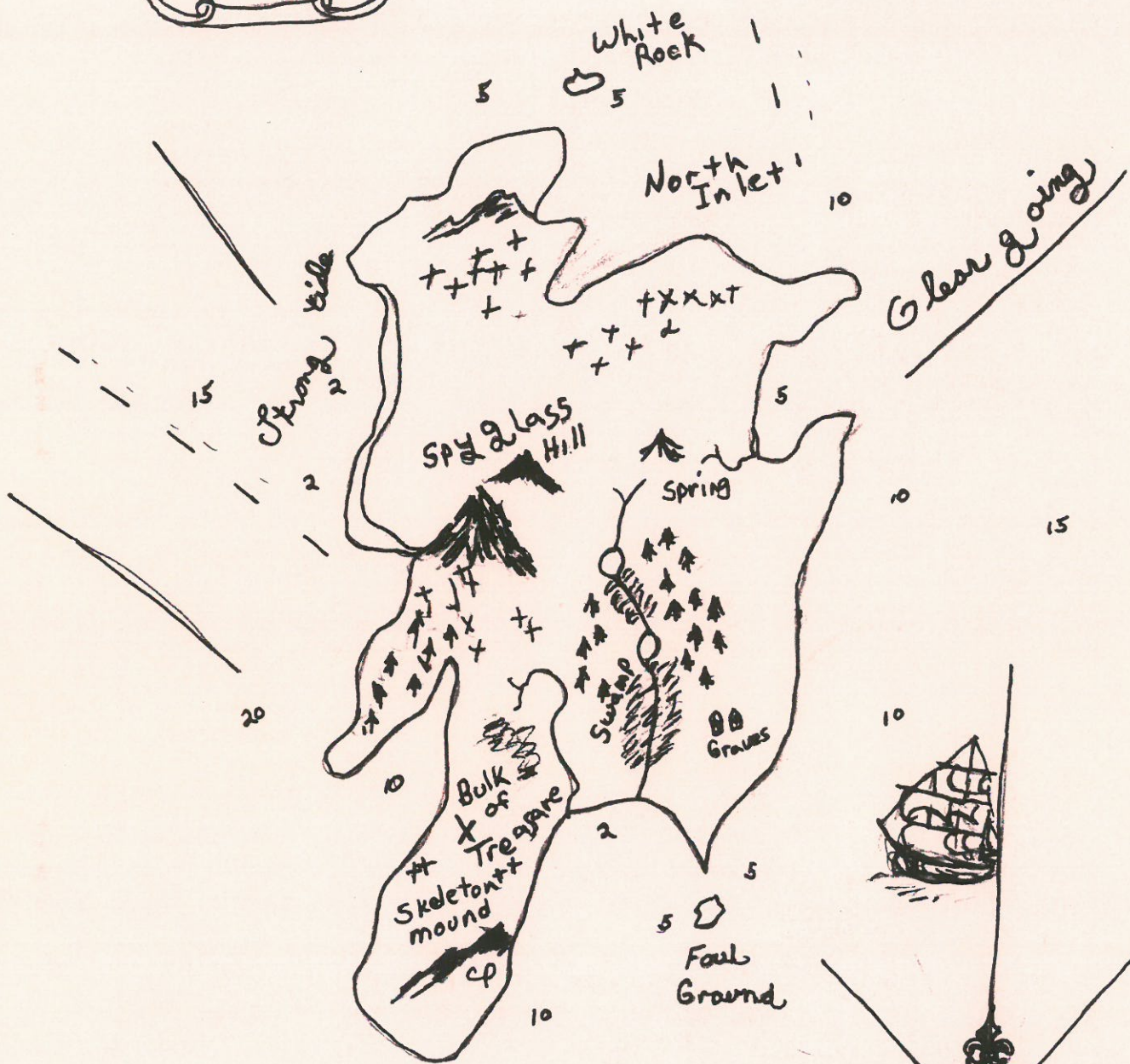
Trim all crust from loaf and divide loaf into twelve pieces. Dip each piece of bread in condensed milk until well covered, then roll it in shredded coconut. Toast on end of stick until golden brown. May also be cooked in reflector oven.

Girl Scout Book 1947

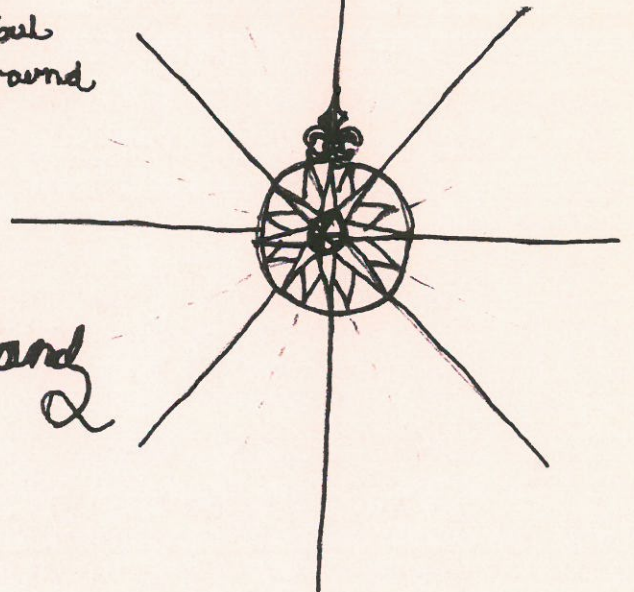
H56



WEBELOS



Treasure Island



W E B E L O S

AN IMPORTANT NOTE TO WEBELOS LEADERS: On the pages ahead you will find information regarding the 20 activity badges. Listed for each badge are:

REQUIREMENTS: Under the new Expanded two year Webeelos Program there are five new activity badges. In addition, many of the existing badges have had the requirements changed to make them more difficult. Boys that are Webeelos now (until June, 1988) can still earn the badges under the old requirements. Both the old and new requirements are shown for each badge. After June, 1988, the badges will be earned by the new 4th grade Webeelos under the new requirements only.

Each pack should try to separate the 4th grade Webeelos from the 5th grade Webeelos by having separate dens. In this way each den can work on the badges proposed for their age group and not have the 4th graders competing with the 5th graders. This can also aid in not "burning out" the 4th graders as some of the badges are more difficult than others. The recommended schedule for each grade for the test councils nationwide now

| Month: | 4th Grade | 5th Grade |
|-----------|--------------|---------------|
| September | Communicator | Handyman |
| October | Fitness | Citizen |
| November | Craftsman | Communicator |
| December | Craftsman | Readyman |
| January | Showman | Family Member |
| February | Scholar | Showman |
| March | Traveler | Fitness |
| April | Naturalist | Naturalist |
| May | Outdoorsman | Outdoorsman |
| June | Handyman | Engineer |
| July | Aquanaut | Aquanaut |
| August | Sportsman | Athlete |

Some activity badges may require more than one month for the 4th graders to complete. You do not want the requirements to be so difficult that the boys get discouraged working on them.

By having the dens working on a different schedule, on different activity badges and having the 5th grade den working closer with the Boy Scout troop, you will create a natural progression in the program, and create a desire for the 4th graders to stay in the program to do the neat things the 5th graders did last year.

OBJECTIVES: The objectives for each badge are given you so you, as a leader, can at a glance, get an overall view of the badge's purpose, and set goals and standards accordingly.

RELATED BOY SCOUT ACTIVITIES: Webelos activity badges are stepping stones to the merit badges of Boy Scouting. This is even more true now that there are 20 activity badges. There are over 120 merit badges available for Boy Scouts. Through the requirements of the 20 Webelos activity badges, a Webelos actually gets a sampling of more than 100 of those merit badges! These merit badge books and other Boy Scout publications and activities offer you, the leader, a valuable resource for the benefit of the boys. The activity badges they are working on are explored in greater detail by the merit badges. By pointing out the relationships, you will help fuel the Webelos' interest in the program, and build their anticipation for their Scouting years ahead. In short, IT WILL HELP GUARANTEE A HEALTHY WEBELOS-to-SCOUT TRANSITION!

For the leader, the RELATED BOY SCOUT ACTIVITIES are listed to serve as resources. Each Boy Scout badge is accompanied by a pamphlet covering the topic. These 30 to 60 page booklets are packed with information the average reader can understand and use. USE THEM!!! If you need a speaker or "expert" for any given requirement of an activity badge, check the related Boy Scout merit badge list. For each merit badge there exists at least one merit badge counselor in the area. The names can be obtained from Scoutmasters. It is highly probable that these individuals will gladly assist you and your den, and the Webelos will enjoy having another adult Scouter role model who is an expert in the field. In short, IT WILL HELP GUARANTEE A HEALTHY WEBELOS-to-SCOUT TRANSITION!

RESOURCES: Additional RESOURCES are listed for each activity badge to aid you in planning an INTERESTING program. A few RESOURCES omitted from the lists (because we're sure you use them already) are:

| | |
|------------------------|---------------------|
| Webelos Handbook | Boy's Life magazine |
| Webelos Program Helps | Scouting magazine |
| Webelos Den Activities | |

INTERESTING DEN RELATED ACTIVITIES: Some suggested activities are given that you may want to consider doing. Even if you do not, the suggestions may make you think of others. Remember to keep FUN and LEARNING in your activities.

Please keep in mind that there is a proper way to use resources, especially PEOPLE resources:

- * Everyone is busier then busy, so make your contacts 3 to 6 weeks prior to the time when you would like the program.
- * If a people resource is to be "recycled", he or she MUST be properly recognized and thanked.
- * Be honest with a resource person: state the age of your boys, how long you would like the program, what you would like to know, what you expect them to do, etc. Ask for possible handouts ahead of time.

Place resources also must be contacted well in advance. Make sure boys are in proper uniform while on tours, and that you have arranged for adequate adult supervision and transportation. Don't forget necessary permission slips and tour permits, and above all, don't forget to send a WRITTEN thanks to the company, store, institution, etc. that allowed you the tour.

Use the recommended monthly theme whenever possible, and attend your District Roundtables. Doing this can greatly assist you in your teaching.

Read the material in your Webelos handbook. Read all of the requirement options, and work with the boys to select the ones that will fit the needs of the den. There are more options than are required for the badge.

Contact your Roundtable staff if you are in need of additional help. You should also be working closely with a Boy Scout troop, especially the Troop Webelos Resource Person. Don't forget that many parents can have a knowledge speciality from hobbies or their occupation that can greatly assist you.

THE WEBELOS LEGEND

Arranged from 1985 Phoenix District Pow Wow book

Hear now the Webelos legend: the tale of the Webelos tribe, the tale of Akela, its Chieftain.

"Whoo", called the owl in the darkness, and Mowgli, the Indian boy, lay in his tepee and listened to the rustle of the trees in the night. "Boom" went the deep muffled beat of the great ceremonial drum. The braves of the tribe were convening. Mowgli wished he could answer that call.

Quick, like the flight of an arrow; quiet, in the hush of the night; before a great fire ring they gathered, awaiting Akela, their Chief. Here in the great Council Fire Ring, on top of the cliff, they met. Here often they come to make decisions. Here, too, the Great Spirit is sought. Here they seek help from the Spirit on hunt, on warpath, in peace. Here they were to meet their Chief Akela; awaited his final decree.

Now with the "boom" of the big drum all was quiet; the night was quite still. The great ceremonial fire, when lighted, illumined the hill. The tom-toms began, set the rhythm. Akela stepped into the Ring. First low and slow, then...like thunder, the drums beat as he danced near the fire. Dancing with grace, full of gesture, in costume, he told of his life. He told of the strength of his father, the powerful "Arrow of Light". He told of "Kind Eyes", his mother, who taught him those things that only a mother can know. He once saved her life with his arrow; his father helped him to fashion his bow.

The tom-toms beat on and his dance told of trips to the forest, where Wolf taught him the ways of the wild life, of the ground, of the tracks, ways to food. Through dancing and gesture, he told how he next faced the Bear and learned the meaning of courage; and then he became a young Scout of the trail.

Akela, the Wise, closed his dance. By sign and by gesture, he told how the tribe can be strong only when the boys of the tribe are strong. He said this: "The future is hid, but if we are strong and brave; if we can teach our boys to be fair, our tribe will continue to be strong. Let us name our tribe for the Bobcat, the Wolf, the Bear and the Scout. The Webelos Tribe we'll be called, and the strongest of all we will be."

THE WEBELOS LEGEND (Continued)

Akela thus ended his dance. The beat of the tom-tom was stilled. In silence the warriors stood; then gave the great guttural "how". The fire burned low; all was still. No sound broke the hush on the hill, save the crackle of embers and all the mysterious half-noises of night. The braves raised their right hands toward heaven. "Living Circle" was formed with their left hands. The Webelos pledge was given: "To live and help live" was their pledge.

This, then, is the Webelos legend. This, then, is the reason they're strong. They honor the pledge which they make; "To live and help live" is their goal.



WEBELOS and ARROW OF LIGHT REQUIREMENTS

In the new two year program, the requirements for Webelos and Arrow of Light have also been made more difficult. It is recommended that the 4th graders work on the Webelos badge only, and save the Arrow of Light for their second year. The 5th grade Webelos in June of 1988 (who will only have one year in Webelos Scouting) should try to earn both badges during the year under the

OLD REQUIREMENTS!

The boys who will be in the 4th grade as of June of 1988 must work on the new requirements for both the Webelos badge and the Arrow of Light.

See the new Webelos Scout Book for the requirements of these badges.

COMPASS POINTS PATCH

The boys working on Wolf or Bear requirements have an immediate recognition patch to show what they have earned. Beginning in June of 1988 the Webelos Scouts will also have a new recognition award. This new emblem is called the Compass Points patch. It will go to a Webelos Scout who has earned four activity badges after he has received the Webelos badge. This will give him a total of seven activity badges. The patch is worn suspended from the right pocket of the uniform shirt. (It even has a button loop on it.) For each additional four activity badges a boy earns, he will get a metal "compass point" to attach to the emblem, and can earn up to three.

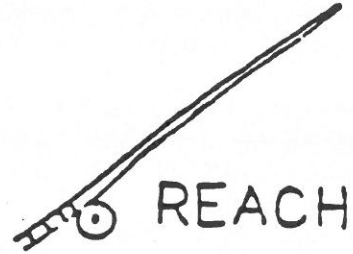


WEBELOS
Ib

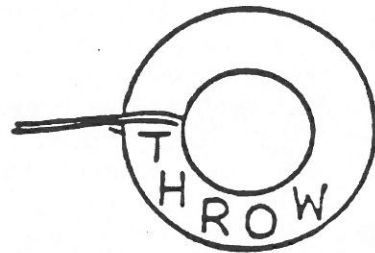
WATER RESCUE METHODS

The first thought that most boys have when they see someone having trouble in the water is to rush to his aid. Quick action is important, but other methods are safer.

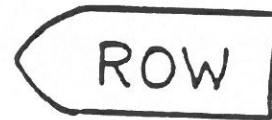
If you can REACH the person with an object at hand, then this is the first choice. Your hand, leg, fishing rod, branch, pole...anything that's long enough for him to grab and strong enough not to break while you pull him to shore. Just make sure that you have a good grip on something secure so you're not pulled into the water.



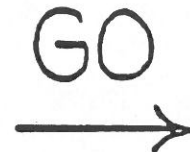
If the victim is farther out, THROW a rope or a ring buoy with a line attached. Or throw an inflated inner tube, a boat cushion or anything else that floats. Then you can encourage him to kick his way back to shore.



If there's a boat or other small craft nearby, get it into the water quickly. ROW out to the victim, have him hold onto the boat as you tow him back to safety. Always approach a victim stern first in a rowboat.



Only if there is no other way, and if you have training and confidence in your ability, should you GO into the water to attempt a rescue. It takes a strong, experienced swimmer, well trained in water rescue methods, to save a drowning person. You may be wiser and safer if you GO for help. If you attempt the rescue, carry a towel or shirt in your mouth. When near the victim, toss him one end of the towel or shirt and tow him to shore. If he grabs you, take a big breath and submerge until he lets you go.



LET'S MAKE EVERY WEBELOS SCOUT A SWIMMER!

WATER GAMES

WATER BASKETBALL -- Equipment: Ten inch rubber ball.
Court: Wastebaskets placed on the shore or deck of a pool. This should be played in shallow water. Game: Play as in regulation basketball, except that a player may push the ball along instead of dribbling.

GREASED WATERMELON PUSHBALL -- Equipment: A greased watermelon. Field: Width of a swimming pool or along the shallow side of a lake shore, not more than 20 feet long. Game: Referee places watermelon in the water midway between the two teams. Any number of players can play. When the referee blows his whistle, the opposing teams dive into the water and swim for the watermelon. Each team tries to get the watermelon deposited on its bank. The melon must be completely out of the water to count as a goal. After two out of three goals, the winner may cut open the melon and feast on it. They should share with the losers, and the losers clean up. A player holding the melon may be ducked until he lets go.

WATER JOUSTING -- Equipment: Need inner tubes or a similar inflatable object. Each player needs pillow filled with light polyester material that does not absorb much water. Field: Width of a swimming pool. Game: Like a tournament, two players joust at a time. Each paddles astride his horse (fold inner tube and sit like a rider) toward the center carrying their wet pillow. Upon a signal from the referee, they start swinging, trying to knock the other off. This continues for each pair, then the winners play, and it continues on until you have a champion. If a player falls into the water, he is out.

SHARK TAG -- Play in waist to chest deep water. Boys line up on one side of pool or swimming area. "It" is 20 feet in front of them. When he yells "Shark", all players swim or walk to the other end while "It" tries to tag them. Those who are tagged join "It" in trying to tag others. Last player tagged is the winner.

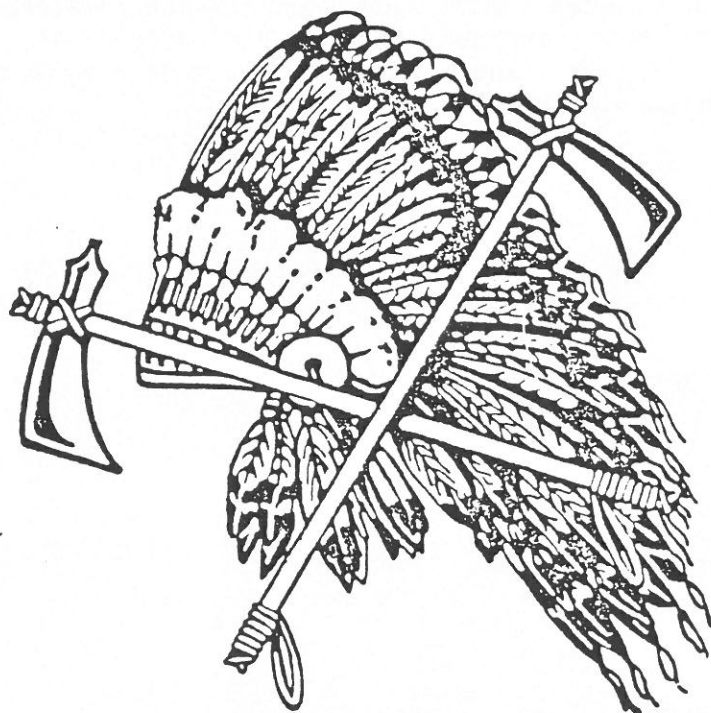
SHARK'S TEETH -- Equipment: At least five corks for each player. Game: Two or more teams of three players each. Teams line up on both sides of the pool. The corks are thrown into the water. At a signal, the players jump into the water, recover the corks by getting them between their teeth without using their hands, carry them to their collecting spot, and return for more. The team that secures the most corks is the winner.

MORE WATER GAMES

BALLOON RELAY -- Divide den into two teams. Play in waist to chest deep water. Each team is given an inflated, round balloon. On signal, first player pushes or blows the balloon to a turning line, turns, and pushes it back. Second player repeats the action, and so on until all have raced. The balloon may not be carried, but may be batted with the hands. First team through wins.

PEARL DIVERS -- Equipment: One ping-pong ball and a blindfold. Players: Four or more. One player, the oyster, is blindfolded. The ping-pong ball is placed directly in front of the oyster. One by one, the players advance to see who can get the pearl from the oyster. The oyster must keep his hands at least six inches above the pearl, but, if he hears any noise or feels the water ripple, he may strike out in the direction where he thinks the diver is. If a diver is touched by the oyster, he must return and give the other players a chance. The diver who succeeds changes place with the oyster.

EGG AND SPOON RACE -- Equipment: Each boy needs an egg (preferably hard-boiled) and a spoon. Game: Boys place spoon in their mouth and the egg on the spoon. The first boy to swim across the pool with the egg still in the spoon is the winner. (The boys will do better if they only use their feet.)

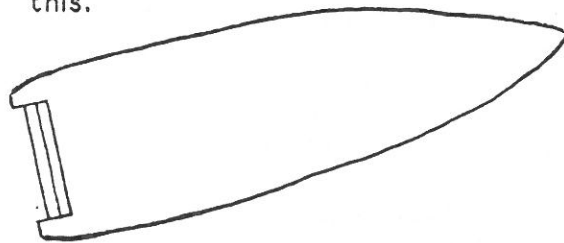


RELATED ACTIVITIES

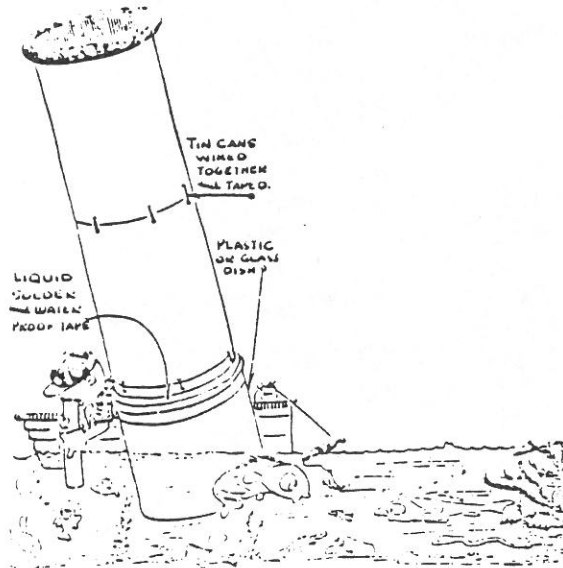
BUDDY BOARD -- While the boys are learning about the Safe Swim Defense, they could make their own buddy board. This could coordinate with Craftsman requirement #2 or 8.

| BUDDY BOARD | |
|-------------|-----------|
| SWIMMERS | BEGINNERS |
| | |
| | |
| | |
| | |
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| | |
| | |
| | |
| | |
| | |

KICK BOARD -- This could be made as a part of Craftsman either out of wood (#2) or foam (#8). Boys could make up a game to use with this.



WATERSCOPE -- You can see the wonders of the underwater world with your own homemade waterscope. Cut out the ends of three fruit juice cans. Align the seams. Place the cans end to end and fasten with wire and 1-inch waterproof adhesive tape. Insert this cylinder in a jar made of transparent plastic or glass and make the joint watertight with waterproof adhesive tape.



AQUANAUT

OPENING

STAGING: Three Cub Scouts, one dressed neatly in athletic clothes, the other two dressed sloppily, looking tired, bored.

CUB #1: (Drags on stage, looking tired, bored, and meets sharp, clean, Cub #2.) Boy, am I tired. I wish I could be in shape. I'm so weak I don't know what to do.

CUB #2: I have something that will get you into shape physically and mentally. Take the first step into my program and into shape by stepping over this line.

CUB #1: (Steps over line and becomes bright, alert and athletic.)

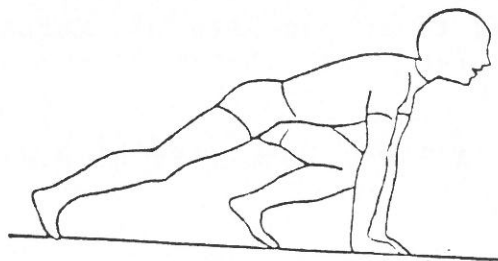
CUB #3: (Walks in dragging, tired and meets #1 and #2.) I'm so bored. I have done everything there is and nothing is left. I miss the challenges.

CUB #2: I have something that will challenge you, train you, coach you and develop you both physically and mentally. Just step over this line!

CUB #3: (Steps over line and becomes bright, alert, athletic.)

CUBS #2 & 3: (Together) What is this program we stepped into that gives us energy, strength, challenges and fun?

CUB #1: It is a mental and physical fitness program.
(Holds up sign reading "CUB SCOUTING") - CUB SCOUTING!!



ATHLETE
II

ONE STEP AT A TIME"
(A Skit)

CHARACTERS: "Senior" Scout (Den Chief, Denner), Junior Scouts

SETTING: All Scouts are on stage as skit starts.

CUB #1: When I grow up I'm going to be the world's greatest broad jumper and jump like this. (Jumps about one foot and falls down.)

SENIOR: Well, you'll have to remember to take it one step at a time, one step at a time.

CUB #2: Well, I'm going to be a high jumper and win a gold medal like this. (Jumps and falls flat.)

SENIOR: Well, just remember that you'll have to take it one step at a time, one step at a time.

CUB #3: Well, I'm going to be a world famous baseball player and hit homeruns like this. (Swings and falls.)

SENIOR: Fine, fine, but remember to take it one step at a time, one step at a time.

CUB #4: I'm going to be the world's best slam dunker. (Dribbles imaginary ball across stage and slam dunks it, falling.)

SENIOR: Sure, sure, but remember to take it one step at a time, one step at a time.

CUB #1: Say, what are you going to be when you grow up?

SENIOR: Why, I'm going to be the greatest marathon runner that ever lived! (Turns and starts to walk away, but trips over shoelace.)

ALL CUBS: ONE STEP AT A TIME...ONE STEP AT A TIME!

ATHLETE

I12

AGILITY EXERCISES

Perform these exercises within the designated time limits.
Rest two minutes between each set of exercises.

SET 1: 8 minutes

1. Fish Flops (2 min.): Lie flat on stomach, arms and legs extended and off the ground. Rock back and forth.
2. Grass Drill (2 min.): Run in place, drop to the ground and bounce up again.
3. Quick Foot-Knee Touch (2 min.): Drop quickly to one knee and bounce up again. Alternate knees.
4. Root Drill (2 min.): You need a partner for this one. Square off on all fours, locking right shoulder to right shoulder. Try to rock opponent off his feet.

REST TWO MINUTES.

SET 2: 6 minutes

1. Crab Mirror (2 min.): Two players on all fours. One moves at random to the left, right, back or forward and the other mirrors his moves. Switch leaders and repeat.
2. Bear Hug Take-Down (3 min.): Two players, one standing behind the other. Player in rear grasps other player around arms and chest and tries to pull him down. Reverse positions and repeat.
3. Situps (1 min.): Lie on back, feet together, hands clasped behind head. Rise up and touch elbows to knees. Do as many as possible.

REST TWO MINUTES.

FLEXIBILITY EXERCISES: 3 1/2 minutes

1. Fingers (30 sec.): Extend arms to the side, palms down. Quickly flex fingers by alternating between fist and open hand position.
2. Palms (30 sec.): Extend arms to the front, palms down, wrists locked. Turn palms inward and outward in quick, short movements.
3. Wrists (30 sec.): Same position as palms. Rotate wrists clockwise, then counter-clockwise.
4. Forearm Twist (1 min.): 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.
5. Shoulder Stretches (2 min.): 3-part exercise. (a) Rotate one arm over your head and down slowly. Repeat with other arm. (b) Shrug your shoulders slowly in complete circle starting the movement by moving up and back. (c) Lock your hands behind your head and pull back slowly from shoulders.

ATHLETE

GAMES

KANGAROO HOP RELAY RACE: Boys assume semisquat position. Keeping their feet together, they spring forward to cover a set distance. The first team finished wins.

FROG STAND: Boys assume a kneebend position with their legs apart, hands flat on the ground, and elbows braced. They rock forward with knees bent.

GORILLA RELAY RACE: Webelos spread their feet shoulder width, then bend down, and grasp their ankles. They walk forward, keeping knees extended and legs straight.

HOPPING RELAY RACE: Boys form teams. First player from team hops twenty-five feet on the left foot to the marker and then hops back on the right foot to tag the next boy.

BAREFOOT MARBLE RELAY: Boys form teams. The first boy runs to a line about fifteen feet away. He grasps one marble with the toes of each foot and returns to tag the next boy.

HOP, STEP AND JUMP RELAY: Divide den into two teams. Let them practice the hop, step and jump until each boy can do it. Then play 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 wins.

DUAL CONTESTS

INDIAN LEG WRESTLE: Boys lie on their backs and link right elbows. They raise inside legs three times and on the third count, lock opponent's leg and flip him.

PUSH BACK: Boys stand back to back with arms linked. Conduct contest between two lines, 20 feet apart. Winner is the one who pushes opponent back over the line.

STICK PULL: Contestants sit on the ground, facing each other, with the soles of their shoes braced. A broomstick is grasped by each boy. The winner must pull his opponent forward to his feet.

See Bear Achievement 16 for other dual contests.

COLOR WHEEL

You can make colors appear and disappear. Paint a circle using the seven colors of the rainbow - red, orange, yellow, green, blue, indigo and violet. The colors you see in a rainbow are called a spectrum.

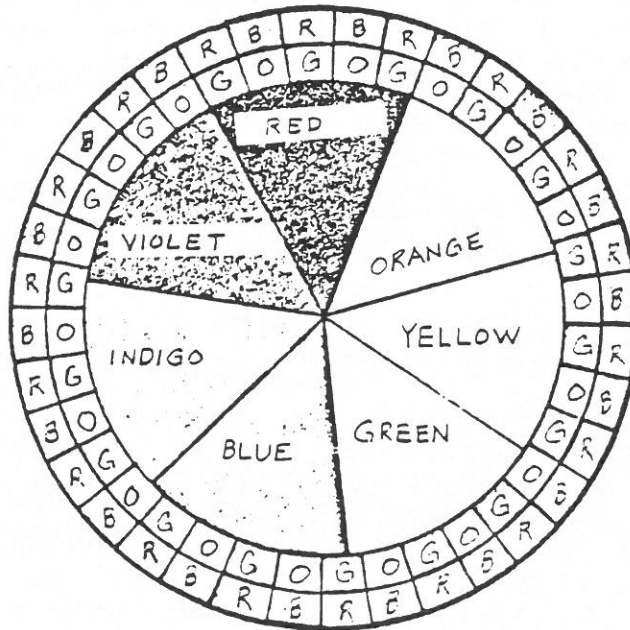
1. Put a cup down on a thick piece of cardboard and draw around it. Cut around the line with scissors to make a neat circle.
2. Draw six lines from the middle of the circle to the outside edge to make seven sections. Paint each section a color of the rainbow, as shown below.

O = ORANGE

G = GREEN

B = BLUE

R = RED



3. Make two holes in the circle, about 1 cm. apart. Push the ends of a piece of string, about a yard long, through the holes. Tie the ends of the string in a knot.
4. Hold the loops of the string between your index fingers and flip the circle around to twist up the string. Pull your hands apart and then let the string go slack. This will make the whirler spin.

What happens when the color wheel spins? When the wheel spins, our eyes see the colors, but they get mixed up in our brains. Our brains tell us the color of the wheel is greyish-white.

ARTIST

IIS

SAND PAINTING

MATERIALS: Sand, food coloring, margarine tubs, kitchen foil, cookie sheet, wide-mouthed jar with screw-on top, spoon, knitting needle or similar object, and felt or colored paper.

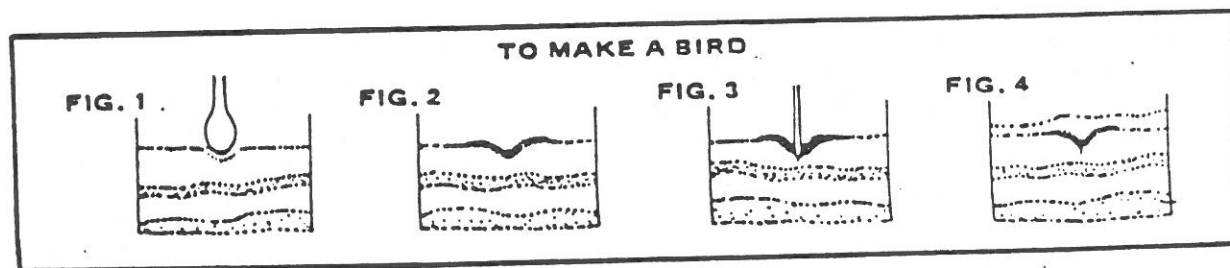
COLORING SAND: Mix two tablespoons of food coloring with a half cup of water in a margarine tub. Stir sand into the mixture until the liquid is absorbed. Use a separate container for each color. Make shallow pans from foil to hold the sand for drying. Put each color into one of these pans and place the pans on a cookie sheet. Put the sand into a 300 degree oven for about two hours. After the sand is dry, store each color separately in a plastic container.

MAKING SAND PAINTING: Use salt for any white layers you want. Spoon the first layer of sand into the jar. Carefully add a second layer of another color on top of the first layer. Vary the depths of the sand along the side of the jar to depict mountains, valleys, desert, clouds, etc. While you work on each layer, rotate the jar as it rests on the table; do not pick it up or tip it, since this causes the sand to mix and the colors to combine.

TO MAKE A BIRD:

1. Make an indentation in the sand or salt with the tip of a spoon against the side of the glass.
2. Sprinkle a different color of sand in the indentation and on either side.
3. With the point of a knitting needle or similar object, poke the sand gently in the center of the indentation so that it settles into a point; this is the body of the bird.
4. Carefully spoon a layer of sand on top of the bird, the same color as the layer below the bird.

When your sand painting is finished, screw on the top of the jar. Cut a circle from felt or colored paper the size of the top, and glue the circle in place to cover any printing.



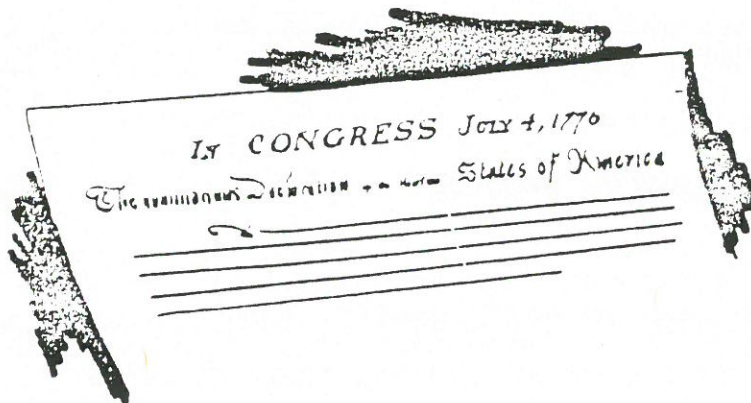
ARTIST

I16

CITIZEN OPENING

Have each Webelos hold a card with the appropriate letter and read the words printed on the back. This can be used for either a den or pack meeting.

- C is for our COUNTRY, the United States of America.
- I is for being INVOLVED, it's the voting and paying attention to government's actions.
- T is for TREASURING the great TRADITIONS of our land.
- I is for the IDEALS of freedom, of speech, to live as we want.
- Z is for the ZEAL we put into life.
- E is for the EXAMPLE that WE set for others.
- N is for the NEEDS of our nation, without knowing them-- we can do nothing to solve them.
- S is for SHARING of ourselves, to our fellow man and his needs.



CITIZEN

I17

CITIZENSHIP RATING

Although Webelos are not normally introspective, they are old enough to view their actions objectively. Using the following rating sheet as a guide, ask the boys to rate themselves. Tell them that no one else will know how they do and urge them to be honest with themselves. Hopefully this will have the effect of improving their citizenship or at least their efforts to become better citizens.

CITIZENSHIP RATING SHEET

I will try to rate myself fairly on each of the following traits of good citizenship. I will try to improve myself so that on future ratings I can honestly give myself a higher score.

NAME: _____

| Traits | Rating |
|---|--------|
| 1. I am honest, even in little things. | _____ |
| 2. I am courteous, loyal, and kind to my parents, teachers, and Webelos leader. | _____ |
| 3. I try to show good sportsmanship. | _____ |
| 4. My parents and friends can trust me to do what I say I will do. | _____ |
| 5. I work and play cheerfully with others. | _____ |
| 6. I always keep my promise. | _____ |
| 7. I take good care of my own things and things that do not belong to me, such as school books, school property, etc. | _____ |
| 8. I do my best to keep the Cub Scout Promise all the time. | _____ |
| 9. I always help clean up after den meetings. | _____ |
| 10. I never make fun of people (except maybe kidding around with my friends) | _____ |

Rating Scale:

5-very good; 4-good; 3-fair; 2-poor; 0-very poor

CITIZEN

DO YOU KNOW YOUR FLAG?

The following quiz is based on the universal flag code of the United States. Careful - some of them are tricky.

1. The flag is raised (a) slowly (b) briskly (c) at any speed that is comfortable.
2. When you walk past the President of the U.S. in a parade, you would dip the flag slightly in salute to 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. When the flag is carried in a procession, it is escorted by an honor guard. True or False?
6. The flag's honor guard walks (a) on the flag's right (b) just behind the flag (c) on either side of the flag.
7. If you are a Cub Scout, Scout, or Explorer, you always give the Cub, Scout, or Explorer salute to the flag whether or not you are in uniform. True or False?
8. When you carry the flag in a parade with other flags, the U. S. flag must go on the left of and in line with the other flags. True or False?
9. When the flag is hung against the wall, the stars are placed in the upper left corner (as you look at it) when the stripes are horizontal, but in the upper right corner when the stripes are vertical. True or False?
10. The only time the flag is flown upside down is as a signal for help. True or False?

Answers to Flag Quiz:

1. (b) Briskly. It's a happy occasion.
2. False. The flag is never dipped to anyone.
3. False. The flag is not 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 both day and night.
5. True
6. (c) On either side of the flag.
7. False. When in civilian clothes, you remove your hat and place your right hand over your heart.
8. False. It is carried on the right of the other flags or at the front of the center of the line of other flags.
9. False. The stars should be in the upper left corner as you look at it (the flag's right) regardless of whether the stripes are horizontal or vertical.
10. True.

CITIZEN

THE PLEDGE OF ALLEGIANCE

"I've been listening to you boys and girls recite the Pledge of Allegiance all semester and it seems to me as though it is becoming monotonous to you. If I may, I would like to recite it and try to explain to you the meaning of each word-----

| | |
|------------------------------------|---|
| I | me, an individual, a committee of one |
| Pledge | dedicate all of my worldly goods to give without self-pity, |
| Allegiance | all my love |
| To The Flag | our Standard, Old Glory, a symbol of freedom, wherever she waves, there is respect because your loyalty has given her dignity that shouts that freedom is everybody's job. |
| Of The United States
Of America | that means we have all come together individual communities that have united into 50 great states, Fifty individual communities with pride and dignity of purpose, all divided with imaginary boundaries, yet united to a common purpose and that's love for country. |
| And To The Republic | republic, a state in which sovereign power is invested in representatives chosen by the people to govern. And government is the people and it's from the people to the leaders, not from the leaders to the people. |
| For Which It Stands, | |
| One Nation | Meaning so blessed by God. |
| Indivisible | incapable of being divided |
| With Liberty | which is freedom and the right of power to live one's own life without threats, or fear of some sort of retaliation. |
| And Justice | the principle or quality of dealing fairly with others. |
| For All | which means, boys and girls, it's as much your country as mine." |

* Excerpt from a monologue by Red Skelton on his television show in January 1969, in which he quoted his seventh grade teacher, Mr. Laswell. Mr. Skelton continued: Two words have been added to the Pledge of Allegiance: "Under God". Wouldn't it be a pity if someone said: "That's a prayer, and that should be eliminated from our schools too?"

CITIZENSHIP

DATE COMPLETED _____

A. Government Leaders

1. Write down the names of the following leaders of your national, state and local governments:

President (U.S.) _____

Vice President (U.S.) _____

Governor (Ia.) _____

Mayor or City
Manager (tell which) _____

~~~~~

B. General About the Flag

2. Describe the flag of the U.S. and give a short history of it. Use the following questions and your book for a guide.

a. How many red stripes are there? \_\_\_\_\_

b. How many white stripes are there? \_\_\_\_\_

c. What do the red and white stripes represent?  
\_\_\_\_\_

d. What flag flew over the American colonies before the American Revolution? What color was it (mostly)?  
\_\_\_\_\_

e. What flag did George Washington use in Boston in 1776?  
\_\_\_\_\_

f. How was it different from the English flag?  
\_\_\_\_\_

g. What was the name of the first official U.S. flag?  
\_\_\_\_\_

h. When was the first official flag created, and by what government group?  
\_\_\_\_\_

i. What do we celebrate on June 14 because of that?

-----

j. What flag flew over Fort McHenry during the War of, 1812?

-----

k. How is it different (j) from the first official flag?

-----

l. How many stars are on today's flag and what do they represent?

-----

m. When was the last one added? It represented what?

-----

Extra Points:

1. What does each color of the flag represent?

-----  
-----  
-----

2. What star represents Iowa? Row \_\_\_\_\_ Column \_\_\_\_\_

3. How many boys make up a color guard and bearers in a flag ceremony (counting the bugler)?

-----

~~~~~

C. Flying the Flag

On your own paper, list the 17 special days on which you should fly the flag. Put a star by the one where it should be flown at half mast until noon.

Extra Points: List other days the flag can be flown (at least three).

D. Hoisting the Flag

Two boys are required to hoist the flag correctly.

The first boy _____

The second boy _____ the flag to the _____

Then the second boy _____ the flag, keeping

it _____ to the _____ by

holding the _____ taut. Last, the second boy

fastens the _____ to the _____

on the pole.

~~~~~

E. Displaying the Flag

1. If the flag is displayed in a stand, it should be to the speaker's \_\_\_\_\_.

2. If the flag is displayed on a wall, it can be either \_\_\_\_\_ or \_\_\_\_\_.

3. Either method in #2 above requires that the blue field be in the \_\_\_\_\_ corner.

4. If the flag is displayed near the audience, it should be on the audience's \_\_\_\_\_.

5. Practice folding the flag properly. (Check here when can do well \_\_\_\_\_)

a. Fold from bottom to top twice.

b. Fold in triangles, starting from striped edge.

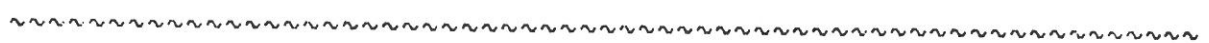
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F. Saluting the Flag

You should give the Scout salute when you are in uniform and the following is happening:

1. The flag is being _____ or _____.

2. The flag _____ by you or you _____
the flag.
3. In a parade, _____ just before the flag
_____ and _____ it until the
flag has _____ by.
4. When saying the _____ of _____,
5. If you are not in uniform, you should take off your
_____ and place your _____
_____ over your _____.



G. The Pledge of Allegiance

Tell what each phrase of the pledge means:

I pledge allegiance _____
to the flag _____
of the United States
of America _____
and to the Republic _____
for which it stands _____
one Nation under God _____

indivisible _____
with liberty and justice _____
for all _____



H. The National Anthem

1. The national anthem is the song " _____

2. The national anthem was written by _____
 _____ in the year _____.
3. He was on a ship which fired on _____
 _____ near Baltimore, Maryland, during the
 War of _____.
4. He began writing it in the evening and waited anxiously
 for the next _____ to see if he could see
 the _____, showing that the Americans had not
 lost the battle to the British.

~~~~~

I. Rights of a Citizen

In your notebook list eight rights you and your parents have as citizens. Number them.

Extra points: Other rights you can think of that aren't in your book.

(Be sure you label this section of your notebook carefully.)

~~~~~

J. Responsibilities of a Citizen

List nine important ways you can be a good citizen in your notebook.

~~~~~

K. Natural Resources: Tell some ways you can help keep our natural resources safe and beautiful.

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
- ~~~~~

L. Law Enforcement: Tell some ways you can help the police fight crime.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

~~~~~

M. Famous American: Write down information about a great American man or woman. Use the following guide to collect your information and then present the information to your den as an oral report.

Name of famous person _____

Birthdate (and death, if given) _____

Where did he or she live? _____

List important things he or she is known for:

What qualities did this person have that helped them become famous? _____

If you found an amusing anecdote about this person, write down a few phrases to help you remember it, and share it with your den.


~~~~~

N. Good Citizens

In your notebook list five people (leaving two lines for each one of them blank). On the blank lines, tell why you think they are good citizens.

(Possibilities: someone you read about in the news, a neighbor, someone you know who works with youth, one of your classmates.)

~~~~~

O. Laws

1. Why do we have laws? _____

2. Why is it important to obey laws? _____

3. Tell about three laws you obeyed this week.

Leader Signature to Show Successful Completion:

Additional Questions

1. Tell some ways our country helps people of other nations.

2. What are some of the groups in your town that work without pay and give money or other assistance to others?

3. How can you be a good citizen in your home?

GAMES

TELEPHONE NUMBER GAME -- Equipment: copies of telephone dial numbers and letters. This is based on a secret code from the telephone dial. Write a message using telephone numbers as in the examples below. It's tricky because a digit may represent any one of three letters.

---282---CUB ---726887---SCOUTS
----36---DO ---84347----THEIR
--2378---BEST

COMMUNICATIONS -- The leader gives each Cub Scout a pencil and piece of paper and asks him to write as many smaller words as he can find in the words "WEBELOS COMMUNICATOR". Score one point for each word, except that for each word connected with communications, score five points.
(Example: notes)

FOLLOWING DIRECTIONS

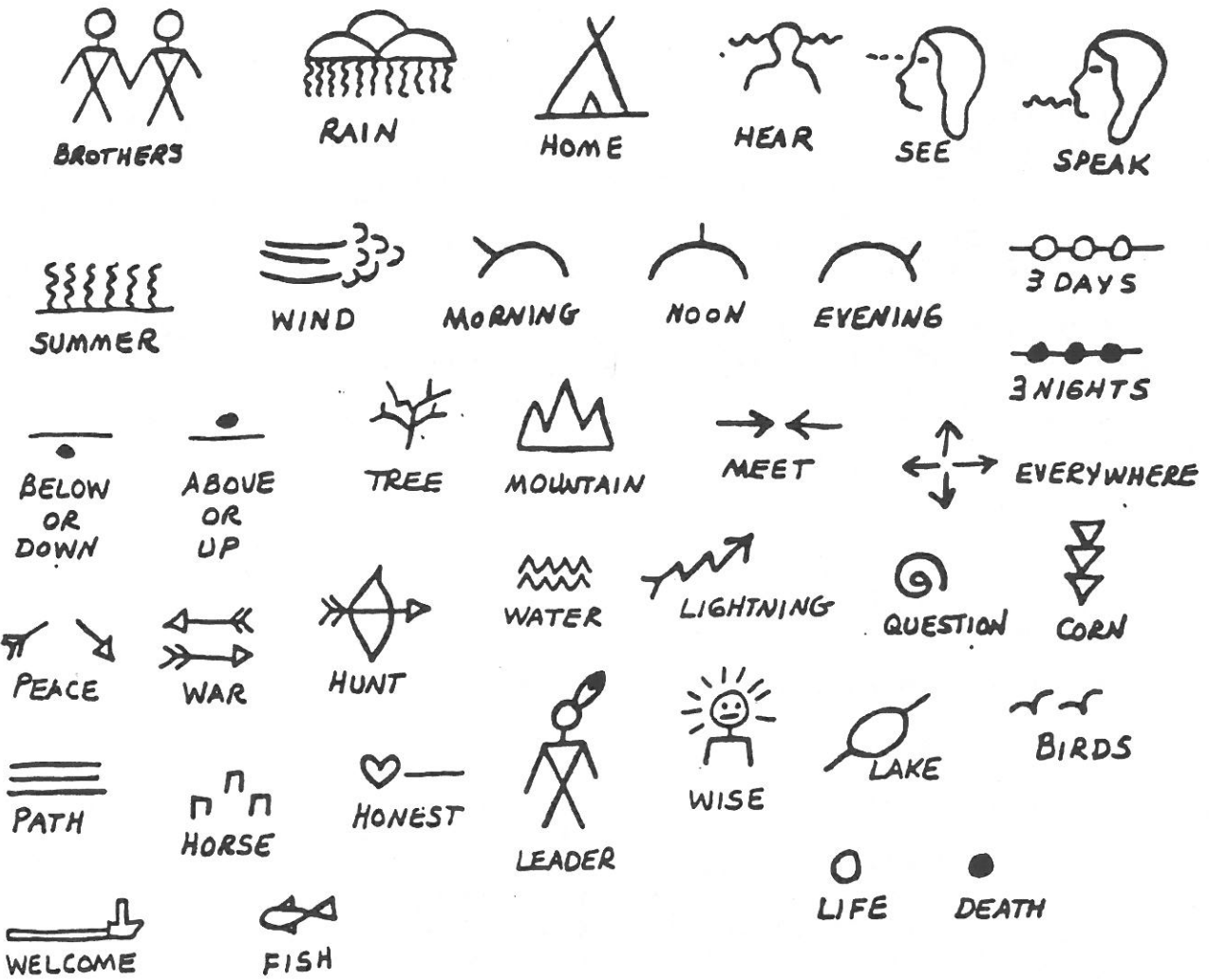
1. If you ever saw a cow jump over the moon, write "V" in spaces 2, 3, 18, 19. If not, write "L" in these spaces.
2. If "X" comes before "H" in the alphabet, write "Z" in space 16. If it comes after "H", write "W".
3. If 31,467 is more than 12 dozen, write "G" in spaces 8 and 12.
4. If you like candy better than mosquitoes, indicate with an "O" in spaces 13, 14. If not, better consult a psychiatrist at once.
5. Closing one eye and without counting on your fingers, write the 5th letter of the alphabet in space 11.
6. If Shakespeare wrote "Twinkle, Twinkle, Little Star", put "O" in spaces 9 and 17. Otherwise, put "I".
7. If white and black are opposites, write "V" in space 10. If not different colors, write nothing.
8. If 16 quarts make one pint, draw an elephant in space 7. Otherwise, write "S".
9. If summer is warmer than winter, put a "U" in space 5 and add an "A" in space 1.
10. If you think this is foolish, write the 3rd, 2nd and 4th letters of the alphabet in spaces 4, 6 and 15, respectively. Now read the message---it makes sense!

1 2 3 4 5 6 7 8 9 10 11

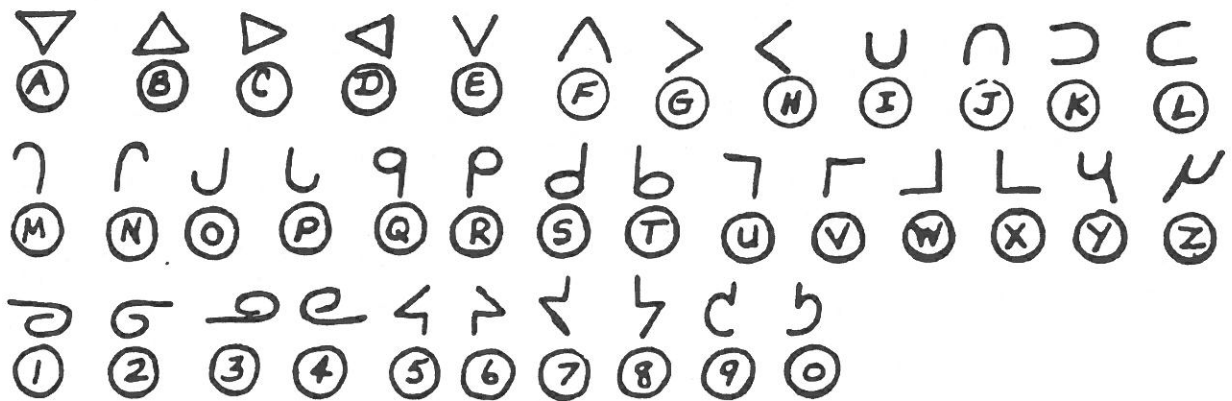
12 13 14 15 16 17 18 19

COMMUNICATOR

INDIAN PICTURE WRITING



THE CREE ALPHABET

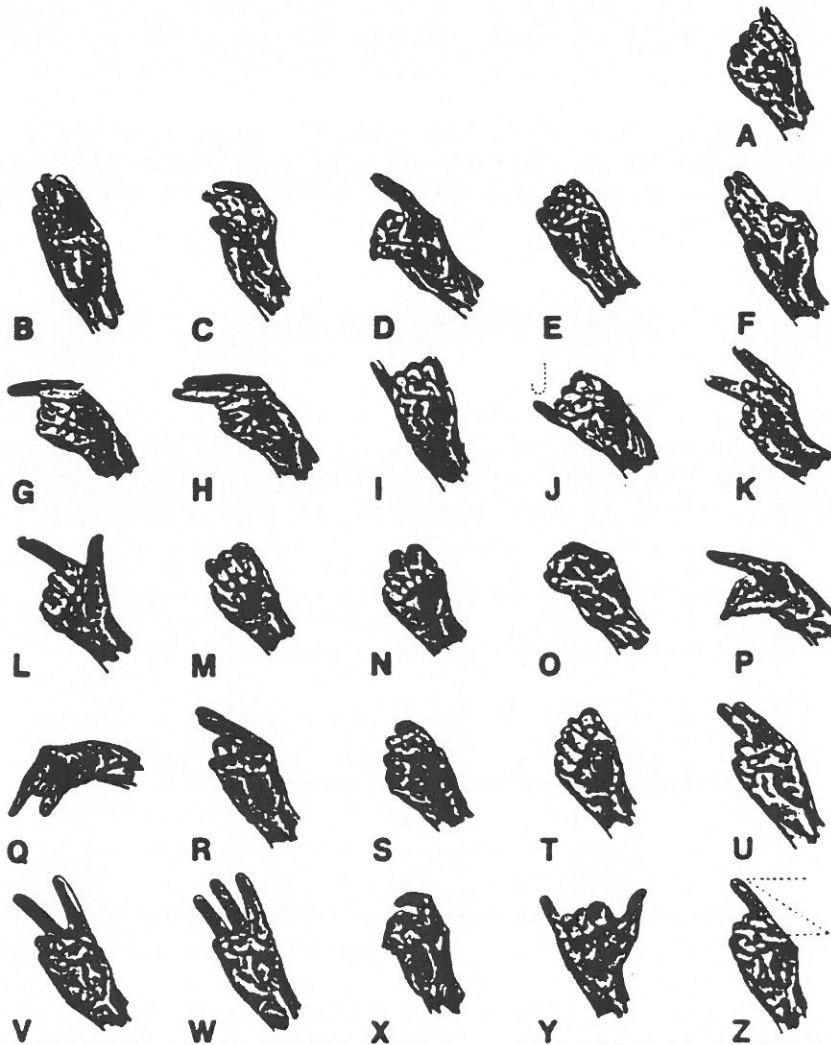


COMMUNICATOR

SIGN LANGUAGE FOR THE HEARING-IMPAIRED

People who cannot hear communicate with each other - and with others who know the method - by forming word signs with their hands and fingers. After special training, they can also use their lips to form the shape of words they can't say which can then be read by a lip reader.

MANUAL ALPHABET -- Words for which there are no signs, the hard-of-hearing spell out in the signs of the manual alphabet. They also use these signs when they spell out the names of persons or places.



COMMUNICATOR

YOUR-OWN-NAME-CODE

Tricky to break - quick to write. For example, for a boy with the last name of "PETERS": first, get rid of any duplicate letters, so that PETERS becomes PETRS. Next, write it out as you see below, followed by the letters of the alphabet that are not in the name:

P E T R S A B C D F G H I
J K L M N O Q U V W X Y Z

Notice that there are 13 letters on each line. When coding the message, just use the letter above or below the actual letter in the message.

The word "HELP", for example, would become "YKTJ" because the letter below H is Y, the letter below E is K, the letter above L is T, and the letter below P is J.

One last tip, when your Webelos Scout sends the code message to his den friends, he writes his last name across the top of it. That way, he clues them in to which code it is, and they can easily decipher it.

NUMBER BOX SECRET CODE

An old, well-known secret code is the number box code. The number box has five rows of boxes. In each row, there are five boxes. The rows are given numbers across the top and down one side. Here is one version of the code box.

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|------|
| 1 | A | B | C | D | E |
| 2 | F | G | H | I | J |
| 3 | K | L | M | N | O |
| 4 | P | Q | R | S | T |
| 5 | U | V | W | X | Y, Z |

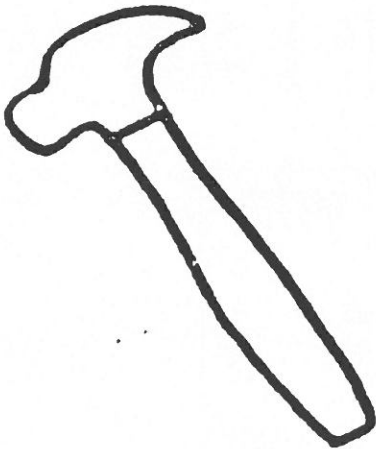
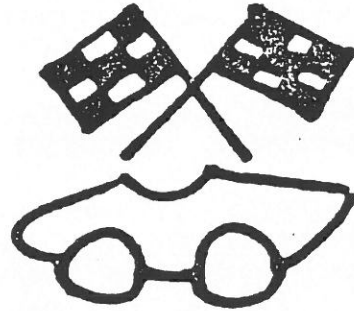
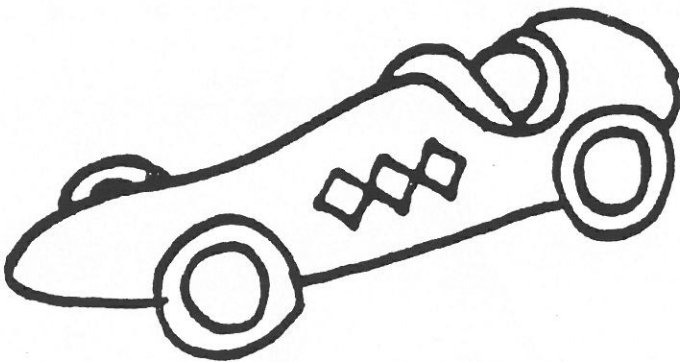
Say we wanted to send the word "DANGER". We would find "D" in row 1 across and also in row 4 up and down, so we would put down the number "1" and "4", or "14" for "D". "A" would be "1" and "1" or "11". "N" would be "34". "G" would be "22". "E" is "15" and "R" is "43".

Danger would be written: 14-11-34-22-15-43.

COMMUNICATOR

SUNCATCHERS

Draw design on paper, trace on heavy plastic sheet and cut out. Tear tissue paper in colors appropriate for design into small pieces. Brush Elmer's Glue-all on a small area on the back of the plastic shape. Place a piece of tissue on the moist glue and then brush a thin coat of glue over the tissue. Repeat with more tissue overlapping as you go. Add details on the front with a marker. Punch hole, insert string, and hang in window. Especially good with new Craftsman requirements.



WEBELOS COUPSTICK (Coo Stick)

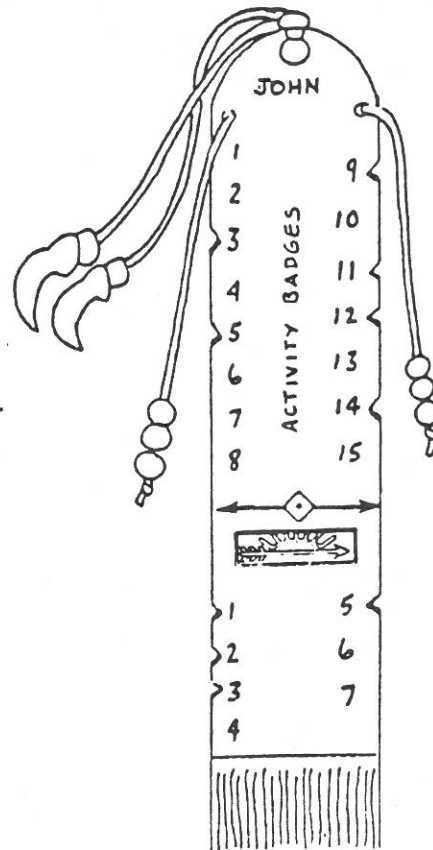
The coupstick is a wooden scorecard for a Webelos Scout. It is cut from 1/4" pine and measures 1-1/2" wide by 12" long. When the boy first comes into the Webelos den, he is given the blank piece of wood and directions on how to complete it. As the boy earns activity badges, they are notched by the Webelos den leader. The Arrow of Light award requirements are also notched when they are completed.

The decoration of the coupstick can be decided by the den leader or left up to each individual boy. Beads may be added as the boys take part in pack activities or in joint Webelos den/troop activities. They could also receive beads for father-son overnight campouts.

The coupstick is kept at the den meeting place except on pack meeting nights when it is either carried by the boy or displayed on a coupstick display board. When the stick is notched and the boy is ready to graduate into the troop, the stick can be presented to the boy by the Cubmaster in an appropriate ceremony.

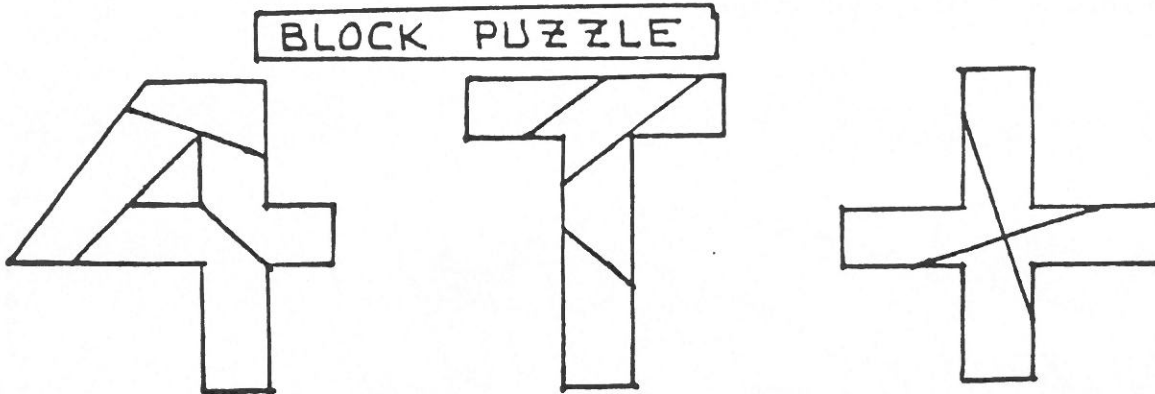
Leather thongs can be used to hang beads on the stick and for eagle claw decoration at top. Leather is also used for fringe at the bottom. The numbers can be burned into the wood with a wood-burning pen or painted on.

These coupsticks make an attractive record of the boy's advancement in the Webelos den.



BLOCK PUZZLE

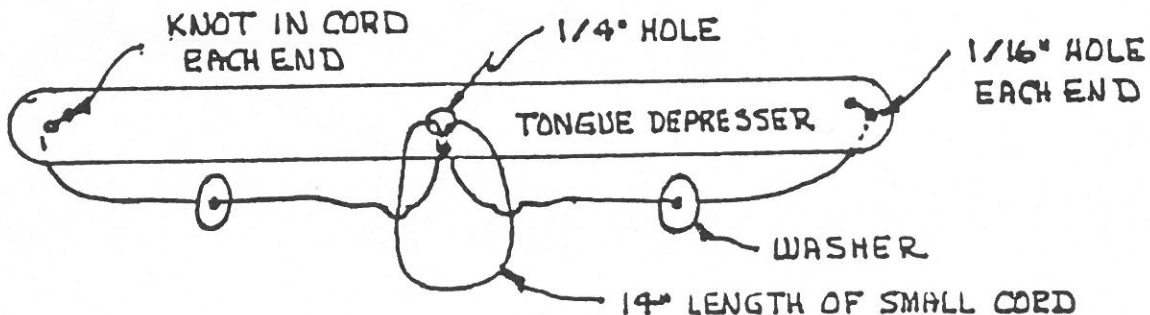
Mix up all the pieces. Who can assemble first? Try a different number - letter - shape.



TWO WASHER PUZZLE

PROBLEM: Make washers so that they are together at the same end of the stick.

SOLUTION: Slide the left washer up the string and through the loop. Then loosen the string slightly and pull the loop through the hole. The left washer is now in a position to slide to the right along the string to the other swinging trapeze. Move it over, pull the loop back to its original position, slide the washer through the loop and down. To separate the washers, just reverse the procedure.

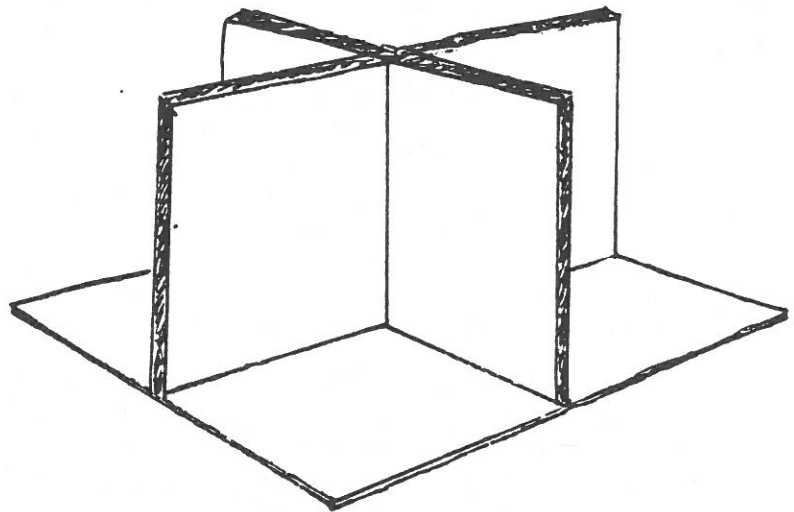
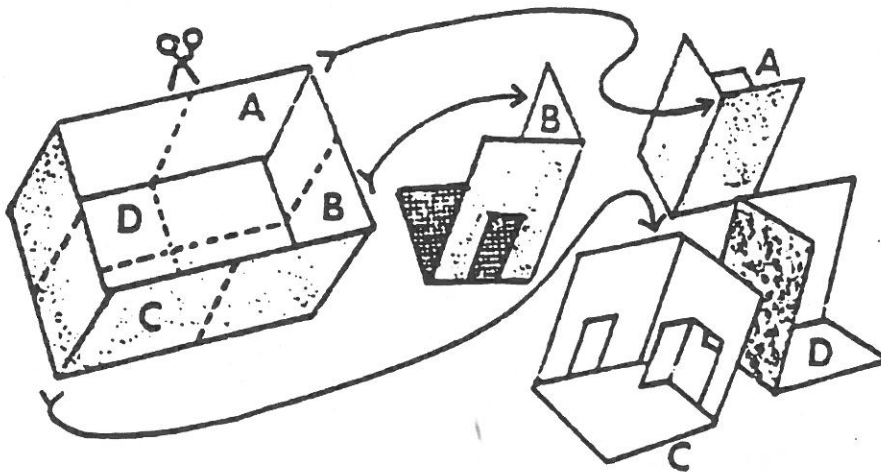


CRAFTSMAN

I35

MAKE A FOUR-SIDED DIORAMA

1. Cut a carton as shown, cutting down the center of each side and across.
2. Swing the four sections around so that the four corners meet in the center.
3. Cut walls down to a height that looks best for your scenes. If desired, cut doors.
4. Glue the four sections together.
5. Decorate as desired, with pieces of old wallpaper or scenes cut from magazines.



CRAFTSMAN

CATAPULT - RING-THE-BELL GAME

MATERIALS: friction tape

8" piece of 2 x 4

4" piece of 1 x 1

piece of wire

large wooden bead

5 finishing nails

hammer

ruler

16" piece of 1 x 4

8" piece of wooden slat

bell (get from pet shop)

2 strong rubber bands

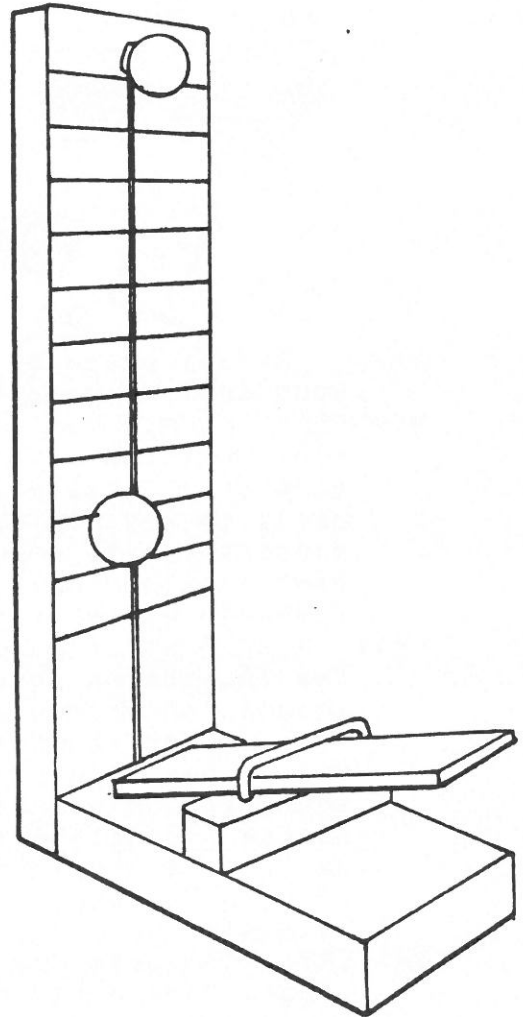
black crayon

drill

pencil

1. Draw 12 lines with crayon about 1" apart on the 16" piece of wood. Use crayon to number spaces.
2. Make an "L" with 16" piece of wood which will be the back and 8" piece of wood which will be the base. Hammer 2 nails through the back of the "L" into the base.
3. Place wooden bead in center of base almost against back. Insert nail through hole in bead to make a mark. Drill a small hole in nail mark about an 1" deep. Now make another nail mark the same way in top center of back. This time drill a hole through the back.
4. Slip clothes hanger wire through wooden bead and insert wire into hole at base. Bend top of wire and poke bent end through the back. Bend part of wire that sticks through the hole and cover with tape.
5. Place 4" piece of wood lengthwise across the base about 2" in from the open end.
6. Make a notch in the center at one end of 8" slat. Place slat on 4" piece of wood so that notched end fits around wire. Hammer a nail on each side of where slat rests on raised 4" piece. Do not drive nails all the way in.
7. Hook one rubber band across the raised nail heads. Slip other rubber band around the base over slat near the notched end.
8. Tie bell at top of wire.

Hit the end of the slat to drive the bead up the wire. See how high you can drive the bead and how many times you can ring the bell.



ENGINEER

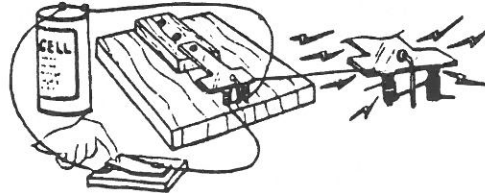
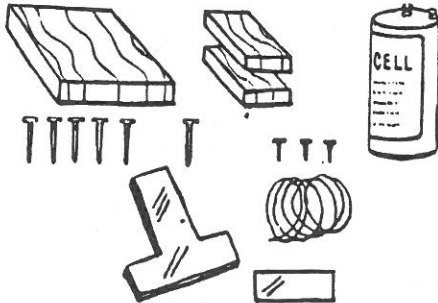
SIMPLE TELEGRAPH SET

Two-way communications can be set up by making two separate telegraph sets. Each person has the key of one set and the sounder of the other. This would help with the Communicator activity badge also.

MATERIALS:

Flat piece of wood
5 iron nails
3 metal thumbtacks
Thin strip of metal
(brass, copper or tin)

2 blocks of wood
1 aluminum nail
T-shaped piece of tin
No. 6 battery
Insulated wire



BASE: A flat piece of wood holds sounder. Nail together wood base, a wood block and T-shaped piece of tin.

SOUNDER: Hammer two iron nails into one end of base. Wind 30 turns of insulated wire around each nail to form coil. Leave loose wire at each end to connect nails to key and battery terminal. Nails become electromagnets when current flows through coil. Hammer bent aluminum nail as shown. Nail should not touch T-shaped piece of tin.

KEY: A thin strip of metal mounted on a wood block. Push two thumbtacks about halfway through one end. Scrape insulation from wire left loose from nails. Wrap bare wire around thumbtacks and press down. Bend metal strip upward about 1/2" from wood block. Press third thumbtack under raised end. Take piece of wire and scrape insulation from both ends. Connect tack and battery terminal by wire. Strip should touch tack when pressed downward. It should spring up when key is released.

BATTERY: Connected by wire to key and nails. Touching key causes electrical current to flow through circuit. The electromagnets pull metal T downward to make a clicking sound. The T springs upward and strikes bent nail when key is released, making another clicking sound. These clicks form the dots and dashes of the telegraph code. To form a dash, key is held down for a longer time than when forming a dot.

ENGINEER

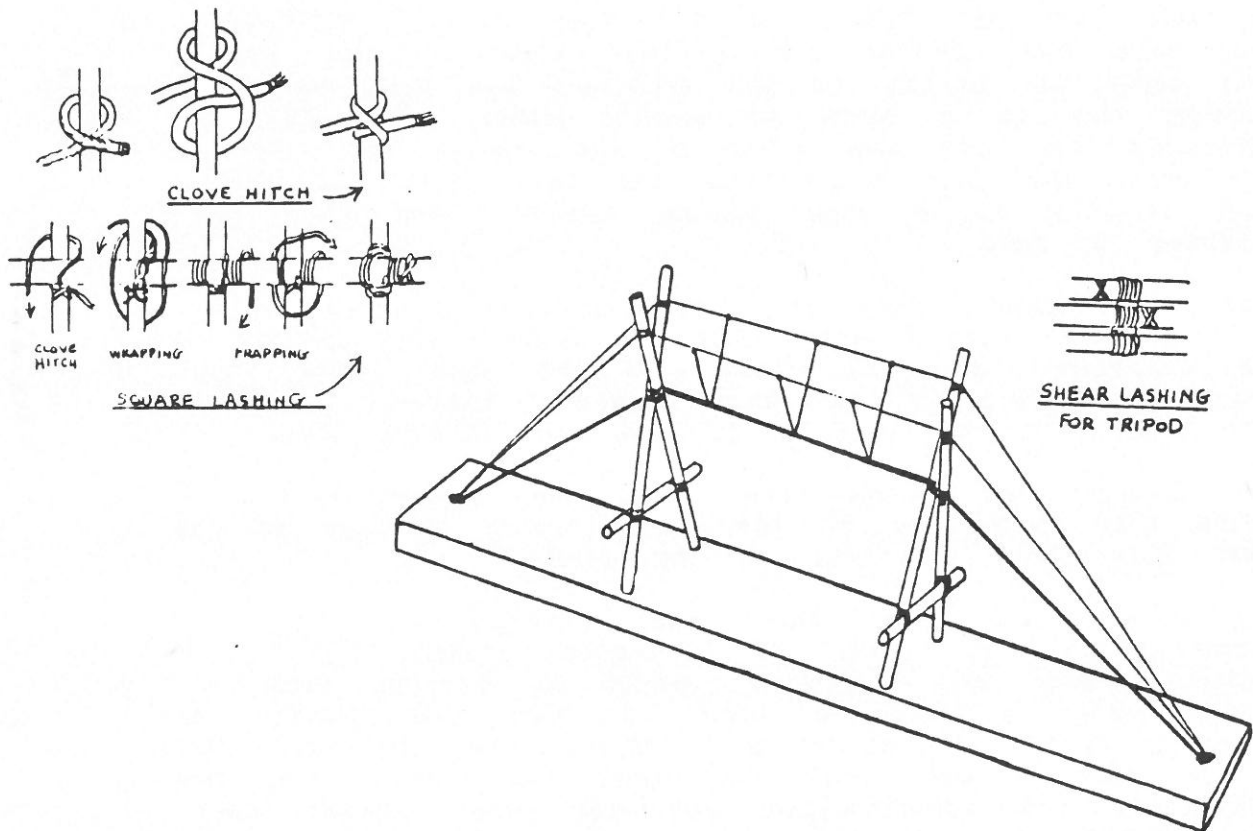
MODEL MONKEY BRIDGE

Based on a foot bridge found in the high mountains of India, the monkey bridge uses one thick rope to walk on and two others as hand ropes. All the same knots and the same design are used in this model as are found in the full-sized version. The monkey bridge is often built in Scout camp as part of the Pioneering merit badge.

You'll need some hemp cord, some pieces of strong string, four 1/4" dowels 10" long, and two 1/4" dowels 4" long. A piece of scrap lumber at least 30" long and 4" wide makes a good base.

Make the shear lashings first, about 4" from the top of the shear legs. Tie loosely so the legs can open. Add the crosspieces, fastened with square lashings about 2" from the bottom. All lashings begin and end with a clove hitch.

Stretch the cord between the supports and tack the ends in place. Add the hand ropes and fasten them to the same anchor. Paint or stain the wood to give the bridge a rustic look.



ENGINEER

MAKE YOUR OWN FOSSILS

The shells and bones of many prehistoric animals have been preserved as casts and molds. In this type of preservation, the original shell or bone had been destroyed, but it had left behind a trace of its presence.

Suppose that the shell of a prehistoric clam was pressed down into the ocean floor before the sediments hardened. This produced an impression of the exterior of the shell. As time passed, the sediments turned to rock, and the shell became completely encased in stone. Then, at some later time in earth's history, the shell decayed or was dissolved by water. This left behind a cavity called a mold.

A mold formed in this way still shows the nature of the exterior of the shell and is called an external mold. If at some later time this mold became filled with minerals or other sediment, a cast was produced in the mold. The cast would be a reproduction of the original shell from which the mold was formed. Because the original fossil is gone, some paleontologists call casts and molds "circumstantial evidence" of prehistoric events.

To make your own fossil, you will need a small cardboard box, some clay, plaster and a small clam or snail shell. First cover the bottom of the cardboard box with the modeling clay to a depth of several inches. The clay represents the soft mud found on the ancient sea floor. Now press the shell firmly into the clay. Lift out the shell carefully so a clear imprint remains. You have now produced a mold.

Next mix a small amount of plaster with water in a paper cup. Stir it with a wood stick or spoon. When plaster is the consistency of thick cream, fill the mold. After the plaster is thoroughly hardened, carefully remove it from the mold. You now have a cast of the original shell.

Now compare the original shell with the plaster cast. Notice that even some of the more delicate markings on the shell have been preserved in the plaster.

The paleontologist uses this same technique in reconstructing the shells of long-dead animals. In addition, casts are especially useful in working with fossil footprints. When a track is filled with plaster, the resulting cast will usually show clearly the size and shape of the foot of the animal which made the track. From this information the paleontologist can tell what animals left the footprints.

MINERAL HARDNESS KIT

You can make your own mineral hardness kit from materials you already have around the house or that you can buy at low cost. It will help you establish the hardness of a mineral sample within rough limits. You will need:

TALC--you can purchase this in the form of tailor's chalk.
YOUR FINGERNAIL--it has a hardness of 2 to 2-1/2.
NEW COPPER COIN--the edge has a hardness similar to calcite.
12 PENNY NAIL--to test materials with a hardness of 4 to 4-1/2.
KNIFE--the steel of a good knife blade is rated at about 5-1/2.
A PIECE OF WINDOW GLASS--it has a hardness of about 6.
HIGH-SPEED DRILL BIT--the tip has a hardness of about 6-1/2.
METAL FILE--good quality capable of fine smoothing or cutting has a hardness of 7-1/2.
HIGH-SPEED MASONRY DRILL POINT--hardness of about 8-1/2.
CARBORUNDUM SHARPENING STONE--will scratch materials about 9.

It is a good idea to label each piece of your hardness kit. When you find a mineral that will barely scratch your knife blade (5-1/2) but will not mark glass (6), you may assume that its material hardness lies between 5 and 6.

You will find it best to test the mineral specimen on a flat surface. After you have made a test scratch, try to rub the mark away with your fingers. A true scratch will remain. It's best to use a magnifying glass to examine any doubtful marks. Sometimes the testing tool will leave scrapings or powder on the surface of the mineral. Hard rubbing can remove pieces of granite, which may be composed of a mix of quartz (7), feldspar (6) and mica (2). The bits of the individual minerals may be large enough to recognize but impossible to test with your kit. This is where your study of rock samples and guide books will serve you well. Not only will you be able to recognize the major types of rocks, but you will also learn something about the minerals you find connected to such rocks. Don't take more of a mineral than you need for a display sample. Thumb-size lumps are fine. They display well, they are easy to carry, and your consideration will mean that another rock-hound will have the fun of making the same discovery that you did.

The mineral hardness scale was developed more than 100 years ago by Frederick Mohs, a German mineralogist. He arranged 10 minerals in a hardness scale with talc, the softest, as number 1 and diamond, the hardest, as number 10. The complete hardness scale can be found in the Webelos Scout Book.

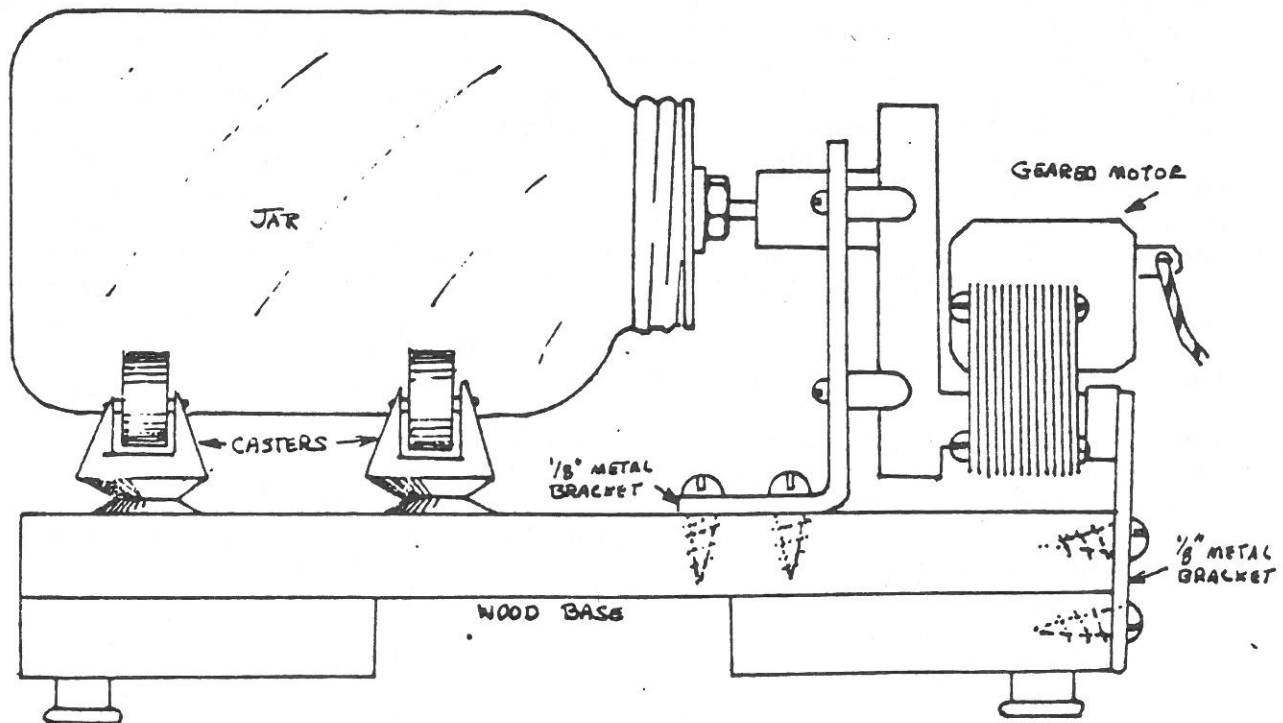
MAKE A ROCK TUMBLER

This is a simple inexpensive tumbler that you can build yourself. It will grind and polish the agates or other semi-precious stones you may collect on field trips.

The tumbler barrel is simply a quart glass jar. It rolls on four nylon furniture casters. The key to its simplicity is the small geared-down electric motor (a rock tumbler must turn at a very low speed). The motor used here is a gear-drive 22.8 rpm, 110-volt AC motor.

The construction is shown below. Mount the motor with metal brackets on any sufficiently large piece of scrap lumber. Attach the jar lid, shaft, and the casters, placing them where the jar rests and turns easily on them. The electrical connections of the motor are exposed; so cover or tape them well to prevent shocks.

In this and all other rock tumblers, the grinding gets done as the rocks cascade over one another in the slowly turning jar. You will want to contact a local hobby shop to purchase the proper polishing powders. A load of rocks needs to tumble for a long time (TWO OR THREE WEEKS) until the rocks inside are highly polished.



BRIDGE BUILDING

WOOD TRUSS BRIDGE - This bridge is 2" wide, 4" long with sides 1" high. Lay out the sides and bridge floor as one piece, then cut halfway through the cardboard where the parts join and fold up the sides. Each side on a full-sized bridge would be built up with four timbers and iron rods, so draw the joints of the timbers with a pencil. Glue up six layers of cardboard $1\frac{1}{2}$ " x $2\frac{3}{4}$ " for abutments at each end of the bridge. This type of bridge was used in colonial days for single-lane roads. Some still exist today.

STONE ARCH BRIDGE - This bridge is made from three pieces of cardboard. Sides are 1" high and 4" long. The arch is $1\frac{1}{2}$ " x $1\frac{3}{4}$ ". The floor and ends are made as one piece, then scored and bent. The floor is $3\frac{7}{8}$ " long. Each end is $1\frac{1}{2}$ " long and $1\frac{1}{2}$ " wide. Draw the outlines of stones with a pencil.

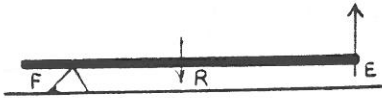
THROUGH PLATE-GIRDER BRIDGE - This is typical of the reinforced steel plate bridges we see used for both roads and railroads today. It is 3" wide and 9" long. The bridge floor and sides are laid out as one piece - the floor is 3" wide and 9" long - the sides are 1" high. Vertical lines are spaced on 1" centers. The steel angles used to reinforce the steel plates are simulated by pencil lines. Abutments are made from six layers of cardboard $5\frac{1}{8}$ " x 4" glued together. Pencil dots for rivets and pencil shading along the sides give the bridge a 3-dimensional effect.

MODERN STEEL ARCH BRIDGE - Made from three pieces of cardboard. The deck is 3" wide and 20" long. Sides (or railings) are $1\frac{1}{2}$ " high. Make the sides and deck as one piece, then score and bend. Lay out one side and one end for the bottom unit as one piece on a 20" x 4" piece of cardboard. Sides are 4" x 18", ends are 2" x 4". Arch opening is 11" long by 3" high. Lay out vertical steel beams on 1" centers and mark them with a black felt tip pen. Steel arch bridges are used by railways and highways to span deep canyons. If the canyon is rock, no concrete abutments are needed.

ENGINEER

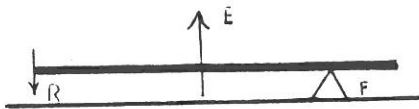
I43

SECOND-CLASS LEVER: A simple machine where the resistance is between the effort and the fulcrum, as in an oar.



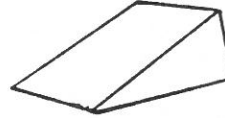
SIMPLE MACHINE: One of the six basic devices used to do work - inclined plane, lever, pulley, screw, wedge, and wheel and axle.

THIRD CLASS LEVER: A simple machine where the effort is between the resistance and the fulcrum, as in a fishing rod.



WATT: Unit for measuring electrical power.

WEDGE: A simple machine that is thick at one end and sloping to a thin edge at the other.



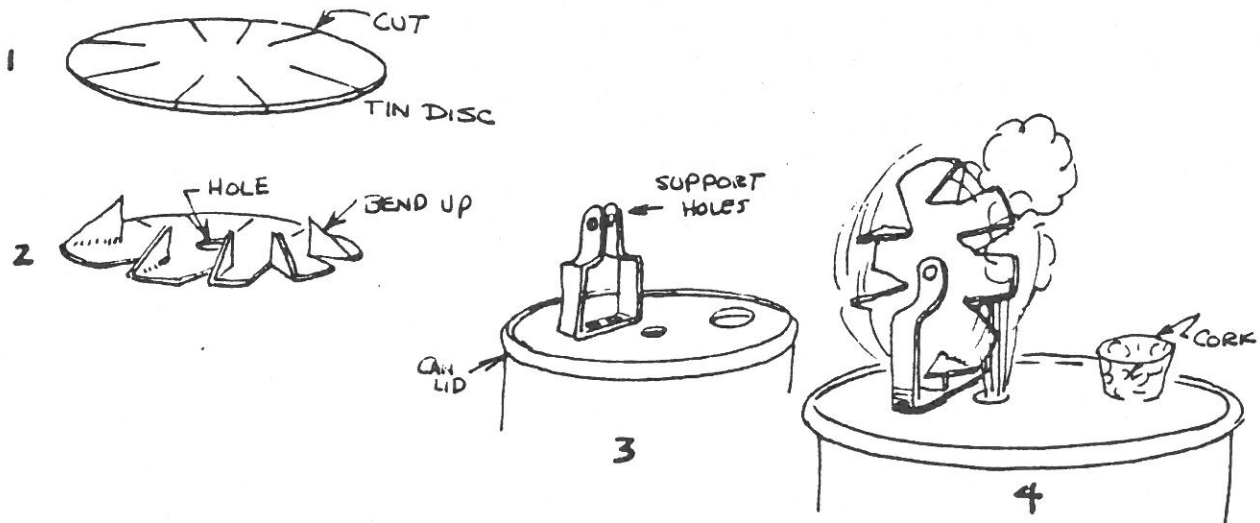
WHEEL AND AXLE: A simple machine consisting of a wheel or crank attached to an axle.



WORK: Applying force to move an object from one place to another.

MAKE A STEAM TURBINE

A Webelos Scout may get a graphic demonstration of the power of steam by building the simple steam turbine shown in the illustration. Materials needed are a tin can, a pair of tin snips, a cork, and an extra piece of tin to make the support for the turbine.



ENGINEER

I44

GAMES

FITNESS CIRCLE GAME -- Form a circle as large as the room permits, all facing the same direction. Give instructions for various activities as follows:

1. Start walking in the circle -- and keep walking between the following exercises.
2. Start hopping.
3. Make yourself as small as possible and continue walking.
4. Make yourself as tall as possible and continue walking. Now, reach your hands high over your head.
5. Bend your knees slightly, grasp your ankles, and continue walking.
6. Walk as if the heel of one foot and the toes of the other were sore.
7. Walk stiff-legged.
8. Squat down and jump forward from that position.
9. Walk on hands and one foot with the other leg held high, imitating a dog with a lame foot.
10. Walk forward at a rapid pace (don't run) while swinging your arms vigorously.
11. Take giant steps.
12. Walk forward, raising your knees as high as possible on each step.
13. Run, lifting your knees high.
14. Walk on your hands and feet.
15. NOW STOP AND CLAP FOR YOURSELF; YOU'RE GREAT!!!

HOT POTATO RACE -- A potato or a ball is given to the first member of a relay team. It is placed between the ankles of the contestant, and they hop to a turn-around line and then hop back, giving the "hot potato" to the next player. The team that finishes first is the winner. If the potato is dropped, the player must stop and put it back in place before he can continue.

STORK STAND -- Stand with your hands on your hips. Place right foot against the inside of the left knee. Bend the right knee outward -- count to ten without moving from your place.

COFFEE GRINDER -- With one hand on the ground, arm stiff, body stretched out straight, and head back, walk around in a circle, using your arm as a pivot.

MORE GAMES

DISCUS THROW -- Players are given paper plates and line up at one end of the room. A small square is marked off at the other end. The leader demonstrates how to throw a discus, with the hand flat and the wrist turned out. Each player is given three tries to throw his plate in the square. The contestant who comes closest to the bull's-eye wins.

JAVELIN THROW -- A small circle is drawn on the floor. One player stands in the circle, turns around two or three times, and hurls a toothpick toward a line about ten feet away. Each player has three throws, and his longest throw is marked. The player who throws the farthest is the winner.

SHOT-PUT -- A large paper bag or balloon is blown up and tied tightly at the end. Each player stands on a line and throws this improvised shot for distance. No matter how hard it is thrown, it will never go more than a few yards. The winner is determined by using a tape measure to measure the nearest quarter-inch.

MILE WALK -- Players line up at one end of the room. On signal they race across the room and back by placing the heel of one foot against the toe of the other foot at every step. The first player to complete two lengths of the room wins.

MILE RUN -- The leader gives each boy a pencil and a piece of paper with a column of figures on it. The first boy to add up the figures correctly, which come to 5,280 - the number of feet in a mile - wins.

PENNY PICK-UP -- Have boys stand with their feet against the wall. Place a penny 18 inches in front of his toes. Tell them the penny is theirs if they can pick it up without losing their balance or moving their heels from against the wall. THE TRICK -- The penny is safe. It cannot be done. Try it yourself.

THE BOTANY EXAM

The answers to these questions are the names of trees, flowers and vegetables. Can you pass?

1. A body of water? (Bay)
2. Shepherds watch them? (Phlox)
3. A traveling Hebrew? (Wandering Jew)
4. A flower that denotes time? (Four O'Clock)
5. They mark the march of time? (Dates)
6. Found in an old boat? (Leeks)
7. Has a smart, trim appearance? (Spruce)
8. It is in the alphabet? (Yew, U)
9. Knows "Old Man River"? (Currants)
10. Necessary to a book? (Leaves)

WHAT FLOWER?

1. Four? (Ivy, IV)
2. Gold Digger's quest? (Marigold)
3. A tattered bird? (Ragged Robin)
4. For mother's foot? (Lady's Slipper)
5. Time of day? (Four O'Clock)
6. A good wild beast? (Dandelion)
7. A church official? (Elder)
8. The rising sun? (Morning Glory)
9. An amiable man? (Sweet William)
10. What pa did when he proposed to ma? (Aster)

WHICH TREE?

1. Has the softest wood? (Balsa)
2. Is shaped like a vase? (Elm)
3. Is the tallest? (Redwood)
4. Are the oldest? (Sequoia)
5. Has a leaf shaped like a mitten? (Sassafras)
6. Gives maple syrup? (Maple)
7. Has paper thin bark? (White birch)
8. Is used for baseball bats? (White ash)

FORESTER GAMES

NAME THE TREE - Fill sack full of different leaves. Pull a leaf from the sack; the first boy to correctly identify it, keeps it. At the end of the game the boy with the most leaves is the winner.

ONE-LEAF TRAIL -- A trail is laid using one kind of leaf as the marker and letting the stem point the direction to go. At the end of the trail, the players will hunt for the tree whose leaves were used.

TREE TAG -- This game is like regular tag except a player cannot be tagged when he is touching a safety tree. "It" decides which tree, such as an oak, is the safety tree.

PINE CONE BATTLE -- Go on a nature hike to collect pine cones - twice as many pine cones as players. Divide boys into two equal teams, each 20 yards from a dividing line. At "go" signal, the battle starts with each player throwing as fast and far as he can - first the two cones from his hands and then picking up and throwing cones which have been thrown from the other side. At a signal, all stop and cones are counted. Those lying beyond the 20 yard mark score two. Others score one.

ARBOR DAY TREASURES - Find the name of the tree hidden in the following sentences.

1. The ranger's map led us safely through the woods.
2. Will owls hoot in daylight if they see someone in the forest?
3. It's fun to tramp in every direction before enjoying a picnic in the woods.
4. Forest rangers wear white helmets.
5. In a beautiful glade, we saw a honey bee checking clover blossoms for honey.
6. Many forest fires are caused by human carelessness, according to rangers.
7. Woodcutters have expensive tools, and keep them locked in sheds.
8. Don't plant those seedlings so thick or you won't give them room to grow.
9. We got soaked when we were caught in a spring cloudburst.

Answers: 1. Maple; 2. Willow; 3. Pine; 4. Elm; 5. Beech; 6. Fir; 7. Hemlock; 8. Hickory; 9. Oak.

GAMES

NATURE SCAVENGER HUNT -- Divide the den into teams. Give each a list of nature objects to find within a given period of time. The winning team is the one that finds the greatest number within the allotted time.

PASS AND TOUCH -- Form a circle with hands in back. Pass a series of nature objects (leaf, stone, twig, shell, thorn, cone, feather, etc.) from hand to hand around the circle. Have each boy identify the object by feel. After several items have been passed, see who can repeat (or write) the most items correctly.

WHO AM I? -- Have one player pretend to be some figure in nature - a plant or animal. He tells brief facts about himself such as "I live along the seashore, and I'm an animal." The one guessing correctly becomes the leader.

NATURALIST WORD SEARCH

T M O S Q U R P O H S S A R G S N D

D I A P O I S O N I V Y F A N S I A

A C M O S Q U I T O Y S I A D A Y R

R E P P O H S S A R G A S S H R U B

U Q H G O R F E N G E E H P O G Y M

S O I L K R S R I T R E E I B H S R

I N B C H O D E M Q A B C D I Y N O

E T I M R E T W A U N K R E R I A W

G T A K E G P O L L I Z A R D C K A

A N N W A S E L T R U T B U O R E S

M A M M A L E F R O M O F L Y F O W

W R O W T C E S N I A L E D D I P S

AMPHIBIAN

ANIMAL

ANT

BEE

BIRD

CRAB

DAISY

FISH

FLOWER

FLY

FROG

GERANIUM

GRASS

GRASSHOPPER

INSECT

LIZARD

MAMMAL

MOSQUITO

POISON IVY

ROSE

SHRUB

SOIL

SPIDER

TERMITE TICK TREE TURTLE WASP WEED WORM

NATURE QUIZ

1. What runs faster, a greyhound or a whippet?
2. What baby animal is known as a pup though it has a bull for a father and a cow for a mother?
3. The most dreaded of all American snakes is (1) the cottonmouth, (2) the bushmaster, (3) the anaconda?
4. What animal carries its home on its back and has its eyes in its horns?
5. How long would it take to drown a grasshopper by holding its head under water?
6. Do fleas have wings?
7. When Wilson Bentley photographed thousands of snowflakes, what two things did he discover?
8. How long is a year on the planet Mercury?
9. Which of the following animals of the jungle is the largest: lion, tiger, jaguar?
10. Why does it usually seem so hot before a thunderstorm?
11. What have the cougar, panther, puma, and mountain lion in common?
12. Is a marten a bird, beast or fish?

ANSWERS TO NATURE QUIZ

1. Whippet
2. Seal
3. Bushmaster
4. Snail
5. It would not drown. A grasshopper breathes through an aperture below its wings.
6. No, they hop but do not fly.
7. (1) That no two snowflakes are alike.
(2) That each pattern is hexagonal.
8. Three months.
9. Tiger.
10. Because the evaporation of moisture from the skin, which normally cools it, is slowed down by excessive moisture in the air.
11. In America these are all names for the same animal.
12. Beast. Slender, fur-bearing, carnivorous mammal.

PREOPENER - SCRAMBLED CAMPSITE

These are all found at a campsite:

| | |
|-------------------|-------------------|
| RDEOLBL (bedroll) | DOFO (food) |
| FNIROBE (bonfire) | TREANNL (lantern) |
| SHECTMA (matches) | NETT (tent) |
| ODOW (wood) | THCLESO (clothes) |
| SSEIHD (dishes) | CKPA (pack) |

TYPES OF HIKES

PENNY HIKE -- At the junction of each trail, road, street, etc., the denner or den chief flips a coin to determine the direction of travel: heads go to the right, tails to the left.

HOLD THE FRONT -- The leader is followed by Webelos Scouts in single file as they hike along the trail or roadside. The leader asks questions about things observed, such as "What is the name of that bird?" If the first Webelos Scout in line answers correctly, he stays in his position. If he cannot answer, he moves to the end of the line, and the next boy tries to answer the question. Each player who fails to give the correct response goes to the rear of the line. The object is to stay in the number one position as long as possible.

NATURE CRIBBAGE -- Each Webelos gathers 21 pebbles, acorns, or seeds and puts them in a bag or in his pocket. Then the boys decide upon a list of things they may see on the hike. The leader makes up a written list and gives each object a certain number of points. For example: A grasshopper might be worth two points, a toad - five points, a squirrel - four points, etc. The first player to spot an object on the list calls out the correct name and points to it. The leader allows that player to throw away the number of pebbles equal to the points the object is worth. The first player to get rid of all his pebbles wins.

OUTDOORSMAN

I51

HIKES CONTINUED

AWARENESS HIKE -- The idea is for Webelos Scouts to discover, during a hike, objects relating to texture, shape, density, temperature and size. You may wish to give each boy a worksheet such as the one below, where they can add the names of the objects that satisfy each category.

SIZE: heavy, thick, short, tall, small, large, narrow, big, little, etc.

SHAPE: oval, round, ridged, oblong, square, triangular, pointed, curved, etc.

TEXTURE: Furry, hairy, waxy, ribbed, soft, hard, slimy, velvety, slick, etc.

DENSITY: solid, thick, lumpy, hollow, spongy, porous, nonporous, etc.

TEMPERATURE: cold, hot, moist, wet, dry, clammy, damp, cool, lukewarm, etc.

How many of these words could be satisfied in a one square yard area? How many could describe a tree? A building? A sidewalk?

SEALED ORDERS -- Give the den a set of sealed directions, with a new one to be opened at each spot along the way. Use simple directions, such as: "Go north for 50 paces and look under the big pin oak tree." Here, under the rocks, they find the next note, directing them to "Go east and look in the big hollow oak tree on the left." Make each clue challenging, but not too difficult.

BREAKFAST HIKE -- For a special treat during the summer or on a Saturday morning, hike to a good vantage point to watch the sun rise. Then cook breakfast outdoors. Help the boys become aware of the many different early morning sounds that are not heard at other times of the day.

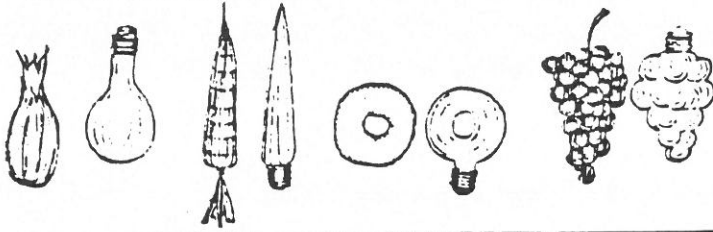
HOMES HIKE -- Look for spider webs, nests, holes, etc. which are nature homes.

INDIAN HIKE -- Hike silently, single file. Boys could wear headbands, learn an Indian dance, hear an Indian story. Always look and listen.

CRAFT HIKE -- Collect nature items to work with later, such as rocks to make rock animals, leaves for leaf prints, dried weeds, flowers, pods, and seeds for nature pictures.

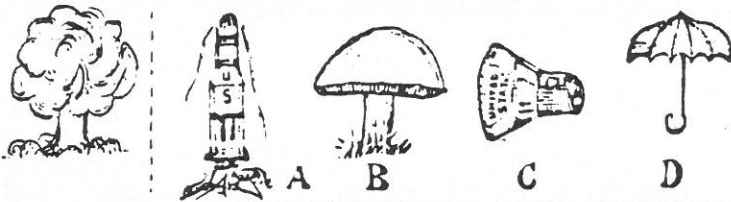
MIND BUILDERS

Here is an exercise to loosen up your creativity. A light "hulb" is not the only possible shape for an incandescent lamp. Other possible shapes might be a light "earrot," a light "doughnut," or a light "bunch of grapes." Think of seven or more other shapes for an incandescent lamp.



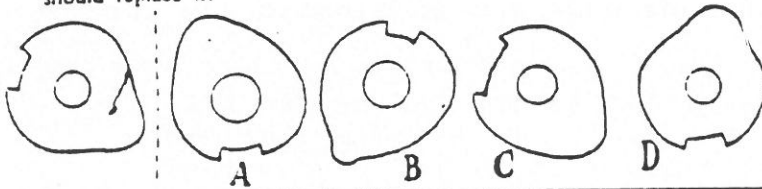
No "right" answer. How about a light pineapple, mushroom, or rose? Part of being creative is seeing that things could be different than they are.

Which object (A, B, C or D) looks most like the atomic explosion?



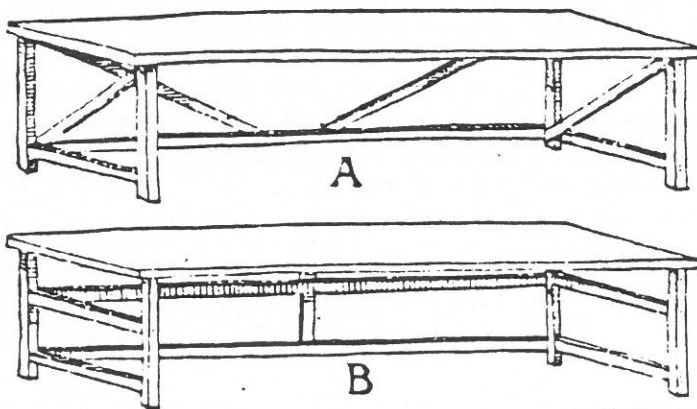
B. The expression "atomic mushroom" is very appropriate. This type of exercise helps you see how things are alike, though they may be quite different in most ways.

Part of a machine is bent and will not work. Which part (A, B, C or D) should replace it?



D. This type of exercise helps you perceive the parts of physical objects, whether machinery, buildings, or continents.

Which workbench is stronger (A or B)?



A. A structure made with triangles is stronger than one made with rectangles. A triangle will keep its rigid shape, but a rectangle will change into a rhomboid. Workbench B would be less steady than A and could more easily collapse under pressure.

DO YOU KNOW YOUR ALPHABET?

What letter is:

1. A vegetable? (P)
2. A drink? (T)
3. A body of water? (C)
4. Command to a horse? (G)
5. Part of the head? (I)
6. An exclamation? (O)
7. A female sheep? (U)
8. An insect? (B)
9. Part of a house? (L)
10. A bird? (J)
11. An actor's signal? (Q)
12. A question? (Y)

BRAINTEASER GAMES

TWO CARS -- Two cars start from Denver to drive to Colorado Springs, a distance of approximately 80 miles. They are both the same make of car, and both are being driven at the same rate of speed. One of the cars makes the distance in 80 minutes while it takes the other car one hour and 20 minutes. Can you explain the reason?

ANSWER: 80 minutes and one hour and 20 minutes are the same.

WINDOWS -- I walked up the street to the top of the hill and counted 50 windows on my right. I turned around and walked back and counted 50 windows on my left. How many windows did I count?

ANSWER: 50. The windows on my right going up were the same 50. They were on my left going back.

CAB DRIVER -- Suppose you are a cab driver. A lady with two suitcases hails you and asks to be driven to the railway station in a hurry. On the way, there is an accident which results in a traffic jam. The lady gets impatient, jumps out of the cab, and runs to the depot. She had forgotten the suitcases. She missed the train and now she starts looking for the cab driver. She does not know his name. What was the cab driver's name?

ANSWER: His name is the same as yours, for "You are the cab driver."

APTITUDE TEST

1. If you went to bed at 8:00 at night and set the alarm to get up at 9:00 the next morning, how many hours of sleep would this permit you to have? (one hour)
2. Do they have a 4th of July in England? (yes)
3. Why can't a man living in Winston-Salem, N.C. be buried west of the Mississippi? (He has to be dead first.)
4. How many birthdays does the average man have? (one)
5. If you have only one match and enter a room in which there is a kerosene lamp, an oil heater and a wood burning stove, which do you light first? (the match)
6. Some months have 30 days; some have 31. How many have 28? (all of them)
7. If a doctor gave you three pills and told you to take one every half hour, how long would they last you? (one hour)
8. A man built a rectangular house. Each side has a southern exposure. A big bear comes wandering by. What color is the bear? (white)
9. How far can a dog run into the woods? (halfway)
10. What four words appear on every U.S. coin? (United States of America or In God We Trust)
11. In baseball, how many outs are in each inning? (six)
12. I have in my hand two U.S. coins which total 55 cents. One is not a nickel. What are the two coins? (A half dollar - which is not a nickel - and a nickel.)
13. A farmer had 17 sheep. All but nine died. How many did he have left? (nine)
14. Divide 30 by $1/2$ and add 10. What is the answer? (70)
15. Take two apples from three apples and what do you have? (two apples)

15 correct -- genius 10 correct -- normal
7 correct -- not so good 5 correct -- back to school!

SCHOLAR

ISS

WE MUST BE GENIUSES (Audience Participation)

CUB SCOUTS - We're smart. CLERK - I'm determined.
A FATHER - I have ability. LAWYER - I have knowledge.
A MOTHER - I can do it. DOCTOR - I have confidence.

The CUB SCOUTS_____of pack # (fill in your number) were needing a good group of people to help organize their pack. They needed a den leader, a cubmaster, a committee chairman, and at least two committee members. What were they to do? Three long months had gone by, and no one was there to give the CUB SCOUTS_____the help they so wanted.

One day, one of the CUB SCOUTS_____got a terrific idea. Let's put an ad in the paper for some helpers. Alright, agreed the other CUB SCOUTS_____. Great idea!

Next day, a FATHER_____read the ad and decided he could help. The CLERK_____at the local store in the area read the ad and decided he could help. The LAWYER_____in the neighborhood read the ad and decided he could help. A MOTHER_____read the ad and decided she could help. The DOCTOR_____read the ad and decided he could help.

The boys had asked all interested to meet at one of their homes that night. The FATHER_____offered to be the committee chairman since he knew the program and had two boys in it. The MOTHER_____said she would like to be a den leader for the CUB SCOUTS_____. The CLERK_____suggested he be on the committee since he had access to food at very reasonable prices. The LAWYER_____said he would like very much to be the cubmaster and knew the CUB SCOUT_____program really well. The DOCTOR_____wanted to be a committee member.

After a short time, the CUB SCOUTS_____realized that their pack was fully organized!! Wow, they said, we have a FATHER_____, a MOTHER_____, a CLERK_____, a LAWYER_____, and a DOCTOR_____.

We must be geniuses!

READYMAN "STEAL THE BACON"

For this game you will need two objects that are readily distinguishable from each other. For example, a black ball and a white ball. Any type of objects can be utilized.

For the game you will need to divide the den(s) into two groups of equal size and have them number off. The two teams then line up facing each other about ten feet apart. The two objects are put into the center. One of the objects is identified as "False" and the other as "True". The following quiz is then read, one question at a time, and a number of a player is given. The two players with that number run to the center and try to pick up the object that gives the correct answer (true or false), and then try to take it back to their starting line without being tagged by the other. If he is tagged, he must drop the object at that point, and they both try to pick it up again. This requires quickness and knowing the correct answer. The opposing team member may pick up the wrong object (give the wrong answer).

If the player makes it to his starting line with the right object, they are given one point. If they have the wrong answer, the team is penalized one point. If a player picks up the wrong object and is tagged by his opponent, they both lose one point.

This game can be played with a time limit, or you can just go until you run out of questions. The following questions were taken from the Readyman section of the Webelos book.

- (T) 1. You should carry a list of emergency phone numbers on a card with you.
- (F) 2. The 3 W's when you call for help stand for Who, Where, and Why.
- (F) 3. Always try to move an injured person to a more comfortable place.
- (T) 4. The first thing to check on an injured person is to see if they are breathing.
- (T) 5. The first method to use to try to stop bleeding is direct pressure.
- (F) 6. If a child has swallowed poison, you should try to get them to vomit to get rid of it.
- (T) 7. You should always treat an injured person for shock.
- (T) 8. If a 1 year old baby is choking, you should lay them across your knees and hit them between the shoulder blades with your open hand four times.
- (T) 9. An adult must be in charge when you go swimming.
- (F) 10. If you wake up and smell smoke, the first thing you do is to get out of the house.

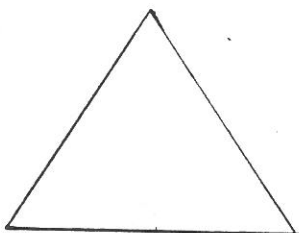
CRAVAT BANDAGE

Did you know that Webelos Scouts have a bandage with them whenever they are in uniform?

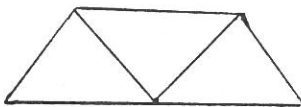
The bandage they have is made from their neckerchief and is called a cravat bandage. It can be used to cover a wound, wrap a sprained ankle, make a sling for an injured arm..., see the Boy Scout handbook (pages 370-371) for instructions on how to tie the bandages.

To make a cravat bandage from a triangle bandage (your neckerchief), follow the directions below.

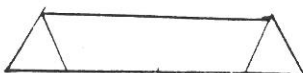
1. Lay the neckerchief out flat.



2. Fold the pointed end over to the long edge of the neckerchief.



3. Fold the edge over again to the long edge of the neckerchief.



4. Continue folding until it is about three inches wide. This will give you a bandage that will not have any seams next to the wound when it is used.

BALANCE

- MATERIALS:** Three baseball bats of similar size.
- WHAT TO DO:** Point the handles of the bats together so that they form a "Y". Slide the handle of the lower bat over the handle of the bat to the left. Slide the handle of the bat to the right under the handle of the bat to the left and over the handle of the lower bat. The bats should form a low solid stool.
- WHAT HAPPENS:** Due to interlocking arrangement, each bat supports another making a simple experiment not only in balance, but also in structural engineering.
- VARIATIONS:** Do the same experiment using three knives with the blades being the handles. Or use three pieces of wood that are the same general shape.

- MATERIALS:** Two table forks, a drinking glass, and a coin chosen for its size.
- WHAT TO DO:** Point the prongs of the forks in an inward direction and thrust them together so that the forks are interlocked. Press a coin between the upper prongs from the inner side. Rest the coin on the far side of the glass rim so the handles of the fork extend in your direction. By properly adjusting the forks, you can make the coin balance on its side, keeping the forks balanced with it.
- WHAT HAPPENS:** The handles of the forks serve as a counter balance for the coin and prongs. Precarious though it looks, it is like adjusting weights on an ordinary pair of scales; the only difference being the materials used.

OPTICAL ILLUSION

- MATERIALS:** Two curved pieces of cardboard; one red and the other blue.
- WHAT TO DO:** Set the red cutout above the blue, and the blue will look larger than the red. Transpose them, and the red will appear larger than the blue.
- WHAT HAPPENS:** Due to the curve of the cutouts, they produce an optical illusion when one is placed above the other. Always, the lower cutout will look larger. So, by switching their positions, first the blue then the red will seem the larger.

BOILING WATER WITH ICE

To show that the boiling point of a liquid depends on the atmospheric pressure, try this experiment. Use a heatproof glass container (like a pyrex coffeemaker) with a stopper. Boil a half inch of water and when some of the steam has escaped, stopper the container and turn it upside down. Now put an ice cube or two on top of the inverted container. Presto! The water begins boiling again. Why? Because the cold of the ice cubes has lowered the air pressure by condensing the water vapor left in the container. As the air pressure is reduced, the boiling point of the still hot water drops, and the water boils.

DEMONSTRATE PASCAL'S LAW

Use a coke bottle, a balloon, vinegar and baking soda. Place about 1/2 cup of baking soda in the bottle. Pour about 1/4 cup of vinegar into the balloon. Fit the top of the balloon on the top of the bottle so that the vinegar goes into the bottle. The gas formed from the mixture will blow the balloon up, and it will stand upright on the bottle and begin to expand.

The baking soda and vinegar produce CO_2 , which pushes equally in all directions. The balloon, which can expand with pressure, will do so.

DEMONSTRATE BERNOULLI'S PRINCIPLE

Use two ping-pong balls, two feet of thread, some mending tape and a drinking straw. Tape each ball to an end of the thread. Hold the center of the thread so that the balls dangle about one foot below your fingers and about one or two inches apart. Have the boys blow through a straw exactly between the balls, from a distance of a few inches. Instead of being repelled, the balls will be attracted to each other.

The air current directed between the ping-pong balls reduces the intervening air pressure. Stronger pressure from the far sides pushes the balls together. The strength of the air from the straw will determine how close the balls will come.

SCIENTIST

I60

GAMES

SPACE RACE -- Divide the den into two teams. For each team, string a 15 foot length of string tightly between two chairs. Before tying the string to the second chair, insert a cone-shaped cup, with the tip cut off, on the string. Each boy on a team blows the cup the length of the string. He then returns it to the starting point by hand. Continue until all have raced.

WEATHER OBSERVER -- You will need pencil and paper for each Webelos. The leader gives a three to five minute weather report full of lots of weather activity. While telling the story he does several things such as mopping his brow, buttoning his shirt, scratching his ankle, etc. At the end of the forecast each boy is asked to write down NOT what the forecaster said, but what he did during the report and in the order that he did them. (Another variation would be for them to write all the different types of weather conditions mentioned and in order.)

HOT AIR BALLOON POWER -- Divide group into two or more teams. Each player is given a balloon which he blows up and holds by the neck until his turn. A raceway is defined for each team and a ping-pong ball placed at the beginning of each raceway. Team players take turns letting air escape from their balloons blowing their team's ball down the raceway. The winner is the team that blows the ping-pong ball the furthest down the raceway.

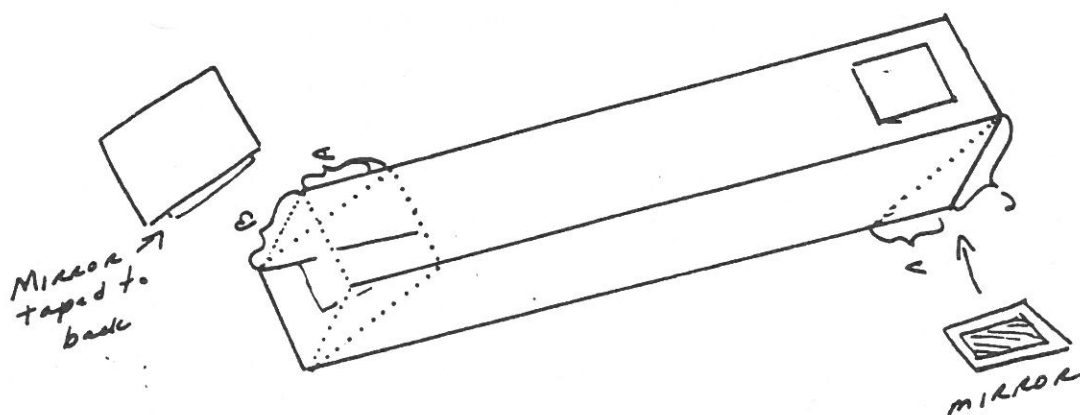
GALE FORCE -- Equipment: sheets of 8-1/2x11 inch paper (half of them marked with an X) and two pieces of cardboard about the same size. Game: Divide den into two teams of equal size and have the teams stand on two lines about 15 feet apart. Scatter the papers marked with an X behind one team and the same number of plain sheets behind the other team. On the signal "go", one player from each team, carrying the cardboard, blows one of the paper scraps across the middle of the area to his own side. He hands the cardboard to the next player who repeats his actions. This continues until all papers have been returned. The first team to finish is the winner.

HAIL STORM -- Each player is given, in turn, five ping-pong balls (hail stones) to throw into a wastepaper basket. Balls that bounce out of the basket do not count in that player's score. High score wins.

MAKE A PERISCOPE

MATERIALS: Aluminum foil box, two small mirrors, two pieces of cardboard (bigger than mirrors), heavy tape, scissors and knife, glue, markers or paint.

1. Draw dotted line across corner of box to make triangle with two sides the same length. (In drawing, side A is same length as side B.)
2. Mark both ends this way, then slice off ends on dotted line you have drawn.
3. Now cut a square window near the bottom of the back.
4. Cut another square window near top end on opposite side from bottom window.
5. Cut two pieces of cardboard big enough to completely cover open ends.
6. Glue mirror on one piece of cardboard and tape that piece onto the bottom so that mirror faces up. Tape around the edges so that bottom fits tightly.
7. Glue other mirror on second piece of cardboard and tape it to top opening so that mirror faces down.
8. Paint or draw designs on periscope.
9. Try it out - around corners, over fences, etc. You can watch without being seen. Just don't get caught!



SCIENTIST

I62

FOAMING FOUNTAIN

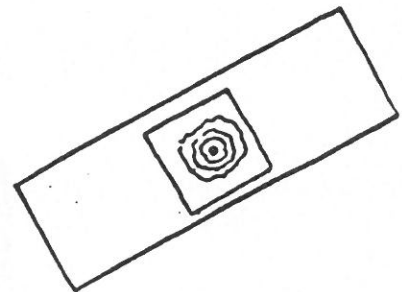
Place two teaspoonfuls of baking soda in the bottom of a quart glass bottle. Drop a burning match into the bottle. It will continue to burn. Next, pour four teaspoonfuls of vinegar on top of the baking soda and watch what happens. The seething, foaming mass is carbon dioxide, released from the soda by the vinegar.

What happens now to a lighted match? Why? Is carbon dioxide gas heavier than air? Than oxygen? Tip bottle slowly over a lighted candle. What happens? The heavy gas can even be poured so the flame flutters and may go out. This is the principle behind some fire extinguishers.

MICROSCOPE SLIDE TIE SLIDE

MATERIALS: 1"x3"x1/8" clear plexi-glass slide, 3/4"x3/4" slide cover, Sharpie markers, plastic pipe.

Smooth corners of slide and polish on wet-dry emery paper. Let the boy draw a scientific glob (germ, cells, blood) on the slide. Glue the cover over the glob. Epoxy the pipe on the center back for the neckerchief to go through.



MATCHSTICK PULSE METER

Your pulse can be converted to a visual display. Roll a ball of clay about the size of a dime. Stick a wooden match (or a thumb tack base can be used) into the ball. Place it on your wrist. Shift it around until you find the spot with the strongest beat. Impress your friends, tell them you have made a device to test cardiac beat frequency. Ask if you can try it out on them.



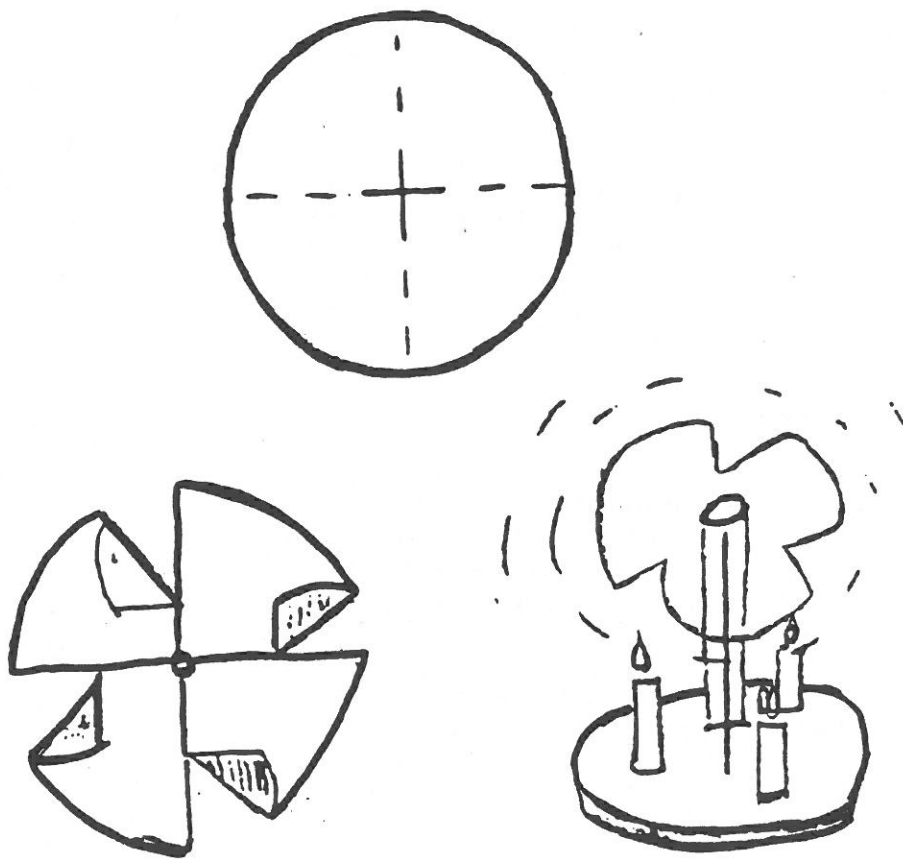
SCIENTIST

I63

ENERGY FROM A CANDLE

MATERIALS: Aluminum foil pan, soft clay, long pencil with point, three candles about four inches long, pyrex test tube, ten inch square of aluminum foil, pair of scissors.

Put a wad of clay in the middle of the pan and stick the pencil, with the point up, into the clay. Put three more wads of clay about three inches from the middle, and put a candle in each one. Next, make pinwheel of aluminum foil. Turn it upside down and fit it over the tube. Slip the tube over the pencil. Test to make sure the tube spins freely. Light the candles and watch the pinwheel turn.



SCIENTIST

I64

RUBBERBAND HARP

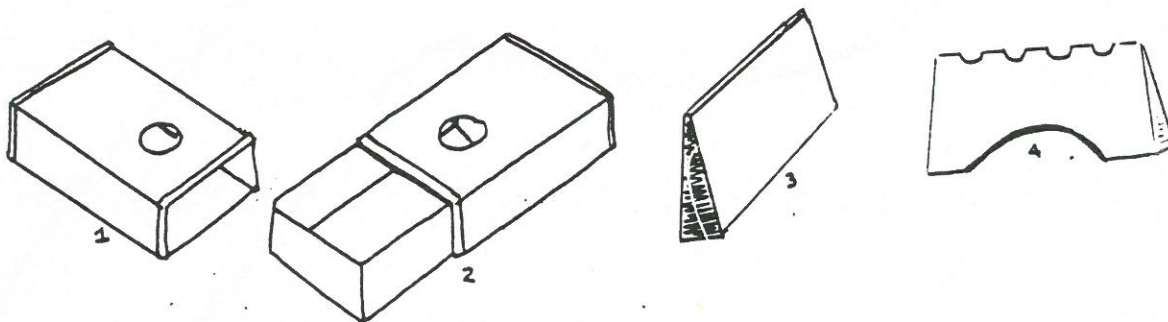
MATERIALS: One large empty matchbox, scrap piece of hardwood, packet of rubberbands, saw, knife, glue, paint.

PROCEDURE: Take a matchbox and, using a knife or leather punch, cut out a soundhole in one side of the cover (1). It doesn't matter what shape you make the hole. Your own design would make it more personal. When the soundhole is finished, glue in the tray with its bottom on the opposite side of the cover with the soundhole (2).

Find a piece of scrap hardwood about 50mm x 25mm. x 6mm. for the bridge. It can be cut to any shape you want or left as a rectangular block. In either case, the sides should be cut away so that the block is reduced to about 3mm. in thickness (3). In the top you will also need to cut a notch for each rubberband you want to fit on your harp. Finished bridge should look like that in drawing 4.

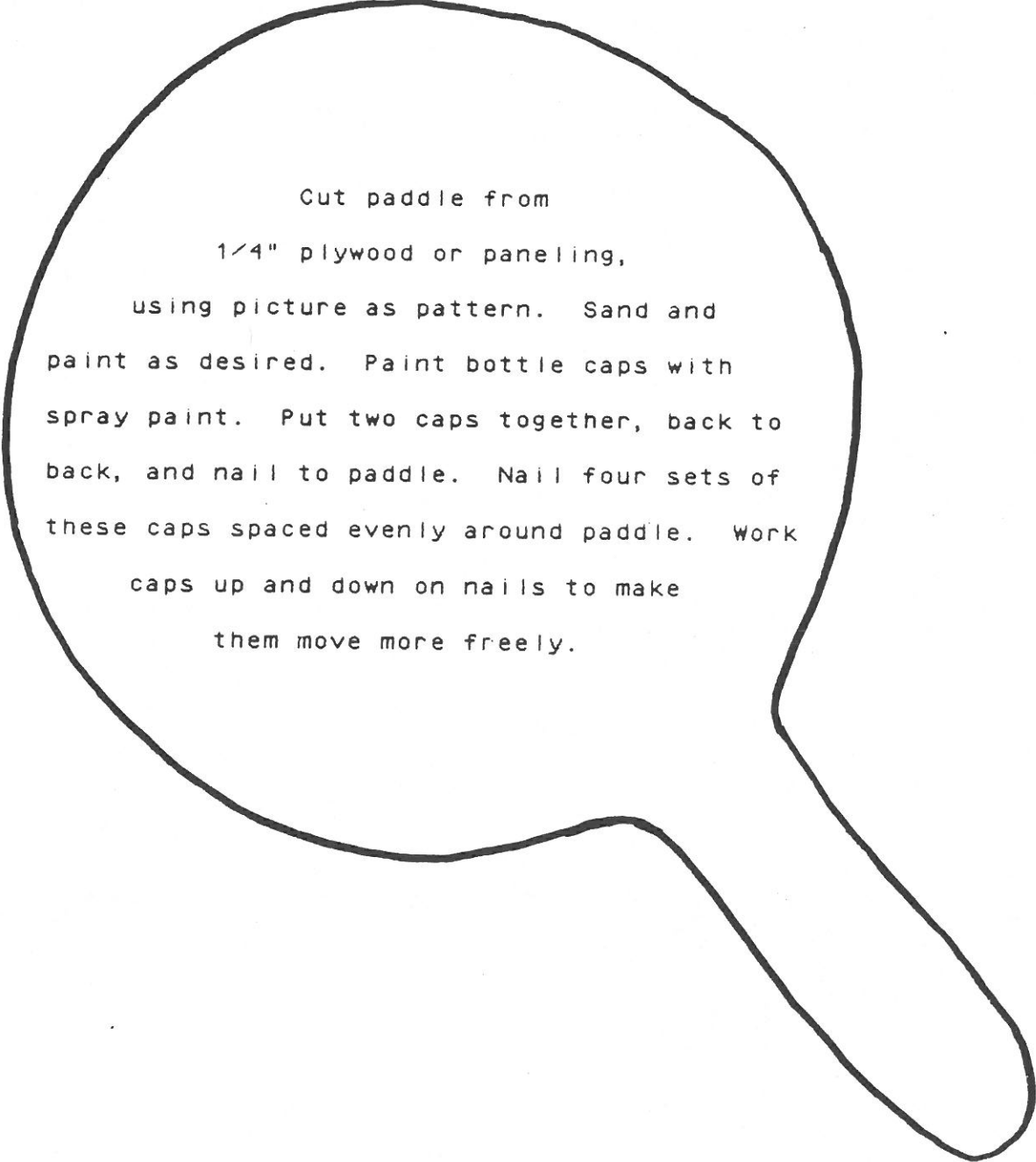
Before you assemble your harp, give the box a coat of paint to make it colorful. As soon as this is dry, you can wrap it with rubberbands, fit the bridge under them and start playing. There are no playing instructions, just pluck the strings and have fun.

Try experimenting with the bridge in different positions or by using thicker or thinner rubberbands. Soon you will begin to understand all the basic scientific principles that lie behind the workings of a stringed instrument.



PADDLE TAMBOURINE

MATERIALS: Scrap of 1/4" plywood or wall paneling, coping saw, hammer, paint, sandpaper, eight bottle caps (the kind that takes an opener), four nails with heads (sheet rock or 7D nails work well).



Cut paddle from
1/4" plywood or paneling,
using picture as pattern. Sand and
paint as desired. Paint bottle caps with
spray paint. Put two caps together, back to
back, and nail to paddle. Nail four sets of
these caps spaced evenly around paddle. Work
caps up and down on nails to make
them move more freely.

SHOWMAN

I66

GAMES

GUESS WHAT I'M DOING GAME -- This is a pantomime game Webelos will like to play. The leader thinks up a number of action safety rules. (For example: Look all ways before crossing the street. Buckle your seat belt. Wear a raincoat on rainy days.) Write them down on separate pieces of paper and drop them into a box. Then ask for a volunteer to go first and start the game. He comes forward and selects a slip of paper. He reads the safety rule to himself and then pantomimes it for the rest of the den. The first one to correctly guess what he's doing gets to act out the next rule.

SELF-PORTRAIT -- Give each player a paper bag large enough to go over his head. Following your directions, the artists draw with chalk or crayon a left eye, a right ear, a right eye, left ear, mouth, left eyebrow, rosy cheeks, right eyebrow. When each artist takes off his mask, he has a self-portrait...and what a portrait!

FASHION SHOW -- Divide den into teams of about four persons each. Give each team a bundle of newspapers and a package of pins. They select one person from their team to be the model. The others dress him in a newspaper costume, tearing the paper where necessary and pinning the pieces in place. Do not provide scissors. The most sensational costume wins.

SAME SONG -- Have slips of paper paired with names of familiar songs on them. Each person gets a slip of paper and wanders around the room, humming his song until he finds the other person who is humming the same song.

STAND A MINUTE -- Good for any size of group. Let someone keep time with a second-hand watch. At his signal, "go", everybody stands until he thinks he's stood a minute, then sits. The timer calls out when a minute and five seconds have passed, so each can see for himself how good a judge of a minute he is.

EVEN OR ODD -- Each player has ten or 15 beans. He walks up to someone and asks "Even or odd?". (Meaning the number of beans he has in his closed hand.) The person guesses. If the guesser is right, he gets as many beans from the other person as he has in his hand. If wrong, he pays a like number of beans. (Alternative: Fix a certain number of beans, such as two or three to be paid.) See who gets the most beans in a given time.

SHOWMAN

I67

KAZOO

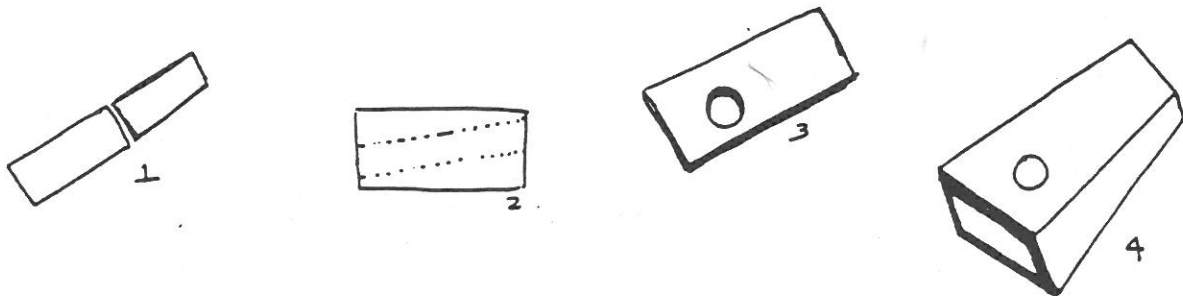
MATERIALS: 6mm. piece of hardwood - 375mm. x 36mm., tissue wrapping paper, glue, pencil, ruler, saw, file, sandpaper, varnish

PROCEDURE: Divide and saw the piece of wood into three pieces each 125mm. long (1). Mark one piece for the top of the kazoo and one piece for the underside. The other piece is cut into two pieces to form the sides.

On this kazoo the sides taper from 20mm. to 6mm. Mark these shapes on the piece of wood and cut them out (2). Cut a hole in the top of the instrument. This is best done by first drawing on a 22mm. diameter circle. Drill a 6mm. hole inside the circle. A coping saw can now be put in and used to saw out the circle. Another method is to drill a ring of holes inside the circle. Finish off the edges of the hole with a round file and some sandpaper (3).

Glue all the pieces of wood together at the same time, using a clamp or tape to hold them in place while the glue dries. Once the glue is properly dried you can use a file to get rid of all the sharp and rough edges (4). Use sandpaper to smooth it out. Varnishing it will keep it looking nice and stop the wood from absorbing the moisture from your mouth.

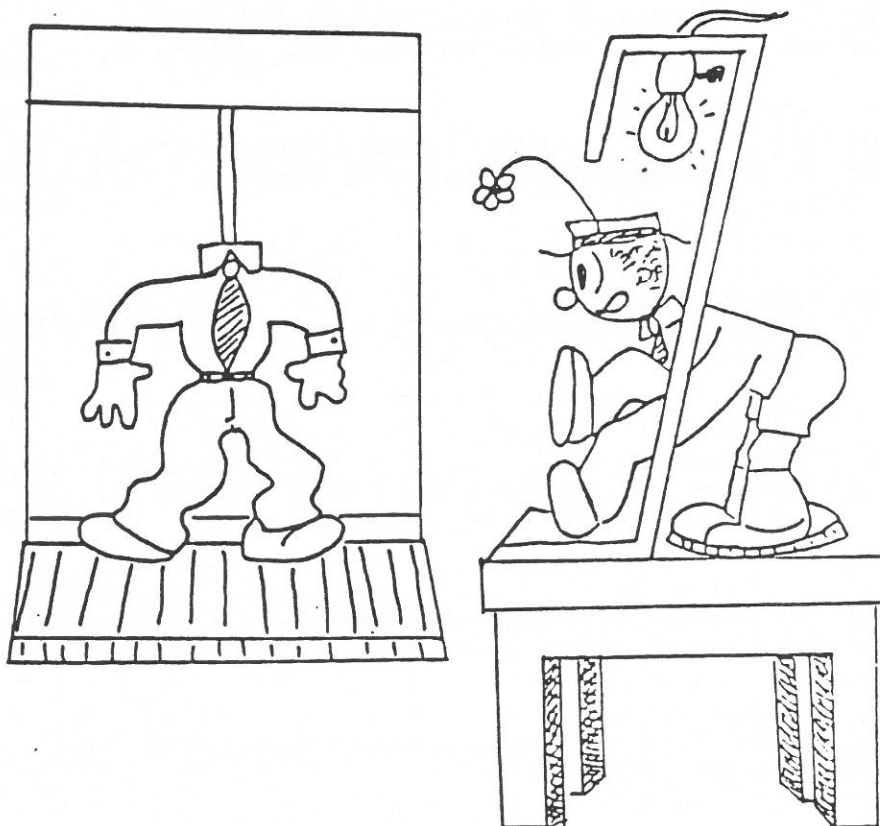
To make the kazoo work, a piece of tissue paper is stuck right over the hole in the top. To play, put the large end to your lips with the tissue membrane on the top. Try singing or humming a note through it so that you can get an idea of what kind of sound works best. Usually a cross between singing and humming seems to make the best noise. Once you have found out what to do, the kazoo will play any tune you know.



A SONG AND DANCE MAN

Put your boys into the act by using this clever device for a live puppet. If you make two or more you can have a chorus.

Make 3x5 frame out of 1x2 pine or other light wood. Cover frame with plain colored cloth. Sew or paint shirt on background and fasten pair of pants onto frame at puppet's waist. Cut slit to insert boy's head and make two more slits for his arms to be inserted into the pants legs. Stuff a pair of work gloves and sew them to shirt cuffs on background. To operate have boy put his head through slit above shirt, put appropriate hat on his head and tie shoes securely to his hands. He can improvise dance steps to fit the tune as he goes. Some very funny routines can be worked up with this puppet frame.



HOME ENERGY SAVERS' QUIZ

Over 37 million homes in America are insufficiently winterized. By answering the few simple questions below, you can see where your energy dollars are going.

SCORE

1. What Is Your Thermostat Setting?

If your thermostat is set at 65 degrees F. or less during daytime in winter, score 6 points; 5 points for 66 degrees; 4 points for 67 degrees; 68 degrees or above, score 0.

If you have central air conditioning and keep your temperature at 78 degrees F. in summer, score 5 points; 4 points for 77 degrees; 3 points for 76 degrees; no air conditioning, score 7 points; below 76 degrees, score 0.

In winter, if you set your thermostat back to 55 degrees F. or less at night, score 10 points; 9 points for 56 degrees; 8 points for 57 degrees; 7 points for 58 degrees; 6 points for 59 degrees; 5 points for 60 degrees; above 60 degrees, score 0.

2. Is Your House Drafty?

To check for drafts, hold a flame (candle or match) about 1" from where windows and doors meet their frames.

If the flame doesn't move, there is no draft around your windows, and you score 10 points. If the flame moves, score 0.

If there is no draft around your doors, add 5 points. If there is a draft, score 0.

If you have a fireplace and keep the damper closed or block the air flow when it is not in use, add 4 points.

If you do not have a fireplace, add 4 points.

If you leave the damper open when the fireplace is not being used, score 0.

3. How Well Is Your Attic Insulated?

Check the map on the 2nd page of this quiz to determine the inches of ceiling insulation recommended for your zone.

If you already have the recommended thickness of insulation, score 30 points.

If you have 2" less insulation than you should, score 25 points.

If you have 4" less insulation than you should, score 15 points.

FAMILY MEMBER

I70

HOME ENERGY SAVERS' QUIZ CONTINUED

If you have 6" less than you should, score 5 points.

If you have less than 2" of insulation in your attic, score 0.

4. Is Your Floor Insulated?

If you have unheated space under your house and there is insulation under your floor, add 10 points; if there is no insulation under your floor, score 0.

If you have a heated or air conditioned basement or if there is no space under your house, score 10.

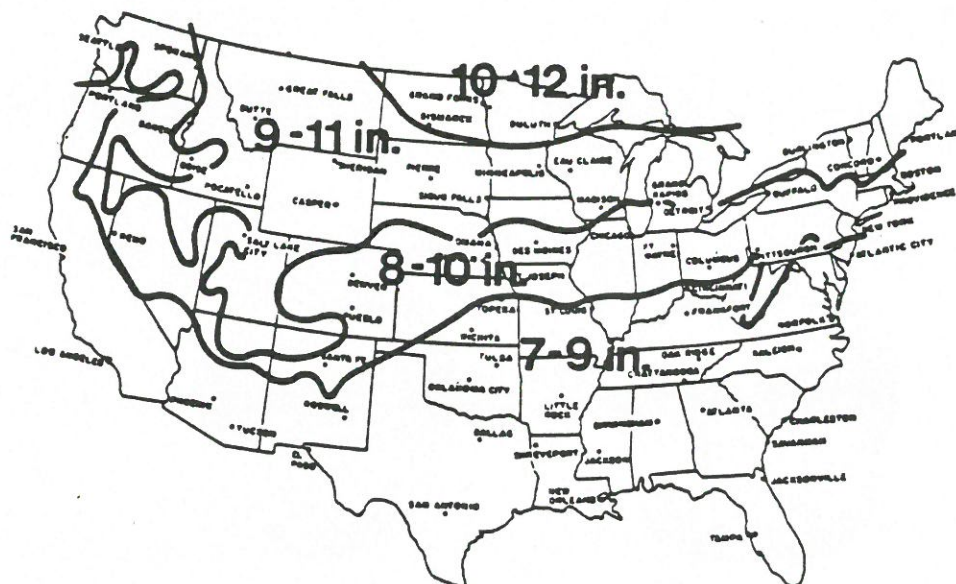
5. Do You Have Storm Windows?

If you live in an area where the temperature frequently falls below 30 degrees F. in winter and you use storm windows, score 20 points. If you do not have storm windows, score 0.

Your Energy Quotient:

Total

If your score is less than 90 points; it is likely that you can save fuel (and money) on the heating and cooling of your home.



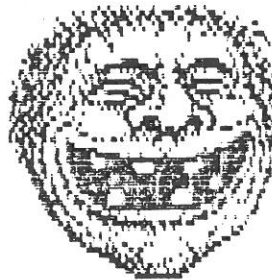
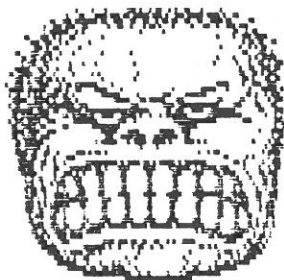
Provided for Cub Scout Energy Inventory Day by Federal Energy Administration and Energy Research and Development Administration.

FAMILY MEMBER

"FEELINGS"

Use this preopener to lead into a discussion about the various feelings. Relate this to the family with questions such as: When someone in your family is feeling sad, what can you do to make them feel better? If your little brother (sister) is afraid of the dark, what could you do to make him/her be less scared? How does it affect your family when you are feeling angry?

| | |
|-------------------|---------|
| G U I L T Y N C B | HAPPY |
| Z K A N G R Y G O | SAD |
| P O H V D H O R R | SERIOUS |
| S S C A R E D O E | ANGRY |
| G E S T P R O U D | SILLY |
| S J R X Q P L C S | JEALOUS |
| L Y S I L L Y H Y | LONELY |
| P R N U O W M Y L | BORED |
| J E A L O U S B O | GUILTY |
| L O N E L Y S I P | GROUCHY |
| | SCARED |
| | PROUD |



FAMILY MEMBER

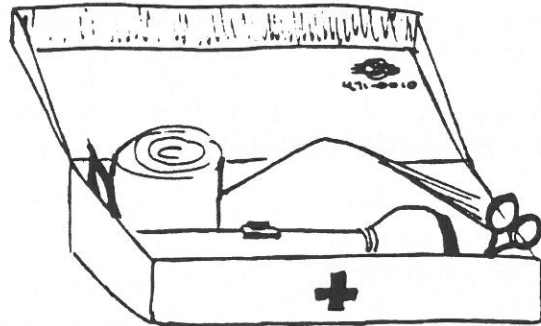
I72

CAR/TRAVEL FIRST AID KIT

Discuss, and then assemble, first aid kits for family cars. The boys could also use the kits to take along when camping.

SUGGESTED FIRST AID KIT CONTENTS:

Container - plastic school box
Roll of 2" gauze bandage
Sterile gauze dressings
Cravat bandage
Sunburn ointment
Insect repellent
Soap
Baking soda
Tweezers
Small scissors
Jackknife
Assorted bandaids
Flashlight



SUPPLIES FOR CAR

Two 3"x17" splints (1/4" thick)
Fire extinguisher
Tow chain or rope
Flares or red flags
Change for phone

CAR PASSENGER CODE

How travelers can help make each trip safe and pleasant.

1. Help yourself:
 - * Always wear your seat belt.
 - * Sit down to prevent injury in case of sudden stop.
 - * Keep your hands away from door handles, gear shift, ignition key and driver.
2. Help the driver:
 - * Sit down, so you don't distract him.
 - * Look out for road signs.
 - * Keep the noise down.
3. Help other passengers:
 - * Do not tease younger passengers.
 - * Do not put anything dangerous on the back ledge.
 - * Use a litter bag and dispose of it properly
4. Help others on the road:
 - * Keep arms and legs in the car while it is moving.
 - * Do not throw things out the window.
 - * Get out of the car on the side away from traffic.

TRAVELER

I73

GUIDE TO EMERGENCY ACTION

AUTO ACCIDENT

Move vehicles well off the road, if possible, and turn off ignitions. Send for police and an ambulance if necessary.

Move injured only if they are endangered by fire or traffic. Administer first aid only if you are qualified.

Place a warning flare ten feet back of rear vehicle, another 300 feet behind, and a third 100 feet ahead of the scene. If other people are there, station them with the flares to alert traffic. WARNING: Do not light flares near spilled gasoline.

Write down the license number of the other car and the name and address of its driver. Get the names and addresses of any witnesses.

If you are the first at the scene of an auto crash, park well away from accident, ahead of the crash site. Account for all occupants of vehicles and aid the injured only if you are qualified. Set up flares and call police as described above.

CAR FIRES

Most fires are a result of a short circuit in a car's electrical system. Don't waste time trying to disconnect the battery. If you don't have a fire extinguisher, rip loose any burning wires with the jack handle and smother with a coat or a blanket. Don't grab wires with your bare hand. If the fire is burning out of control and endangers the gas tank, get away from the car immediately.

HEADLIGHT FAILURE

Brake as quickly as possible without throwing the car into a skid. Ease onto the shoulder and well away from any traffic. Set out warning flares. Check battery terminals for a loose connection. If this is not the trouble, send for help. Never drive at night without lights.

CONTINUATION OF EMERGENCY ACTION

CAR SUBMERSION

Do not panic. Tests have proven that a car with doors and windows closed will float from three to ten minutes - enough time to escape if you keep your head.

If the car does sink before you can get out, an air bubble will form in that section of the passenger compartment closest to the surface. You can get a breath of air from this bubble before making your exit.

Depending upon the amount of water in the car, water pressure against the doors may make them difficult to open, but a window can be rolled down easily. If you are forced to break a window, give it a blow with a hard, sharp object.

STRANDED IN A BLIZZARD

Do not sit with the motor running and the windows closed. Deadly and odorless carbon monoxide can seep into the car. Keep two windows partly open so fresh air circulates. To conserve gas, run the engine for a short while so that the heater warms the car. Then turn it off until the car begins to get cold.

Leave parking lights or warning flashers on. Do not leave the car. There is a better chance of help reaching you than you surviving on foot in severe weather.

TRAVEL GAMES

LICENSE LISTING -- Make a list of license plates spotted while on a trip. See if anyone can name the state capitals.

SIGNS -- Players take turns looking for a specific sign, such as railroad crossing sign, arrow on sign, no parking sign, church sign, ice cream sign, no vacancy sign, etc.

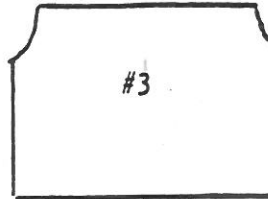
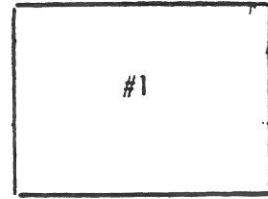
MAP GAME -- Give each player an identical map, see who is the fastest at finding the answer to such questions as: distance between cities, historic site locations, populations of cities, locations of airports, etc.

TRAVEL TOOL KIT

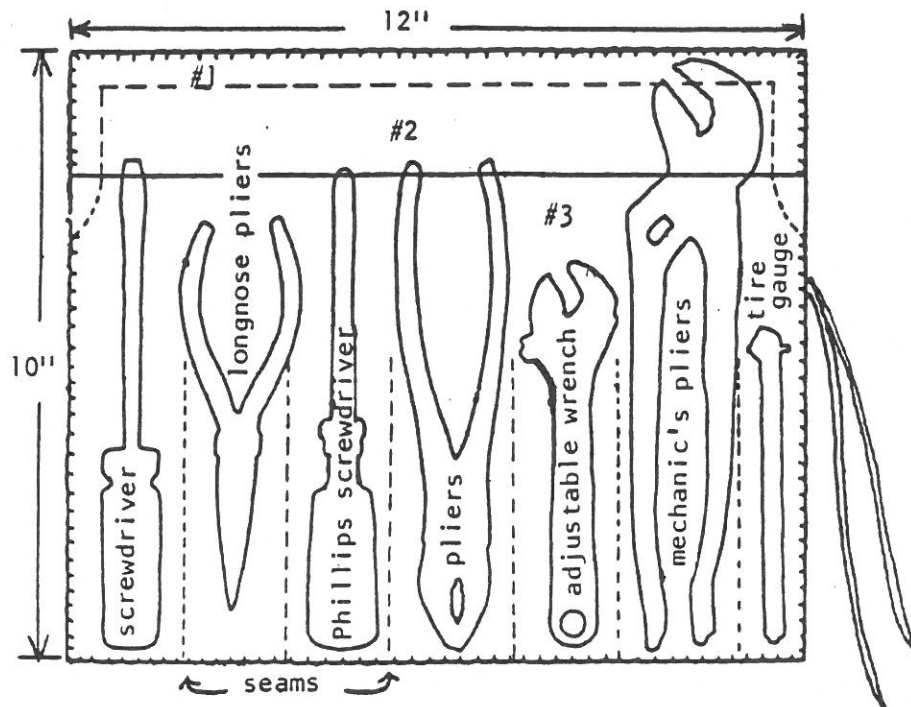
Almost any kind of sturdy material is suitable for this travel kit. Denim or canvas works well. A waterproof fabric is even better.

Change the tool selection and adapt the kit to a bicycle, a boat, or a home handyman kit. It is also useful for carrying large cooking forks, spoons and other implements on a camping trip.

1. Cut pieces the size desired.
2. Sew #2 to #1.
3. Sew #3 to #1.
4. Sew string to edge.
5. Make seams as desired for tools or other items.



cut in size desired



GAMES FOR SMALL TEAMS

DRIBBLE THE CIRCLE -- Divide den in to two teams. Mark two circles of about 18 foot diameter on the ground. Players scatter on the perimeter of their team's circle. On signal, the first player on each team dribbles a basketball all around the circle. When he gets back to his starting place, the next player repeats the action, and so on until all have run. First team finished wins.

SOCCER TEN KICKS -- Divide den into two teams. Each tries to kick the ball between opposite team's players ten consecutive times while the opponents try to intercept and start their own sequence of ten kicks. As each player kicks the ball, he calls out the appropriate number (1, 2, 3, etc.). Hands may not be used. The team making ten consecutive kicks without interception wins.

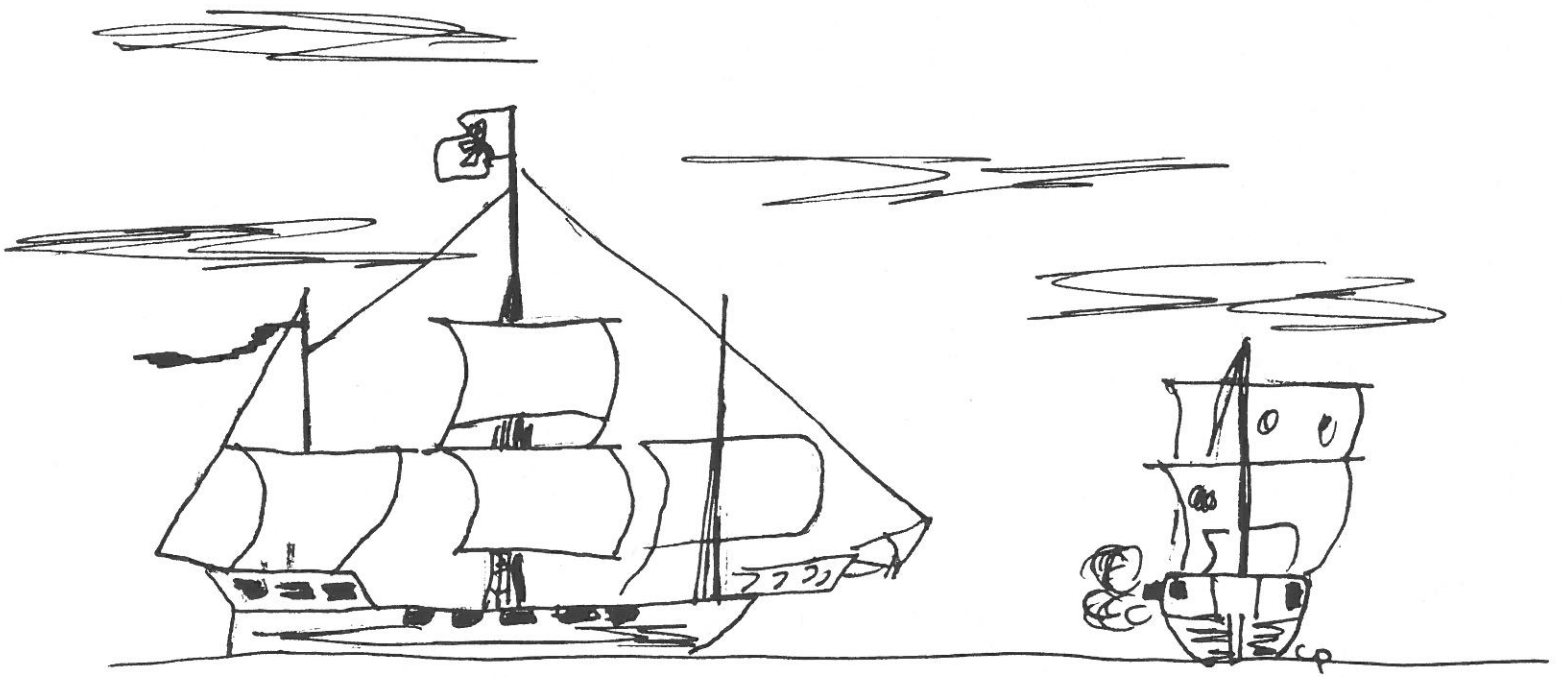
SOCCER DODGE BALL -- This is played like dodge ball, except the players around the circle kick the ball instead of throwing it.

BUCKETBALL -- Two bushel baskets or similar containers are placed on the ground at opposite ends of the playing field. Use a regular basketball. Divide the den into two teams and play regular basketball rules, except that no goal is scored unless the ball stays in the basket and does not turn it over.

• SOCCER TRIANGLE -- On a large field, mark off a lane about ten yards deep, using twine or lime. Three players are on offense, one on defense. Starting at one end of the lane, the three offensive players try to advance the ball by kicking and heading it, while the defensive player tries to intercept. The offensive players should stay in a triangle formation not more than ten yards deep.

BROOM HOCKEY -- Give each player an old household broomstick or similar stick. The puck is a small ball. Play on any size field. Goals are marked by rocks about six feet apart and centered on the end lines of the playing field.

SIDEWALK TENNIS -- Played with a tennis ball on two squares of sidewalk or patch of level ground marked off in a similar size. Ball is batted with the hands. Use regular tennis rules, except that there is no serving court.



HANDICAP AWARENESS



RENDERED
BY THE COURT



Handicapped

REMEMBER

1. A HANDICAPPED SCOUT IS MORE LIKE OTHER SCOUTS THAN HE IS DIFFERENT!
2. It is a basic principle that the experience of a handicapped scout should be as typical of the regular Scouting experience as possible.
3. MODIFICATIONS ARE PERMITTED IN ASSISTING HIM TO LEARN.
4. Successful leaders plan BEFORE the meeting.
5. PATIENCE...LOVE...UNDERSTANDING...IS SO NECESSARY.
6. "Scouting for the Mentally Handicapped," No. 3058, contains helpful information in dealing with many types of problems, not just "Mentally Handicapped".
7. There is also "Scouting for the Physically Handicapped", No. 3039.
8. Registration of mentally handicapped boys beyond the normal age limits prescribed for the Cub Scout program is provided in Clause 19, Article XI, Section 3, of the Rules and Regulations of the Boy Scouts of America.
9. ALL scouts need all the encouragement and support that you can give, but the rewards are the best you can receive. For one, the joy of accomplishment showing in a smile upon completing a task to the best of his ability.
10. You need to separate fact from myth involving the handicapped scout. Even though a scout may have a handicap, he still has the same feelings and needs as the scouts without handicaps.
11. If you have only one scout with a handicap in your group, work with the other scouts so they can better understand how they are all alike - instead of how they are different.



Note: Some of the material in this outline is quoted from "Scouting for the Mentally Handicapped".

The words below are as important to the boy or leader who sees them printed in neat rows and lines - as they are to the boy (or leader, or future leader) who sees them as they appear here:

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 Ipr s dom y o d o
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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.

Autism. Inability to face reality, characterized by staring into space, nonresponse 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, and 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.

Blindness. A totally blind person can see nothing.

* **Legally Blind.** Is when an 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 or to perform ordinary tasks necessary to daily living, even with the best possible corrective lenses.

* **Visually Handicapped.** The term "visually handicapped" 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 the 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 of gait to more uncontrolled movements, and may include an inability to see, hear, speak, or learn as other people do. Cerebral palsy is not always associated with mental retardation.

Deaf. Postlanguage. Persons who have lost their hearing after having developed speech (usually those over six years of age) and hence have some understandable speech, or at least make speechlike sounds, or might use "sign", or use a hearing aid, etc.

Deaf, Prelanguage. Persons who were born deaf or lose their hearing in early years before acquiring speech or syntax. They make up 95 percent of the school-age deaf population.

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.

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.

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, this disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

Mental Retardation. Persons who are mentally retarded are limited in their ability to learn, and are generally socially immature. Some are further handicapped by emotional and physical disabilities. Mental retardation is a condition, not a disease, manifested during the developmental period. It is important to realize that retarded persons have the same hopes and emotions as nonretarded persons.

* Mildly Retarded. About 90 percent of retarded persons are mildly retarded. They are similar to nonretarded 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.

* **Severly 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.

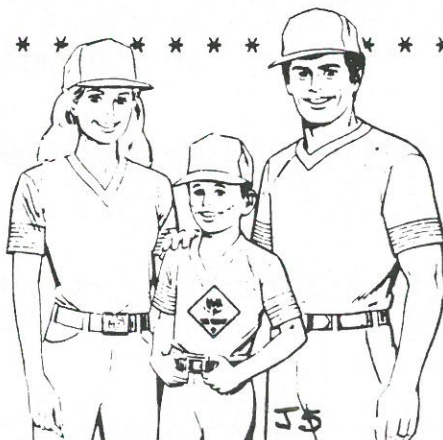
* **Profoundly Retarded.** Persons who often have physical handicaps and severe impairment in coordination and sensory development. This makes it necessary for them to have constant care. Some, with special techniques, can be taught useful tasks and can participate in some activities.

Multiple Sclerosis. A disease of the central nervous system - the brain and the spinal cord harden, causing tremors, muscular weakness, and other debilitating symptoms. This disease alters the control of such important functions as walking, talking, seeing, eating, tying a shoe, opening a door, etc. There is no known cure, and the cause is yet to be found.

Muscular Dystrophy. Muscular dystrophy is a general designation for a group of chronic diseases. The most prominent characteristic is the progressive deterioration and atrophy of the muscle tissue.

Physically Handicapped. Concerns those who are limited because of an impairment or disability which hampers physical, vocational, and community activities.

* * * * *



TIPS ON DEALING WITH THE HANDICAPPED

1. Have fun. Talk about the same things you would with any other person. Having a physical handicap does not necessarily dampen your sense of humor or limit your interests.
2. Offer help when it may be needed, but do not insist on it if the individual refuses aid. When in doubt ask: "May I help you?" or "How can I help you?"
3. Don't "hover". They do not wish to be treated as babies. Relax. If you are friendly and kind, the handicapped person will probably like you.
4. Keep your perspective in dealing with the handicapped person. See him as a person.
5. Be yourself. Don't be "sticky" sweet. Omit the pious note.
6. Be considerate of the extra time it might take for a person with a disability to get things said or done. Let other person set the pace in walking or talking.
7. When a handicapped person falls, take it easy. Wait for him to give you a cue. If he can get up by himself, he may prefer doing that. If he needs a lift, he will tell you the easiest way to get him back on his feet.
8. Crutches and wheelchairs are necessary accessories. Don't take them away from the handicapped person unless he indicates he would like to have them out of the way.
9. Let common sense and consideration be your guide, and you will never err seriously. The disabled are just like you are, only with a physical difference that does not have to make them think or feel differently.
10. Remember that it is the whole person that we are dealing with.
11. Talk about disability if it comes up naturally, without prying. Be guided by the wishes of the person with the disability.

* * * * *

QUESTIONS FOR THOUGHT

Part A: My attitudes:

1. What are my attitudes toward handicapped persons and mainstreaming?
2. What are the verbal and non-verbal ramifications of my attitude? What effects do I have on people? How do the things I do affect people (children and adults)?
3. Am I willing to change my attitudes?

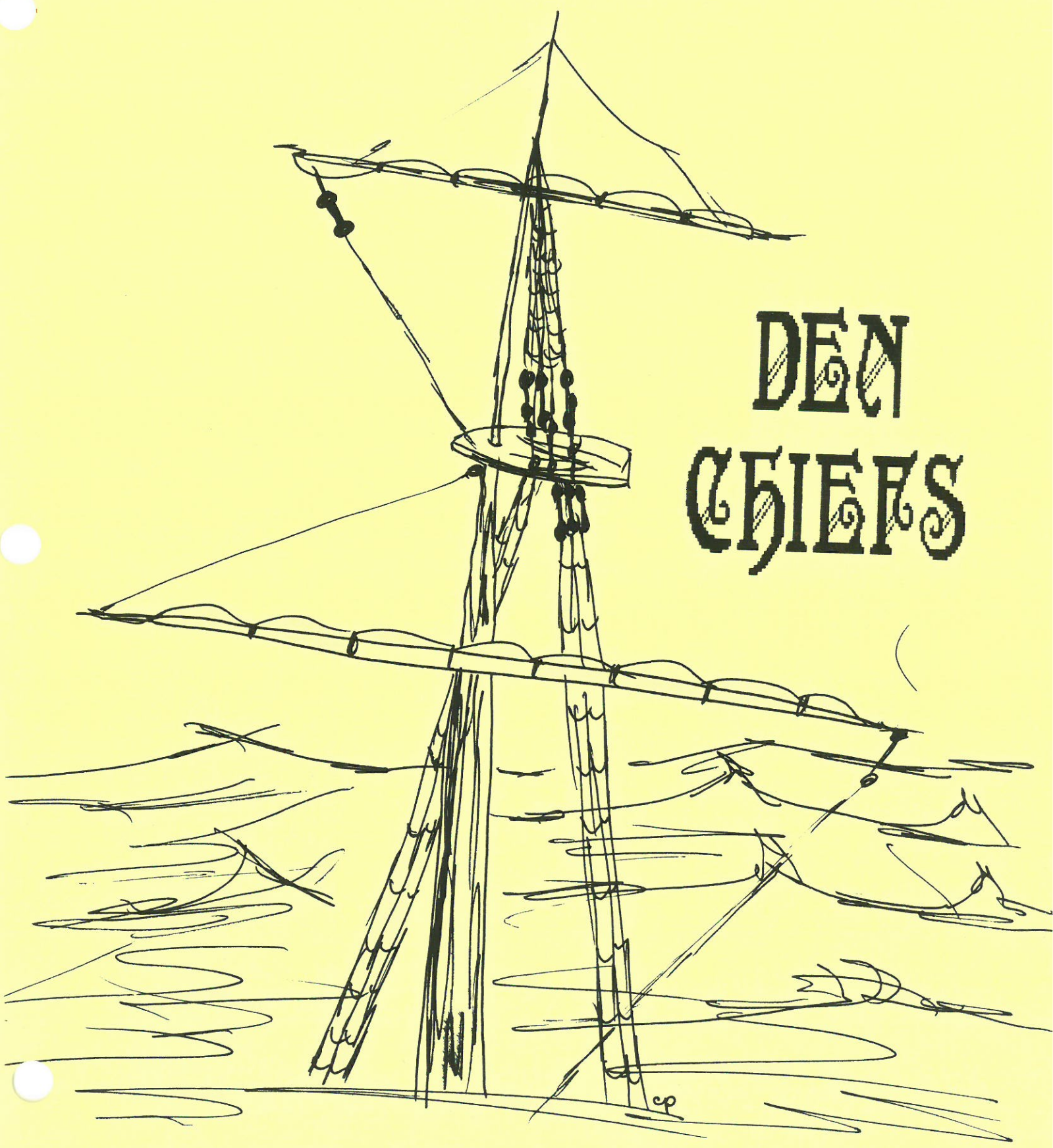
Part B. Children's Attitudes (these may also apply to adults!):

1. What are handicapped children's attitudes toward themselves?
2. What are non-handicapped children's attitudes toward handicapped children?
3. Do children's attitudes change after the handicapped child has participated in the scouting program for a few weeks?
4. How can I help the non-handicapped children understand the handicap? And, how can I help the non-handicapped children accept a child with a handicap (both visible and invisible)?
5. How can I help change children's attitudes, and promote better interactions between the handicapped and the non-handicapped?

II. Working with parents: What suggestions can I make to all parents on how they can help with the scouting program at home?

1. How can I keep communication channels open?
2. How can I explain the goals of the scouting program to parents of handicapped children, and non-handicapped children, and how their child fits into the program?
3. What will parents expect of the scouting program in meeting their child's needs?

DEN CHIEFS



MY DEN CHIEF AND ME

My heart sank from the sight of him
With his slim form, khaki clad
It's true, he had a pleasing smile...
He just couldn't be too bad.

But I'd pictured broader shoulders,
A big chest with badges dressed.
Here was another "little boy,"
Not much older than the rest.

We'd talk about plans for the den,
The ideas were all mine;
"I wanted this--" and "I'd have that"
And he'd say, "Yes, Ma'am, that's fine."

Now one day I was feeling low,
I disliked everyone;
Especially active, noisy boys,
Who would shout and laugh and run.

I was going to send them home
When my Chief stepped up to say,
"If it's all right, I'll take over."
Weakly I agreed, "Okay."

While one group played a game of ball,
He taught knots to another.
I sat entranced and gradually
I saw him as "big brother."

I'd been at fault, not he...
I'd pushed instead of guiding;
And all my Den Chief's talents
I'd succeeded well in hiding.

At long last we'd become partners
Through fair and stormy weather;
My slim, young, smiling Chief and I
Have learned to work together.

--Southeast Missouri Council
1979 Pow Wow Book



THE DEN CHIEF'S PLEDGE

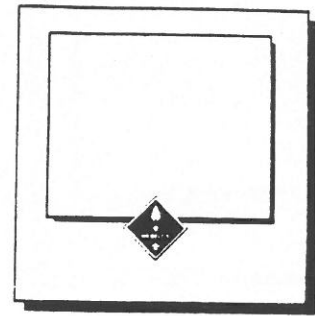
I promise
to help the Cub Scouts (or Webelos Scouts)
in my den
to the best of my ability,
To encourage, guide, and protect them
in all den and pack activities,
And show them by my example
what a Boy Scout is.
I will strive to be prompt and dependable,
and to cooperate with the leaders
in carrying out the den program.
As each Cub Scout completes the third grade,
I will encourage him
to join a Webelos den.
As he reaches 11, (completes 5th grade)
I will do all in my power
to interest him
in becoming a boy Scout.

THE DUTIES OF DEN CHIEFS

Know the purpose of Cub Scouting.
Help Cub Scouts achieve the purpose of Cub Scouting.
Be the activities assistant in den meetings.
Set a good example by attitude and uniforming.
Be a friend to the boy in the den.
Take part in weekly den meetings.
Assist the den in its part of the monthly
pack meeting program.
Know the importance of the monthly theme.
Meet as needed with the adult members of the den,
pack, and troop.
HAVE FUN!



HOW AM I DOING?



20 MINUTES
(FOR WEBELOS DEN CHIEFS)

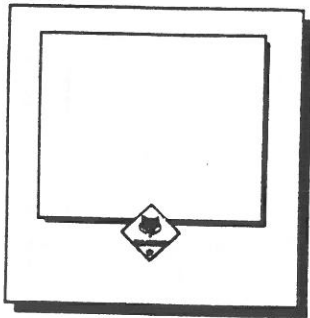
HOW AM I DOING? AS WEBELOS DEN CHIEF:

| | YES | NO | | YES | NO |
|---|--------------------------|--------------------------|--|--------------------------|--------------------------|
| 1. Do I meet with the Webelos den leader before each meeting in plenty of time to plan my part in it? | <input type="checkbox"/> | <input type="checkbox"/> | 14. Do I carry my share of the responsibilities for Webelos den activities? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do I always arrive on time for Webelos den meetings? | <input type="checkbox"/> | <input type="checkbox"/> | 15. Do I conduct myself in such a way that the Webelos Scouts will like me and will want to become Scouts? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do I wear my uniform to all den and pack meetings? | <input type="checkbox"/> | <input type="checkbox"/> | 16. Do I tell my Webelos Scouts about Scout activities in a way that will make them eager to join a troop? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do I find ways to make the denner feel important? | <input type="checkbox"/> | <input type="checkbox"/> | 17. Do I realize that the Webelos den leader is the person most responsible for the den? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do I make the Webelos program fun by using different games and ceremonies each week flavored with the skills and terms related to the Webelos activities badges and program? | <input type="checkbox"/> | <input type="checkbox"/> | 18. Do I realize that the den leader wants me to be the activity leader? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do I help my Webelos den at pack meetings? | <input type="checkbox"/> | <input type="checkbox"/> | 19. Do I coach my Webelos Scouts on the Scout and some of the Tenderfoot requirements so that they will be ready to pass them when they become Scouts? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do I make sure that my Webelos den activities lead up to but do not include Scout activities? | <input type="checkbox"/> | <input type="checkbox"/> | 20. Do I help my Webelos Scouts to join my troop by inviting them to visit meeting with their parents? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Do I cooperate with my Webelos den leader in every possible way? | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 9. Do I go along to help the den leader when my Webelos Scouts are on a hike or outdoor event? | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 10. Do I always treat my Webelos den leader with respect? | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 11. Do I encourage my Webelos Scouts to earn the Arrow of Light and activity badges? | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 12. Do I consult with the Webelos den leader regarding the control of disciplinary problems? | <input type="checkbox"/> | <input type="checkbox"/> | | | |
| 13. Do I build up the Webelos den leader in the eyes of the Webelos Scouts (brag about him)? | <input type="checkbox"/> | <input type="checkbox"/> | | | |

THIS SHEET MAY BE REPRODUCED LOCALLY—

Instructions for presenter. Make clear to your den chiefs that this is not a quiz or examination, but a series of questions on procedures and personal conduct to help each Scout evaluate himself and how he is functioning within his pack's structure. They do not sign their names, so we want them to tell it as it is. Invite each adult to mark one independent of his or her den chiefs.

Procedure. Duplicate copies of this page without these directions and the closing statement. Distribute for den chiefs to mark. Have extra pencils. Before you collect these sheets, have each den chief look at his sheet and count the yeses and nos. Close exercise by giving this statement: "Congratulations on all those 'yeses.' Let's go to work now to make each 'no' a 'yes!'"



20 MINUTES
(FOR CUB SCOUT DEN CHIEFS)

HOW AM I DOING?

HOW AM I DOING? AS CUB SCOUT DEN CHIEF:

- | | YES | NO |
|--|--------------------------|--------------------------|
| 1. Do I meet with my den leader to plan my part in the den meeting programs? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do I always arrive on time at the weekly den meetings? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do I wear my uniform to all den and pack meetings? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do I make the denner feel important? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do I meet with the den leader after each den meeting to discuss the plans for the next one? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do I make Cub Scouting fun, using different games and ceremonies instead of doing the same old things every week? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do I help lead my den at the monthly pack meeting? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Do I make sure that my den activities do not include Scout activities? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Do I cooperate with my den leader in every possible way? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Do I always treat my den leader and assistant with respect? | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Do I encourage my Cub Scouts to advance in rank? | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Do I consult with my den leader on all disciplinary problems? | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Do I build up the den leader in the eyes of the Cub Scouts (brag about him or her at every opportunity)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Do I carry my share of the responsibility for den activities? | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Do I have the Cub Scouts pay special tribute to the den leader on birthdays or other special occasions? | <input type="checkbox"/> | <input type="checkbox"/> |

- | | YES | NO |
|--|--------------------------|--------------------------|
| 16. Do I conduct myself with my Cub Scouts in such a way that they like me and will want to become Scouts? | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Do I find opportunities to tell the Cub Scouts in the den about Scout activities so they will want to join a troop when they are old enough? | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Do I realize the den leader is the one most responsible for the den because he or she is the adult leader? | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Do I realize that he or she wants me, as the den chief, to be the activity leader? | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Do I keep my eyes open for clever tricks, stunts, and activities to suggest to the den leader? | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Do I encourage my Cub Scouts to join the Webelos den when they become 10 years old or complete the fourth grade? | <input type="checkbox"/> | <input type="checkbox"/> |

THIS SHEET MAY BE REPRODUCED LOCALLY—

Instructions for presenter. Make clear to your den chiefs that this is not a quiz or examination, but a series of questions on procedures and personal conduct to help each Scout evaluate himself and how he is functioning within his pack's structure. They do not sign their names, so we want them to tell it as it is. Invite each adult to mark one independent of his or her den chiefs.

Procedure. Duplicate copies of this page without these directions and the closing statement. Distribute for den chiefs to mark. Have extra pencils. Before you collect these sheets, have each den chief look at his sheet and count the yeses and nos. Close exercise by giving this statement: "Congratulations on all those 'yeses.' Let's go to work now to make each 'no' a 'yes!'"

_____ **Be the activities assistant in den meetings.**
The den chief has led the following activities as marked (pages 17-19):

- Five songs _____
- Five stunts or skits _____
- Five games _____
- Five sports activities _____

_____ **Set a good example by attitude and uniforming.** The den chief has maintained the following for a period of 6 months (pages 20 and 21):

A cheerful Scouting attitude within the den

_____ Worn his uniform to meetings of the den

_____ **Be a friend to the boys in the den.** The den chief has read pages 22 and 23. We have discussed the following:

The meaning of friendship
What Cub Scout-age boys are like
The need to praise and build up the boys in the den

_____ **Take part in weekly meetings.** The den chief took part in weekly meetings for 6 months.

_____ **Assist the den at the monthly pack program.** The den chief has assisted the den at the monthly pack program at least three times.

Date _____
Leader's Initials _____

_____ **Know the importance of the monthly theme.**
The den chief has read page 26. We have discussed and he understands the importance of the monthly theme.

_____ **Meet as needed with the adult members of the den, pack, or troop.** The den chief has read page 27 and understands the need to work together. He has maintained a notebook (preferably the *Cub Scout Leader Program Notebook*) with the telephone numbers of the den leader, Cubmaster, Scoutmaster, and any other adult member of the troop or pack named by the den leader. This notebook has been used to mark down the dates and times of all den functions for 1 year. The den chief has either attended the annual pack planning conference or met with the Cubmaster in order to prepare his notebook. The den chief has called leaders concerned if unable to attend scheduled meetings.

YOUR SERVICE RECORD FOR THE DEN CHIEF SERVICE AWARD

PREPARATION. Before you begin work on this service award, discuss with your den leader and either your Scoutmaster or Cubmaster the role and importance of the den chief. Your discussion should include the:

- Importance of the attitude regarding service within Boy Scouting
- Attitude regarding service within the den
- Attitude regarding service to the den leader
- Importance of the attitude regarding leadership within Boy Scouting
- Attitude regarding leadership within the den
- Length of service to the pack
- Need to purchase, carry, and use the *Den Chief Handbook*

Boy Scout _____ Your name
has discussed the role of den chief with us and is now prepared to begin working for the award.

Scoutmaster or Cubmaster _____
Signature _____ Date _____

Den Leader _____
Signature _____ Date _____

PERIOD OF SERVICE

Date/Leader's Initials* _____
Den chief has served the pack faithfully for 1 full year.

TRAINING

_____ Attended a den chief training conference (if available within year of service).
OR
_____ Was trained by the Cubmaster.

SERVICE REQUIREMENTS

_____ Know the purposes of Cub Scouting. The den chief has read page 14 of the *Den Chief Handbook*. He understands the purpose of Cub Scouting.

_____ Help Cub Scouts achieve the purpose of Cub Scouting. The den chief knows and uses the following within the den (pages 15 and 16):

- _____ The Cub Scout Promise
- _____ The Law of the Pack
- _____ The Cub Scout motto
- _____ The Cub Scout salute
- _____ The Cub Scout sign
- _____ The Cub Scout handshake
- _____ The meaning of Webelos

*Leader may be the den leader, Cubmaster, or Scoutmaster.

WANTED: CUBMASTERS, DEN LEADERS, WEBELOS DEN LEADERS, AND BOY SCOUT LEADERS



Den Chief's Pledge

I promise to help the Cub Scouts (or Webelos Scouts) in my den to the best of my ability, to encourage, guide, and protect them in all den and pack activities, and to show them by my example what a Boy Scout is. I will strive to be prompt and dependable and to cooperate with the leaders in carrying out the den program. As each Cub Scout reaches the fourth grade, I will encourage him to join a Webelos den. (As he reaches 11, I will do all in my power to interest him in becoming a Boy Scout.)

Den chiefs are busy people. Each week they attend their troop (post) and patrol meetings. They are doing their best to advance in the Scouting program. Chances are they'll not be very interested in spending more time learning to be den chiefs—unless you make it fun.

To make the extra learning happen more easily, leaders must see that the job really rates. The following procedure asks any leader contacting the den chief to assume a role of instructor. Cubmasters request den chief help from Scoutmasters asking them to recognize the importance of den chiefs before the whole troop and let all the Scouts know that it is a troop leadership position. Den chiefs can't get along without your help.

Cubmasters! Don't leave the training to just your den leaders. The show of interest, public recognition,

and expression of appreciation for the job den chiefs are doing encourages them to do their best. The Scoutmaster confers with the senior patrol leader, who is responsible for all boy leadership appointments. The Scoutmaster delegates the supervision of the den chief to an assistant Scoutmaster or a junior assistant Scoutmaster who will be the coordinator of all the den chiefs in his troop. This leader knows the Cub Scout program and pack leaders. He assists with the training and gives regular help on their job. He teaches songs, games, and skills related to the program of the month. He takes part in pack or district den chief training conferences with the den chiefs from his troop. It is important that the den chief coordinator attend and be invited to participate in the den chief conference.

Please note the following: "Application to become a Den Chief," # 4211, has been discontinued. The Den Chief's shoulder tab and service star have been replaced by the Den Chief Service Award Cord. After the Service Award Cord is earned, it may be worn after leaving the leader position.

Boy Scout and Cub Scout Leaders remember to praise, reward and acknowledge your Den Chiefs regularly and frequently. Tools for praise are the following: Den Chief Handbook, # 3211; Den Chief Emblem, # 387; Troop Junior Leader Certificate, # 3745; Den Chief Service Award Certificate, # 3726; Certificate of Appreciation, # 3755; Den Chief Shoulder Cords, #388B; webelos Den Chief Shoulder Cords, # 457B; and Den Chief Award Cord, # 389.

THE WHY AND HOW OF DEN CHIEF TRAINING

What is the conference?

It is a meeting of den chiefs and prospective den chiefs on a council, district, or single-pack basis. It is planned and operated by district and council Cub Scout people who train Cub Scout and Webelos den leaders to conduct the conference effectively.

Purpose

The thing that determines how long the den chief will serve and how effectively he will do his job is the extent to which the job seems to him to be important. If he rates the job highly, he'll take it more seriously. The den chief conference is intended to glamorize the job, to build more enthusiasm, and to develop higher morale among den chiefs.

The conference must be a combination good time and training experience. It is unlikely that den chiefs will participate in den chief training unless it offers an atmosphere of fun and fellowship.

Time will be spent in teaching how to lead and get along with Cub Scout-age boys.

When and where

The den chief conference may be held on a 1-day basis from 9 a.m. until 4 p.m., with a noon lunch, or from 2 p.m. until 9 p.m., with a supper meal. It also lends itself to a fine weekend affair starting Friday evening and closing on Saturday. In this instance, an evening program of fun, stories, and wide games would be an additional feature. A Cubmaster may also conduct it over a 2- or 3-evening period for just his pack with assistance from his pack or other Cub Scout people.

The 1-day conferences are usually held in a school or public building that offers suitable activity space. Some councils have nearby training centers or camping facilities at centrally located points. Make use of holidays whenever possible.

Who attends?

The conference is designed primarily for den chiefs. Cubmasters, Webelos den leaders, den leaders, or other adult pack or troop leaders who register den chiefs in the conference should arrange to participate with them. Scoutmasters and junior assistant Scoutmasters, serving as den chief coordinators, also should be invited to attend and participate in the conference.

On what basis should the conference be held? The conference is designed for participation of den chiefs and assistant den chiefs of several packs. Usually, it is conducted on a community, district, or council basis, although it can be adapted for use with the den chiefs of a single pack. The training will be more impressive to the den chiefs if a fairly large group is involved. It is encouraging to them to discover that there are many other Boy Scouts, Varsity Scouts, and Explorers doing the den chief job.

Special features

One of the most important features of the conference will be the luncheon. This should be worked out so that the den chiefs are guests. The pack should take care of any registration and food costs for their boys. Food is important to boys of den chief age—there should be plenty of it and it should be planned to appeal to boys. The luncheon program should be short and informal. Make it interesting.

An outstanding citizen who would rate with the boys should talk to the den chiefs on the importance of their job. An outstanding older Boy Scout who was a den chief might be toastmaster for the luncheon meeting.

Where to find information

For a complete background on the den chief's job, refer to the *Den Chief Handbook* and to the chapters in the *Cub Scout Leader Book* on "Leadership" and "Leadership Training."

Den Chief Installation

The den chief installation may take place at a troop meeting, or a troop court of honor.

Invite the Cubmaster. The following equipment is required: Den chief's cord, troop leader's warrant, *Den Chief Handbook*, a blue and a yellow cord each made of many strands.

Form troop in a semicircle with an artificial or a real campfire (if outdoors) in the center. The Scoutmaster is assisted by two Scouts—one holding the blue cord, the den chief's cord, and the warrant, the other holding the book and the yellow cord.

Scoutmaster: We shall now honor a new chief.

Scout _____, you have been selected to serve your troop in this position of leadership. *(Scoutmaster takes gold cord from Scout assistant.)*

This gold cord represents your Scout troop, the Scout Oath and Law. It stands for leadership and Good Turns. *(Scoutmaster takes blue cord from Scout.)* This blue cord represents the pack with its Cub Scouts, leaders, and parents. It stands for the Cub Scout Promise, the Law of the Pack, and for goodwill. Notice that these cords have many strands as the pack and troop have many boys.

Let us bind these cords together to show how the pack and troop are bound together in friendship. *(Scoutmaster and den chief each grasp an end of the cords and twist in opposite directions three or four turns. The Scoutmaster then holds up the combined cord.)*

Scoutmaster: This symbol of friendship between the pack and troop now becomes the totem of your office as den chief. It is known as the den chief's cord. (Hands twisted cords to one of the Scout assistants.) Because you are a good Scout and we believe that you can lead others, you have been chosen to be a den chief in Pack _____. This means that you are being given the responsibility of leading boys who someday will become Boy Scouts like you and practicing the third point of the Scout Law—"A Scout is helpful." In accepting these responsibilities will you give the Scout sign and repeat the den chief's pledge after me?

Scoutmaster *(reads a phrase; den chief repeats it):* I, _____ *(name)*, promise to help the Cub Scouts in my den to the best of my ability, to encourage and guide them by my example of what a Boy Scout is. I will strive to be prompt and dependable and to cooperate with the den leader in carrying out the Cub Scout program. I will help him to join a Webelos den. As he approaches age 11, I will do all in my power to interest him in becoming a Boy Scout.

Scoutmaster: Scout _____, in recognition of the office you are assuming and the importance of the services you will be rendering your troop, I award you this den chief's cord and troop leader's warrant.

Cubmaster: Welcome to Pack _____. The Cub Scouts in your den, the den leader, your parents, and I are counting on you to do your best as den chief. We know you will help the boys get the most out of their Cub Scout experience. Your example will mean a lot. Count on me to assist you in every way possible.

Den Chief Induction

PERSONNEL

Cubmaster, den chief, den leader.

EQUIPMENT

Den chief cord.

Cubmaster: Cub Scouts and friends of Pack [number], we wish to recognize a new leader who will serve as a den chief in one of our dens. *(Calls forward the new den chief and his den leader.)* Before the den chief's cord is placed on your shoulder, I ask you to pledge your support. Do you promise to help the Cub Scouts in your den to the best of your ability, to encourage, guide, and protect them in all den and pack activities, and show them, by your example, what a Boy Scout can be?

Den Chief: I do.

Cubmaster: Will you strive to be prompt and dependable, and to cooperate with the leaders in carrying out the den program?

Den Chief: I will.

Cubmaster: As a Cub Scout reaches 11, will you do all in your power to interest him in becoming a Boy Scout?

Den Chief: I will.

Cubmaster: Den leader, please place the cord on your den chief's left shoulder and present his patch to him. Although this cord has little weight, the job it stands for places a large weight upon his shoulders. This cord also serves to recognize him as an officer in his troop.

Now, we of Pack [number], in recognition of your high office and important service, wish to welcome you and say congratulations.

Den Chief Installation

PERSONNEL

Cubmaster, den chiefs.

EQUIPMENT

Appreciation certificate for each den chief.

Cubmaster: Cub Scouting is different than Boy Scouting. Like Boy Scouting, it has its games, crafts, advancements, and goodwill projects. The difference is in the type of activities that younger boys like to do. The person who knows these activities best is one who has been a Cub Scout.

It is the job of the den chief to help lead den activities that will help younger boys to be good Cub Scouts and Webelos Scouts and eventually, good Boy Scouts, Varsity Scouts, and Explorers. Den chiefs set a good example by being both a leader and a friend. Tonight we would like to recognize those who serve our pack as den chiefs.

(Call names and den numbers of all den chiefs.)

We would like to ask that you re-pledge yourself to your responsibility as den chief. Please repeat the Den Chief Pledge after me:

I promise to help the Cub Scouts in my den
To the best of my ability,
To encourage, guide and protect them
In all den and pack activities,
And to show them by my example
What a Boy Scout is.
I will strive to be prompt and dependable,
And to cooperate with the leaders
In carrying out the den program.
As each Cub Scout reaches 10 years of age
Or completes the fourth grade,
I will encourage him to join a Webelos den.
As he reaches 11 years of age
I will do all in my power to
Interest him in becoming a Boy Scout.

(Present each den chief with an appreciation certificate.)



Den Chief Recognition

After a new den chief has been appointed and inducted (in his troop), this ceremony may be used to recognize him in the pack.

PERSONNEL

Akela (Cubmaster), a Cub Scout, new den chief, an older den chief, den leader.

EQUIPMENT

Two 4-foot lengths of rope made of yarn, one blue, one yellow; table; copy of *Den Chief Handbook*.

ARRANGEMENT

On Akela's right stands a Cub Scout holding rope of blue yarn; on his left, an older den chief holds the rope of yellow yarn. On the table is the *Den Chief Handbook*.

Akela: Cub Scouts and friends of Pack [number], we wish to recognize a new leader who will serve as den chief of Den [number]. *(Reads from a scroll, if necessary.)* I, Akela, chief of the Webelos, pondered long into the night who should lead the young Cub Scouts of our pack. An important council was held with the Scoutmaster, chief of our older brothers, to choose this important leader. Now, we call to our council the chosen one, Scout [name] of Troop [number]. *(Points to blue rope.)* This blue totem represents the Cub Scout pack with all its Cub Scouts, leaders, and parents—also the Cub Scout Promise and Law of the Pack.

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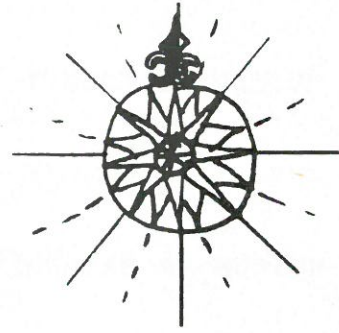
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